

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170012

Grants.gov Tracking#: GRANT12339981

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Special School District No. 1

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

41-0851980

* c. Organizational DUNS:

0205041140000

d. Address:

* Street1:

1250 West Broadway Avenue

Street2:

* City:

Minneapolis

County/Parish:

* State:

MN: Minnesota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

55411-2533

e. Organizational Unit:

Department Name:

Magnet Programs

Division Name:

Superintendent's Office

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

Prefix:

Ms.

* First Name:

Kerry

Middle Name:

* Last Name:

York

Suffix:

Title:

Manager, Grant Funding and Resource Developme

Organizational Affiliation:

Special School District No. 1

* Telephone Number:

(612) 668-0213

Fax Number:

* Email:

kerry.york@mpls.k12.mn.us

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Application for Federal Assistance SF-424
<p>* 9. Type of Applicant 1: Select Applicant Type:</p> <p>G: Independent School District</p> <p>Type of Applicant 2: Select Applicant Type:</p> <p>Type of Applicant 3: Select Applicant Type:</p> <p>* Other (specify):</p>
<p>* 10. Name of Federal Agency:</p> <p>Department of Education</p>
<p>11. Catalog of Federal Domestic Assistance Number:</p> <p>CFDA Title:</p>
<p>* 12. Funding Opportunity Number:</p> <p>ED-GRANTS-121416-001</p> <p>* Title:</p> <p>Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C</p>
<p>13. Competition Identification Number:</p> <p>84-377C2017-1</p> <p>Title:</p>
<p>14. Areas Affected by Project (Cities, Counties, States, etc.):</p> <p>SSD1 MPS Pathways Affected Cities.pdf Add Attachment Delete Attachment View Attachment</p>
<p>* 15. Descriptive Title of Applicant's Project:</p> <p>MPS Pathways Project</p>
<p>Attach supporting documents as specified in agency instructions.</p> <p>Add Attachments Delete Attachments View Attachments</p>

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="MN-005"/>	* b. Program/Project: <input type="text" value="MN-005"/>
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="07/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="470,546.00"/>
* 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="470,546.00"/>
* 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 type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 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	
<small>** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.</small>	
Authorized Representative:	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Ed"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Graff"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* Telephone Number: <input type="text" value="(612) 668-0200"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="mpssup@mpls.k12.mn.us"/>	
* Signature of Authorized Representative: <input type="text" value="Melanie Sanco"/>	* Date Signed: <input type="text" value="02/13/2017"/>

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City Affected by this grant program:

Primary City: Minneapolis

County: Hennepin

State: Minnesota

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

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

Name of Institution/Organization
Special School District No. 1

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	130,328.00	132,773.00				263,101.00
2. Fringe Benefits	43,179.00	44,010.00				87,189.00
3. Travel	4,650.00	4,650.00				9,300.00
4. Equipment	0.00	0.00				0.00
5. Supplies	6,600.00	3,500.00				10,100.00
6. Contractual	26,000.00	26,000.00				52,000.00
7. Construction	0.00	0.00				0.00
8. Other	7,000.00	7,000.00				14,000.00
9. Total Direct Costs (lines 1-8)	217,757.00	217,933.00				435,690.00
10. Indirect Costs*	17,421.00	17,435.00				34,856.00
11. Training Stipends						
12. Total Costs (lines 9-11)	235,178.00	235,368.00				470,546.00

***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):

The Indirect Cost Rate is 8.00%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

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Name of Institution/Organization
Special School District No. 1

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	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	0.00	0.00				0.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00				0.00
10. Indirect Costs	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	0.00	0.00				0.00
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Melanie Sanco	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Special School District No. 1	02/13/2017

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

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

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:
☒ Prime ☐ SubAwardee

 * Name
 * Street 1 Street 2
 * City State Zip
 Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input style="width: 95%;" type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input style="height: 20px;" type="text"/> CFDA Number, if applicable: <input style="width: 60%;" type="text"/>
8. Federal Action Number, if known: <input style="width: 95%;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 60%;" type="text"/>

10. a. Name and Address of Lobbying Registrant:

 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

b. Individual Performing Services (including address if different from No. 10a)

 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

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:
 *Name: Prefix * First Name Middle Name
 * Last Name Suffix
 Title: Telephone No.: Date:

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Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

SSD1 GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170012

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ASSURANCE
Related to Section 427 of the
General Education Provisions Act (GEPA)

United States Department of Education

ENSURING EQUITY

Minneapolis Public Schools is an equal opportunity institution. It does not discriminate in its hiring practices nor in its programs on the basis of age, race, color, creed, religion, national origin, gender, affectional orientation, disability, marital status or status with regard to public assistance. Minneapolis Public Schools has directed resources to incorporate special populations into mainstream classrooms as much as appropriate; limited English proficient students and those students qualifying for special education services, are, for the most part, served by specialized licensed staff who work collaboratively with mainstream teachers. In addition, the MPS Office of the Superintendent will integrate into all MPS Pathways Project services, strategies to serve the interests of traditionally underrepresented groups. The District's Special Education, Title I and the Gifted and Talented programs each have guidelines, which reflect a concern for equity.

Minneapolis Public Schools Office of the Superintendent strives to meet the fundamental proposition that all students in the district have equal access to a high quality, rigorous and standards-driven education. All students in the district are entitled to safe surroundings and a safe environment in which to study and to work.

EMPLOYMENT

Minneapolis Special School District No. 1 is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and Harassment are prohibited by Titles IV, VI, and VII of the 1964 Civil Rights Act and Title IX of the Education Amendment of 1972. In addition, various other constitutional provisions, statutes, and common law causes of action prohibit such discriminatory conduct. It is the policy of Minneapolis Special School District No. 1 to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, Project Thrive job announcements will be posted widely, electronically and in print, in English and other languages.

ASSURANCE

Related to the Participation of Non-Public School Students

Minneapolis Public Schools provides services to non-public schools. Special Education, Title I and LEP services, as well as books, testing and transportation, counseling and health related services are available to non-public schools in the district in which non-public schools are located. In addition, non-public school staff are invited to participate in federal and state funded development opportunities sponsored by public school districts. MPS assures non-public school involvement in federally funded district projects. Non-public schools have been, and will continue to be involved in planning and training when appropriate.

PARTICIPATION

Individuals who are members of special populations will be provided full access to the MPS Pathways Project for all services and activities. The Project Director will identify participants with special needs who may require instructional and other accommodations in order to benefit from project services and activities. Specifically, the Project Director will:

- Ensure that all facilities used for program services and activities will be open and accessible to all appropriate participants regardless of gender, race, national origin, color, disability, creed, religion, or age;
- Provide all materials in large print, Braille and/or audio formats as needed by participating students with visual or auditory impairments; and
- Provide sign language interpreters for all project activities as needed by participating students.

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	
Special School District No. 1	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Ed Middle Name:
* Last Name: Graff	Suffix:
* Title: Superintendent	
* SIGNATURE: Melanie Sanco	* DATE: 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:
	Lucilla		Davila	

Address:

Street1:	1250 West Broadway Ave
Street2:	
City:	Minneapolis
County:	
State:	MN: Minnesota
Zip Code:	55411-2533
Country:	USA: UNITED STATES

Phone Number (give area code)

(612) 668-0140

Fax Number (give area code)

Email Address:

Lucilla.Davila@mpls.k12.mn.us

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

--

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

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View Attachment

PR/Award # S377C170012

Page e16

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: SSDI MPS Pathways Abstract.pdf

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The Minneapolis Pathways Project

ABSTRACT

Minneapolis Public Schools (MPS) requests funding to implement a comprehensive research and planning project that will facilitate the creation of a blueprint to raise the achievement of students in the lowest performing schools by substantially increasing socioeconomic diversity by 2026. The Minneapolis Pathways project seeks to identify current challenges to socioeconomic diversity, and by centering community engagement, devise potential solutions. The project will result in a five-year plan, the Blueprint for Socioeconomic Diversity in 2025- 2026, which will be published in October 2019. The goal of this grassroots project is to build internal capacity and external momentum over the course of this research phase in order to maximize implementation and sustainability when the grant cycle has completed.

The MPS Pathways Project addresses Absolute Priority 1: Increasing Socioeconomic Diversity in Schools. The Project will utilize established data-collection methods to identify socioeconomic stratification and related barriers to socioeconomic diversity within MPS schools and neighborhoods, including comparison to surrounding districts as appropriate. The Pathways Project will engage communities around shared decision making for school choice in the dual threads of designing new school choice programs and planning logistics. New programs will establish or expand schools that attract socioeconomic diversity, such as magnet and community partnership schools and programs. Planning logistics that increase socioeconomic diversity might include identifying or designing potential school funding, student placement, and flexible transportation strategies to increase socioeconomic diversity.

The Pathways Project addresses Absolute Priority 2: Improving Schools by Increasing Student Diversity -- Blueprint through the creation of a five-year plan, the Blueprint for Socioeconomic Diversity in 2025- 2026, which will be published in October 2019.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

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MPS Pathways Project

Proposal to the U.S. Department of Education Opening Doors, Expanding Opportunities Program February 13, 2017

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Minneapolis Public Schools (MPS) requests funding to implement a comprehensive research and planning project that will facilitate the creation of a blueprint to raise the achievement of students in the lowest performing schools by substantially increasing socioeconomic diversity by 2026.

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Part 1: Need for Project

Many measures suggest that public schools are more segregated now than they were in the 1970s (Century Foundation, 2016). The city of Minneapolis is one of the most segregated by race and socioeconomics in the country (Institute on Metropolitan Opportunity, 2015). Although the metro Twin Cities was on a path to become integrated in the 1970s and '80s, "by 2010 the number of schools made up of more than 90 percent non-white students had increased more than seven-fold (from 11 to 83); the number of non-white students in those highly segregated environments had risen by more than 10 times (from 2,000 to 25,400), a percentage increase from 2.5 percent to 16 percent; and the share of the regional population in majority non-white, high poverty areas rose by three times to 9 percent" (Metropolitan Council, 2014, p.5). Although complex societal factors influence the increasing segregation of schools nationwide, including income inequality, increasing black and Latino populations, and ending of segregation policies that began with Brown v. Board of Education in 1954, there are still things that can be done, and reasons for doing them.

MPS is an urban school district with rich demographic diversity. According to the Minnesota Department of Education (2017), Minneapolis Public Schools is made up of 66% students of

color and 63% students who qualify for free or reduced lunch. Like many districts across the United States, this diversity is not equally represented in all MPS schools. In fact, MPS has a history of segregation lawsuits extending back to the 1970's (Block & Wells, MPS 2017).

- In 1972 Minneapolis schools were ordered to integrate after a federal court decision determining that Minneapolis had “intentionally and deliberately” kept students segregated.
- In 1983, Minneapolis School District was released from federal supervision, provided the Minnesota Department of Education enforced integration guidelines.
- In 1995, The Minneapolis chapter of the NAACP sued the Minneapolis School District, arguing that because the district allowed poor and minority kids to become segregated into inferior schools it was not providing the “adequate education” mandated by the state constitution.
- In 1999, eight MPS schools were found to be in violation of the Minnesota Voluntary Desegregation Rule, under which no school can have more than 15 percent students of color than the district as a whole. MDE gave school districts across the state the charge of voluntarily integrating their schools.
- In 1999, as a result of the NAACP's educational adequacy lawsuit, Minneapolis Public Schools and eight suburban districts created The Choice is Yours, a program that buses thousands of low-income Minneapolis children to suburban schools at the state's expense.

In spite of these lawsuits, and subsequent corrective actions, twenty-one MPS schools are designated as Racially Identifiable Schools in 2016-2017.

Part 2: Focus on serving the needs of disadvantaged individuals

Since the 1966 Coleman Report, it is well-established that the social composition of students within a school is the most influential factor for student achievement (Potter, et al., 2016).

Students in integrated schools have higher test scores and increased college attendance rates; while students in racially segregated, high-poverty schools have consistently lower academic achievement. (Potter, et al., 2016) According to Chancellor and Kahlenberg (2014), the key advantage of socioeconomic diversity is access to peers with “educationally advantaged backgrounds.”

Because of existing structural segregation factors outside of schools, the diversity of Minneapolis Public Schools as a whole is not reflected equally within individual schools.

The intersection of segregation and achievement is stark among MPS schools. 100% of schools designated as High Priority by the Minnesota Department of Education are also designated as Racially Identifiable Schools (RIS). Eleven of sixteen RIS elementary schools, all of the RIS middle schools and two of the three RIS high schools are located in Attendance Zone 1 (North Minneapolis, Northeast Minneapolis). There is a concentration of low achieving, racially isolated schools in Minneapolis’s most economically challenged neighborhoods.

According to MPS School Board policy 5261, “School choice is the primary strategy to ensure diverse learning communities.” MPS has made strategic choices around school choice, including interdistrict schools, open enrollment to suburban districts, magnet schools and specialized

programs. None of these programs have provided the desired achievement outcomes for students (8 April, 2014). For instance, four elementary magnet schools remain racially identifiable with 85% or more students who qualify for free/reduced lunch and three have high priority designations.

It will be the work of the MPS Pathways Project to identify specific reasons why previous efforts have not had the desired impact of increasing student achievement and socioeconomic diversity. However, it is clear that infrastructure and district policies and practices have acted against these efforts. Integration funding has been distributed inconsistently, and is not explicitly linked to the needs of specific programs and frameworks (8 April, 2014). It has not been uncommon for magnets and choice-based programs to be selected and/or located without community input. More magnet programs are located in the South and Southwestern parts of the city. The elimination of cross-zone bussing (8 April, 2014) posed a significant barrier for students to attend a school of their choice, outside of their attendance area. There has been resistance to student placement criteria for magnet schools - currently, there is no application or lottery procedure for magnets. The result is that students are placed in choice programs by address, if space is available.

There are also identifiable weaknesses in the services provided at choice-based schools (8 April, 2014). A magnet evaluation found variable fidelity of implementation of magnet frameworks, and a lack of additional funding to support teacher professional development around school themes. As a result, student outcomes vary among magnets; students in some magnet programs

exceed and lead district outcomes, and some perform consistently below the district average for academic achievement.

Minneapolis Public Schools has a unique magnet profile as a district. The majority of magnet programs exist only at the elementary level. This grant provides an opportunity to consider secondary options, targeting our most economically challenged neighborhoods. Secondary magnets would offer MPS the opportunity to build viable and sustainable K-college career pathways that respond to the business, industrial, and community needs of our region. School segregation reduces students' ability to prepare for an increasingly diverse workforce, to challenge static patterns of academic achievement and lead the way in communicating with a vast array of communities, stakeholders, and consumers of the future.

Part 3: School Choice

A number of studies have found that school choice increases segregation within districts and metropolitan areas. Charter schools have been found to exacerbate the isolation of black students in urban areas; since many charter schools target disadvantaged students in urban areas, a disproportionate number of black and Latino children end up in schools that isolate them from other student groups, though black students experience the greatest isolation (Miron, et al., 2010; Rotberg, 2014). While MPS student placement policies include priorities for increasing socioeconomic diversity in schools, in action, these policies do not necessarily result in increased diversity.

In school year 2015-16, over 21,000 students enrolled in Choice is Yours schools, which include a program where low income Minneapolis families can choose to have their students bussed to suburban schools at the expense of the state as well as over 70 charter schools that are available to MPS students. The demographics of these students (see Table 1) significantly impact the potential to integrate MPS schools, as a large number of low socioeconomic students choose to open enroll out of MPS.

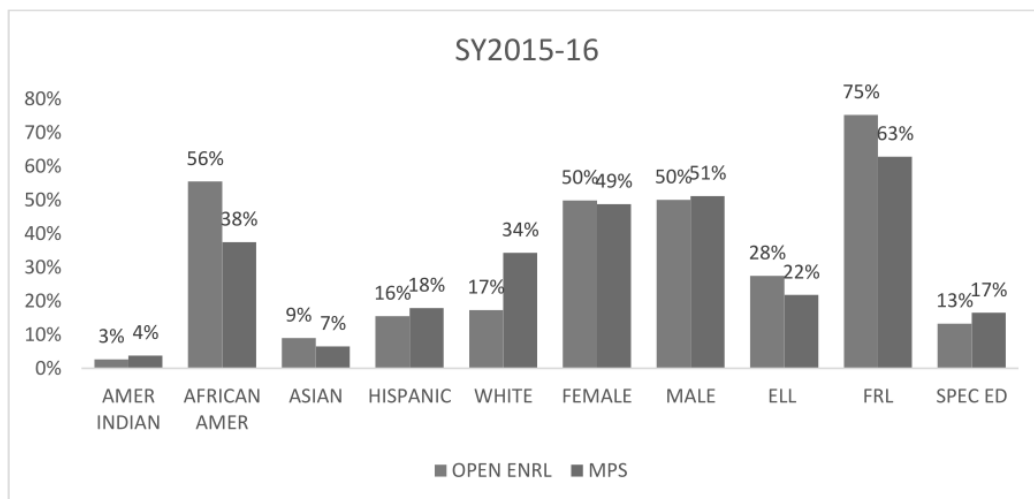


Table 1: Demographics of Minneapolis students enrolled in Choice is Yours program in school year 2015-2016

Part 4: Significance

Where previous integration efforts have been unsuccessful, this grant provides Minneapolis Public Schools with a much-needed opportunity to evaluate and address the current reality of student achievement and deeply consider a path forward. This two year planning grant will provide the time and capital to develop a new integration narrative. A narrative that

acknowledges present realities, incorporates promising strategies, and produces an evidence-based plan for achieving results.

This blueprint would present the opportunity to disrupt the academic inequity that exists for our high poverty students and families by engaging them in a shared process to shift how magnet and specialized programs are established within MPS. The Project situates the primary planning and problem-solving process focus away from leadership and centers impacted students and communities. Sustainable programs will result from the inclusion of community voice in the equity-focused decision making process of creating and finalizing the Blueprint for Socioeconomic Diversity.

This work will have implications beyond Minneapolis Public Schools. According to a Century Foundation report on school integration based on socioeconomic diversity (2016), there is very limited data available on school districts that use socioeconomic integration strategies to improve student outcomes. The MPS Pathways Blueprint will provide a meaningful contribution to the national dialog on socioeconomic integration strategies and the potential role of community engagement and shared decision making in disrupting what the Civil Rights Project refers to as the “double segregation” of race and class (2014).

Part 5: Project Design

The MPS Pathways Project for Socioeconomic Diversity aligns to the strategic goals and priorities of Minneapolis Public Schools. Acceleration 2020, the MPS strategic plan (2014), links the goals of Improved Student Outcomes and Equity. It also features, within the goal of Family

and Community Partnership, a desire to engage more diverse and representative participation in family engagement opportunities. Minneapolis Public Schools is currently responding to a segregation lawsuit which will require additional corrective measures. It is timely to consider how increasing socioeconomic diversity can disrupt existing demographic disparities.

The project will consist of three phases that culminate in the publication of Blueprint for Socioeconomic Diversity in 2025-2026. The first phase will consist of a comprehensive needs assessment and root cause analysis of challenges to socioeconomic diversity in MPS schools generally, and particularly in Attendance Zone 1. The needs analysis will include the following analyses of challenges to socioeconomic diversity in schools:

- Analyses of current demographic data of Minneapolis, enrollment projections for the coming years, and the enrollment expansion capacities of school facilities
- Analyses of the factors that have led to low student achievement in SIG and SIG-eligible schools, including
 - Comparisons of demographic and achievement data
 - Comparison of student demographic information of the residential populations within district attendance boundaries
 - Analyses of concentrated poverty or racial or ethnic segregation
 - Analyses of the location and capacity of school facilities
 - Analyses of existing transportation infrastructure
 - Analyses of school-level resources, per pupil expenditures, student access to instructional tools, full day kindergarten, advanced coursework and effective educators

- Analysis of existing data on Attendance Zone 1; including analysis of known factors that have contributed to families not electing to send their students to MPS

Solutions are not successfully formulated in a vacuum. Once a clearer picture emerges of the realities of socioeconomic segregation and its impact on students in MPS, it will be necessary to identify existing models for increasing socioeconomic diversity in schools as a means for improving student achievement. The Project will seek to identify comparable districts, identify the socioeconomic desegregation strategies they employed and their impact on student achievement. This analysis will inform possible pathways and student placement models that can be explored in the public phase of the project.

In addition to extensive data analysis to identify present realities, needs, and potential root causes, the MPS Pathway project will collect data on community perceptions of challenges and root causes through community engagement within Attendance Zone 1 and other specifically targeted communities. The data will be collected via community conversations (six per year, twelve over the twelve months of the grant) and perceptual data methods. The goal for this data collection process is to use locally developed, equity-based models for community engagement. Parents and community leaders will be important co-creators of the Blueprint, and will be engaged throughout the process for their expertise, as thought partners, co-planners, and as problem-solving resources. Community input will shape the solutions and strategies for increasing socioeconomic diversity and student achievement.

The MPS Office of Student, Family and Community Engagement and the REAA Department are developing a Parent Participatory Evaluation program to provide parents with expanded voice as well as teaching them evaluation skills. The Youth Participatory Evaluation program is already in place at all middle and high schools; these two programs will support the engagement of all stakeholders in the Pathways project.

Through a transparent, inclusive process of community input, the MPS Pathways Project will devise potential solutions for increasing socioeconomic diversity and student achievement in targeted schools. Solutions from comparable districts will be reviewed and interrogated with community partners, in an attempt to authentically assess the feasibility of the solution for community-specific application. Solutions and strategies under consideration for inclusion in the Blueprint will undergo the MPS Equity and Diversity Impact Assessment process. For example, if there was consensus support for strengthening and expanding K-12 magnet pathways, an Impact Assessment would be completed to determine the impact of this decision on student groups at the sites under consideration.

Phase three of the MPS Pathways Project is the co-creation of a blueprint for substantially increasing socioeconomic diversity in our lowest performing schools by the end of the 2025-2026 school year. The plan will layout significant action steps for MPS leadership and stakeholders, and will be submitted for their approval and implementation in October 2019. The Blueprint will include the following:

- Explanation of how schools were selected for inclusion in the Blueprint

- Evidence that priority was given to serving students in SIG/SIG-eligible schools
- Evidence that robust family involvement and community engagement contributed to the selection of Blueprint schools
- SMART goals for increasing student diversity and academic achievement beginning with school year 2019-2020
- Theory of Action with a detailed description of strategies, their evidence base, and timeline for implementation

Part 6: Project Personnel

The MPS Pathways project is an effort to engage great thinkers, practitioners, and community partners in the development of a blueprint that will disrupt socioeconomic segregation and transform student achievement in Minneapolis Public School's lowest performing schools. The project is supported by the Office of the Chief of Schools and the Research, Evaluation, Assessment and Accountability (REAA). The co-principal investigators are Associate Superintendent, Lucilla Davila, and Eric Moore, Chief of Assessment, Innovation and Research.

Lucilla Davila is the first Latina to be named as an associate superintendent in Minneapolis Public Schools. She has been in education for over 20 years and is a strong advocate for language immersion, English learners and garnering partnerships that accelerate student learning. Davila has taught in Puerto Rico and St. Paul. Prior to her principalship at Windom, Davila served as assistant principal at Achieve Language Academy in St. Paul. She holds a superintendent's license with coursework from Mankato State University.

Eric Moore is Chief of Accountability, Innovation and Research at Minneapolis Public Schools, where he provides leadership for the full scope of the Research, Evaluation, Accountability and Assessment Department (REAA), as well as the district's efforts around equity, integration and innovation. Prior to this appointment, Eric provided four years of leadership to MPS as the Executive Director of REAA (2013-2017) leading efforts in youth evaluation, SEL measurement, 9th grade on-track systems, data visualization, and community partner evaluation. He previously served as a Senior Research Associate at Rainbow Research Inc., a non-profit evaluation firm specializing in evaluation capacity building as well as the Director of Student Services and Diversity in the Anoka-Hennepin school district from 2001-2008. Eric is a former Woodrow Wilson fellow recipient at the University of Texas, Austin (1993) and a recent graduate of the Strategic Data Project at the Center for Education Policy Research, Harvard University (2015-2017). He holds a BA in English Education at Langston University, a MA in Public Affairs at the University of Minnesota and has completed preliminary examinations towards his PhD in Evaluation Studies at the University of Minnesota. Over the past decade he has presented at conferences such as Learning Forward (NSDC), the American Evaluation Association, the American Educational Research Association and the Council of Great City Schools on topics such as race and student achievement, racial identity and data interpretation, youth evaluation practices, and measuring racial attitudes and non-cognitive student abilities for K-12 populations. He is passionate about using program evaluation as a way to address racial and economic inequalities.

Day-to-day project management will be provided by the District Magnet Coordinator (to be hired upon award). This person will work closely with the Associate Superintendents who oversee magnet schools K-12, in order to ensure excellent vertical alignment along magnet pathways and between programs. The Coordinator will work with Principals to clarify program vision, goal setting, performance measures and evaluation. The Magnet Coordinator will be experienced in creating community partnerships, facilitating collaboration between schools and programs, and providing flexible and responsive, site-specific professional development.

The REAA department will work with the project to support data collection and report writing. Reports will be generated yearly. REAA's mission is to assist schools and the Minneapolis school district by collecting and analyzing data and then interpreting and communicating findings; to assist staff members with integrating data into the district improvement process; and to encourage data-based decision making. Led by Eric Moore, REAA is a department of 15 individuals, including seven research/evaluation specialists and five data scientists with Master's or Ph. D's in educational research and evaluation. REAA manages the MPS data warehouse that contains all necessary student achievement data. REAA will ensure sound data collection and will monitor the quality of data obtained on a regular basis. Analyses will be based on the appropriate assumptions and data type.

School and Family Liaisons and Family Inclusion Specialists will be engaged as needed to provide language interpretation based on the needs of targeted communities. The Office of Student, Family, and Community Engagement is a potential internal hub for this flexible support with community engagement and meeting facilitation. Community conversations will be

facilitated by members of the community we are seeking to engage. Because specific communities and needs will emerge from the comprehensive needs assessment process, there is a strong desire to keep this role open - to enable multiple people to support the MPS Pathways engagement process.

The Pathways team will pursue a planning consultant to guide our work. The goal is to identify an external resource that has deep familiarity with integration issues, strategies, and outcomes, especially best practices in successfully disrupting socioeconomic segregation. This team will also engage city, county and civic leaders to capture the full scope of current issues and policies that impact school integration in Minneapolis. Partnerships will be formed to best collaborate when developing a blueprint that holds the greatest opportunity for full implementation.

In addition, The MPS Pathways Project will engage an Advisory Board of internal and external partners to ensure multiple perspectives are present in all phases of the project. The Board will include representatives from:

- Office of Black Male Student Achievement, MPS
- Office of Student, Family and Community Engagement
- Associate Superintendents of Elementary Magnets, High Priority Schools, Middle Schools, High Schools
- Funded Programs (Title I)
- Community Partners, TBD based on preliminary data analysis from the comprehensive needs assessment
- City and County Partners

The MPS Pathways Project is committed to the vision that decision makers should be representative of the populations they serve. The demographics of our project personnel will reflect this value.

Part 7: Management Plan

Though the MPS Pathways Project lays out a five-year plan for implementation and action, the Project itself exists within a two year time frame. The project milestones are described in detail below.

MPS Pathways Project Plan - Year 1			
Milestone	Task	Responsible Person	Deadline
Secure Program team District Magnet Coordinator (1.0 FTE) REAA support (.5) Planning Consultant (contract)	Identify existing human capital resources and/or post positions; select candidates; interview; secure contracts	Internal project sponsors: Assoc. Superintendent Lucilla Davila; Eric Moore, Chief of Accountability, Innovation, and Research	August 1, 2017
Advisory Board Convened	Advisory Board meets to determine responsibilities/roles for year one and analyze baseline data; meet quarterly	Program Manager Project Sponsors	August 31, 2017

Comprehensive Needs Assessment - Data Drilling and Analysis	Gather historic, baseline, and projected demographic and achievement data related to SES distribution within MPS; hypothesize barriers to integration and prioritize target neighborhoods/student groups for engagement	Program Team	November 30, 2017
Community Engagement Planning	Schedule community conversations with prioritized target neighborhoods/student groups within 2017-2018 (November, January, March, May, July); develop communication strategy and marketing timeline	Program Team Family Engagement Associate Meeting Facilitator	September 30, 2017
Comprehensive Needs Assessment/Root Cause Analysis - Community Engagement Phase	Conduct community conversations in order to gather perception data, test hypotheses, and begin to assess root causes for SES segregation (November 2017, January 2018, March 2018, May 2018, July 2018)	Program Team Family Engagement Associate Meeting Facilitator	June 30, 2018
Year One Review and Evaluation Report	End of year review for Advisory Board, project sponsors, internal MPS stakeholders, communities, and community partners	Program Team, Project sponsors	September 30, 2018

MPS Pathways Project Plan - Year 2			
Milestone	Task	Responsible Person	Deadline
Year Two Planning	Reflection, process revisions, refinement of focus based on review and evaluation feedback	Program Team, Advisory Board, Project Sponsors	October 15, 2018
Root Cause Analysis - Community Engagement	Conduct community conversations in order to gather perception data, secure hypotheses, and assess root causes for SES segregation (September 2018, November 2018)	Program Team Family Engagement Associate Meeting Facilitator	January 30, 2019
Promising Practices Research	Identify comparable school districts and the practices that have disrupted SES desegregation	Program Team	March 31, 2019
Create Models/Scenarios for Attendance Zone 1 Initiatives	Possible school changes, new programs/pathways to increase socioeconomic diversity in North Minneapolis schools; including funding and transportation options	Program Team	May 1, 2019
Engaged Action Planning for Blueprint	Schedule monthly community conversations with prioritized target	Program Team	June 30, 2019

	neighborhoods/student groups (March, April, May, June) to vet and revise Attendance Zone 1 initiatives plan	Family Engagement Associate Meeting Facilitator	
Develop Communication Strategy and Marketing Timeline for Student Recruitment	Collaborate with MPS Student Placement and Communications to build interest and enrollment in Zone 1 schools and programs	Program Team, Internal MPS departments	July 31, 2019
Year Two Review and Evaluation Report	End of year review for Advisory Board, project sponsors, internal MPS stakeholders, communities, and community partners	Program Team, Advisory Board, Project Sponsors	August 31, 2019
Finalize Blueprint for Socioeconomic Diversity	<p>Including explanation of how schools were selected for inclusion in the Blueprint</p> <ul style="list-style-type: none"> ■ Evidence that priority was given to serving students in SIG/SIG-eligible schools ■ Evidence that robust family involvement and community engagement contributed to the selection of Blueprint schools <ul style="list-style-type: none"> ○ SMART goals for increasing student diversity and academic achievement beginning with school 	Program Team, Project Sponsors	September 30, 2019

	<p>year 2019-2020</p> <ul style="list-style-type: none"> ○ Theory of Action with a detailed description of strategies, their evidence base, and timeline for implementation 		
Blueprint for Socioeconomic Diversity Submitted to Community, School Board	The blueprint is published and shared for feedback	Program Team, Advisory Board, Project Sponsors	October 15, 2019
Blueprint for Socioeconomic Diversity Submitted to US Department of Education	Revised and finalized Blueprint submitted to DOE with implementation timeline	Program Team	October 31, 2019

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Other Attachment File(s)

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Eric Moore

(b)(6)

Professional Interests:

K-16 Barriers to Student Learning, Reduction of health disparities. Research and Evaluation Methodologies, Organizational Theory and Development, Adult Learning Processes, Causes of Achievement Gap, Application of Dominant and Non-Dominant Identity and Cultural Mismatch Models to reduce racial and cultural inequalities and K-16 community-school partnerships

Education

University of Minnesota, Organizational Learning and Development 1998-present
Doctorate of Education, Educational Policy and Administration: Evaluation Studies ABD
Anticipated award date 2014

University of Minnesota, Humphrey Institute of Public Affairs 1994 – 1996
Master of Arts, Public Affairs: Social Policy and Education Management

Langston University, Langston, Oklahoma 1990 - 1994
Bachelor of Arts, English and Education

University of Texas at Austin, Austin, Texas 1993-1993
LBJ School of Public Affairs, Woodrow Wilson Summer Institute of Public Affairs

Professional Experience

Minneapolis Public School District. Minneapolis, Minnesota. 2016 -Present
Chief of Accountability, Innovation and Research

Minneapolis Public School District. Minneapolis, Minnesota. 2013 - 2016
Director of Research, Evaluation and Assessment

Rainbow Research and Evaluation 2011-2013
Senior Research Associate

Rainbow Research and Evaluation, Minneapolis, Minnesota, 2009-2011
Senior Evaluation Consultant.

Center for Teaching and Learning, University of Minnesota, 2009-2011
Evaluation Specialist

Crossing Boundaries: Research and Evaluation, Coon Rapids, Minnesota 2008- present
President

Anoka-Hennepin Independent School District #11, Coon Rapids, Minnesota, 2001-2008
Director of Student Services and Diversity

Anoka-Hennepin Independent School District 11, Coon Rapids, Minnesota, 2000 to 2001

Research Assistant, Research and Evaluation Department

Center for Applied Research and Educational Improvement University of Minnesota, Minneapolis, Minnesota, 1999 to 2001. Research Assistant – Transforming School Counseling Initiative, Department of Educational Policy and Administration

TRIO Support Services, McNair Scholar Program University of Minnesota, Minneapolis, Minnesota, 1998 to 2000. Student Advisor, General College,

Office of the Associate Vice President for Multicultural Affairs, University of Minnesota, Minneapolis, Minnesota, 1996-1998. Coordinator of Pre-Collegiate Programs/ Assistant to the Vice President of Multicultural Affairs,

Minnesota Minority Educational Partnership (MMEP) and Minnesota State Board of Education, Minneapolis, Minnesota, 1995 – 1996. Near North Community Educational Liaison

Office of the Associate Vice President of Academic Affairs with Special Responsibility for Minority Affairs and Diversity, University of Minnesota, Minneapolis, Minnesota, 1995-1996
Graduate Assistant Research Fellow

Department of Human Services, Children's Mental Health Division. St. Paul, Minnesota, 1995
Community Analyst – Executive Pathways Internship Program

Minnesota State Department of Education, Office of School Desegregation/ Integration. St. Paul, Minnesota, 1994- 1995
Intern

TRIO Support Services, Upward Bound, East Texas State University. Commerce, Texas, 1992
English Instructor and Academic Advisor

TRIO Support Services, Student Support Services, Langston University. Langston Oklahoma. 1991-1994
Peer Counselor and Tutor

External Evaluation Projects

Project Director, Opportunity Gap study for metro area youth and internal evaluation of youth engagement strategies for Youthprise (2012-2013) Minneapolis, MN.

Mr. Moore is project director of a statewide out of school time study funded by Youthprise. Mr. Moore is responsible for leading a team in mapping all metro area out of school time opportunities in an effort to identify current gaps in out of school time programming. The study will also identify barriers to out of school time participation for metro area youth. Mr. Moore will also lead a review of current literature on out of school time opportunities, interview key informants and practitioners, and lead data collection activities for sixteen youth lead focus groups to inform opportunity gap efforts. Mr. Moore will also assess internal Youthprise youth engagement strategies and the quality of internal youth-adult partnerships and their ability to improve organizational effectiveness.

Project Director, College readiness curriculum audit (needs assessment) and curriculum writing for Minnesota Office of Higher Education Get Ready Program. (2012-2013)

Mr. Moore is leading a team curriculum redesign and curriculum writing effort on behalf of the statewide Get Ready program. Evaluation efforts include literature review of best practices in college readiness programming; the design, data collection, and analysis of practitioner surveys and focus groups accessing current college readiness curriculum quality, usefulness and effectiveness, and alignment with state standards. Focus groups in Minneapolis, Austin, Duluth and St. Paul will provide additional data regarding supports and barriers to curriculum effectiveness and ability to align with classroom content. Evaluation efforts also include the development of a curriculum review checklist assessing curriculum developmental appropriateness, accessibility for gifted, special needs and EL students, cultural relevance, and best practices in teaching and learning.

Project Director, Evaluation of Hennepin County Juvenile Supervision Center (JSC), Minneapolis Department of Health and Family Support (2012-2013)

Mr. Moore is leading an evaluation effort of the Minneapolis Juvenile Supervision Center. As part of evaluation efforts Mr. Moore and team are conducting key stakeholder interviews of Joint Powers Board and work group members regarding the effectiveness and efficiency of Joint Powers Board and Work group operations and decision making processes, clarity of purpose and vision of board and work group members regarding JSC efforts, data sharing needs between city and county government, Minneapolis police department and Minneapolis public schools and overall supervision center effectiveness based on stakeholder expectations. Mr. Moore is also leading literature review efforts to identify effective national truancy reduction, curfew prevention, and diversion program for low level juvenile offenders prevention and intervention models.

Project Director, Development of parent education curriculum toolkit for staff working with parents with mental health and chemical dependency issues. People Incorporated. (2012-2013). Ramsey County, Minnesota.

Mr. Moore is working with People Incorporated to develop parent education curriculum and resources that can be used across seven People Incorporated organizational units including child protection, homelessness, and chemical dependency. Mr. Moore led in the design, data collection, and analysis of parent education practitioners surveys, parent focus groups, and a literature review of best practices of parent education practices of parents with mental health needs. Mr. Moore led several cross-divisional meetings on tool kit content and barriers and supports for tool kit use.

Project Co-Director, YWCA Strong Fast Fit needs assessment, program evaluation, and curriculum audit. Minneapolis, MN. (2012-2013).

Mr. Moore is co-lead of a program evaluation community needs assessment, and curriculum audit of the YWCA Strong Fast Fit program. Strong Fast Fit is a cultural specific health education and nutrition program for Minneapolis Native American and Latino Youth. Mr. Moore will assist in evaluating current programming efforts and conduct needs assessment in Hmong, Somali, and African American communities for possible program expansion. Mr. Moore will conduct key stakeholder interviews and review current community supports related to healthy communities including availability of out of school time programming, access to health care facilities, and viability of school/YWCA partnerships. Mr. Moore will also lead in curriculum auditing efforts including the development of a curriculum review checklist that assesses best practices in instructional practice, cultural relevancy of curriculum, and potential to align to

Minnesota health content standards. Mr. Moore will lead team in curriculum rewriting efforts.

Project Director, Impact of Prenatal Alcohol Exposed (PAE) Screening on program delivery and early childhood education screener practices. Minnesota Organization on Fetal Alcohol Syndrome (MOFAS) (2011-2013)

St. Paul, Minnesota. Evaluation of MOFAS collaborative work with the Minneapolis Public Schools, Todd County, and Lifetrack Resources regarding Fetal Alcohol Syndrome training and modification of Early Childhood assessments. This study seeks to understand the impact that PAE screening has on PAE-identified youth ages 3-5 from 2009-2012.

Project Director, Evaluation of mentoring and out-of-school time programs funded by the Carlson Family Foundation, Minneapolis, MN. (2011-2013) Mr. Moore is currently leading an evaluation on youth mentoring and out-of-school time programs funded by the Carlson Family Foundation. In this project, Mr. Moore has helped form an advisory committee with program leaders to gain key insights into their program evaluation processes. He is currently developing a set of indicators that will be used by all Carlson Family Foundation grantees (31) to evaluate the success of their programs. Rainbow Research is producing a support manual and providing technical assistance to grantees to ensure a positive integration of the new evaluation system with current and incoming grantees.

Project Director, Evaluation of mentoring and out-of-school time programs of the Philadelphia Foundation's Fund for Children, Philadelphia, PA. (2011-2013) Eric Moore led an evaluation of youth mentoring and out-of-school time programming supported by the Foundation's annual \$2 million fund. He conducted extensive interviews to gain input from pre-collegiate program staff, city officials, non-profit directors, and business leaders. He conducted focus groups with participating youth. Mr. Moore analyzed data from 51 interviews and 16 focus groups and produced an internal and external report.

Project Director, Evaluation of 21st Century Learning Programs. St. Paul Public Schools, St. Paul MN. (2011-2012) Mr. Moore works with the CLC site coordinators to collect and use data for continuous improvement and document the impact of student program participation on school connectedness, leadership and self-efficacy, and academic performance. Activities include working with site coordinators to revise current student survey forms. He is also involved in the development and training of staff of a supervisory tool piloted by program coordinators. 2011-Present

Project team member, Eliminating Health Disparities Initiative (EDHI). Office of Minority and Multicultural Health- Minnesota Department of Health, St. Paul Minnesota (2010-present). Member of evaluation team that provides technical assistance to 29 Minnesota Department of Health (EDHI) 2010-2011 grantees. Duties include instrument development, logic model development, assistance with data analysis and evaluation plan, and review of final evaluation. Grantees include mental health, teen pregnancy prevention and STD and HIV prevention providers.

Project Co-Director, Evaluation of undergraduate and science education component of Triticaeae Coordinated Agricultural Project (TCAP), United States Department of Agriculture, Washington D.C. Minneapolis, MN. (2011-Present) Eric Moore is co-leading a five-year developmental, formative and summative evaluation process involving 25 University plant breeding programs and six Minority Serving

Institutions (MSI's). He has developed logic models, evaluation plans, and data collection plans for the educational advisory committee. He has created data collection tools for data collection methods that include on-line surveys and interview guides for undergraduate, graduate and university faculty, observation templates of classes, and case studies of MSI and TCAP University collaborations.

Project Director, Strategic Planning. Sullivan Middle School (K-8), Minneapolis, MN (2011-Present)

Eric Moore is collaborating with the Sullivan Middle School Principal and school leadership committee to develop and implement a five-year strategic plan linked to the school improvement plan with the goal of improving educational outcomes. The strategic plan directly identifies instructional practices that lead to improved processes and outcomes. ESL, Reading Math, Middle school and Special Education program logic models and evaluation plans have been developed in 2010-2012. Mr. Moore is currently supporting the administrative team is aligning individual content area staff development plans into a comprehensive school wide staff development plan that integrates best practices in ESL and Special Education instructional practices.

Project Co-Director, Building Sustainable Communities. Local Initiatives Support Corporation. Minneapolis, MN. (2009-Present) A five-site case study on best practices in building sustainable and livable communities in distressed areas. Minneapolis, St. Paul and Hopkins, Minnesota. 2009 to present

Project Co-Director, Youth Risk Behavior Survey, Minnesota Department of Health (2010-2011).

Minneapolis, MN. Moore led survey administration process of Minneapolis and Rochester area high schools of Youth Risk Behavior Survey. Duties included developing survey administration process, developing on-line training module for participating schools, delivering on-line training to school coordinators, communicating with MDH leadership team, School principals, YRBS coordinators, and school representatives as needed, and providing feedback to MDH leadership team on survey administration process.

Project Director, Increasing Volunteerism in African American and Latino Communities. American Cancer Society, Midwest Division (2010-2011) Milwaukee, Wisconsin. Focus group planning, recruitment and analysis for Minneapolis and Milwaukee communities (Eight total)

Project Team Member, Man to Man program evaluation: A five site case study on best practices in prostate cancer support groups (2009-2011) American Cancer Society. Minneapolis, MN, Coudersport PA. Site visits in Pennsylvania. Interviews, focus groups, and analysis.

Project Team Member, Let's Talk About program evaluation: Minneapolis, Minnesota (2009-2010)

American Cancer Society. Minneapolis, MN, Wilmington, DE, Philadelphia, PA. Evaluation of programming aimed at increasing prostate screening for African American males in Minnesota, Delaware, and Pennsylvania

Project Lead, Guiding Coalition Work Group facilitator, Racial Identity Training and Organizational Assessment. (2007-2009) Wake County Public Schools. Raleigh, North Carolina. Group facilitation and training on racial identity development. Strategic planning on closing the achievement gap.

Project Team Member, Sabathani Community Center (2001-2002). Minneapolis, MN. Evaluation Capacity Building. Evaluation capacity building training

Project team Member, African American Youth in Foster Care (2001-2002). Wilder Research (on behalf of Minnesota Department of Human Services). Minneapolis, MN. Youth Focus group data collect and analysis

Project team member, African American tobacco reduction. Face Value Evaluation (on behalf of Minnesota Department of Health). (2001-2002). Minneapolis, MN. Focus groups and analysis

Project team member, Wallace Reader's Digest Fund's National Program for Transforming School Counseling Initiative (1999-2001). CAREI. University of Minnesota (1999-2001) Minneapolis, MN. Jacksonville, FL. 1999 – 2001. Interview and focus groups data collection and analysis.

Project Lead, McNair Scholarship Program: A Goal Free Evaluation. University of Minnesota (2000 – 2001). Conducted goal free evaluation. Evaluation design, data collection and analysis. Final Report

Project Co-Lead, Upward Bound Vision Quest (2000-2001). University of Minnesota, Duluth. Minneapolis, Minnesota. Data base development and performance monitoring.

Project Team Member, Wilder Research Foundation- Minnesota Department of Human Services: Foster Care Placement (2000) youth interviews and focus groups 2000

Internal Evaluation Experience 2009-2011 (University of Minnesota- Center for Teaching and Learning)

Strategic Planning: Assisted with the development of strategic plan and evaluation framework for University of Minnesota Center for Teaching and Learning: Duties include alignment of systems and programs, establishing appropriate benchmark system with center leadership, strengthening program logic and assumptions, developing formative and summative assessment of goals, objectives, and activities and organizing data to support decision-making processes.

CTL Faculty consulting program, Faculty course redesign project (4X4 program), international teaching assistant program, University of Minnesota Raptor Center, Graduate School Advising, Law School student study, University of Minnesota Graduate School Commons University of Minnesota Internationalization of Curriculum Study.

Internal Evaluation Experience 2001-2008 (Anoka-Hennepin School District-Federal/State)

Desegregation Programs Evaluation Report, 2000- 2008

Title III, IV, VII, School Social Work Programming 10 million per year. Performance monitoring and benchmarking.

Parent Satisfaction Survey, 2006-2008. Drafted survey plan for district parent satisfaction survey in

collaboration with external survey firm. Coordinated survey with 45 building principals including survey distribution, interpretation, and presentation of results.

Minnesota Student Survey. 2002-2008. Supervised planning for Minnesota student survey. Drafted survey plan, coordinated distribution and interpreted results for 45 buildings. Incorporated results and worked with principals on developing anti-bullying and safe and drug free prevention efforts.

At-Risk/Alternative School Programming, 2006-2008

Program Evaluation Team

Evaluation Design, conducted interviews and focus groups

Integrated Language Arts Department Curriculum Committee, 2006 - 2008

Conducted participatory evaluation: Survey Design, Analysis, and Presentation

Created Achievement Gap textbook selection tool used as criteria for ability to close achievement gap

Research Action Project (RAP), 2007 - 2008

Created classroom observation equity template for secondary instructional ILA and Mathematics coaches

District Math Achievement Gap district workgroup, 2006 - 2008

MS and HS Focus Groups and Analysis, Analyzed and Presented results

School Counseling Department, 2006

Survey and Focus Group Design and Analysis, Analyzed and Presented results

Integrated Language Arts, 2005 - 2006

To Kill and Mockingbird , High School Focus Group Design and Analysis,

High school and Middle school interviews and focus groups. Analyzed and Presented results

New Teacher Workshops, 2000 - 2001

Survey Design and Focus Group Analysis, Analyzed and Presented results

School Climate Evaluation, 2000 - 2002

Developed original racial and gender attitude survey instrument and focus group questions. Engaged in participatory process with stakeholder group. Drafted evaluation plan. Administered and analyzed survey to 20,000 students and 2,000 teachers. Administered survey to 16 student and 10 teacher focus groups (by content area). Analyzed and presented qualitative and quantitative results to variety of stakeholders including central officer administration, secondary principals, and various teacher groups.

Internal Evaluation Experience University of Minnesota Office of Multicultural Affairs

Cool Camp (Grades 7-8), 1996-1998

Minority Encouragement Program, (Grades 6 -HE.), 1996-1998

College Bound (Grades 4-6), 1997-1998

Summer Institute (Higher Ed.), 1996 – 1998

Grant Writing Experience

Provided technical assistance to Carlson School of Management on evaluation section for Center for International Business Education and Research (CIBER) grant from the U.S. Department of Education. Carlson School awarded 1.5 million. 2009

Monitor, Supervise, and Evaluate, State Desegregation Grant, Federal Title III, IIIA, IV, VII, Success for the Future Grant, 2001-2008 10 million per year.

Federal Magnet School of America Program (MSAP) Grant, Collaborative Grant Writing with Northwest Suburban School District, 13 million dollars, 2005

State Desegregation Grant, Jackson Middle School: Telescope and Observatory, \$135,000.00, 2004, 2005

State Desegregation Grant, Riverview Elementary: Greenhouse, \$100,000, 2003

Program Design and Development

Cardinal Voices Diversity Project (Five CD set) Documentary: Co-Producer and Facilitator, 2006-2007

Magnet School Development: Project Lead, Riverview Elementary school of environmental science 2002-2003, Jackson Middle School Math and Science Team 2003-2004, Fred Moore School of the Arts 2005-2006

Supervisor: Evergreen Park Primary Years International Baccalaureate (PYP) (Team Member) 2005-2006, Lincoln Elementary School of the Arts (Team Member) 2006-2007

Student Programming: Discover U, Co-Lead, Middle School Honors Participation Program for Underrepresented Populations, 2006-2008

EXCEL (Excellence Plus Collaboration Equals Leadership): Project Lead, HS and MS Achievement Gap Programming, 2005

Men's and Women's Groups: Project Lead, Reduction of Discipline Referrals and Suspension Programming, 2005

Martin Luther King Jr. Day HS March: Project Lead, Diversity Programming, 2007

Staff Development, Research Action Project (RAP): Co-Lead, Achievement Gap Staff Development Initiative, 2006-2008

Book Studies (Facilitator): Thompson, Gail (2003) Through Ebony Eyes Gail Thompson, Coon Rapids High School, 2005-2006 (Monthly).

Obidah, Jennifer and Manheim, Karen (2001) Because of the Kids, High School and Middle School Principals, Two sessions, 2007-2008

Achievement Gap/Best Practices Learning Communities, Coon Rapids High School Mathematics Department, 2006-2008 (Monthly)

Champlin Park High School Mathematics Department, 2007-2008 (Monthly)

Anoka-Hennepin Administrative SEED (Seeking Equity and Educational Diversity), 2002-2008 (Monthly)

Special Education Evaluation Team SEED (Seeking Equity and Educational Diversity), 2006-2007 (Monthly)

Significant Writings and Interviews

"From Color Blind to Color Conscious: A Practitioners Tool for Institutional Change. Conference paper. Panel Presentation: Multiculturalism, Race, and Social Justice: Rethinking Meanings of Quality in Teacher Education. Division K-Teacher and Teacher Education. San Diego, California. American Education Research Association (AERA) April 2009

"Goal Free Evaluation in the Social Justice Context." (2001). Eric Moore, Gavin Lemieux. Kelly Evaluation Conference Publication

"Barriers to Postsecondary Participation." (1998) Dr. David Ghery, Eric Moore, and Bruce Schelske. Just In Time Research: Children, Youth, and Families University of Minnesota.

"Desegregation and Closing the Learning Gap" (May 1995). Independent consulting report commissioned by the Office of Desegregation/ Integration, Minnesota State Department of Education.

"Community Profiles: Minneapolis and St. Paul." (September 1995). Eric Moore, May Kao Yang, Department of Human Services Division Head Report.

"Guthrie School System Called a Model for Integration": Black EOC Journal. Fall 1994.

"Integration within Desegregated School Systems, Guthrie High School, a case study." Undergraduate Thesis, Langston University 1994.

Conference Presentations

"Using Dominant Identity Theory to Enhance Communication and Collaboration." Eric Moore, Holly Kleppe. Strand 4: Race, Class, and Culture: Applying Knowledge of Race, Class, and Culture to Narrow the Learning, National Staff Development Conference (NSDC). St. Louis, Missouri. December 2009

“From Color Blind” to “Color Conscious.” A Practitioner’s Tool for Institutional Change. Eric Moore, Holly Kleppe. Panel Presentation: Multiculturalism, Race, and Social Justice: Rethinking Meanings of Quality in Teacher Education. Division K-Teacher and Teacher Education. San Diego, California. American Education Research Association (AERA) April 2009

“Narrowing the Achievement Gap: Lessons Learned Through Action Research.” Eric Moore, Holly Kleppe. Strand 5: Narrowing the Learning Gap in literacy, math, and science. National Staff Development Conference (NSDC). Orlando, Florida. July 2008

“The Current State of Conflict Resolution and Peace Education in the State of Minnesota” (Invited state presenter). Inter-America Summit on Conflict Resolution Education: International Innovations and Challenges. Cleveland, Ohio. March 2007

“Participatory Approaches to Evaluation: Chronicles of A Diversity Evaluation.” St. Louis, Missouri November 2001

“Culture and Evaluation: Important Issues.” Minnesota Extension Services Training Session. Rochester, Minnesota. October 2001

“Goal Free Evaluation and its Relevance for Social Justice.” Eric Moore, Gavin Lemieux, American Evaluation Association. St. Louis, Missouri (accepted) November 2001.

“Culture and Evaluation: Attention to Human Detail.” Vanessa McKendall, Eric Moore, Chia Vang, Minnesota Evaluation Studies Institute. Minneapolis, Minnesota 2001.

“Does it take one to Know One? Researching Teachers and the Teaching Profession.” American Education Research Association (AERA). Seattle, Washington April 2001.

“Goal Free Evaluation in the Social Justice Context.” Eric Moore, Gavin Lemieux, Kelly Evaluation Conference, Toronto, Canada. March 2001.

“Barriers to College Participation.” Minnesota Association of Educational Opportunity Program Personnel (MNAEOPP-TRIO) Jan 1999

Facilitator, Educational Talent Search Collaboration session. Minnesota Association of Educational Opportunity Program Personnel (MNAEOPP-TRIO) January 1999

Internal Anoka-Hennepin District Presentations 2001-2008

“Introduction to District Framework for Closing the Achievement Gap: Practical Applications for Elementary Teachers.” District Pre-School Workshop. All Elementary Staff 2007

“Examining Underrepresented Group Participation in Honors Programs.” Addressing Honors Teacher

Training. 2004-2007

“The Power of Language: Ebonics and Standard English.” Integrated Language Arts Department Leaders. 2007

“Introduction to Achievement Gap Framework.” Integrated Language Arts, Curriculum Committee 2007, HS and Middle School Teachers 2007, Research Action Project 2007. Elementary and Secondary Coaches 2007

“Key Theories in Closing the Achievement Gap.” Integrated Language Arts and Social Studies Department Leaders 2005. Social Studies Department Leaders, 2005

“The Changing Face of Anoka Hennepin.” Secondary New Teacher Workshop, 2007

“Practical Application of Dominant and Non-Dominant Models to Student Learning.” Research Action Project 2007, 2008, High School Principals 2007, Middle School Principals 2007, Elementary Principals 2007, Secondary and Elementary Coaches 2007, Elementary and Secondary Teaching and Learning Specialists 2007

“Implications of Stereotype Threat on Student Learning.” Research Action Project 2006, 2007, Elementary Principals 2007, Middle School Principals 2007, High School Principals, 2007

“Cultural of Power: Using Cultural Mismatch Theory to Understand Student Resistance.” Research Action Project 2006, 2007, Elementary Principals 2007, Middle School Principals 2007, High School Principals, 2007

Other Presentations

“Introduction to Achievement Gap Framework”. Guest Lecturer. Understanding By Design. St. Mary’s University of Minnesota, 2008

“Closing the Achievement Gap: Relevant Theories and Real Challenges.” Guest Lecturer. Bethel College. 2006, 2007

“Making an Impact in Youth: ‘Why you should volunteer’.” University of Minnesota YMCA February 1999

“Principles of Influential Leadership”. Guest Lecturer. Personal Leadership. You and the University. (class taught by Karen Seashore Louis, Judith Anderson, and Verna Simmons) September 1999

“Effective Collaboration at Work” National Association of Black Scientists and Engineers (NABSE) Regional Conference. September 1997

Relevant Trainings and Certifications

Seeking Education Equity and Diversity (SEED), National Training: Dr. Peggy McIntosh 2007, Certified trainer since 2002 (Local Chapter), Administrative SEED Course Facilitator 2002-2008, Special Education SEED Course Facilitator 2006-2008

Ruby Payne Framework for Poverty, Dr. Ruby Payne, Certified Trainer 2004

The Art of Mindful Facilitation, Color of Fear and Last Chance for Eden, Lee Mun Wah, 2004, 2007

Racial Identity Development, Dr. Janet Helms, 2007

Multicultural Education, Culturally Responsive Teaching, Dr. Christine Sleeter, 2004

Relevant Community Committees and Board of Directors

University of Minnesota YMCA, 1997-2000, 2013-Present

Northwest Suburban Integration School District School Board, Evaluation Committee, Policy Committee (Vice Chair 2007-2008), 2001-2008

Anoka County Mediation Services Board 2006-2007

Anoka County Community Health Committee (Chair 2004), 2002-2007

Minnesota Minority Educational Partnership (MMEP), Executive Director Search Committee (Chair 1998), 1995-2000

Anderson Open Elementary School Advisory Board, 1998

Relevant Internal Committees/Work Groups

Center for Teaching and Learning: Evidenced based pedagogy work group, University of Minnesota 2009-2011

Center for Teaching and Learning: Strategic planning leadership team, University of Minnesota 2009-2011

New Teacher Workshop Committee, Anoka-Hennepin ISD 11, 2001 –2008

Diversity Committee, Anoka-Hennepin ISD 11, 2001 –2007

Teacher of Color Recruitment Committee, Anoka Hennepin ISD 11, 2001-2008

District Planning Group, Anoka Hennepin ISD 11, 2005-2008

NCLB Committee, Anoka Hennepin ISD 11, 2004-2007

Integrated Language Arts Curriculum Selection Committee, Anoka Hennepin ISD 11, 2006-2008

Elementary Social Studies Curriculum Committee, Anoka Hennepin ISD11, 2007

McNair Scholarship Selection Committee, University of Minnesota, 1999-2000

Martin Luther King Jr. Week planning committee, University of Minnesota, 1996-1998

Pre-Collegiate Conference Planning Committee (Chair) University of Minnesota, 1996-1998

America Reads Planning Committee, University of Minnesota, 1997-1998

GLBT College Day Planning Committee, University of Minnesota, 1997

Professional Affiliations

American Education Research Association (AERA), 2000- present

American Evaluation Association (AEA), 2001- present

National Staff Development Council (NSDC) 2006-2009

Association for Supervision and Curriculum Development (ASCD), 2001-2008

American Association of Higher Education (AAHE), 1996-1998

Minneapolis Pathways, 1996-1998

Kappa Alpha Psi Fraternity Inc., 1991- present

Honors and Activities

American Education Research Association Division A (Administration) Student Representative 2000 – 2002

College Bound Award (Largest Program in US) 1998

Hmong Student Association Award 1998

Africana Student Association Program Award 1997

Hubert H. Humphrey Graduate School Vice-President 1994-1996

Woodrow Wilson Fellowship recipient, University of Minnesota 1994 -1 996

Vice President Langston University Student Government Association 1993-1994

Langston University English Department Student of the Year 1994

Computer Skills

Proficient user of IBM PC utilizing SPSS for windows, Microsoft word, Excel, PowerPoint and File maker pro

Proficient user of Apple computers utilizing SPSS, Microsoft word, Excel, PowerPoint and Access. Proficient in Utilizing Internet and email.

Lucilla Davila

(b)(6)

Education:

- **Minnesota State University, Mankato** September 2008 -July 2009
Superintendent Licensure
- **Saint Mary's University**, Twin Cities Campus August 1999- April 2001
Educational Administration Licensure
- **University Of Minnesota**, College Of Education June 1997 – July 1998
Master of Education
Second Languages and Cultures
Spanish & ELL
- Bachelor of Education March 1996 – June 1997
Studio Arts
- **Interamericana University**, San Juan, Puerto Rico August 1988- May 1994

Licensures:

State of Minnesota:

Educational Administration (K-12) (K-12) Superintendent Licensure
Spanish (K-12) ESL (K-12)

Administrative Experience:

- Associate Superintendent of Magnet Schools** June 2014 to present
- Supervise 13 magnet schools within Minneapolis Public Schools
 - Supervise school principals as instructional leaders in the various magnet frameworks (Spanish/French Immersion, E-STEAM, Fine Arts, IB, Montessori & Open Progressive Education), at the K-5 & K-8 level.
 - Leading magnet schools around innovation and innovative practices to demonstrate a positive impact on magnet programming as well as student outcomes.
 - Support ongoing development of discretionary funding and school integration to design diverse and integrated magnet schools for a global society.
 - Provide a strong platform and portfolio for all Principals within the magnet framework, programming and creative/innovative student outcomes.
 - Assessing district financial budget for magnet programing.
 - Wallace Foundation PLC member around Span of Control work within NYC & Building Principal Pipelines
 - Accomplished district-wide initiative around best practices to decrease the achievement gap with Guided Language Acquisition Design, GLAD for ELL and at risk students.
 - Accomplished district –wide on boarding of international teachers coming from Spain, Colombia and Mexico to MPS district
 - Formed strong partnerships with the Consulates of Spain, Mexico and Ecuador.

Principal, Windom Dual Immersion School

August 2009- to 2014

- Pre-K, K-5 Spanish Dual Immersion School with a student enrollment of 525.

- Increased Windom's enrollment from 293 to 525 students, plus a waiting list.
- Created an elite Spanish Dual Immersion program at the K-5 grade level.
- Accomplished to close the achievement gap with ELL students, students of color for two years in a row in Reading and Math within the MCA scores, 2012 & 2013
- Created a Spanish Immersion after school program and extended calendar program for all K-5 students at Windom, meeting their academic, cultural and language needs.
- Created and International Cultural Immersion experience for all 4th and 5th grader students in San Juan, Puerto Rico.
- Fundraised more than \$100,000.00 dollars every two years, for International Cultural experiences for Windom students.
- Accomplished strong partnerships with community business in support of Windom, MN Twins, U of M, Minneapolis Parks and Recreation, Joyce Pre-School, Beacons, Univision and Rocio TV.

Achieve Language Academy Charter School, St. Paul, MN

August 2002 – 2009

Assistant Principal (Pre-K- 8th grade)

- Supervised staff and provided curriculum and instruction PD for K-8 staff.

Site Based Improvement Office, St. Paul, MN

August 2000- June 2002

Served as Team Leader training Hispanic parents for leadership positions

Panelist for the Statewide Site Based Institute, Bloomington, MN

Provided guidance and strategies on problem solving and decision making

Panelist for Statewide Site Based Institute, Maddens, MN

Valley Crossing Community School served on Site Based Council Aug. 2006-08

Skills

Fully/Fluent Bilingual in Spanish/English, written and oral

Excellent oral and communication skills

Great management and organization skills

Strong coaching & mentoring skills

Experience working with Elected Officials

Experienced working with school level and district level budgets

Teaching Experience

Hayden Heights Elementary School, St. Paul, MN

August 2000- June 2002

English Language Learner and Latino Consent Decree Teacher

Harding Senior High School, St. Paul MN

August 1998 - June 2000

Spanish Teacher/IB and Latino Consent Decree Teacher

Jesus T. Pinero, Carolina, Puerto Rico

August 1992 - May 1994

Elem. Art Teacher

Memberships

National Association of Superintendent Network
National Association of Elementary School Principals (NAESP)
Association for Supervision and Curriculum Development
Minnesota Association of Immersion Network, (MAIN)
Magnet Schools of America, (MSA)
Association of Middle School and Secondary Principal's
Wallace Foundation, New York City
Minnesota Elementary School Principals Association/MESPA

Seminars

- Wallace Foundation – Principal Supervisors and Span of Control 2014 - present
- NYC Leadership Academy- Principal Coaching & Mentoring training 2016 - present
- New Leaders Seminars- 2014 – present
- Magnet Schools of America – Designing for Sustainability, Washington, D.C. Oct. 2016
- Data Wise- Harvard-Using Assessment Results to Improve Teaching & Learning, June 2015
- Magnet Schools of America – Baltimore County Public Schools Fall-2014
- La Cosecha Annual Dual Language Conference Nov. 2015 (National Presenter)
- NABE Conference- San Diego, California 2013
- NABE – Conference, Denver, Colorado, Jan. /2009
- Changes, Challenges Connections, Bloomington, MN Feb.6-8/08
- Staff Development for Educators, Differentiated Instruction, National Conference in Las Vegas, Nevada July/07
- Responsive Classroom, Woodbury, MN July 18-22/06

Board Member

National Board of Director, Magnet Schools of America (2016-2018)

Awards

Certificate of Recognition, State of Minnesota, Governor Mark Dayton, August 28, 2015
In recognition for community building and outstanding leadership.

Certificate of Recognition, MPS, Superintendent Bernadeia Johnson, October 22, 2014
In appreciation of international partnership in Teaching & Learning

Recognition from MPS, Superintendent Bernadeia Johnson, August 2014
In recognition of innovation, community supporter, creative, passionate educator, non –profits, fundraisers and believes in students potential

Certificate of Recognition from MPS, Dr. Marianne Norris, Associate Superintendent, April, 23, 2010 For excellent leadership and hosting the US Department of Education senior officials (Assistant to the US Secretary of Education, Ann Whalen and Director of Race to the Top, Joanne Weiss), during the Elementary & Secondary Education Act reauthorization visit, ESEA.

Budget Narrative File(s)

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Budget Narrative - MPS Opening Doors Research, Planning, Community Engagement	FTE On Project	Rate	Annual \$ On Project	YR1	YR2	2YR Total	Justification
PERSONNEL, SALARIES							All salaries include a 2% annual COLA increase
District Magnet Coordinator	1.000	\$72,004.00	\$72,004	\$72,004	\$73,444	\$145,448	38 week teacher contract
REAA Data Scientist	0.500	\$100,464.00	\$50,232.00	\$50,232.00	\$51,236.64	\$101,468.64	
Subtotal Salaries				\$122,236	\$124,681	\$246,917	
PERSONNEL, EXTENDED TIME & SUBS							
District Magnet Coordinator Extended Time		\$25.00		\$7,600	\$7,600	\$15,200	304 hours extended time for meetings and summer planning per year
Family Outreach Worker (AE - SSPA)		\$20.50		\$492	\$492	\$984	24 hours extended time for community meetings per year
Subtotal Extended Time				\$8,092	\$8,092	\$16,184	
Subtotal PERSONNEL: POSITIONS + EXTENDED TIME				\$130,328	\$132,773	\$263,101	
FRINGE							
District Magnet Coordinator		34%		\$24,481	\$24,971	\$49,452	
REAA Data Scientist		34%		\$17,079	\$17,420	\$34,499	
Magnet Coordinator Extended Time		20%		\$1,520	\$1,520	\$3,040	
Family Outreach Extended Time		20%		\$98	\$98	\$197	
Subtotal FRINGE				\$43,179	\$44,010	\$87,188	
Travel							
Annual Opening Doors Conference Sessions				\$4,650	\$4,650	\$9,300	Travel Costs for 2 people (\$1500 conference registration, \$1200 air \$1500 hotel, \$250 food, \$200 ground transportation)
Subtotal Travel				\$4,650	\$4,650	\$9,300	
Equipment							
Subtotal Equipment					\$0	\$0	
Supplies							
Office Supplies for community meetings and Magnet Coordinator				\$2,000	\$2,000	\$4,000	
Computer for Magnet Coordinator				\$3,100	\$0	\$3,100	
Community marketing/communication materials				\$1,500	\$1,500	\$3,000	12 community meetings (printing costs, etc.)
Subtotal Supplies				\$6,600	\$3,500	\$10,100	
Contractual							
Planning Consultant				\$20,000	\$20,000	\$40,000	External consulting services with expertise in school integration will be contracted to provide assistance with planning and data analysis.
Translation				\$1,000	\$1,000	\$2,000	Translation of marketing materials for community meetings into far home languages.
Meeting Facilitation				\$5,000	\$5,000	\$10,000	Contracted services from community experts to assist with facilitation of community meetings or train and build capacity of internal outreach
Subtotal Contractual				\$26,000	\$26,000	\$52,000	
Other							
Space Rental				\$1,000	\$1,000	\$2,000	12 meetings
Food for Community Meetings				\$6,000	\$6,000	\$12,000	12 community meetings, \$500 per meeting
Subtotal Other				\$7,000	\$7,000	\$14,000	
TOTAL DIRECT				\$217,757	\$217,933	\$435,689	
Indirect @ 8 percent				\$17,421	\$17,435	\$34,855	
TOTAL ALL COSTS				\$235,177	\$235,367	\$470,544	

MPS Pathways Project

Budget Narrative

Budget Breakdown and Justification: Federal Funds

Personnel

District Magnet Coordinator

In years 1 and 2, a 1.0 FTE District Magnet Coordinator –at \$72,004 (not including fringe at 34%) per year to serve as Project Manager.

REAA Data Scientist

In years 1 and 2, a 0.5 FTE Research, Evaluation, Accountability and Assessment Data Scientist at \$50,232 (not including fringe at 34%) per year to provide data analysis support for project.

Extended Time:

304 hours of extended time for the District Magnet Coordinator to plan for and host community meetings after business hours and during the summer outside of their 38 week contract.

24 hours extended time for Family Outreach Workers (already employed by the district) to host, facilitate and translate during Community Meetings.

Fringe

MPS has two fringe rates: 34 percent on salaries and 20 percent on extended time.

Travel

The District Magnet Coordinator and one other Project Team Staff TBD will attend yearly Opening Doors planning sessions in Washington DC (cost of \$2325 per person for 3 night hotel stay, airfare and per diem) for each of the two years of the grant.

Supplies

In years 1 and 2, general office supplies for the Magnet Coordinator and for hosting Community Meetings at the approximate cost of \$2000 per year.

In Year 1, the project will require the purchase of one laptop computer and docking station for Magnet Coordinator at the approximate cost of \$3,100.

Years 1 and 2 of the project will include costs for material development, stationary and marketing/promotional materials for Community Meetings and Engagement at an approximate cost of \$1500 per year.

Contracts: The budget includes funds to contract an external Planning Consultant who will provide consulting services with expertise in school integration to provide support in the needs assessment, data collection and creation of a Blueprint.

Contracts for translation (\$1000 per year) and meeting facilitation services and development (\$5000 per year) will be utilized to best meet the needs of families and communities at community meetings hosted to gather input.

Other: Space rental at an approximate cost of \$1000 will be utilized to secure community spaces for community meetings when school buildings are not available.

Food for Community Meetings (\$6000 per year) to enhance and support family and community outreach meetings.

Indirect

The Indirect rate for Special School District No. 1 (aka Minneapolis Public Schools) is 8.0 percent. This rate changes annually.