

**U.S. Department of Education**

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



**APPLICATION FOR GRANTS  
UNDER THE**

**Opening Doors Expanding Opportunities**

**CFDA # 84.377C**

**PR/Award # S377C170010**

**Grants.gov Tracking#: GRANT12339522**

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:

02/11/2017

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: Saint Louis Public Schools

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

43-6003226

\* c. Organizational DUNS:

0799061780000

**d. Address:**

\* Street1:

801 North 11th Street

Street2:

\* City:

St. Louis

County/Parish:

\* State:

MO: Missouri

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

63101-1015

**e. Organizational Unit:**

Department Name:

School Innovation, Turnaround

Division Name:

Academic Office

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

Prefix:

Ms.

\* First Name:

Linda

Middle Name:

\* Last Name:

Riekes

Suffix:

Title: Development and Partnership Officer

Organizational Affiliation:

Saint Louis Public Schools

\* Telephone Number:

(314) 345-2465

Fax Number:

(314) 345-2665

\* Email:

linda.riekes@slps.org

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<b>Application for Federal Assistance SF-424</b>
<p><b>* 9. Type of Applicant 1: Select Applicant Type:</b></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><b>* 10. Name of Federal Agency:</b></p> <p>Department of Education</p>
<p><b>11. Catalog of Federal Domestic Assistance Number:</b></p> <p>CFDA Title:</p>
<p><b>* 12. Funding Opportunity Number:</b></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><b>13. Competition Identification Number:</b></p> <p>84-377C2017-1</p> <p>Title:</p>
<p><b>14. Areas Affected by Project (Cities, Counties, States, etc.):</b></p> <p>Opening Doors Areas Affected.pdf    Add Attachment    Delete Attachment    View Attachment</p>
<p><b>* 15. Descriptive Title of Applicant's Project:</b></p> <p>St. Louis Opening Doors, Expanding Opportunities</p>
<p>Attach supporting documents as specified in agency instructions.</p> <p>Add Attachments    Delete Attachments    View Attachments</p>



<b>Application for Federal Assistance SF-424</b>	
<b>16. Congressional Districts Of:</b>	
* a. Applicant <input type="text" value="1, 3"/>	* b. Program/Project <input type="text" value="1, 3"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date: <input type="text" value="07/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
<b>18. Estimated Funding (\$):</b>	
* a. Federal	<input type="text" value="510,601.00"/>
* 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="510,601.00"/>
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input checked="" type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text" value="02/13/2017"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** 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.	
<b>Authorized Representative:</b>	
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Linda"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Riekes"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Development and Partnership Officer"/>	
* Telephone Number: <input type="text" value="(314) 345-2465"/>	Fax Number: <input type="text" value="(314) 345-2665"/>
* Email: <input type="text" value="linda.riekes@slps.org"/>	
* Signature of Authorized Representative: <input type="text" value="Linda Riekes"/>	* Date Signed: <input type="text" value="02/11/2017"/>

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### **St. Louis Opening Doors, Expanding Opportunities Initiative**

The proposed project will impact all areas of the city of St. Louis, with a focus on SIG-eligible schools operated by the Saint Louis Public Schools.

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

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

Name of Institution/Organization  
Saint Louis Public Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	123,186.00	123,186.00	0.00	0.00	0.00	246,372.00
2. Fringe Benefits	56,666.00	56,666.00	0.00	0.00	0.00	113,332.00
3. Travel	20,475.00	20,475.00	0.00	0.00	0.00	40,950.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,699.00	0.00	0.00	0.00	0.00	1,699.00
6. Contractual	33,000.00	33,000.00	0.00	0.00	0.00	66,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	5,317.00	5,317.00	0.00	0.00	0.00	10,634.00
9. Total Direct Costs (lines 1-8)	240,343.00	238,644.00	0.00	0.00	0.00	478,987.00
10. Indirect Costs*	15,863.00	15,751.00	0.00	0.00	0.00	31,614.00
11. Training Stipends						
12. Total Costs (lines 9-11)	256,206.00	254,395.00	0.00	0.00	0.00	510,601.00

**\*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): Missouri Department of Elementary and Secondary Education

The Indirect Cost Rate is 6.60%.

- (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 6.60%.

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Name of Institution/Organization Saint Louis Public Schools		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits		0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00
SECTION C - BUDGET NARRATIVE (see instructions)						

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### ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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Prescribed by OMB Circular A-102

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Linda Riekes	Development and Partnership Officer
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Saint Louis Public Schools	02/11/2017

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

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Saint Louis Public Schools"/> * Street 1 <input type="text" value="801 North 11th Street"/> Street 2 <input type="text"/> * City <input type="text" value="St. Louis"/> State <input type="text" value="MO: Missouri"/> Zip <input type="text" value="63101-1015"/> Congressional District, if known: <input type="text" value="1,3"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Linda Riekes"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Linda"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Riekes"/> Suffix <input type="text"/> Title: <input type="text" value="Development and Partnership Officer"/> Telephone No.: <input type="text" value="(314) 345-2465"/> Date: <input type="text" value="02/11/2017"/>		
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## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

Opening Doors GEPA 427.pdf

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## **COMPLIANCE WITH GEPA SECTION 427**

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The St. Louis Opening Doors, Expanding Opportunities project will be implemented in complete compliance with GEPA Section 427. The school district and all proposed contractors are equal opportunity employers and do not discriminate on the basis of gender, race, national origin, color, disability, and age in hiring and employment practices. Employment of existing staff, new hires, and consultants will be consistent with these principles.

Facilities used for project implementation will conform to the Americans With Disabilities Act and will be accessible to all project participants.

As staff and subcontractors are selected for participation in the project, a concerted effort will be made to ensure both ethnic and gender diversity.

Materials developed with project funds will be free of stereotypes and bias, with particular attention to language and graphics that represent diverse ethnic and socioeconomic backgrounds, ages, and gender.

---

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
Saint Louis Public Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Linda Middle Name:
* Last Name: Riekes	Suffix:
* Title: Development and Partnership Officer	
<b>* SIGNATURE:</b> Linda Riekes	<b>* DATE:</b> 02/11/2017

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:
Mr.	Isaac		Pollack	

Address:

Street1:	801 North 11th Street
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State:	MO: Missouri
Zip Code:	63101-1015
Country:	USA: UNITED STATES

Phone Number (give area code)

(314) 345-2358

Fax Number (give area code)

Email Address:

isaac.pollack@slps.org

**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:

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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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PR/Award # S377C170010

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## Abstract

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

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

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

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## You may now Close the Form

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## **Abstract**

### **Saint Louis Opening Doors, Expanding Opportunities**

#### **Project Objectives and Activities**

The objective is to create a plan for increasing socioeconomic diversity in schools that is data-driven, community-driven, and responds to the local context. Project activities will fall into three phases and all three phases will be repeated in the second year for a new set of schools:

- (1) a needs assessment to identify five schools (in year one, five neighborhood schools will be identified; in year two, five magnet and theme schools),
- (2) intensive community feedback and model school visits, and
- (3) school plan finalization, approval, dissemination, and district blueprint.

#### **Applicable Priorities**

Saint Louis Public Schools will address Absolute Priorities 1 and 2 for this competition.

##### ***Absolute Priority 1: Increasing Socioeconomic Diversity in Schools***

Saint Louis Public Schools (SLPS) proposes to increase socioeconomic diversity in district schools by using a combination of techniques: redesigning school boundaries, including merging schools; creating or strengthening feeder patterns; shifting admissions policies; creating schools capable of attracting students from diverse backgrounds, including converting existing schools into theme schools or refocusing magnet schools; and expanding access to inter-district school choice programs.

##### ***Absolute Priority 2: Improving Schools by Increasing Student Diversity - Blueprint***

SLPS will develop a blueprint for improving student academic outcomes in ten schools, including school improvement grant (SIG) schools and SIG-eligible schools by increasing the diversity of students enrolled in those schools. The blueprint will review the planning process

that will begin with evaluations of surveys and existing data to identify socioeconomic stratification in classrooms, at the school level, and at the district level. Based on the findings, individual schools will be designated to go through a design and planning process that will result in a set of recommended policies and strategies for increasing socioeconomic diversity for each of ten selected schools.

### **Proposed Project Outcomes**

SLPS will have plans to increase socioeconomic diversity for ten district schools, five neighborhood schools in year one and five magnet or theme schools in year two.

### **Number of Participants to be Served**

The district serves more than 26,000 students in 70 theme, magnet, and neighborhood schools. The proposed project will impact approximately 3,000 students in 10 schools.

### **Number and Location of Proposed Sites**

We propose to impact 10 schools. All schools will be located in the Saint Louis Public Schools district and will be chosen using the following eligibility for prioritization:

- SIG and SIG-eligible schools
- Low performance on Missouri Assessment Program testing
- Low socioeconomic diversity at the school level in a medium to highly socioeconomically diverse neighborhood or catchment area
- Low enrollment
- Parental and community buy-in to re-theme the school

## Project Narrative File(s)

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\* 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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## Meeting Priorities and Assurances

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Saint Louis Public Schools (SLPS) will address Absolute Priorities 1 and 2 for this competition through our proposed project, Saint Louis Opening Doors, Expanding Opportunities (STLODEO).

### ***Absolute Priority 1: Increasing Socioeconomic Diversity in Schools***

Saint Louis Public Schools proposes to increase socioeconomic diversity in district schools by considering a combination of techniques: redesigning school boundaries, including merging schools; creating or strengthening feeder patterns; shifting admissions policies; creating schools capable of attracting students from diverse backgrounds, including converting existing schools into theme schools or refocusing magnet schools; and expanding access to inter-district school choice programs.

### ***Absolute Priority 2: Improving Schools by Increasing Student Diversity - Blueprint***

SLPS will develop a blueprint for improving student academic outcomes in ten schools, including at least one SIG/SIG-eligible school, by increasing the socioeconomic diversity of students enrolled in those schools. The blueprint will review the planning process beginning with evaluations of surveys and existing data to identify socioeconomic stratification in classrooms, at the school level, and at the district level. Based on the findings, individual schools will be designated to go through a design and planning process resulting in a set of recommendations for each of ten selected schools regarding policies and strategies to increase socioeconomic diversity.

### ***Assurances***

STLODEO will: (1) participate in a Community of Practice and one Project Directors' Meeting, (2) participate in program evaluation, and (3) submit a blueprint within the project period that includes the following sections: Needs Analysis; School Selection; Diversity Goals through 2025-2026; Description of Selected Strategies; Anticipated Impact; Plans for Community Engagement, Parental Involvement and School Staff Capacity Building; Plans to Leverage Partnerships; and an Implementation Plan.

## **Need for the Project**

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### ***Magnitude of the Problem***

Poverty is the underlying cause of many social ills, and St. Louis City is one of the poorest cities in the nation. In 2015, individuals with incomes below the poverty level were estimated to represent at least 30 percent of the population in St. Louis compared with 6.4 percent in Missouri as a whole ([www.city-data.com](http://www.city-data.com)). A variety of poverty indicators describe the magnitude of children living in poverty in St. Louis City:

- 40 percent of children live in poverty in St. Louis City (“Children at Risk in the St. Louis Metropolitan Area.” 2014).
- 72 percent of children live in households receiving food stamps (Missouri 2016 Kids Count Profile, Annie E. Casey Foundation).
- 66 percent of children in St. Louis City are eligible for Missouri HealthNet for Kids, Missouri’s Medicaid program for children (Missouri 2016 Kids Count Profile, Annie E. Casey Foundation).

- 88 percent of children attending district schools are eligible for free or reduced-price lunches.

Low-income children carry the heavy burdens of poverty with them into their schools and classrooms where they are at a high risk for school failure. Many enter kindergarten without the early language and literacy skills they need to succeed in school, and as a consequence have great difficulty meeting the demands of the learning environment. In 3<sup>rd</sup> grade, when district students first encounter the mandated MAP (Missouri Assessment Program) tests, low income students are already significantly behind other 3<sup>rd</sup> graders across Missouri, and they tend to fall further behind at each grade level.

In addition to poverty, race also plays a role in understanding the educational landscape of the city. Of the city's population of just over 316,000 persons, 46.9 percent are Black (U.S. Census Bureau, 2015 estimates). In contrast, 69 percent of children in the city are a racial minority.

Housing patterns reflect high concentrations of both poverty and racial minorities in the same geographic areas of the city. While Census data indicates an essentially equal number of Blacks and Whites in St. Louis City (46.9 percent of city residents are Black and 47.1 percent are White), race is not evenly distributed geographically. In fact, the city's highest concentrations of minority residents are found on the city's north side, which also reflects the highest levels of extreme poverty. Racial isolation in St. Louis City mirrors national trends: schools have become less socioeconomically diverse and more racially segregated over the past several decades. These harmful patterns of stratification seriously limit student diversity in the learning environment and significantly impact a wide range of student outcomes.

According to Orfield and Frankenberg in *Brown at 60*, broad agreement exists among social science researchers that racially and socioeconomically isolated schools are strongly related to an array of factors limiting educational opportunities and outcomes including teacher quality, teacher turnover, successful versus unsuccessful student peer groups, inferior facilities, and poor learning materials. Research supporting socioeconomic diversity in schools stems back to the *Coleman Report* issued in 1966 which found that the strongest school predictor of student achievement was the socioeconomic composition of the student body (Coleman et al., 1966). These findings remain applicable today. For example, based on 2011 mathematics testing, the National Assessment of Educational Progress showed steady increases in low-income 4<sup>th</sup> graders' average scores as the percentage of poor students in their school decreases (US Department of Education, 2011). Increasing socioeconomic diversity benefits the academic achievement of low income students.

In an analysis of research studies, The Century Foundation reports some of the following benefits to students when learning in socioeconomically and racially diverse environments versus schools with high concentrations of poverty (February 2016):

- Students in integrated schools have higher average test scores, are more likely to enroll in college, and less likely to drop out.
- Integrated classrooms encourage critical thinking, problem solving, and creativity.
- Diverse classrooms prepare students to succeed in a global economy.

While a long-standing magnet school program has greatly increased racial and socioeconomic diversity in some SLPS district schools, the vast majority remain unaffected, with many schools serving extremely high concentrations of poor and racial minority students.

### *Serving Disadvantaged Students*

While the district made significant progress over the last few years in improving student achievement, student scores still fall well below state averages. This achievement gap is due in large part to high levels of poverty and racial isolation in some schools. The district serves just over 26,000 students in grades preschool through twelve in 70 schools and a wide range of special programs. Of these 70 schools, 37 have been identified by the Missouri Department of Elementary and Secondary Education as the persistently lowest performing schools, all of which are eligible for School Improvement Grants (SIG). Six of the 37 SIG-eligible schools have been designated as recipients of the grant funds for the 2016-2017 school year.

Of the district's 37 SIG-eligible schools, 29 are elementary schools, five are middle schools, and three are high schools. Poverty levels, as measured by free and reduced-price lunch eligibility, are greater than 90 percent in 34 SIG-eligible schools, with the remaining schools having poverty levels of at least 80 percent. Additionally, 31 of these SIG-eligible schools serve student populations greater than 90 percent Black. Table 1 lists these SIG-eligible schools and their enrollments, racial compositions, and poverty levels.

Table 1. SIG-eligible Schools

School Name	Grade Levels	Enrollment	Racial Composition (% Black)	Free/reduced Lunch Percentage
Adams Elementary School	PK-6	343	97.0	97.38
Ames VPA Elementary School	PK-5	384	98.9	94.79
Ashland Elementary School	PK-6	388	100.0	97.42

School Name	Grade Levels	Enrollment	Racial Composition (% Black)	Free/reduced Lunch Percentage
Bryan Hill Elementary School	PK-5	231	100.0	97.84
Clay Elementary School	PK-5	201	98.3	98.51
Pamoja @ Cole Elementary School	PK-8	385	98.6	95.32
Columbia Elementary School	PK-6	249	100.0	98.39
Cote Brillante Elementary School	PK-6	244	99.5	99.59
Farragut Elementary School	PK-6	190	100.0	95.25
Ford Elementary School	PK-6	322	99.6	97.52
Froebel Elementary School	PK-5	379	95.3	99.47
Hamilton Elementary School	PK-5	400	99.3	97.00
Henry Elementary School	PK-6	281	98.9	95.79
Herzog Elementary School	K-5	437	99.7	93.14
Hickey Elementary School	PK-5	251	99.4	97.21
Hodgen Elementary School	PK-6	312	97.3	98.08
Humboldt Elementary School	3-5	286	93.1	88.81
Lyon@Blow Elementary School	K-8	410	81.6	96.10

School Name	Grade Levels	Enrollment	Racial Composition (% Black)	Free/reduced Lunch Percentage
Mann Elementary School	PK-5	323	59.1	95.36
Meramec Elementary School	PK-5	242	94.9	97.93
Monroe Elementary School	PK-6	377	94.2	96.55
Mullanphy Elementary School	PK-5	462	73.5	90.69
Peabody Elementary School	PK-5	373	99.5	98.66
Shaw Elementary School	PK-5	397	87.3	88.16
Sigel Elementary School	PK-6	291	95.3	97.59
Walbridge Elementary School	PK-5	269	99.0	97.40
Washington Elementary School	PK-5	420	96.4	90.24
Woodward Elementary School	PK-5	371	72.7	95.96
Gateway Middle School	6-8	580	89.4	92.07
Langston Middle School	6-8	286	100.0	96.85
Long Middle School	6-8	245	56.2	90.61
Beaumont High School	9-12	66	75.9	83.33
Vashon High School	9-12	602	99.5	92.69

School Name	Grade Levels	Enrollment	Racial Composition (% Black)	Free/reduced Lunch Percentage
Northwest Law Academy	9-12	325	98.9	97.23

### ***Gaps, Challenges, and Opportunities***

Gaps and Challenges: The City of St. Louis has been losing population for decades. Between 2010 and 2015, the city experienced a net loss of 3,680 residents (US Census Bureau) and between 2000 and 2010, 28,895 people left the city. Population loss has been acute in the southern and northern most regions of St. Louis City, while the middle section, often referred to as the “central corridor” has seen a net gain in population.

A closer assessment of the data from 2000 to 2010 reveals a disturbing trend: of the 28,895 people that moved out of the city between 2000 and 2010, approximately 76 percent were under the age of 20 (see Table 2 on the next page). Of the 21,999 people under 20 who left the city, the biggest block was between the ages of 5 and 14 – elementary and middle school aged children. Although we are not aware of significant research into this phenomena – parents of young children leaving the city because of perceived or real lack of quality school options – the data seems to indicate that people most likely to move away from the city are families with young children. Affluent families that are unable to enroll in the top schools within the district may choose to enroll their children in private schools, or move so their children are able to enroll into a school district within St. Louis County with perceived or real educational benefits for their children.



Examining the data from another angle, St. Louis City actually saw population gain during this same time period of adults in their early 20s and adults between 50 and 64 years of age (see Table 2). This further highlights the trend of adults with school age children leaving the city as a direct contrast to the behavior of adjacent age groups. While many factors could be impacting families with children to leave the city, the trends call for further examination and consideration when determining a full set of methods to address socioeconomic diversity in the district's schools.

Table 2. St. Louis City Population Change by Age Between 2000 and 2010

	<b>2010</b>	<b>2000</b>	<b>% Change</b>
<b>Total Population</b>	319,294	348,189	-8.3%
Under 5 Years	21,089	23,477	-10.2%
5 to 9 Years	17,379	26,709	-34.9%
10 to 14 Years	16,911	25,014	-32.4%
15 to 19 Years	22,551	24,729	-8.8%
20 to 24 Years	28,852	26,541	8.7%
25 to 29 Years	31,991	28,377	12.7%
30 to 34 Years	25,670	26,018	-1.3%
35 to 39 Years	20,813	26,540	-21.6%
40 to 44 Years	19,431	26,604	-27.0%
45 to 49 Years	21,641	23,018	-6.0%
50 to 54 Years	23,170	18,242	27.0%
55 to 59 Years	19,877	13,466	47.6%

60 to 64 Years	14,744	11,612	27.0%
65 to 69 Years	10,045	11,492	-12.6%

The district needs to better understand the portion of families leaving St. Louis City or sending their children to private schools. STLODEO will examine socioeconomic stratification and collect data that will provide a better picture of the diversity of the region and how socioeconomic diversity (or the lack thereof) correlates with academic achievement in district schools, including SIG and SIG eligible schools.

Opportunities: District leaders are confident that new, community-based strategies can impact student academic achievement in many of our historically under-achieving schools. St. Louis Public Schools is an improving district, having made great strides over the last ten years in improving a wide range of outcomes for students. The district lost accreditation in 2007, regained provisional accreditation in 2012, and received full accreditation in January 2017.

Between 2002 and 2009, the district had seven superintendents and six chief academic officers, suffered significant budget shortfalls, and experienced declining student enrollments that led to school closings and staff downsizing. This tumultuous climate was not supportive of high levels of academic achievement, and the district lost its state accreditation in 2007. At that time, a three-member Special Administration Board (SAB) was appointed and charged with restoring the district to full accreditation status.

Under the strong and stable leadership of Superintendent Kelvin Adams, hired in 2008, the district has taken bold steps to improve policies, practices, and conditions that impact teaching and learning. Major accomplishments include the following:

- The number of schools making Adequate Yearly Progress has increased each year.

- The high school graduation rate has steadily improved.
- The district's fiscal deficit has been eliminated and is operating with a balanced budget.
- A \$155 million bond issue was passed in support of new and upgraded science labs, cafeterias, security systems, athletic facilities, and technology infrastructure.
- The district added 37 additional early childhood classrooms during the past school year to open up free, full-day preschool opportunities for more than 700 additional children.

Due in large part to these accomplishments, on October 16, 2012 the Missouri State Board of Education unanimously voted to award the district “provisional” accreditation. The Missouri Commissioner of Education made the recommendation to the Board after a thorough analysis of multiple years of data and indications of district-wide improvements over the prior five-year period. According to the Commissioner, “The leadership team—the board and the superintendent—have demonstrated their ability to unite the internal and external communities behind a singular focus on improving student performance. They have been successful in building broad consensus around the need for change and the essential elements of long-term commitment. The progress the district has made is a clear sign that districts can improve, can reverse many years of decline, and can reach expectations.”

Since 2012, the district has continued its upward trajectory and put into place new, research-based models for supporting and facilitating change to ensure all district students have access to an excellent education. Based on district scores for two consecutive years on student achievement tests, end-of-course exam scores, attendance data, graduation rates, and college and career readiness preparation (2014-2015 and 2015-2016), the State Board of Education voted

unanimously on January 10, 2017 to classify Saint Louis Public Schools as fully accredited. In fact, nine of the district's SIG-eligible elementary schools earned enough points to qualify for full accreditation—Adams, Bryan Hill, Hamilton, Henry, Hickey, Hodgen, Mann, Monroe, and Walbridge. According to Board President Charlie Shields, “This is an opportunity to celebrate really great things in the district...Today's decision should be viewed as a major success for St. Louis, the state of Missouri, and the Department.”

Additionally, the district has a strong model for increasing racial diversity through its well-established magnet school program. St. Louis has a long history of desegregation issues. The desegregation cases in St. Louis and Kansas City, Missouri, combined, are among the longest, most costly cases in the United States. Through a court-approved Settlement Agreement reached in 1983, the St. Louis Public Schools magnet school program was established to increase diversity and reduce racial isolation among students attending the St. Louis Public Schools. Saint Louis Public Schools students have the opportunity to participate in a student transfer program in which Black students residing in the city attend participating school districts in St. Louis County, and non-Black students in the County attend magnet schools in the city. Made voluntary in 1999, Saint Louis Public Schools and 16 participating St. Louis County school districts continue to participate in this desegregation program, with the current agreement extending through the 2018-2019 school year.

The St. Louis desegregation initiative accomplished many of the objectives set forth in the original settlement agreement, first and foremost increasing opportunities for high-quality education in diverse settings. Positive achievement results are evident as well. For example, in mathematics and communication arts, two-thirds of the district's magnet high schools are achieving at or above the state average. In science, one-half of these schools show performance

at or above state averages. At the elementary and middle school levels, the district continues to struggle, with achievement scores slowly increasing. Eight of the district's SIG-eligible schools are magnet schools—Ames, Humboldt, Lyon@Blow, Mullanphy, Shaw, Washington, Carr Lane Middle, and Gateway Middle.

The district's 37 SIG-eligible schools are located throughout the city rather than in a single geographic area. While 22 of these schools are on the city's north side, in extremely high poverty areas, the remaining 15 are located in the central corridor or south side, representing greater ethnic and socioeconomic diversity and offer promising opportunities for increasing socioeconomic diversity in schools.

Resources from the U.S. Department of Education will enable the district to: (1) gather additional information regarding the socioeconomic stratification of its schools; (2) work closely with the local community to share ideas, identify concerns, and develop locally-based strategies for increasing student diversity; and (3) develop a blueprint for the district as a whole that addresses socioeconomic diversity as a driver for systematically improving the achievement of students in the lowest performing schools.

While the district has made significant progress, there are still many challenges ahead. The district is well positioned and confident it can continue to make strides in raising the academic achievement of students in the lowest performing schools and close historic achievement gaps.

## Significance

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### *Contributions of the Project*

Results of the STLODEO project will have significant applicability in a range of other school settings. St. Louis City has many of the same characteristics as other large urban school systems across the nation including a population made up of significant numbers of students from impoverished families, high number of ethnic minorities, and critically low academic achievement schools. In this regard, project results will lend themselves to application in many urban school districts.

The proposed project will focus on schools with severe socioeconomic stratification in a school system with a variety of school choice options: in addition to neighborhood schools, the district includes charter, theme, and magnet schools. The district has stressed choice for families and avoids assigning students to district schools. Student enrollment defaults to the neighborhood school or a family may apply to attend magnet, theme, or charter schools within the district. These schools are some of the most racially diverse schools, and based on 2013 data, some of the most socioeconomically diverse schools. Project results will demonstrate how a variety of school options for families impacts socioeconomic stratification and student academic performance and also demonstrate how to continue supporting school choice by developing voluntary, community-led strategies that positively impact the socioeconomic diversity in a significant number of SIG and SIG-eligible schools.

Given the diversity of schools within the SLPS system, a wide variety of techniques aimed at increasing socioeconomic diversity at the school level will be employed. The decision to use techniques at individual schools will be based on the outcome of the needs assessment and will support the recommendations of our advisory committees. Techniques STLODEO will consider include: redesigning school boundaries, including merging schools; creating or strengthening feeder patterns; shifting admissions policies; creating school capable of attracting students from diverse backgrounds, including converting existing schools into theme schools or refocusing magnet schools; and expanding access to inter-district school choice programs.

STLODEO will focus heavily on community input. A needs assessment will take into account the experiences of families currently being served by target schools, focus groups with current families, prospective families, and families that choose to send their children to nonpublic options but live in the neighborhood. Once schools have been chosen for further planning, community stakeholders will make up the advisory boards that build out recommendations for individual schools. In addition to meeting data driven eligibility, a school community must express desire and support for the school to be targeted for this initiative, as determined through community engagement activities.

Having received full accreditation from the state for the first time since 2007, Saint Louis Public Schools has the opportunity to further shift the narrative about school quality in the SLPS district. While there is still much work to be done to ensure all of the district's schools are meeting academic standards, each year more schools are meeting school accreditation requirements. This project will build on that momentum of success and grow the understanding of problems and effective strategies for addressing socioeconomic stratification through community- and data-driven decision making.

### ***Building Local Capacity***

STLODOE will result in an increase in capacity to improve individual schools and the Saint Louis Public Schools district as a whole to increase the academic achievement at the district's lowest performing schools. STLODEO will build on the district's existing school improvement process and use a socioeconomic lens to identify schools in the fall of 2017 and fall of 2018 for the "re-theming" process that will build out plans to increase socioeconomic diversity and student achievement. In fall 2017, five neighborhood schools will be selected and in fall 2018, five theme and magnet schools will be selected.

"Re-theming" is the school improvement process has been used successfully during the most recent past academic year and current academic year to: (1) identify schools using key data – racial stratification, low performance, and community buy-in; (2) convene advisory groups of community stakeholders, including parents, faculty, and the business community to elicit community feedback and make recommendations for the school; and (3) present a plan to the SLPS Board of Directors to be approved for implementation. During the 2015-2016 school year, five schools were "re-themed" and those plans are currently being implemented. During the fall of 2016, eight schools were identified for re-theming and all eight have approved plans to move forward from the Special Administrative Board, including earmarked funds for school turnaround efforts. This process has been implemented by Isaac Pollack, Assistant Superintendent of Innovation, Turnaround, and Charter Schools with Saint Louis Public Schools, who will serve as Project Director for STLODEO.

STLODEO will build on this model for addressing schools with co-occurring racial stratification and low academic achievement and add socioeconomic stratification as a condition for identifying schools. Each year of the proposed project, STLODEO will select five schools to



participate in the “re-theming” planning process. The resulting plans will provide a roadmap for ten schools to increase socioeconomic diversity and academic achievement. The planning process will set up the district to implement changes that will impact the district’s capacity to serve more children in environments that support academic achievement.

STLODEO will also increase the effectiveness of school improvement activities by building the capacity of the Innovation and Turnaround team. The project will increase the human capacity of the project. With a project coordinator and support from consultants, the Project Director will be able to focus his attention on meeting the goals of Innovation and Turnaround, as well as STLODEO, rather than on day-to-day project activities. Additionally, STLODEO will give school leaders the opportunity to visit model schools that are leaders in increasing socioeconomic diversity to drive increases in academic outcomes.

## **Quality of Project Design**

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### ***Project Purposes, Activities, and Benefits***

Purpose: The primary purpose of the project is to systematically increase socioeconomic diversity in low performing schools, including SIG and SIG-eligible schools. As a result of STLODEO, Saint Louis Public Schools will understand the socioeconomic stratification of its student population at the class, school, and district levels; will identify schools based on data and community input; and will work with the community to identify locally-driven strategies to increase socioeconomic diversity and student achievement.

This proposed process fits within the context of other efforts to increase student academic achievement, but refocuses those efforts to include socioeconomic stratification as a primary consideration in identifying schools for re-theming.

The project will focus on developing voluntary, community-led strategies that positively impact the socioeconomic diversity in 10 schools. In the first year, five neighborhood schools will be selected for the initiative; in the second year, five magnet and theme schools.

Activities: STLODEO will complete three phases of activities each year of the two-year project period. Each year, the goal is to identify five schools for re-theming and create plans that identify best-fit strategies for increasing socioeconomic diversity. This two-year process will lead to 10 individual school plans, including neighborhood, magnet, and theme schools, and one blueprint.

#### Phase I: Needs Assessment

The activities in Phase I will fully examine socioeconomic stratification in district schools in comparison to the socioeconomic diversity (or lack thereof) of the surrounding community.

During the needs assessment phase, in addition to collecting and analyzing data, STLODEO will also begin soliciting information from parents about challenges of the school and whether there is parental support for re-theming. Surveys will be completed with current families, families attending other schools but residing in the neighborhood, and school personnel. Phase I concludes with the identification of five schools that best fit the characteristics STLODEO is targeting AND has community support for the re-theming process.

Please refer to Table 4: Responsibilities, Timeline, and Milestones on page 31 for a full list of activities and milestones, including a timeline and the responsible parties for carrying out the activities.

#### Phase II: Convening of Advisory Groups, Panel Discussions, Community Forum, and Model School Visits

Following the conclusion of Phase I in each year, five schools will be identified for the re-theming process. At this time, advisory groups will be formed to continue identifying community needs and challenges and begin to make recommendations for the school. Panel discussions will focus on the individual challenges and needs of a school from the perspective of parents and school personnel. Community forums will wrap up this phase and help to finalize the plans – this will be an opportunity to parents and school personnel to come together and agree to a plan that can be used to guide implementation. Concurrently, STLODEO will give principals of these schools the opportunity to visit three to five schools that are models for increasing socioeconomic diversity. In the first year, we have identified five schools/school systems in three cities for principals to visit. These schools were selected to show the principals a diversity of options for re-theming: International Schools, Business Schools, STEAM and Technology focused schools, etc. These locations may be subject to change, particularly if there is a community with a strong preference for a model that is not included in one of the currently selected three locations/five schools. Phase II ends with the creation of a set of plans for each school driven by recommendations from the advisory committee and other community stakeholders and model selection input from the principal.

Please refer to Table 4: Responsibilities, Timeline, and Milestones on page 31 for a full list of activities and milestones, including a timeline and the responsible parties for carrying out the activities.

### Phase III: School Plan Approval and Blueprint Creation

The final phase of STLODEO is seeking approval for each school plan and the creation of a blueprint that takes into account the models chosen by the ten schools (five each year) and adheres to the requirements that are detailed in Table 3 in the column “Blueprint Sections.”

School plans must be approved by the Superintendent of the district and then put before the Special Administrative Board for final approval and funding. This phase will take place in the final three months of the project period

Please refer to Table 4: Responsibilities, Timeline, and Milestones on page 31 for a full list of activities and milestones, including a timeline and the responsible parties for carrying out the activities.

Benefits: The proposed activities will result in a comprehensive blueprint taking into account strategies used at 10 schools and how those strategies will increase socioeconomic diversity to increase academic achievement of lowest performing schools. A blueprint will be produced including all aspects of planning that must be in place for the district to move into the implementation phase after the funding period. In broad terms, the benefit of a blueprint is to make the public aware of changes, set challenging but attainable goals, and request the right resources to implement the plan over the long-term. Each section of the blueprint aids in this endeavor:

Table 3: Benefits of planning activities

Blueprint Section	Benefit
Needs Analysis	Better understand socioeconomic makeup of schools and comparison to region/school neighborhoods
Methodology	Share best practices and formalize portions of the process that work well; explain local context and how that context contributed to the methodology
Set Goals	Prepare the district for evaluation of implementation; Challenge each school to meet diversity and educational achievement outcomes

Description of Selected Strategies	Make public the plans to meet the goals for each school; school administrators, parents, and the public are all aware of how the school will be improved; make clear the continued engagement of parents
Anticipated Impact	Identify how and by how much the implementation of the plans will increase socioeconomic diversity and academic achievement
Plans for Community Engagement	Public plans will note parent, community organization, and community-wide engagement opportunities and allow for resources to be invested in engagement.
Plans to Leverage Partnerships	A chance to publicly recognize partnerships and how the initiative fits within the larger St. Louis City context – for example, city planning for new bus or metrolink lines will impact transportation for students
Implementation Plan	This section of the blueprint will name specific people and departments within SLPS and hold them accountable for the success of implementation. The implementation plan will result directly from each of the preceding sections and will be a logical “next steps” in achieving socioeconomic diversity and increasing academic achievement at low performing schools. All transformation activities are overseen by the Transformation Project Oversight Committee (TPOC), a set of cabinet-level leaders who meet and oversee selected projects that cross departments. The blueprint implementation plan will give TPOC the opportunity to identify needed collaborations and funding.

The resulting blueprint will be available for other communities to consider ways to adjust the focus of their schools to better meet the needs and desires of families from a broad spectrum of socioeconomic status in an effort to increase academic achievement.

The Project Director is the right person to oversee this initiative given his experience with school improvement and increasing diversity in some of SLPS' lowest performing schools. He has experience moving from a planning phase to an implementation phase and is incorporating successful components of his current process into the proposed project so that the implementation can happen seamlessly after the project period has concluded.

### ***Integration with Related Efforts to Improve Academic Achievement***

Saint Louis Public Schools has a current school improvement plan, the "Transformation Plan 2.0" serving as a blueprint for meeting the Missouri School Improvement Program, which evaluates school districts using a framework of indicators. The "Transformation Plan 2.0" went into effect in 2015 and continues to drive the district forward. Of particular importance to the integration of the STLODEO project is "Goal 1: The district supports a system of excellent schools." The activities identified in this goal that relate to STLODEO are: (1) allocating funds to high-priority initiatives that are aligned with the Transformation Plan, (2) establish a school turn-around model, and (3) create and refine a system of excellent schools.

The first activity will allow for the blueprint resulting from STLODEO to receive funding for implementation. The second activity created the Project Director's current position and has supported his work over the last two years. The third activity can only be met through innovative, new ways of looking at school improvements. STLODEO is an example of the innovative planning process that will strengthen a system of excellent schools.

The “Transformation Plan 1.0” that preceded Plan 2.0, described core values for improving student outcomes. These core values will guide the STLODEO initiative:

- **Students First:** Regardless of the situation, students are our singular focus. As members of SLPS, we have an intense and enduring commitment to doing what is in the best interest of our students at all times. As a result, we will remain focused on creating the best high-quality options for students.
- **People Matter:** Educating students is a people business. It takes a level of commitment, concern, and care from all of us to ensure that the people who impact the lives of our students are truly valued, respected, and cared for as professionals. We value and pride ourselves on being an organization that demands more for its people because we know it takes more. Yet, we are equally as willing and demanding of ourselves to give more and support the growth and development of the people who make an invaluable investment in the lives of our students.
- **Data-Driven Decisions:** We strive to be a learning organization. To do so, we will continue to evaluate where we are as a district based on data. Our commitment to objective interpretations of our progress, shortcomings, and overall orientation only ignites our passion for making the best decisions for our children.

The Transformation Plans of the district will help guide this initiative and STLODEO will build on the current efforts of school innovation and turnaround. After several years of progress in the district, a school-by-school re-theming process was employed to improve the academic achievement of students in lowest performing schools. The first five schools identified in 2016 included both magnet and neighborhood schools. One of these was a school for gifted

students opened in a neighborhood furthest removed from the other two gifted schools in the racially segregated northern part of the city. In addition to racial stratification, poverty, and low academic performance, geographic considerations were taken into account that responded to stakeholder input.

This past fall, an additional 10 schools were identified for “re-theming.” During the fall, the Project Director used existing data to identify schools with low student achievement, racial stratification, and low enrollment. From that resulting preliminary list, the Project Director began holding public meetings and formed advisory committees for each school under consideration to discuss possibilities. Ultimately it was decided that two schools would close and eight schools would be re-themed.

Each year, the Project Director considers new ways to improve the process of re-theming schools and increase student academic achievement. This project will build on established processes of data-driven decision making, community engagement and advisory committee recommendations, and written plans approved by the Superintendent and the Special Administrative Board. Each step of the process will be improved upon in this project. First, this project will collect socioeconomic and opinion data from families, something we have not had the capacity to do at large scale in the past. Second, our community engagement strategies will increase with the support of an additional staff member and consultants – in addition to the advisory committees, we will engage stakeholders through focus groups and community forums. Third, the written plans for approval will include school plans and a district blueprint, which will be more detailed than previous plans have been, including longitudinal goals through 2025-2026.

One of the benefits of following the current process is that the Special Administrative Board has earmarked funds that can be released for projects designed to support innovative



solutions to increasing academic achievement. These funds support efforts outlined in the district's strategic plan. In this way, STLODEO will use existing funding to support the implementation of the school plans and the blueprint.

### ***Linkages with Other Agencies and Organizations***

STLODEO will use linkages to other agencies and organizations in the planning phase primarily to identify existing socioeconomic data and train staff through anti-bias and anti-racism. Socioeconomic data will be obtained from Saint Louis Development Corporation and the Planning and Urban Design Agency. Trainings will be provided by City Garden Montessori, a charter school in the district that works within a neighborhood structure while ensuring racial diversity.

During the stakeholder engagement period in the fall of each year, STLODEO will reach out to the business communities, housing and community development companies, city agencies, and major place-based nonprofit service providers in each of the communities surrounding a school identified for re-theming.

### ***Encouraging Parental Involvement***

Parental involvement will play a key role in each stage of the proposed project. Parents will receive surveys, some will be selected to participate in focus groups, and others will serve as members of the advisory committee. Surveys and focus groups will measure the existing parent population's desire for change and their opinions on what challenges currently exist for their children at the school.

Parents will be offered preloaded debit cards as incentives for their participation in focus groups and we will use preloaded debit cards as incentives to complete surveys, with one participant being selected to receive a card.

Parents will also be invited to participate in a community forum toward the end of the planning period. During this community forum, STLODEO staff will present the process up to that time, the preliminary plan, and provide time for discussion and feedback. Parental participation and buy-in for change are important aspects of this process and this meeting will be advertised widely to ensure participation.

## **Quality of Project Personnel**

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### ***Qualifications of the Project Director***

Isaac Pollack will serve as the Project Director. He is the Assistant Superintendent of Innovation, Turnaround, and Charter Schools with Saint Louis Public Schools. Pollack will devote 50 percent of his time to STLODEO. He will be responsible for the success of this project and for implementing follow-up activities approved by the Special Administrative Board. Pollack's resume can be found in "Other Attachments." In his current role, Pollack has used a data-informed selection process to identify schools for improvement processes. This past fall, Pollack identified eight schools to be re-themed, coordinated advisory groups for each school, produced plans based on the advisory board recommendations, sought and received board approval for each plan, and is currently working to implement these changes. His current process has focused on racial diversity of schools.

Pollack is an award winning teacher and a Systems Leaders Fellow (2014), which provides focused coaching on district strategy, management, political skill development, leadership, governance, and education funding. He attends semi-annual alumni seminars for

further training. Pollack also has experience presenting at education conferences, including InspiredEd and Teach for All Synergies Conferences in Delhi, India, and Teach For America's annual conferences in 2013 and 2014.

Prior to his current role, Pollack was Director of Performance and Practice for the Achievement School District in Tennessee. Pollack also served as the principal of G.W. Carver Senior School in New Orleans. In his first year as a principal, G.W. Carver's School Performance Score jumped from an F (34.8) to a D (63.2), the first passing designation the school had ever earned. Pollack holds a B.S. in physics and a B.S. in secondary education from the University of Maryland, College Park, and an M.S. Ed. in urban education from the University of Pennsylvania Graduate School of Education. He has been teaching or serving as a school administrator since 2006.

### ***Qualifications of Key Project Personnel***

A Project Coordinator will be hired to support the project on a full-time capacity. The Project Coordinator will report to the Project Director and will be responsible for performing duties required to coordinate and facilitate activities related to STLODEO.

The requirements of the position will include a Bachelor's degree; experience with data and data processing using SPSS or Tableau or equivalent program; experience speaking with large groups and with presentation tools, including PowerPoint; strong facilitation skills and experience facilitating community dialogue with diverse groups of people; and high attention to detail and logic. A full job description is included in the appendices and will be posted and filled within 60 days of grant notification.

### *Qualifications of Project Consultants*

Contractors will need to be sourced through a competitive bid process run by the district. The required procedures dictated by internal policy include: (1) posting a Request for Proposal (RFP), (2) evaluating RFP responses, (3) awarding the bid, and (4) seeking approval by the Special Administrative Board (if cost exceeds \$5,000). Work cannot begin until approved by the Special Administrative Board.

We will use two contractors to support the work of STLODEO. First, we will hire a contractor to analyze large data sets, set up tools for gathering additional data, and map data. Core competencies for this posting will be expertise in data manipulation and evaluation, creating surveys, and GIS mapping software. Second, we will hire a contractor to facilitate focus groups at each of the 10 schools. The contractor will be responsible for designing the focus groups as well as facilitation and follow up reporting. Core competencies include group facilitation with diverse groups, including people from low socioeconomic status and minority backgrounds, and experience designing focus groups.

Encouraging Applications from Underrepresented Groups: Saint Louis Public Schools is committed to equality in its employment policies and practices, and it is extremely sensitive to the need to reach out to underrepresented groups when hiring new staff. The district will recruit widely for new project staff including advertising in publications targeting ethnic and racial minorities such as The St. Louis American, a local newspaper read largely by the African-American community.

## Quality of Management Plan

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### *Adequacy of the Management Plan*

Achieving Project Objectives on Time and Within Budget: STLODEO will be administered by the Office of School Innovation, Turnaround, and Charter Partnerships, housed in the district's central offices. The Project Director, Isaac Pollack, has full authority to carry out this planning project. A full-time project coordinator will work closely with the Project Director to manage the day-to-day activities. The two-person project team will be supported by contractors to provide data evaluation support and support the creation and facilitation of focus groups. A sufficient amount of staff time has been devoted to the project in order to ensure that project objectives will be met.

The following management strategies will ensure that the project activities are carried out effectively and efficiently, and that channels of communication are open, clear, frequent, and effective:

- Weekly meetings of the Project Director and Project Coordinator
- Weekly check-ins of the Project Coordinator and contractual workers (during active contract periods)
- Monthly reports to Superintendent, the Project Directors supervisor
- Quarterly meetings to review progress and upcoming deadlines
- Advisory committee meetings, at least once per month for three months (in fall of each year)

Table 4, on the next page, includes the responsibilities, timeline, and milestones for the project.

***Responsibilities, Timeline of Activities and Milestones***

The project team is comprised of the Program Manager and Project Coordinator. They will be supported by an in-house graphic designer and two consultants. The Project Manager develops and maintains the project plan and project schedules, executes project reviews, manages the budget, and is responsible for overall quality of the deliverables. The Project Coordinator will coordinate the day-to-day activities of this fast moving project.

A full list of activities and milestones, along with a timeline and responsibilities can be found in the following table. The table shows dates for July 1, 2017 through June 30, 2018 and the same process will be repeated for July 1, 2018 through June 30, 2019 with similar dates. Deliverables and action steps that only apply to one year or another are marked as such.

Table 4: Responsibilities, Timeline, and Milestones

Item #	Deliverables and Action Steps	Responsible Person	Start Date	End Date
1	Start-up activities; core coordination activities; reporting			
1.1	Recruit and hire Project Coordinator (only year 1)	Project Director (PD)	Award	7/1/2017
1.2	Recruit and hire consultants (only year 1)	PD	Award	7/1/2017

Item #	Deliverables and Action Steps	Responsible Person	Start Date	End Date
1.3	Project Team Meetings	PD; Project Coordinator (PC)	ongoing; weekly	
1.4	Report to USDOE	PC	as requested	
1.5	Attend Community of Practice meeting	PD	as requested	
1.6	Submit blueprint (only year 2)	PD	6/1/2019	6/31/2019
2	Conduct needs assessment: data collection and evaluation of the following - school performance, socioeconomic diversity, capacity and utilization of buildings, student enrollment patterns, city and neighborhood data and initial community input			
2.1	Pull school performance data	PC	7/1/2017	7/15/2017
2.2	Pull 2013 socioeconomic data	PC	7/1/2017	7/15/2017
2.3	Pull 2014-2017 enrollment data	PC	7/1/2017	7/15/2017
2.4	Collect neighborhood-level census data from neighborhood school comparison (partner-provided, year 1)	PC	7/1/2017	7/15/2017
2.5	Collect census data on population of school-aged children in St. Louis for magnet and theme school comparison (partner-provided, year 2)	PC	7/1/2018	7/15/2018

Item #	Deliverables and Action Steps	Responsible Person	Start Date	End Date
2.6	Evaluate and map data in format easily understood by community members	Data Evaluation Consultant (DEC)	7/15/2017	7/30/2017
2.7	Collect most recent building capacity, building age, and building condition data	PC	7/1/2017	7/15/2017
2.8	Consolidate relevant school level data into format easily understood for all community members	DEC; PC	7/15/2017	7/30/2017
2.9	Create PowerPoint presentation for each school based on relevant data for community meetings	PC	7/30/2017	8/15/2017
2.10	Create survey and distribute to parents at 20 schools	DEC; PC	7/10/2017	7/20/2017
2.11	Evaluate survey results	DEC	7/20/2017	7/30/2017
2.12	Select 5 schools each year for re-theming (5 neighborhood schools in year 1; 5 theme and magnet schools in year 2)	PD	8/1/2017	8/5/2017
3	Host community meetings and advisory committee meetings to draft recommendations			



Item #	Deliverables and Action Steps	Responsible Person	Start Date	End Date
3.1	Notify affected principals of initial community engagement plan; host meeting to present data and request support in determining strategy	PD	8/5/2017	8/10/2017
3.2	Identify dates/times, location/space, agenda, resources needed, and security for focus groups and community forum	PC	8/5/2017	8/10/2017
3.3	Hold focus groups and analyze communications	PC; Facilitation Consultant (FC)	9/1/2017	9/30/2017
3.4	Convene advisory groups for each school; meet at least 1x/month	PD; PC	9/1/2017	11/15/2017
3.5	Hold community forums	PD; FC	10/1/2017	11/1/2017
3.6	Recommendations received from advisory groups	PD	10/15/2017	
3.7	Formal plan created and reviewed by Superintendent	PD; PC	11/1/2017	11/10/2017
3.8	Present approved plans to Special Administrative Board	PD	11/15/2017	
4	Professional development: model school visits and diversity training			

Item #	Deliverables and Action Steps	Responsible Person	Start Date	End Date
4.1	Anti-bias and anti-racism trainings for school leadership	PC; Partner City Garden Montessori	1/15/2018	3/15/2018
4.2	Travel to visit 3-5 model school systems	PD; PC; school principals	1/15/2018	3/15/2018
5	Development of individual schools plans, blueprint, and dissemination			
5.1	Further build out of school project plans	PD	3/1/2018	4/1/2018
5.2	Blueprint draft (first year draft saved for review after second year of activities)	PD; PC	3/1/2018	4/1/2018
5.3	Internal review of blueprint (only year 2)	Superintendent	4/1/2019	4/20/2019
5.4	Print and distribute copies of school plans to advisory committee members, principals, and Special Administrative board members	PC	5/1/2018 And 5/1/2019	

Project partners for the planning phase of the project will be the Planning and Urban Design Agency and City Garden, a charter school within the district. The Planning and Urban Design Academy will provide raw data for neighborhoods and St. Louis City. City Garden

Montessori School will provide anti-bias and anti-racism training, as needed, during the planning phase and is committed to training school staff at all selected schools during implementation.

### ***Ensuring a Diversity of Perspectives***

A diversity of perspectives will be brought to bear during the proposed project, including those of parents, teachers, school administrators, the business community, and city development organizations.

Parents will be asked to weigh in at every major juncture in this planning project. Parents will be asked to respond to initial surveys that will gage socioeconomic status and support for school change, to participate in focus groups at each school to further define challenges, solutions, and preferences, to serve on school advisory committees, and finally, to participate in a school-wide forum where the proposed changes will be discussed in detail.

Teachers will be engaged during focus groups and during community forums. Their expertise in the challenges they face in the classroom and their brainstorming of potential solutions will help in the early planning stages. At least one member of the teaching staff at each school will be included in that school's advisory committee. School administrators will also play a key role in the planning phase and will be provided the opportunity to explore model schools, further inviting new perspectives to the process.

The school has strong relationships with many city departments and agencies. Major initiatives proposed and underway by the city will help guide some of the early decision making related to identification of schools. Mayoral elections will take place in 2017, with the long-time incumbent not running for reelection. Saint Louis Public Schools will work with the new Mayor to continue the partnerships that are in place and identify new ways to collaborate.

At each decision point further narrowing down the field of schools for selection, stakeholders will be involved in making the decision. It is imperative that a school community welcome the process and desire significant changes to their school.

## **Adequacy of Resources**

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### ***Budget is adequate to support the proposed project***

All of the items included in the budget support the goals of the project. Personnel costs represent the minimum staff required to provide a well-coordinated, effective project team able to deliver a blueprint within the grant period. The half-time Project Director is necessary in order to implement planning activities across 10 schools over two years. A full-time Project Coordinator is necessary to coordinate both school-level and district level activities to meet the goals of the initiative. Project staff will all be working directly in project activities for the time they are budgeted.

Contractors will support data collections and evaluation and focus groups during the needs assessment stage of the project, ensuring a strong needs assessment. Travel costs will support hands-on learning for principals to see model schools that have successfully increased student socioeconomic diversity that resulted in increased student academic achievement.

### ***Costs are reasonable***

Cost are reasonable and necessary in relation to the objectives, design, and potential significance of the proposed project. During the two-year period, ten schools will be impacted by the planning process with follow-up activities after the project period focused on implementing plans to increase socioeconomic diversity. Indirect costs are charged according to the district's

approved rate of 6.6 percent for the 2016-2017 school year and all budgeted activities focus on creating a solid blueprint through community engagement and data-driven decision making.

### ***Adequacy of support: Facilities, Equipment, and Supplies***

Adequate support exists in relation to the facilities, equipment, supplies, and other resources from Saint Louis Public Schools. In terms of facilities, schools chosen for re-theming must be adequate in terms of the structure, amenities of the facility, and the enrollment capacity. Equipment and supplies – This project includes limited equipment needs, beyond the technology required by the Project Team and SLPS will provide additional software and hardware needed to carry out this project, including a laptop for the Project Coordinator. This proposed project has the full support of the Superintendent, the Associate Superintendent, School Innovation, Turnaround and Charter Partnerships, and the Transformation Project Oversight Committee of Saint Louis Public Schools.

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## Other Attachment File(s)

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

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## **Other Attachments Form**

- Resume and Job Description
- Letter of Support from City Garden Montessori
- Indirect Cost Information from the Missouri Department of Elementary and Secondary Education Website
- Single Point of Contact Letter
- Signed Forms



## **Resume and Job Description**

# Isaac Pollack

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## PROFESSIONAL EXPERIENCE

### Associate Superintendent, School Innovation, Turnaround and Charter Partnerships

July 2015 – Present

*St. Louis Public Schools*

St. Louis, MO

- Developed and led district Portfolio processes, including community-based engagement based on demographic and accreditation data. This process led to the closing of two schools and the retheming of eight schools.
- Create and lead our internal, differentiated redesign process for school turnaround, including the creation and facilitation of Advisory Committees, for 12 schools over the past two years. Designs include: African-Centered, International Business and Finance, Entrepreneurship, Gifted Instruction, Montessori, Leadership, International Studies, Law, Career Academies, Technology, and STEAM.
- Co-facilitate selection for School Innovation Grants, awards of up to \$15,000 per year for 12 school leadership teams within the district to pursue innovations in their schools. Also facilitate quarterly peer exchanges for all award winners.
- Developed the SLPS Charter Approval Process and Criteria, and led negotiations with three local charters interested in sponsorship.
- Serve on the Executive Leadership Team.

### Director, School Performance and Practice

June 2014 – July 2015

*Achievement School District of Tennessee*

Memphis/Nashville, TN

- Led Performance and Practice team in the redevelopment of our School Performance Framework, using researched best practices and internal data to maximize mission alignment and feasibility for operators.
- Facilitated School Practice Reviews to provide peer feedback to all schools. Led the team charged with bringing the process in-house.
- Served on the Investing in Innovation (i3) Fund grant review committee with New Schools for New Orleans and the ASD.
- Modeled out potential strategic shifts for the district's leadership team (School Action Framework and organization redesign).
- Ensured accuracy, clarity and completeness of Beginning of Year, Mid-year, and End of Year data reports and annual goal one-pagers for 23 operators.

### Principal

June 2012 – June 2014

*G.W. Carver Senior High School, Recovery School District of Louisiana*

New Orleans, LA

- Raised the School Performance Score from an F (34.8) to a D (63.2) in one year, earning the first ever passing score for the school.
- Selected and led a novice staff of 27 teachers, developing and delivering annual, four-week summer PDs and weekly Friday PDs.
- Raised average reading levels 3.5 grade levels and ACT scores 3.5 points each year.
- Fundraised \$17,000 for college trips from over 130 individual donors.

### Founding Teacher/ Academic Dean

July 2008 – June 2012

*Sci Academy, a Collegiate Academies school, Recovery School District of Louisiana*

New Orleans, LA

- Led science and math departments to highest state test scores in the district for three consecutive years, with 91% of scholars passing the state science exam in 2011 and 90% passing the Biology End of Course Exam in 2012.
- Wrote standards-based curricula for nine math and science courses (Physics, Biology, Chemistry, Science GEE Prep, Geometry, Conceptual Mathematics, Algebraic Concepts, AP Environmental Science, AP Biology).

### Teacher

August 2006 – June 2008

*Teach for America, Overbrook High School, School District of Philadelphia*

Philadelphia, PA

- Developed and taught 9<sup>th</sup> grade Physical Science and AP Physics curricula based on inquiry techniques, utilizing one lab per class period and increasing average standardized test scores from 20% to 70% in one year.

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## BOARD AFFILIATIONS

- Beth Israel Congregation (2009-2014)
- New Orleans Jewish Day School (2009-2012)
- Foundation for Science and Math Education (2009-2010)

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## EDUCATION & TRAINING

### Systems Leaders Fellowship

Cohort Two Fellow

June 2014 – Present

Participated in highly selective, year-long school district leadership development fellowship. Programming consisted of individualized executive coaching and seven cohort seminars focused on district strategy, management, political skill development, leadership, governance, and education funding. Semi-annual alumni seminars provide ongoing support.

### Teach Like a Champion Training

Train the Trainer, Behavior and Culture

May 2013

PR/Award # S377C170010  
Page e62

## EDUCATION & TRAINING (Continued)

### **Masters of Science in Education, Urban Education (2008)**

- Completed thesis, “The Social and Private Returns to Education.”

*University of Pennsylvania, Graduate School of Education*

### **Bachelors of Science in Secondary Education (2006)**

*University of Maryland, College Park*

### **Bachelors of Science in Physics (2006)**

- University Honors, Gemstone program, Smith School of Business QUEST (Quality Enhancement Systems and Teams) Program

## AWARDS

- Inaugural Teach for America Alumni Award for Excellence in Teaching (2012)
- AMGEN Award for Excellence in Math and Science Education for Underserved Communities (2012)

## PRESENTATIONS

<b>School Turnaround: Value-based Hiring and Leadership</b> , TFA Educator’s Conference (July 2014)	Las Vegas, NV
<b>Managing Successful and Collaborative School-Level Turnaround</b> , TFA Educator’s Conference (July 2013)	Detroit, MI
<b>Engaging Community Voices</b> , TFA Admin of Color Conference (March 2013)	New Orleans, LA
<b>Building and Maintaining an Effective Team</b> , InspireED Conference (February 2013)	Delhi, India
<b>School Leadership</b> , InspireED Conference (February 2013)	Delhi, India
<b>Cultural Congruency within a School</b> , Teach for All Synergies Conference (February 2013)	Delhi, India



**Board of Education of the City of St. Louis**  
**CAREER OPPORTUNITY**

<b>Position Title:</b>	Project Coordinator
<b>Payroll/Personnel Type:</b>	12 Month
<b>Reports to:</b>	Assistant Superintendent, School Innovation, Turnaround and Charter Partnerships

**Position Summary:**

Under direction of the Assistant Superintendent, School Innovation, Turnaround and Charter Partnerships, the Project Coordinator is responsible for executing project coordination of a grant-funded, two-year project to plan for the improvement of schools.

**Essential Functions:**

- Coordinates the day-to-day activities of the project, as dictated by the approved timeline of activities
- Oversees two contractual workers
- Provides support to two contractual workers, including group facilitation support and data visualization
- Acts as the primary point of contact for community stakeholders, including parents and other community members
- Plans and participates in travel to visit model schools
- Performs other tasks as directed by the Assistant Superintendent, School Innovation, Turnaround and Charter Partnerships

**Experience:**

**Required:**

- Requires a three years of relevant project management, research, education, or human services experience
- Successful candidate must be able to demonstrate experience with data processing software
- Experience in urban education, especially as a teacher (preferred)
- Experience in facilitating community dialogue (preferred)

**Education:**

- Bachelor degree, preferably in an education or human-focused field

**Knowledge, Skills and Abilities:**

- Exceptional writing/editing skills
- Exceptional organizational skills
- Ability to speak comfortably in front of large groups
- Ability to apply principles of logical thinking to define problems, collect data, establish facts and draw valid conclusions
- Excellent communication skills
- Ability to use PowerPoint, SPSS, and Tableau (or equivalent programs)
- Hold unwavering belief that all children and all schools can achieve at high levels
- Demonstrate a sense of personal responsibility in helping schools progress
- A growth orientation for oneself and for the organization

**Physical Requirements:**

- Must be physically able to operate a motor vehicle
- Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects
- Light Work usually requires walking or standing to a significant degree

**Working Conditions and Environment:**

- Work is routinely performed in a typical interior/office environment
- Limited work in the community, primarily in schools

***In connection with hiring for this position the district shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, age, disability, veteran status or national origin.***

PR/Award # S377C170010

## **Letter of Support from City Garden Montessori**



Ashley Briggs  
U.S. Department of Education  
400 Maryland Ave., SW, Room 3W24  
Washington, D.C. 20202

RE: Opening Doors, Expanding Opportunities / CFDA Number: 84.377C

Dear Ms. Briggs,

I am writing to express City Garden Montessori School's enthusiastic support of the proposed project, St. Louis Opening Doors, Expanding Opportunities, submitted by Saint Louis Public Schools. The project proposes to identify innovative, effective, ambitious, comprehensive, and locally driven strategies to increase socioeconomic diversity in district schools as a means to improve the achievement of students in the lowest-performing schools.

The mission of City Garden Montessori is to provide a high-quality education to a diverse student population following the philosophy of Maria Montessori, and to cultivate young people who value and respect themselves, others, the environment, and the world community. City Garden Montessori's diverse student body reflects the socioeconomic and racial diversity of our neighborhood. Ensuring that our children, families, and staff feel welcome, safe, and supported, we have adopted an institutional anti-bias, anti-racism commitment, and have developed anti-bias, antiracism trainings for our staff, board, parents and partners. We are happy to provide those trainings to support the St. Louis Opening Doors, Expanding Opportunity, as the district trains staff on the importance of intentionally diverse schools.

St. Louis's future depends upon the strength of our education systems. The district's St. Louis Opening Doors, Expanding Opportunity is a critical step toward ensuring that all of our city's children have access to the opportunity they deserve.

Sincerely,

(b)(6)

Christie Huck  
Executive Director

City Garden Montessori School  
1618 Tower Grove Ave. • St. Louis, MO 63110 • 314.664.7646  
[www.citygardenschool.org](http://www.citygardenschool.org)

PR/Award # S377C170010

**Indirect Cost Information from the Missouri Department  
Of Elementary and Secondary Education Website**

**Missouri Department of Elementary and Secondary Education  
School Finance Section  
2016-2017 Indirect Cost based on 2014-2015 Annual Secretary of the Board Report (ASBR)**

DESE Indirect cost rates for 2016-2017

<u>District Code</u>	<u>District Name</u>	<u>Non Restricted Rate</u>	<u>Restricted Rate</u>
115-115	ST. LOUIS CITY	21.21%	6.60%
115-901	CONSTRUCTION CAREERS CENTER	47.74%	9.13%
115-902	LIFT FOR LIFE ACADEMY	14.89%	6.85%
115-903	PREMIER CHARTER SCHOOL	96.89%	38.99%
115-906	CONFLUENCE ACADEMIES	12.38%	3.47%
115-911	CITY GARDEN MONTESSORI	25.26%	2.83%
115-912	ST LOUIS LANG IMMERSION SCHOOL	30.11%	4.31%
115-913	NORTH SIDE COMMUNITY SCHOOL	27.72%	7.66%
115-914	KIPP ST LOUIS	26.09%	9.44%
115-915	CARONDELET LEADERSHIP ACADEMY	24.98%	2.71%
115-916	GATEWAY SCIENCE ACAD/ST LOUIS	27.14%	11.71%
115-918	GRAND CENTER ARTS ACADEMY	20.60%	0.77%
115-919	PRECLARUS MASTERY ACADEMY	28.31%	13.97%
115-920	SOUTH CITY PREPARATORY ACADEMY	21.75%	2.33%
115-921	JAMAA LEARNING CENTER	32.97%	5.11%
115-922	BETTER LEARNING COMM ACADEMY	32.97%	13.43%
115-923	EAGLE COLLEGE PREP ENDEAVOR	35.34%	3.26%
115-924	LAFAYETTE PREPARATORY ACADEMY	22.35%	6.48%



## **Single Point of Contact Letter**



**Kelvin R. Adams, Ph.D.**

*Superintendent of Schools*

**Rachel Seward**

*Deputy Superintendent of Institutional Advancement*

**Linda Riekes**

*Development Officer*

To: Sara VanderFeltz, Federal Assistance Clearinghouse  
Office of Administration, Commissioner's Office  
Capitol Building, Room 125  
P.O. Box 809  
Jefferson City, Missouri 65102

Date: February 13, 2017

Subject: Application to U.S. Department of Education, Opening Doors, Expanding  
Opportunities, CFDA # 84.377C

Attached find a copy of Form 424, Application for Federal Education Assistance, and a brief Abstract, submitted to the U.S. Department of Education on February 13, 2017 as part of the St. Louis Public Schools proposal to the U.S. Department of Education for an Opening Doors, Expanding Opportunities grant. If you need additional information, please contact me at (314) 345-2465.

Thank you advance for your assistance.

Sincerely,

(b)(6)

LINDA RIEKES  
Development Officer

801 N. 11<sup>th</sup> Street

Saint Louis, Missouri 63101  
Fax: 314-345-2665

Phone: 314-345-2465

## **Signed Forms**

## 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: Saint Louis Public Schools

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

43-6003226

## \* c. Organizational DUNS:

0799061780000

## d. Address:

## \* Street1:

801 North 11th Street

## Street2:

## \* City:

St. Louis

## County/Parish:

## \* State:

MO: Missouri

## Province:

## \* Country:

USA: UNITED STATES

## \* Zip / Postal Code:

63101-1015

## e. Organizational Unit:

## Department Name:

School Innovation, Turnaround

## Division Name:

Academic Office

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

## Prefix:

Ms.

## \* First Name:

Linda

## Middle Name:

## \* Last Name:

Rirkes

## Suffix:

## Title: Development and Partnership Officer

## Organizational Affiliation:

Saint Louis Public Schools

## \* Telephone Number:

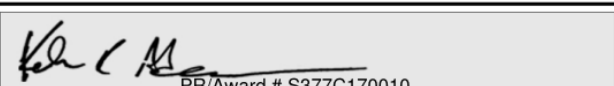
(314) 345-2465

## Fax Number:

(314) 345-2665

## \* Email: linda.riekes@slps.org

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

<b>Application for Federal Assistance SF-424</b>	
<b>16. Congressional Districts Of:</b>	
* a. Applicant: <input type="text" value="1, 3"/>	* b. Program/Project: <input type="text" value="1, 3"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date: <input type="text" value="07/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
<b>18. Estimated Funding (\$):</b>	
* a. Federal	<input type="text" value="510,601.00"/>
* 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="510,601.00"/>
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input checked="" type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text" value="02/13/2017"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** 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.	
<b>Authorized Representative:</b>	
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kelvin"/>
Middle Name: <input type="text" value="R."/>	
* Last Name: <input type="text" value="Adams"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* Telephone Number: <input type="text" value="(314) 345-2500"/>	Fax Number: <input type="text" value="(314) 345-2661"/>
* Email: <input type="text" value="kelvin.adams@slps.org"/>	
* Signature of Authorized Representative: 	* Date Signed: <input type="text" value="02/09/2017"/>
PR/Award # S377C170010	

**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.

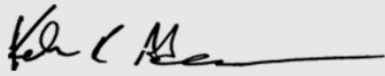
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**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.

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 Superintendent
APPLICANT ORGANIZATION Saint Louis Public Schools	DATE SUBMITTED 02/13/2017

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



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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Saint Louis Public Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr. ▼	* First Name: Kelvin Middle Name: R. ▼
* Last Name: Adams	Suffix: ▼
* Title: Superintendent	
* SIGNATURE (b)(6)	* DATE: 02/09/2017

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

### Review Public Burden Disclosure Statement

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Saint Louis Public Schools * Street 1: 801 North 11th Street    Street 2: _____ * City: St. Louis    State: MO: Missouri    Zip: 63101-1015 Congressional District, if known: 1,3		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: _____ * First Name: NA    Middle Name: _____ * Last Name: NA    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: _____ * First Name: NA    Middle Name: _____ * Last Name: NA    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> (b)(6) <b>*Name:</b> Prefix: Dr.    * First Name: Kelvin    Middle Name: R. * Last Name: Adams    Suffix: _____ <b>Title:</b> Superintendent <b>Telephone No.:</b> (314) 345-2500 <b>Date:</b> 02/09/2017		
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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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## Budget Narrative

### Saint Louis Opening Doors, Expanding Opportunities

**1. Personnel**                      **Year 1: \$121,200**      **Year 2: \$121,200**      **Total: \$242,400**

Title and Duties: Project Director, Oversee the success of the project, manage project staff and consultants, report back to USDOE and create blueprint.

Salary, Amount of Time: \$122,400, .5 FTE (50% of time) to the project.

Importance of the position: The Project Director will guide the strategic direction of the project, ensure the project fits within other work being done by the Office of Innovation and School Turnaround.

Basis for cost estimates: Total expenses are calculated as (salary x FTE x project period)  
 $\$122,400 \times .5\text{FTE} \times 2 \text{ years} = \$122,400$  or \$61,200 per year.

Title and Duties: Project Coordinator, Support the Project Director; coordinate with consultant on needs assessment; liaise with advisory committees; draft school plans and help draft blueprint; administrative support for professional development and travel.

Salary, Amount of Time: \$60,000, 1 FTE (full-time on project)

Importance of the position: The position will coordinate the needs assessment, contractors, partners, and constituent/stakeholder engagement as well as draft school plans and the blueprint. This position is essential to the success and feasibility of this project.

Basis for cost estimates: Total expense are calculated as (salary x FTE x project period)  
 $\$60,000 \times 1\text{FTE} \times 2 \text{ years} = \$120,000$  or \$60,000 per year.

**2. Fringe Benefits      Year 1: \$55,752      Year 2: \$55,752      Total: \$111,504**

Fringe benefit percentage: Fringe benefit rate for full-time employees is 46%

Rate and base: (FTE x Project Director salary x fringe benefit rate) + (FTE x Project Coordinator salary x fringe benefit rate).

$(.5\text{FTE} \times \$122,400 \times .46) + (1\text{FTE} \times \$60,000 \times .46) = \$55,752$  for each year of two years for a total cost of \$111,504.

**3. Travel      Year 1: \$20,475      Year 2: \$20,475      Total: \$40,950**

Purpose of travel, participants: Travel will support the planning process for individual schools and the district. The Project Director and/or Project Coordinator will travel with the principals of the schools identified for further planning to introduce them to innovative schools across the country that have used diversity as a driver for student academic achievement. Each year, five principals, for a total of 10 principals, will travel to three locations to visit a variety of schools and districts to identify models to consider in planning for the re-theming of identified schools.

Estimate for number of trips, points of origin/destination: Six trips will take place over two years and include seven participants each. Destinations proposed for the first three trips in year one are: Denver, CO; Washington, DC; and New York, NY. Destinations in year two may include repeated destinations or new destinations. Destinations included are home to innovative schools that are a part of the National Coalition for Diverse Charter Schools.

Itemized estimate: Cost for each trip: Colorado trip per person = \$1,025; New York City trip per person = \$975; Washington, DC trip per person = \$925.

Basis for cost estimates: School policy provides for a \$50 per diem and \$125 per night in a hotel.

The flight expenses were determined using a search of available flights to those cities and when actually purchased the cheapest flight will be selected.

- The cost of a trip for one person = flight expense + (4 days x per diem) + (3 nights x hotel expense).
- Trips are estimated to be four days and three nights.
- Each trip will include 7 people: five principals, the Project Director, and the Project Coordinator.

#### **4. Equipment: none**

<b>5. Supplies</b>	<b>Year 1: \$1,699</b>	<b>Year 2: none</b>	<b>Total: \$1,699</b>
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Description: Laptop MacBook Air with 256 memory

Unit cost: \$1,199

Justification: Project Director needs a laptop to support the work of this project and will need the ability to handle large files (data sets) and statistical analysis software.

Purpose: A laptop provides flexibility to take computer to events in the community, present at meetings and other gatherings, and will support general work related to the position.

Basis for cost estimates: One unit purchased at unit cost in year one.

Description: LCD Portable Projector

Unit cost: \$500