

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170004

Grants.gov Tracking#: GRANT12338404

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.).

There were problems converting one or more of the attachments. These are: 1236-Appendices.pdf

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:

02/09/2017

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: Unified School District 259 Wichita Public Schools

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

48-6000351

* c. Organizational DUNS:

0430632210000

d. Address:

* Street1:

201 N Water

Street2:

Magnet Department, RM 422

* City:

Wichita

County/Parish:

Sedgwick

* State:

KS: Kansas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

67202-1292

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Kimberly

Middle Name:

* Last Name:

Burkhalter

Suffix:

Title: Director Equity/Diversity & Magnet Programs

Organizational Affiliation:

Wichita Public Schools

* Telephone Number:

316-973-4723

Fax Number:

316-973-4725

* Email:

kburkhalter@usd259.net

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

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="KS-004"/>	* b. Program/Project: <input type="text" value="KS-004"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="07/01/2017"/>	* b. End Date: <input type="text" value="09/01/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="1,498,823.00"/>
* 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="1,498,823.00"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kimberly"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Burkhalter"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Director Equity/Diversity & Magnet Programs"/>	
* Telephone Number: <input type="text" value="316-973-4723"/>	Fax Number: <input type="text" value="316-973-4725"/>
* Email: <input type="text" value="kburkhalter@usd259.net"/>	
* Signature of Authorized Representative: <input type="text" value="Kimberly Burkhalter"/>	* Date Signed: <input type="text" value="02/09/2017"/>

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

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

Name of Institution/Organization
Unified School District 259 Wichita 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	327,575.00	327,575.00	8,320.00	0.00	0.00	663,470.00
2. Fringe Benefits	54,170.00	54,169.60	1,578.00	0.00	0.00	109,917.60
3. Travel	76,730.00	76,730.00	0.00	0.00	0.00	153,460.00
4. Equipment	70,000.00	0.00	0.00	0.00	0.00	70,000.00
5. Supplies	179,075.00	148,900.00	0.00	0.00	0.00	327,975.00
6. Contractual	99,500.00	74,500.00	0.00	0.00	0.00	174,000.00
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)	807,050.00	681,874.60	9,898.00	0.00	0.00	1,498,822.60
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)	807,050.00	681,874.60	9,898.00	0.00	0.00	1,498,822.60

***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: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

- (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 %.

Name of Institution/Organization
Unified School District 259 Wichita 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	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)

ED 524

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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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kimberly Burkhalter	Director Equity/Diversity & Magnet Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
Unified School District 259 Wichita Public Schools	02/09/2017

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Wichita Public Schools does not lobby * Street 1: Wichita Public Schools does not lobby Street 2: _____ * City: Wichita Public Schools does not lob State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: NA	7. * Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Kimberly Burkhalter * Name: Prefix: Mr. * First Name: John Middle Name: _____ * Last Name: Allison Suffix: _____ Title: Superintendent Telephone No.: 316-973-4580 Date: 02/09/2017		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1237-GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

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General Education Provision Act (GEPA) Requirement

The Wichita Public Schools shall ensure that there is no discrimination based on (but not limited to) gender, race national origin, color, disability or age as well as ethnicity, culture, sexual orientation, language, socioeconomic status, religion, or skill level in the placement, instruction, and guidance of pupils; the employment, assignment, training, or promotion of personnel; the provision and maintenance of physical supplies and equipment; the development and implementation of the curriculum, including the activities program; and in all matters relating to the instruction, supervision, administration, as noted in board policies 0900 Integration and Diversity, 1217 Magnet School Programs, 0910 Civil Right Resolution, etc.

The population of the Wichita Public Schools is comprised of individuals from diverse backgrounds and life experiences. The diversity defines each of us individually and collectively. The Wichita Public Schools honors and embrace differences, and provides all students high quality and equitable opportunities. A position of Director of Equity/Diversity and Magnet Programs assists the district in achieving such goals.

In addition to the position of Director of Equity/ Diversity and Magnet Programs, a Magnet Advisory Committee representing groups of: teachers, parents or administrators from each magnet school, plus community lay people which reflect the diversity of the district. The committee is responsible for making recommendations to the District Leadership Team on issues such as monitoring current magnet school enrollment; assisting with promotional and recruitment activities; and hearing proposals for new programs or the discontinuance of magnet schools being presented to the Board of Education.

Project REACH will serve all identified student in the schools outlined in this proposal without regard to race, national origin, ethnicity, culture, age, gender, sexual orientation, language, socioeconomic status, religion, disability, etc. All materials will be designed to meet the physical and language needs of participants to eliminate and/or remove barriers to participation. WPS will include and recruit a diverse group of applicants for all positions funded through this grant and make the accommodations necessary to ensure an equitable opportunity for all qualified applicants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Unified School District 259 Wichita Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Kimberly Middle Name:
* Last Name: Burkhalter	Suffix:
* Title: Director Equity/Diversity & Magnet Programs	
* SIGNATURE: Kimberly Burkhalter	* DATE: 02/09/2017

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:
Dr.	Kimberly		Burkhalter	

Address:

Street1:	201 N. Water
Street2:	
City:	Wichita
County:	Sedgwick
State:	KS: Kansas
Zip Code:	67202-1292
Country:	USA: UNITED STATES

Phone Number (give area code)

316-973-4723

Fax Number (give area code)

316-973-4725

Email Address:

kburkhalter@usd259.net

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 # S377C170004

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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.]

You may now Close the Form

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* Attachment: 1238-Abstract.pdf

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ABSTRACT

Wichita Public Schools (WPS) is pleased to submit this proposal for Opening Doors, Expanding Opportunities which we will reference as **Project REACH**. This project will support four magnet school programs K-8; (1) Gordon Parks Academy, an IB World School Magnet K-8, (2) L'Ouverture Career Explorations & Technology Magnet Elementary School, (3) Mueller Aerospace & Engineering Discovery Magnet Elementary School, and (4) Spaght Science & Communication Magnet Elementary School. The enrollment of these schools combined, total a student population of 1756 students. The students enrolled at each of the four schools and their families will have an opportunity to fully participate and benefit from the multitude of services and activities that this grant will provide.

Pre-grant award, during the grant and post-grant award events and activities such as; monthly family engagement activities, Choices Fair, Magnet Showcase, before, after and during enrichment student clubs, professional development, and building business/community partnership, to name a few, will support the goals and strategies which address the purpose and focus of Project REACH.

Targeting Priority 1 and Priority 3, Project REACH's major goals and associated strategies are; **Goal & Strategy 1** – To increase socioeconomic diversity; **Goal & Strategy 2** – To provide robust family and community involvement; **Goal & Strategy 3** – To promote an intensive public engagement; and, **Goal & Strategy 4** – To increase academic rigor.

WPS expects each of these schools to increase SES diversity and is fully committed to sustaining Project REACH beyond the funding of this grant.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

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PROGRAM NARRATIVE

Wichita is the largest city in Kansas, ranking 49th nationally in population with 388,413 residents living within the city limits. In the city, 87.2% of adults 18 and older hold at least a high school diploma but only 28.2% hold a Bachelor's or higher degree. The Wichita Public School (WPS) District is located in Sedgwick County. Currently available Quick Facts US Census data indicate the racial breakdown for the county is 68.9% white (not Hispanic or Latino), 9.5% African-American, and 13.9% Hispanic or Latino persons, with small percentages for the other races. Compared to data provided in Table 1, white student enrollment in WPS is about half that of their presence in the county, African-American enrollment is about twice that of the county, and Hispanic/Latino students approach three times that of the county.

Unified School District No. 259, dba Wichita Public Schools is located in the heart of the Heartland. The largest school district in the state of Kansas, with over 50,500 students, diversity is highly valued. Over 77% of Wichita Public School's student population qualifies for free/reduced meals. We celebrate the rich cultural and ethnic diversity, with 34.35% Hispanic; 33.26% White; 19.07% African American; 1.02% American Indian; 4.47% Asian; and 7.83% other. Our students, families, staff, and community brings to our District, 119 languages and 86 countries of birth and our English Language Learners (ELLs) represent 19.5% of the district's population.

Need for Project

Under the guidance of the WPS Department of Equity, Diversity and Magnet Programs, a district-wide SWOT (strengths, weaknesses, opportunities, threats) analysis of school,

community, and business needs was conducted that focused on the 24 magnet schools in the district. School finances, changing student demographics, community and business partnerships, and staff capacity were major concerns of this analysis. Conclusions from the analysis were that there is a need “*to do more with less.*” While school finances continue to tighten, there are opportunities to develop community and business partnerships, and school staff expresses strong interests in strengthening their magnet programs, raising student achievement, and achieving balanced student socioeconomic status and diversity. Of the 24 magnet schools, four schools are located in a low-income, single race neighborhood. Historically, when bussing for desegregation was in place these schools were socioeconomically and racially diverse. After the U.S. Supreme Court ruling in 2007 determined that race could not be used for integration, WPS ended bussing for desegregation in 2008-2009. There was an immediate and tremendous impact on many of Wichita Public Schools.

The schools named below are located in what is known as the District’s Assigned Attendance Area (“AAA”). The AAA is populated by predominately low-income, African American residents. Since many of the schools in the AAA area are low-income, single race schools there is a strong commitment from the District to reverse this trend.

The schools impacted by this trend are:

- Gordon Parks Academy, an IB World School K-8 Magnet School
- L’Ouverture Career Explorations & Technology Magnet Elementary School
- Mueller Aerospace & Engineering Discovery Magnet Elementary School
- Spaght Science & Communications Magnet Elementary School

The magnitude or severity of the problems within Wichita Public Schools regarding socioeconomic status and the lack of diversity in the AAA schools shows a clear need for this

grant. The data below reflects the demographics and socioeconomics of the students in each school.

Table 1: Assigned Attendance Area Magnet Schools

School	African American	Asian	Hispanic	Whites	Two or More	American Indian	Native Hawaiian	Free Reduce Meals
District	19.70%	4.47%	34.35%	33.26%	7.57%	1.02%	0.26%	73.00%
Gordon Parks	67.58%	0.23%	13.01%	8.22%	10.27%	0.68%	0.00%	93.20%
L'Ouverture	47.84%	1.08%	27.30%	10.81%	12.70%	0.27%	0.00%	92.20%
Mueller	68.96%	1.04%	13.33%	8.96%	7.29%	0.42%	0.00%	87.90%
Spaght	53.32%	1.26%	29.98%	7.18%	7.72%	0.54%	0.00%	90.10%

As reflected in the table above, the overall demographics of the WPS schools reflect a diverse population however, the noted schools illustrate disproportionality in the area of socioeconomics and race. Table 1 reveals, an average of 91% of all students enrolled at these schools live in conditions of poverty, as indicated by the number of students participating in the Federal Free/Reduced Price Meals (FRM) program. Our decision for including these schools in this proposal is grounded in part because of these high FRM percentages. WPS embraces the challenge of providing a high quality education for every student regardless of race, ethnicity, gender, handicap, or poverty. To address this challenge, priority magnet placement will be given to low socioeconomic applicants.

A report by Rumberger and Palardy¹ found that the school's socioeconomic composition had as much impact on advantaged as on disadvantaged students. The Rumberger and Palardy report sheds light on four factors that explain the impact of a school's socioeconomic

¹ Rumberger, R. W. & Palardy, G. J. (2005). Does segregation still matter? The impact of student composition on academic achievement in high school. Teachers College Record, V107, N9, pp. 1999-2045.

composition: teacher expectations, the amount of homework that students do, the number of rigorous courses that students take, and students' feelings about safety. The authors note that "...what appears to matter most [on student achievement] is the socioeconomic, not the racial, composition of schools" (p. 2020). A report by Potter² emphasizes that "Socioeconomic integration is a win-win situation: Low income students' performance rises; all students receive the cognitive benefits of a diverse learning environment, and *middle-class students' performance seems to be unaffected up to a certain level of integration.*"

Wichita Public Schools does not need convincing. The district supports socioeconomic integration as an aspect of supporting diverse school environments. While we believe socioeconomic integration is just as important as racial integration, we recognize that SES considerations bring a different set of challenges to meet. We must find ways to educate all students to high levels of achievement regardless of SES level. Generally speaking, low SES students do not have the fiscal resources that their middle and high income counterparts have. But it's not all about money. We believe such challenges can be met through stressing factors such as those identified by Rumberger and Palardy: (a) with our teachers having high expectations for all students, (b) with our instructional practices emphasizing both in-school and extended out-of-school learning experiences, and (c) with our providing a safe environment where all students feel respected and valued by their peers and staff. As noted in the research there are gaps in access for learning opportunities between lower socioeconomic students and high socioeconomic students; thus the need to increase socioeconomic diversity in these schools.

² Potter, H. (2013). Boosting achievement by pursuing diversity. *Education Leadership*, V70, N8 pp. 38-43.

In this design of Project Reach, these factors are featured as means by which we plan to increase socioeconomic diversity. To these factors, we will add that family engagement is also critical for our success and address these challenges by ensuring priority magnet placement be given to low socioeconomic applicants.

Significance

WPS has a number of centrally-based and school-based structures to address the needs of the target population and increase the knowledge and understanding of the educational problems, issues, and effective strategies.

Centrally-based structures include the district's Magnet Advisory Committee with parent representation; Wichita State University's STEMpact2020; Wichita Chambers of Commerce; United Teachers of Wichita union; McKinney-Vento Parent Advisory Committee; Office of Marketing & Communications and Wichita Alliance of Black School Educators to name a few.

The function of the centrally-based structures will serve as a means of disseminating information concerning the challenges and building local capacity to provide, improve and expand services for the schools identified in this proposal.

The Magnet Advisory Committee serves as an organization to address the needs of the Magnet Program projects to increase diversity systemically. Quarterly, the Magnet Advisory Committee meets to review and analyze data related to Magnet Programing; business and community engagement; the number of applicants which address SES and MGI diversity.

For example, September 2017 the Magnet Advisory Committee will plan and implement a Magnet Showcase. This showcase is targeted and customized for community and businesses to meet the needs of the targeted population. Business partners will increase their knowledge of magnet schools, magnet pathways and the unique needs of magnet programs and students served by those programs.

School-based structures include Title I Family Engagement teams; Site Councils with parents, business and community representation; school websites and social media outlets with mechanisms for feedback; and volunteers, among other structures unique to each school.

The function of the school-based structures will serve as a means for providing input to assist in the governing and growth of the schools. These structures address the challenges to improve and expand services for the students in the targeted population.

Title I Family Engagement Teams, support and encourage parent participation in school monthly activities to foster parental, school and student collaboration. For example, many of the schools in this proposal provide monthly activities to address student achievement, integration of magnet theme instruction, and provide information on schools of choice to name a few.

In the beginning of the 2017-2018 school year WPS will be intentional regarding communication related to AAA choice options per our existing desegregation plan. The effectiveness of this plan is to recruit students from different socioeconomic and racially diverse backgrounds to achieve SES and MGI diversity.

Quality of the Project Design

The district's changing student demographics, with increasing poverty and a declining enrollment of White students, necessitates strong choice options to address the needs for SES

and MGI diversity. Our proposal seeks funding for four magnet schools – all of which are SIG eligible with 91% of students qualifying for Free/Reduce Meals and a population averaging 64% students of color. Table 1 reveals that 91% of all students enrolled at the four magnet schools live in conditions of poverty, as indicated by the number of students participating in the Federal Free/Reduced Meals (FRM) program. Our decision for including these schools in this proposal is grounded in part because of these high FRM percentages. WPS embraces the challenge of providing a high quality education for every student regardless of race, ethnicity, gender, disability, or poverty.

Absolute Priority 1: Increasing Socioeconomic Diversity in Schools

The marketing campaign for this proposal will concentrate on recruiting from all geographic areas of Wichita, while strengthening the quality of the educational programs available at these four magnet schools to attract diversity of student applicants. Targeted recruitment efforts will strategically identify socioeconomic and racial/ethnic groups in the community.

a) Using an established data collection.

The data collection method to identify socioeconomic stratification will be gathered in the magnet application process. The district will utilize SES as part of the magnet lottery process and data collection strategy with an objective of having SES diversity in all four schools. The effectiveness of our plan to recruit students from different socioeconomic, ethnic, and racial backgrounds is grounded in our experience with operating magnet schools for many years.

When the district eliminated busing for desegregation in 2008, Wichita Public Schools swiftly began to reflect the socioeconomic and racially segregated patterns of the Wichita community. WPS is a district of choice, using research-based desegregation strategies including;

successful implementation of magnet schools; parental choice in school selection; providing district transportation to all magnet schools for families; supporting schools' targeted recruitment strategies; researching and supporting professional development with schools for heterogeneous grouping and collaboration; project-based learning; development of cultural proficiency competencies; embracing a career and college readiness culture; implementing a multi-tiered system of support for all student and following a data-driven blueprint for change leading to increased diversity and academic achievement to all district schools. Meaningful desegregation is Wichita's district-wide commitment to improve academic achievement for all students and diversity in every school and classroom.

c) *Developing or implementing policies or strategies to increase socioeconomic diversity*

WPS is committed to school desegregation and has an Agreement with the Federal Office for Civil Rights to maintain a diverse population in every school with racial populations of the school within +/- 20 percentage points of the district average for its racial groups. WPS monitors this progress for every school. The district recognizes that segregation and desegregation still matter, and seeks to provide the opportunity for students of diverse backgrounds to attend integrated schools. Since 1971, the District has operated a desegregation consent agreement with the Office for Civil Rights ("OCR Agreement") which address violations of Title VI of the Civil Rights Act of 1964. The OCR Agreement was last revised in January of 2013. The January 2013 OCR Agreement includes a number of components, these components include:

- Implementation of an enrollment goal for the racial composition of each school that is "reasonably consistent with the racial composition of the entire district, plus or minus twenty [percentages points] for each race;"

- Development and implementation of a magnet school program, with the goal of reducing racial isolation;
- Development and submission of an application for a Magnet Schools Assistance Program grant to assist in addressing racial isolation in schools in the District;
- Development of magnet school recruitment efforts to reduce racial isolation in schools in the district; and
- Consideration of the strategies for reducing racial isolation that are included in the OCR/DOJ “Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools” and development and implementation of strategies “to reduce racial isolation and to increase diversity...student enrollment at magnet schools.”

The district began implementing the 2013 OCR Agreement immediately. On February 15, 2013, the district provided the OCR an update on its implementation of the 2013 OCR Agreement. Since February 15, 2013, the district has provided the OCR updates on its implementation of the 2013 OCR Agreement. The district is obligated to continue implementation of the 2013 OCR Agreement. Consistent with guidance offered in *The Voluntary Use of Race to Achieve Diversity and Avoid Racial Desegregation*³, the district does not rely on the race of individual students when enrolling students in any of its schools. Rather, WPS is a “District of Choice,” in which students may apply to attend any magnet school in the district.

³ U.S. Department of Education Office for Civil Rights & U.S. Department of Justice Civil Rights Division (2011). *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools*.

The District's existing magnet policy requires that the student recruitment plan include district and school level strategies that will recruit students with diverse backgrounds to magnet programs and will provide for equitable access of students to these programs. In addition, the district provides support to the principals of schools with magnet programs in recruiting students to the magnet programs. The recruitment process is monitored throughout the application period to ensure that students have equitable access to magnet programs.

In 2008, an Equity and Diversity department and policy was established, due to expressed concerns from the community, and the rapid segregation which was occurring after the elimination of busing for desegregation. This department and policy supports a community committee whose function is to provide recommendations and advise to assist the Board in achieving its goals to promote a broad-based diversity. This broad-based diversity recognizes all facets of diversity including, but not limited to race, ethnicity and socioeconomic status, to promote and maximize student educational achievement, and to provide equity of educational programs for every student. Additional responsibilities of the committee are (but not limited to) review of student assignments and attendance patterns, and the quality and equity of educational programs. A Director of Equity Diversity and Magnet Programs works in concert with the Board of Education and the advisory committee to achieve these objectives.

WPS is aware that diversity at every school cannot be forced upon the community. Rather, district and school leaders desire for students, parents and the community to embrace diversity as a core value of the educational process, and see that students' educational experience is strengthened through diversity. So as to foster interaction of students from different socioeconomic, ethnic, racial and gender identity backgrounds, the district incorporates a number of specific strategies;

- Heterogeneous grouping: In heterogeneous groups, the four magnet schools will increase the interaction across diverse groups by using methods such as Spencer Kagan's five elements of cooperative learning; positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.⁴ Other Kagan activities include Carousel Feedback, Round Table, Stand Up, Hand Up, Pair Up, Team Stand-N-Share, and Timed Pair Share. Students will be provided behavior and learning expectation guidelines for each setting with CHAMPS (Conversations, Help, Assistance, Movement, Participation and Success).
- Project-based learning: With project-based learning, the classroom is characterized by a teacher guiding the learning process through projects, rather than the traditional model of lecturing from the front of the room. This approach to acquiring knowledge includes; students learning and using strategies similar to those in STEM careers – ask, imagine, draft, create, test and adapt their projects. Problem-solving interactions and researched characteristic of engaging diverse students, is at the core of project-based learning and is supported by cooperative learning and CHAMPS behavior expectations.

Collaboration in heterogeneous groups and project-based activities will deepen students' understanding of each other through social interaction. Collaboration among students will be extended to involve parents so as to foster frequent encouragement and celebrations of students' learning. Each school will reach out to parents to be involved in their children's education using school events, electronic communication, frequent educational presentations by the students and opportunities for parents to share in the learning activities with their children.

⁴ Kagan, S. (1994). Cooperative learning. San Clemente, CA: Kagan Publishing.

- Support for differentiated learning: Another strategy for fostering interaction among racial, socioeconomic and ethnic groups is support for differentiated learning. All schools provide support for learning through Kansas' Multi-Tiered System of Supports with differentiated interventions that follow cultural proficiency competency guidelines. Support for students' differentiated learning is embedded within the heterogeneous groups and project-based activities, which include; modeling, manipulatives, and grouping patterns to provide language support, visual cues, visual presentations, multimedia, bilingual dictionaries and word banks to build and develop students' learning strategies; structuring wait and processing times to respect individual differences among students; and connecting students' prior knowledge with providing immediate feedback to strengthen knowledge acquisition. As student engage in learning activities and feel successful with their academic learning, their social interactions with each other become more positive. Success with academics will breed success with social relations.
- Extended learning opportunities: In this project proposal schools will create varied opportunities for diverse students to interact before; during and after school extended learning programs including specialized clubs based on students' interest and individualized academic needs.⁵ Examples are: Legos Club, STEM Club, Gardening Club, iPad Club for use of technology among others. Additional learning time is set

⁵ Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

up for before-school, during lunchtime, and after school tutoring by volunteers from the community and staff at each school. Staff are aware of the importance of schools offering extended learning opportunities for student from low socioeconomic home to (1) equalize their learning experiences with student who have many out-of-school experiences, and (2) increase school engagement.⁶

Enrollment for the four schools identified in this proposal is open to all students K-8 in the Wichita Public school district with provided transportation. Innovative teaching strategies, curricula and student engagement activities have been designed to engage every student regardless of race, socioeconomic status, ethnicity or any other conceivable discrimination. All four schools are already serving traditionally underrepresented populations as the majority of its students. Sixty-four percent are students of color and all four schools have a large population of low SES with a 91% average. The goal is that ALL students attending these schools will have equitable access to every educational opportunity offered, including extending learning opportunities. Staff at each of the schools are trained in CHAMPS foundations through Safe and Civil Schools and are comfortable with applying these principals to students. All staff are well-versed in MTSS (Multi-Tiered System of Supports) and school-based MTSS teams will use this tool to ensure that students' individual needs are met, no child is incorrectly identified and no racial group is over-represented in disciplinary actions or referrals for special education. Well established grievance procedures allow parents to appeal actions and decisions they feel are inappropriate. Families as well as school staff are expected to support the principles of equal

⁶ Claire Kaplan and Roy Chan, *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools* (Boston, MA:National Center on Time & Learning, 2011), pp. 4-5.

treatment and acceptance of diversity with their children. Parents are oriented on the policies and measures in place to ensure that all student and families are treated equitably.

Family Engagement

We believe parents are key in supporting the diversity of students' learning. In recognizing that most students do not enroll themselves but rather are enrolled by a parent or guardian, we understand that student recruitment is part and parcel of "parental engagement". In fact, various research reports^{7 8} indicate that differential access is a substantial issue, and there is need to educate parents on the diverse school options available to their children. Along with education about choice options, equitable access to academic quality is an issue important to parents. Parents will enroll their children into a competitive, academically rigorous magnet school if they believe their child will benefit. Evidence of high quality staff also plays a role in parent decision-making. Parents want to know that the staff care for their children and the school is safe.

As well as students currently attending other WPS schools, targeted recruitment efforts will focus on parents that have left the public school and who may currently be attending private schools, home schools, etc. In summary, our recruitment efforts emphasize getting parents to visit the schools and impressing both parents and students while at the schools.

The marketing campaign for Project Reach will concentrate on recruiting from all geographic areas of Wichita, while strengthening the quality of the education programs available at the four schools in this proposal so as to attract a diverse population of student applicants.

⁷ Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. London: Falmer.

⁸ Fuller, B. & Elmore, R. (Eds.). (1996). *Who chooses, who loses? Culture, institutions, and the unequal effects of school choice*. New York: Teachers College Press.

Targeted recruitment efforts will strategically identify SES, racial and ethnic groups and SES will be a part of the magnet weighted lottery process.

Marketing and Recruitment Strategies

A comprehensive recruitment and marketing plan for Project Reach will guide all four magnet schools to develop a clear and concise message about their respective themes, benefits of attending their schools, as well as their vision and academic mission. The plan will make use of free and paid publicity, print, digital and video media; and includes multiple public events throughout the year. Examples of specific recruitment activities that will be supported at the district and school levels include;

- Organizing and participating in the district's annual Choices Fair – a multi-school evening activity where all district school provide information to prospective student and parents;
- Ensure that recruitment literature and other materials include information on inclusionary policies of all four schools and the expressed intent to provide high quality education within socioeconomically, racially and culturally diverse environments;
- Organizing and advertising magnet programs;
- Working at each school to develop brochures, ads, posters, banners, flyers and organize free publicity, direct mailings, local billboards advertising, radio announcements and utilizing the district WPS cable TV station;
- Developing comprehensive websites or updated webpages, social media outlets for each school;
- Producing videos and YouTube features for each school;

- Ensuring the recruitment materials include information on the intent to prepare students to be college and career ready, live and work in a diverse society, and value and respect the uniqueness of individuals and groups;
- Offering personally-guided tours of each school and open house sessions;
- Scheduling guest spots on local talk-radio programs;
- Visiting homes and neighborhoods to share about the opportunities available at each school, and to provide in-depth information on the program; and
- Partnering with community organization and businesses to create a groundswell of community support that will be sustained long after the grant comes to an end.

A project recruiter, supervised by the Director of Equity/Diversity and Magnet Programs, Dr. Kimberly Burkhalter, will support the recruitment efforts as outlined in this proposal. This 1.0 FTE is responsible for recruiting families and students as well as community and business partnerships. The recruiter will work at both the district level and assist each of the schools in developing a recruitment/marketing plan. It is important to note that each school will create its own flyers, brochures and unique marketing materials to reflect its specific theme and academic philosophy. The recruiter will work collaboratively with each school's Family Engagement Worker and the district level Family Engagement Coordinator. Other strategies will include but limited to:

- Family engagement plans at the four school will be modified to incorporate marketing and recruitment strategies
- Visits to social service agencies to share information on the four magnet schools
- Distribution to neighborhood councils and homeowner associations to share information on school choice

- Kindergarten Round-Up at schools to increase parents' understanding of school choice and magnet themes
- Distribution of information to daycare and pre-k programs within the community

A host of other strategies and activities will also be adapted as appropriate.

To support the sustainability of recruitment, other district offices that will support recruitment efforts include: the office of Marketing and Communications, office of Enrollment providing parent guides to the schools in several languages; office of English Speakers of Other Languages ensuring that language barriers do not prevent families from understanding their school choice; Title I office of Family Engagement offering newsletters and parent toolkits and supporting school-based family events; office of McKinney-Vento Homeless Education assisting families to overcome obstacles and barriers to steady attendance, office of Media Production Services which operates WPS's educational television channel with programming about school activities; office of Multilingual Education Services which provides a newcomer intake center, migrant education program, district translation services and a language line; the Parent and Community Support Network Office which assists parents to resolve questions or concerns about their child's education; office of Special Education which oversees implementation of the district's Multi-Tiered System of Support and ensures that all students receive the full benefit of educational programming; and the office of Magnet Programs which manages the lottery process for magnet schools. We are placing a high premium value on recruitment to address increasing SES, racial and ethnic diversity.

Community/Business Partnerships

The district views partnership development to be a key aspect of sustainability. Community and business partners will support these program operations during the grant

performance period and they will also help to sustain critical aspects of the operations in the long-term post-grant period. In the course of developing this proposal and seeking community and business partnerships, two criteria were considered: (1) partnerships would offer unique targeted services for the four schools and (2) partnerships would build on college and career preparatory through career days/fairs with students and teachers alike. Community and business partnerships already secured for these school include, STEMpact 2020, an organization which has partnered with the district and STEM schools for summer camps, Wichita Arts Partners, Wichita Exploration Place, Boys and Girls Club, Wichita State University and the Wichita Independent Business Association to name a few. The community of Wichita and WPS has a networking history, ranging from Board of Education members, the superintendent and his cabinet, district department administrators, school administrators, school staff, students, parents, parent advisory committees, district Magnet Advisory committee, community partners and local business partners, among others. This collaborative effort and involvement of all stakeholder increases the networking and relationships to support sustainability. See Appendix C for letters of support.

Resources to operate the program beyond the length of this grant fall into the categories of (1) a financial and operating model and accompanying plan; (2) the demonstrated commitment of partners; and (3) broad support from stakeholders.

Financial and operating model. A thoroughly detailed budget has been prepared for this proposal showing expenditures by central office and schools for the length of this grant. This budget is an important element of our Management Plan. The reader is directed to the budget narrative which details line-item expenses in the budget.

Demonstrated commitment of partners. WPS and the four schools have secured an array of partners. Letters of commitment from a few partners are provided in this grant. Many of these partnerships provide support to students and staff in the implementation of activities impacting student achievement and professional development.

Broad-based support from stakeholders. The broad-based support from parents, business/community partners, staff, district administrators and others is developed from the events and activities designed to increase SES and racial/ethnic diversity in each of these schools.

Absolute Priority 3: Improving Schools by Increasing Student Diversity Blueprint and Pre-implementation.

Research supports that school's socioeconomic composition has as much impact on advantaged as on disadvantaged students. There is considerable research that support creating and sustaining socioeconomically diverse schools. A review of the literature by Mickleson and Bottia⁹ cites a collection of articles with statistically significant SES effects. The authors note that the research is "*...unambiguous about the overall effects of socioeconomic composition on mathematics outcomes: concentrated school poverty has a negative effect on mathematics outcomes of all students who attend such institutions*" (p. 1037). The authors add that mathematics outcomes are likely to be higher for students from all grade levels, racial, **and SES backgrounds** (emphasis added) if they attend integrated schools

1) Improving student academic outcomes . . .

⁹ Mickelson, R. A. & Bottia, M. (2010). Integrated education and mathematics outcomes: A synthesis of social science research. North Carolina Law Review, V88, pp 993-1089.

In our design for Project Reach we view instructional staff as leaders and we view students as leaders. Administrators and teachers at these four schools will create a culture to reflect academic rigor through their planning of theme integration with Kansas College and Career Readiness Standards (KCCR), use of evidence-based instructional interventions and practices, use of data to continually monitor and support student achievement and their ability to shift a lesson to increase student understanding. Staff behaviors are guided by the District's implementation of *Marzano Causal Teacher Evaluation Model* (2012)¹⁰ The Marzano model continually monitors leadership development, culturally relevant instruction and behavior of teachers which we see as the foundation for increased rigor for all students, thereby increasing the equity of attaining academic achievement.

Relationships at the school level can create a learning community culture. Research suggests that interaction between teachers and students are necessary to understanding student engagement. It is believed that the quality of the relationship between teachers and students influence the student's level of engagement. Classroom walk-throughs utilizing the Marzano Teacher Evaluation tool allows principals and district level staff the opportunity to assess the level of student engagement and follow up with constructive feedback with each classroom teacher.

Professional development which supports purposeful planning of theme integration is a critical piece to developing strong magnet programs that draw families from all across the WPS

¹⁰ Marzano Causal Teacher Evaluation Model (2012) Blairsville, PA: Learning Sciences Printy, S. & Marks, H. (2010) *Shared Leadership for Teacher and Student Learning*. Theory into Practice, Vol 45, Issue 2, Reiss, Karla (2015) *Leadership Coaching for Educators; Bringing Out the Best in School Administrators*. CA: Corwin, A SAGE Company. www.corwin.com

community and entices and sustains business/community partner relationships as a variable to increasing SES and racial/ethnic diversity. Stakeholders must see evidence of each school's magnet theme from the moment they step foot on the campus of the school to the instruction within the classrooms. Students' work must lace the hallways reflecting project based learning which screams the schools' themes. Professional development will equip schools staff with the tools needed to support theme integrated instruction and planning for monthly theme related family and partnership engagement events, such as; Magnetic Math Nights, School is Cool, and many more.

Along with integration of school themes, we know that it is necessary to continually address emerging challenges by changing the actions and behavior patterns of teachers, administrators and policy makers. In order to address these challenges, data collection regarding performance measure will show student academic gains, increasing SES diversity and reducing minority group isolation. Collected data will also reflect; professional development meeting staff needs, increased family and community engagement and increased partnerships.

2) Existing plan

Currently WPS operates 24 magnet schools – seventeen elementary schools, two K-8 schools, four middle schools and 1 high school. The 24 magnet school represent approximately 30% of the district's 82 schools. The magnet program is an essential aspect of the district's commitment to reflect the district's diversity in its enrollment across all schools. Addressing this issue, Dr. Kimberly Burkhalter in the WPS Department of Equity/Diversity and Magnet Programs advises district and school leaders on student assignment, attendance patterns, and the quality of equity and educational programs. This position was created following the 2008 elimination of busing for desegregation and with input from the community. Per a current active

Consent Agreement with the U.S. Department of Education Office for Civil Rights, (See Appendix D for Desegregation Plan) the district seeks to maintain a racial balance at each school reflective of the district-wide racial population.

A research study conducted specifically for WPS, *Understanding How Resegregation Affects Schools: The Views of Wichita Teachers, Parents and Students* by Dr. Gary Orfield and Erika Frankenberg from the Civil Rights Project in 2010 suggested that magnet schools can be a powerful force in strengthening diversity. The researchers urged WPS consider how to revive the magnet schools such that they attract students from all groups across the district and ensure that full recruitment and outreach is being done to make families aware of school magnet options. Since such recommendation, WPS has applied for the Magnet Assistance Program grant in 2010 and 2013 of which both were awarded. The MSAP 2010 funds were piloted for one magnet school. This pilot catapulted the District to continue to seek MSAP funding. The funding from these grants have afforded WPS the opportunity to strengthen and diversify its district demographics, however there is much more work which needs to continue to increase SES and racial/ethnic diversity.

3) Increase diversity

WPS is committed to increasing diversity across the system, and it's evident with the work generated through several Board policies (i.e. Magnet policy, Equity and Diversity policy, Desegregation Plan, etc.) See Appendix E for Board policies. The district has been intentional over the past few years in its current recruitment efforts through magnet programs. Evidence of growing interest among the public in the district's magnet programs is indicated by increasing attendance at the WPS Choices Fair and increasing applications to the magnet school lottery. Significant revisions to the district's magnet program began in 2013 when the district received a

\$12 million Magnet Schools Assistance Program Grant that supported five magnet schools. The 2013 Choices Fair had 1,954 families attend, the 2014 Fair saw an increase to 2,651 and in 2015 the district hosted two Fairs, one in January with an attendance of 2,223 families and in November with an unprecedented 3,425 families.

Application to the magnet lottery, acceptance to enroll at a magnet school, and the number of student on waiting list are also increasing. Between 2011-2012 and 2014-2015 years applications district-wide grew from 3,229 to 4,128 (approximately 28%); acceptance grew from 1,878 to 1,964 (approximately 5%) and the waiting list grew from 1,336 to 1,746 (approximately 31%). The smallest increase in these figures is for acceptances which are restricted by school capacity. In an effort to streamline the lottery process, the purchase of an upgraded lottery software system will enable parents to have online access to magnet applications which will allow them to apply electronically versus the current paper, pencil, U.S. Mailing process. This upgraded software will also give parents immediate feedback to choice placements and where their student is currently on the magnet application waitlist. The lottery software will enhance magnet department efficiencies related to maintaining data, targeted recruitment, improvement of customer service and meeting the needs of families at a greater capacity. We anticipate this software will reduce the waitlist by improving the calculation of school capacity and enabling the placement of additional students.

Quality of the Project Personnel

In addition presenting themes that are attractive to community and building relationship with partners and grass roots organizations to support sustainability, magnet schools attribute

their success to the strength of their personnel. In a report entitled, *Creating Successful Magnet Schools Programs*¹¹, the U.S. Department of Education suggest that success comes down to having, “the right personnel”, which includes having leaders – teachers, administrators and board members who are “passionate, committed, hardworking, and capable of establishing a culture of collaboration” (p.44). At every level, WPS staff has proven their dedication to growing strong, sustainable magnet programs. The exemplary team of administrators and classroom instructional leaders are committed to increasing SES diversity and reducing racial/ethnic isolation and strengthening academic achievement at each of the four schools. The district will recruit for diversity for all newly hired position so as to closely reflect the cultural and ethnic identity of WPS and the greater Wichita area.

The project director

Dr. Kimberly Burkhalter will assume the role of Director of Project Reach. She holds a district Superintendence Certification, an Ed.D in Education Leadership an M.A. in Social Work and a B.A. in Social Work and has worked for the district since 1994. In her current position, Dr. Burkhalter is director for the Department of Equity/Diversity and Magnet Programs. She has developed the district’s professional development curriculum for Cultural Proficiency and works regularly and collaboratively with staff members to develop equity and diversity goals, ensuring that these goals are aligned across all areas including but not limited to curriculum and professional development, program and course offerings and student and staff assignments. Dr. Burkhalter provides leadership to the district’s existing 24 magnet school programs and assist with implementation with all new and revised magnet programs. She serves on the

¹¹ U.S. Department of Education, Office of Innovation and Improvement (2004). *Innovations in education: Creating successful magnet schools programs*. Washington, D.C.

Superintendents District Leadership Cabinet, the district's Magnet Advisory Committee as well as the Diversity, Equity and Accountability Committee in order to determine whether policies and procedures are consistent with the district's equity and diversity goals and to ensure that the district is pursuing policies that reduce minority group isolation. In 2014, Dr. Burkhalter was elected regional director for Region VII (Colorado, Montana, Missouri, Utah, North Dakota, South Dakota, Kansas, Nebraska and Wyoming) of the Magnet Schools of America Association Board of Directors.

Dr. Burkhalter's certifications, training, associations, membership and other professional affiliations further demonstrate her preparedness to do this work for this grant. Dr. Burkhalter is highly involved in the local community and is a member of many professional organizations. As Dr. Burkhalter oversees operations at all magnet schools in the district, her salary will not be funded by the grant, but will be fully covered by the district. Approximately 25% of her time and efforts will be committed to Project Reach. She is an exemplary educator and administrator whose professional background in school and district leadership and management make her an excellent choice for the role. Please refer to the appendices for Dr. Burkhalter's resume.

Dr. Burkhalter's duties as Director for Project Reach will include leading the project planning process and implementation, working with the building principals, project recruiter and district's family engagement coordinator to develop strategies and activities; providing support to principals of all four schools, chairing district level Advisory Council, directing continuous improvement activities throughout the grant and ensuring that the project remains sustainable beyond the grant funding period.

Dr. Burkhalter reports directly to the Superintendent, she will advise the superintendent and his administrative cabinet including the Assistant Superintendents of Curriculum,

Elementary and Secondary Education and others as needed. She will supervise the recruiter, the budget analyst and current existing magnet staff who are charged with carrying-out the day-to-day operations.

Ms. Nikkie Zdrojewski is the Magnet Programs Education Liaison for the district and holds a Bachelors in Science Business Administration. Her position is fully funded by the district and her responsibilities include conducting the magnet schools' lottery and advising district leadership to ensure the application and lottery system works to meet the objectives for the magnet program to increase SES and racial/ethnic diversity. Ms. Zdrojewski has a critical role in supporting the recruiter with targeted recruitment efforts. She will continuously monitor the database for magnet applications so that the recruiter will be able to make direct contact with families who may not have received their first choice for magnet schools or are on the waiting list.

With the support of these grant funds a *Budget Analyst* will manage the grant budget for the four schools by ensuring the purchase of supplies for activities are in alignment with federal guidelines. Consultants, associated contracts, and travel are maintained through the District's Financial System and monitored by the Budget Analyst. This position is responsible for all federal budgetary reports and all other necessary reports that warrant compliance and sustainability.

The *Recruiter/Partnership Specialist* will be fully funded by this grant. This person will report to Dr. Burkhalter and will be involved in coordinating a comprehensive outreach program to the entire community for each school in this grant which includes the following task: assisting each school in the development of school level marketing and recruitment efforts; providing information to parents, community members and community agencies about the magnet school

programs, and participating in the annual WPS Choices Fair. In addition, the Recruiter/Partnership Specialist will recruit community organizations and businesses to partner with grant schools and assist with sustaining program operations after the grant funding ceases. The recruiter will support the four schools listed in this grant and will visit neighborhood councils and home owner associations to share information on the magnet schools. The recruiter will meet with pre-K parents to encourage them to select the schools in this grant as their child's school of choice and encourage families to attend the magnet schools' open house events. The recruiter will attend after-school events and meet with families to describe their magnet school options for younger children. The recruiter will also attend after-school events at other schools (magnet and non-magnet) for the same purpose. See Appendix A and B for support staff resumes and job descriptions for key grant staff.

School Principals. Together, the principals at all four school have over 40 plus years of experience as school administrators. Please refer to the resumes for all four principals in the appendices.

- Gordon Parks, Amanda Kingrey is the principal at Gordon Parks and has held previous principal and assistant principals roles in three other schools. Ms. Kingrey holds an M.Ed., in Educational Administration and Supervision as well as a B.S. in Education K-9 with a concentration in Psychology. Ms. Kingrey has over 18 years as a school administrator and teacher at the elementary and middle school level. Ms. Kingrey has completed Harvard Leadership Training, IB Training, LETRS and McRel Leadership Training.
- L'Ouverture, Greg Croomes has served as principal at L'Ouverture for 11 years and brings a background in technology integration to the project. Mr. Croomes has served

as a technology specialist, chair of general education support teams at previous schools and currently serves on the District's Magnet Advisory Council. Mr. Croomes' professional experience includes six years in the classroom and 13 years in school leadership.

- Mueller, Judy Wright has served as a principal at Mueller for 5 years. Prior to her service at Mueller, Mrs. Wright has served as a principal in many elementary schools in the school district totaling 12 years as a building administrator. Mrs. Wright has her BA in Elementary Education and her MA in Curriculum and Instruction and her Kansas Level Building Certification. Mrs. Wright is well-versed in public education with 35 plus years of experience.
- Spaght, Laquita Lugrand has currently been a principal at Spaght for two years, with a total of 9 years as an elementary building administrator. Mrs. Lugrand earned her BA in Elementary Education and her Master's in Building Leadership. Mrs. Lugrand has given 19 years of service as an elementary educator to the Wichita Public Schools.

Quality of the Management Plan

The Management Plan is designed to build the culture of the four schools to mirror the district's core belief in diversity, and is based on a strong foundation in evidence-based best practices as well as the district's experience with previous grants. Objectives of our Management Plan are (a) the establishment and communication of clear priorities, (b) defining explicit roles and responsibilities for district and schools, (c) providing clear and continual support from the

district's organizational departments, (d) being fiscally responsible and, (e) developing staff and stakeholders for sustainability.

WPS intends to strengthen the links between its magnet school programs and the business and community by creating partnerships which support pathways to stronger college and career readiness students for the foreseeable future. It is for these reasons that WPS and the district's magnet school programs continue to nurture strong magnet programs. WPS' objectives includes the following list;

- The graduation rate will be 100% using an aligned Pre-K-12 system;
- The 21st century skills and knowledge of all students will continually increase as measured by multiple assessments;
- The academic skill and knowledge gap among the student population will be continually reduced until eliminated as measured by multiple assessments;
- The social skills and knowledge gap among the student population will be continually reduced as measured by multiple assessments, and
- A coherent, rigorous safe and nurturing, culturally responsive and inclusive learning community will be fostered and sustained.

Our Management Plan addresses four key goals and associated strategies for each school (1) Increasing SES diversity (2) Robust family and community involvement (3) Intensive public engagement and, (4) Academic Rigor. The timeline for implementing these strategies is provided in the table below.

Table 2: Management Plan

Goal & Strategy 1 : Increasing Socioeconomic Diversity			
Activity	Responsibility	Time Frame	Documentation
Increase community awareness of Magnet Programs by meeting with businesses and organizations	Magnet Recruiters Magnet Education Liaison Magnet Director	Pre award and ongoing	Brochures Schedule of events Up to date social media displayed New partners
Increase Magnet Applicant Pool	Magnet Recruiter Magnet Education Liaison Magnet Director Magnet Schools	Pre award and ongoing	Trend data from the Magnet Department
Complete a magnet pathway video share on WPS-TV, social Media and Magnet Website	Magnet Recruiter Magnet Director Magnet Schools WPS-TV Support Staff	Pre award Fall 2018 Fall 2019	Completed Video
Create active partnerships that support the sustainability of the magnet program	Magnet Director Magnet Recruiter Magnet Education Liaison Magnet Schools	Pre award and ongoing	Log of contacts made and list of new partners
Increase funding and in-kind support from businesses and	Magnet Director Magnet Recruiter Magnet Education Liaison	Pre award ongoing	Log of support received for schools

community	Magnet Schools		
Annual Choices Fair & Annual Magnet Showcase Participation in community events.	Magnet Schools Magnet Department Marketing Department Magnet Recruiter	Pre award and ongoing Fall Choices Fair Spring Magnet Showcase	Event Increased number of attendees and applications

Goal & Strategy 2. Robust family and community involvement			
Activity	Responsibility	Time Frame	Documentation
Increase parent/family awareness of Magnet Programs by holding parent engagement events and contacting parents	Magnet Recruiter Magnet Team	Pre award and ongoing	Family engagement plans, event logs, contact log
Enhance community awareness so that families make informed decisions when selecting magnet programs	Magnet Director Magnet Recruiter Magnet Schools	Pre award and ongoing	Log of activities Flyers Sign-in Sheets

Develop and build magnet programs that are chosen by families based on theme not by school names or location	Magnet Director Magnet Recruiter Magnet Schools	Pre award ongoing	Application process
Magnet recruiter and family engagement site coordinator will plan family and community theme focused events	Magnet Recruiter Magnet Schools Family Engagement Site Coordinator	Pre award and ongoing	Agenda Sign-in Sheets Flyers
Organize college and career fair in collaboration with community and business partners for families and students to attend.	Magnet Director Magnet Recruiter Magnet Education Liaison Magnet Schools	Annual beginning Spring 2018	Sign in sheet for attendees List of colleges and businesses represented

Goal & Strategy 3. Intensive public engagement			
Activity	Responsibility	Time Frame	Documentation
Magnet Advisory Committee meetings	Magnet Schools Parents, Partners Magnet Department Magnet Education Liaison	Pre award Quarterly	Agendas Sign in sheets

Create active partnerships that support the sustainability of the magnet program	Magnet Director Magnet Recruiter Magnet Education Liaison Magnet Schools	Pre award and ongoing	Log of contacts made and list of new partners
Increase funding and in-kind support from businesses and community	Magnet Director Magnet Recruiter Magnet Education Liaison Magnet Schools	Pre award ongoing	Log of support received for schools
Unique targeted services from business partnerships to support magnet themes	Partners Magnet Director Magnet Recruiter Magnet Education Liaison Magnet Schools	Pre award and ongoing	Log of contacts made and list of new partners Log of support received for schools

Goal & Strategy 4. Academic Rigor			
Activity	Responsibility	Time Frame	Documentation
Provide magnet wide conferences with district, local and national presenters for best practices in project based instruction and rigorous academic expectations.	Magnet Staff District Curriculum & Instructional Coaches District, Local, National presenters Teachers	Spring 2018 Spring 2019 Beyond the grant	Conference booklets Sign in sheets Conference surveys

Intentional incorporation of Kansas College and Career Readiness standards in thematic integration	District Curriculum & Instruction Depart. Magnet Director Magnet Schools Instructional Coaches Building Principals Teachers	Pre award and ongoing	Completed units
Walks through will occur which support reflective feedback and conversation regarding theme integration	District Curriculum & Instruction Depart. Magnet Schools Instructional Coaches Building Principals	Pre award for ongoing	Marzano Walk-through data
Engage staff in purposeful planning & implement appropriate scaffolds supporting struggling students yet maintaining academic rigor	District Curriculum & Instruction Depart. Magnet Schools Instructional Coaches Building Principals Teachers	Pre award Continuing	Sign in sheets and agendas, completed units

Adequacy of Resources

School districts in Kansas continue to struggle with reduction in their budget being imposed at the State level. During the 2016-17 school year, WPS, cut as much as \$22.7 million. Increasingly, Wichita Public Schools are having to develop their own resources. District data indicates that schools are developing new community and business partnerships towards this end, American Businessman Phil Ruffin, donated \$100,000 to support a WPS STEM magnet program. Wichita Public Schools is known for its ability to increase its community and business partnerships. Schools participating in the 2013 Magnet Schools Assistant Programs Grant, collectively averaged 20 new partners a year.

The Budget design, adequately supports and meets the needs of this proposed project in the following areas: professional development, targeted recruitment, consultation, Project-Based Learning, programs to increase academic rigor and strengthen student connectedness and a marketing plan that leverages community and business partnerships to increase SES and racial/ethnic diversity.

WPS is committed to the work of diversity pre and post grant award. This commitment is grounded in the evidence of fully funding staff to support the initiation of Opening Doors, Expanding Opportunities Program. Family engagement along with business/community partnership development is at the core of the District's work and belief system. The District has the ability to adequately support and continue this work, effectively implementing strategies to increase SES diversity.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

1236-Appendices.pdf

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Budget Narrative File(s)

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BUDGET NARRATIVE

Overview

Wichita Public Schools (WPS) is requesting a total of \$1,498,823 in Federal funding to implement the Opening Doors, Expanding Opportunities – Project REACH grant program. WPS anticipates funding an additional amount of over \$300,000 through discretionary school district funds in support of these magnet programs.

When developing this budget, WPS applied generally accepted accounting principles and practices. WPS has reviewed and adjusted the budgets for central operations and the participating schools so as to apply a common set of decision rules that reflect a consistency in budgeting among the varied line items across all budgets. WPS will implement this budget with fidelity to the Program Narrative submitted with this proposal.

The budget represents the entire 26 month Federal budget that will be administered by WPS including central operations. The next sections represent a detailed 26 month Federal budget. The budget narratives for these sections each parallel the major budget categories identified on the SF 424A (e.g., Personnel, Fringe, Travel, etc.).

All line item expenses detailed in the tables that follow are best estimates derived at the time of preparing this proposal. Examples of likely areas where estimates may vary higher or lower than budgeted costs include fringe benefits such as health or retirement plans, travel expenses such as reimbursement for mileage, material expenses, and contractual expenses. It is understood that there is some tolerance for budget transfers between major categories, and the grant program officer will be consulted in all situations where budget transfers may require prior approval.

Staff positions funded in this grant are necessary to the design, implementation and evaluation of the strategies. Once the grant ends, with a few possible exceptions, the positions will cease and sustainability of grant operations will be supported through other means as described in the Program Narrative.

The following budget and line item calculations were prepared using Microsoft Excel software with rounding to the nearest dollar. Possible differences in subtotals and totals of one or few dollars among one or more of the tables as well as the SF 424A will be due to rounding effects.

Overall Project REACH Budget

<u>Budget Categories</u>	<u>Project Year 1</u>	<u>Project Year 2</u>	<u>Project Year 3</u>	<u>Total Project Cost</u>
Personnel	\$327,575.00	\$327,575.00	\$8,320.00	\$663,470.00
Fringe Benefits	\$54,170.00	\$54,169.60	\$1,578.00	\$109,917.60
Travel	\$76,730.00	\$76,730.00	\$0.00	\$153,460.00
Equipment	\$70,000.00	\$0.00	\$0.00	\$70,000.00
Supplies	\$179,075.00	\$148,900.00	\$0.00	\$327,975.00
Contractual	\$99,500.00	\$74,500.00	\$0.00	\$174,000.00
Construction	\$0.00			\$0.00
Other				\$0.00
Total Direct Costs	\$807,050.00	\$681,874.60	\$9,898.00	\$1,498,822.60
Indirect Costs				\$0.00
Training Stipends				\$0.00
Total Costs	\$807,050.00	\$681,874.60	\$9,898.00	\$1,498,822.60

<u>Detail Budget</u> <u>L'Ouverture, Mueller,</u> <u>Spaght, Gordon Parks</u> <u>Academy</u>	<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3</u>	<u>Total</u>
Personnel	\$327,575	\$327,575	\$8,320	\$663,470
Grant Budget Analyst (260)	\$52,000	\$52,000	\$8,320	
Magnet School Recruiter	\$48,000	\$48,000		
Extended Day Learning Clubs Stipends (Meets 3 times a week)	\$22,575	\$22,575		
Extended Learning STEM Summer Academy (60 teachers, 40 paras)	\$205,000	\$205,000		
Fringe	\$54,170	\$54,170	\$1,578	\$109,918
Grant Budget Analyst (260)	\$9,864	\$9,864	\$1,578	
Magnet School Recruiter	\$9,106	\$9,106		
Extended Day Learning Clubs Stipends (Meets 3 times a week)	\$3,200	\$3,200		
Extended Learning STEM Summer Academy (60 teachers, 40 paras)	\$32,000	\$32,000		
Travel	\$76,730	\$76,730	\$0	\$153,460
Grant Budget Analyst - mileage	\$600	\$600		
Magnet School Recruiter - mileage	\$2,000	\$2,000		
Lodging, Meals & Incidental Expenses				
School Site Visit- Cambridge Public Schools (Recruiter, Magnet Program Specialist, Central Office Staff, 4 attendees from each school) - LODGING	\$17,700	\$17,700		
School Site Visit - Cambridge Public Schools - FOOD	\$2,160	\$2,160		
School Site Visit - Cambridge Public Schools - INCIDENTALS	\$1,000	\$1,000		
School Site Visit - Cambridge Public Schools -AIRFARE	\$12,000	\$12,000		
School Site Visit - Cambridge Public Schools - Ground Transportation	\$2,000	\$2,000		
School Site Visit - Montgomery County, Maryland - (Recruiter, Magnet Program Specialist, Central Office Staff, 4 attendees from each school) - LODGING	\$17,700	\$17,700		

School Site Visit - Montgomery County, Maryland - FOOD	\$2,160	\$2,160		
School Site Visit - Montgomery County, Maryland - INCIDENTALS	\$1,000	\$1,000		
School Site Visit - Montgomery County, Maryland - AIRFARE	\$12,000	\$12,000		
School Site Visit - Montgomery County, Maryland - Ground Transportation	\$2,000	\$2,000		
Project Director's Meeting (Washington, D.C.) 2 Attendees - LODGING 3 Nights	\$1,194	\$1,194		
Project Director's Meeting (2 Attendees) - FOOD	\$216	\$216		
Project Director's Meeting (2 Attendees) - INCIDENTALS	\$200	\$200		
Project Director's Meeting (2 Attendees) - REGISTRATION	\$1,200	\$1,200		
Project Director's Meeting (2 Attendees) - AIRFARE	\$1,400	\$1,400		
Project Director's Meeting (2 Attendees) - Ground Transportation	\$200	\$200		
Equipment	\$70,000	\$0	\$0	\$70,000
PRE-IMPLEMENTATION ACTIVITY - Student Admission Systems Upgrade	\$70,000			
Supplies	\$179,075	\$148,900	\$0	\$327,975
MARKETING/RECRUITMENT - Pens, cups, notepads, magnets, and other marketing incentives	\$5,000	\$5,000		
MARKETING/RECRUITMENT - Choice's Fair; hands on activities, learning stations	\$6,000	\$6,000		
MARKETING/RECRUITMENT - Riverfest recruitment event - learning stations incorporating science	\$2,000	\$2,000		
MARKETING/RECRUITMENT - "Parade of Schools" - Materials for individual schools to use for evening open houses (i.e.. Pens, cups, notepads, magnets, etc.)	\$5,000	\$5,000		
MARKETING/RECRUITMENT - Kindergarten round-up materials	\$3,200	\$3,200		
MARKETING/RECRUITMENT - Marketing Magnet Theme	\$5,000			

BUSINESS PARTNERSHIP - Magnet Showcase; Informing the business communities about magnet options available in our district	\$7,000	\$7,000		
FAMILY ENGAGEMENT - Magnetic Math Night; School is Cool; hands-on math activities	\$4,000	\$4,000		
FAMILY ENGAGEMENT - Monthly Meetings; i.e. Fraction FaceOff, Digital Storytelling, etc.	\$15,000	\$15,000		
PROJECT BASED LEARNING - Science Materials for classroom projects (slides, petri dishes, lab ware, lab coats, chemicals, specimens, dinosaur models, fossils, prisms, forensic science detectives toolkit, RootVue Farm, FOSS curriculum, Building Blocks of Science, etc.)	\$10,500	\$9,500		
PROJECT BASED LEARNING - Exploration Place admissions, Great Plains Nature Center, Cosmosphere, etc.	\$31,200	\$31,200		
PROJECT BASED LEARNING - curriculum materials for grade level reading, teacher paks including books (120 teachers; \$100 per pack)	\$12,000	\$12,000		
PROJECT BASED LEARNING - Math manipulatives i.e.. Pattern blocks, base ten blocks, two color counters, Rekenrek Counting Frame	\$10,515	\$5,000		
EXTENDED DAY LEARNING - LEGO CLUB; Lego Kits, MindStorms, Duplo, WeDo 2.0, Simple and Powered Machine Set, Renewal Energy, Pneumatic Set, etc. (Average cost of kit \$143)	\$22,160	\$5,000		
EXTENDED DAY LEARNING - STEM Club - Microscopes, manipulatives, software, test tubes, incubators, scales, air testing, geology, recycles, etc.	\$7,500	\$7,500		
EXTENDED DAY LEARNING - GARDENING CLUB - Soil, garden tools, seeds, pots, flowers, etc.	\$3,000	\$1,500		
EXTENDED DAY LEARNING - BATTLE OF THE CODE CLUB - Software, apps, Ipads, Osmo, Python Programming, etc.	\$5,000	\$5,000		
Extended Learning STEM Summer Academy - Supplies i.e.. (root viewers, butterfly hatching, egg drop materials, bee bots, etc.)	\$20,000	\$20,000		
DIFFERENTIATED LEARNING - Manipulatives, Bi-lingual dictionaries, visual cues,	\$5,000	\$5,000		

Contractual	\$99,500	\$74,500	\$0	\$174,000
PROJECT BASED LEARNING - Consultation Services	\$15,000	\$15,000		
CULTURAL PROFICIENCY - Consultation Services	\$15,000			
PROFESSIONAL DEVELOPMENT - KAGAN		\$10,000		
PROFESSIONAL DEVELOPMENT - DISCOVERY ED - i.e.. "Teach Like a Pirate", Exploration Place	\$7,500	\$7,500		
PROFESSIONAL DEVELOPMENT - CAPTURING KIDS HEART (GPA)	\$25,000	\$5,000		
PLANNING ACTIVITIES - Stakeholder Meetings/Printing	\$2,000	\$2,000		
MAGNET SHOWCASE - Rental Facility	\$10,000	\$10,000		
MARKETING/RECRUITMENT (Central based) - Promotional Items; Brochures, Ads, Posters, Banners, Direct Mailing, Local Billboards; to inform community and business partners i.e.. Chamber of Commerce, Neighborhood Councils, Homeowner's Association, PreK Programs	\$15,000	\$15,000		
MARKETING/RECRUITMENT (School based) - Promotional Items; Brochures, Ads, Posters, Banners, Direct Mailing, Local Billboards to inform families about choice and school programming	\$10,000	\$10,000		
Construction				
Other	\$0	\$0	\$0	\$0
Total Federal Direct	\$807,050	\$681,875	\$9,898	\$1,498,823
Indirect @ 0.00%	\$0	\$0	\$0	
Total Federal Cost	\$807,050	\$681,875	\$9,898	\$1,498,823

Amanda S. Kingrey

(b)(6)

I have eighteen years of progressive experience and accomplishments as an administrator and teacher at the elementary through middle school level. A dedicated, innovative, and forward thinking educational professional, with the proven ability to create and monitor policies and practices that support student learning and academic growth. Highly skilled and student focused educational leader, possessing a strong commitment to the development of students and staff, while providing a stimulating and safe learning environment.

- A change agent for education, demonstrating participative and supportive leadership style in the administration of school policies, procedures and activities.
- Demonstrated commitment to ensuring quality education for all students based on their unique social, emotional, physical and intellectual characteristics.
- Humanistic approach in providing leadership and communicating with administration, staff, parents and students.

Educational Administrative Experience

Gordon Parks Academy (K-8), Wichita, KS

2015 - Present

Head Building Principal

- Directly responsible for the total operation of the school.
- Responsible for planning, organizing, staffing, directing, coordinating, budgeting, and evaluating the programs and activities of the school.
- Communicate regularly with students, staff and community members to address ongoing strategies and concerns associated with the school.
- Classroom observations on a regular basis.
- Oversee and facilitate staff professional development and School Improvement sessions.
- Community and Public Relations
- Attend Board Committee Meetings and produce and forward minutes to all members peers and subordinates as it relates to the school and district initiatives.
- Building Committee
- Creating building schedules and individual schedules for staff
- Integral part of the MTSS Team, planning and organizing the implementation of MTSS initiatives.

Caldwell Elementary, Wichita, KS

2008- 2015

Head Building Principal

Bostic Traditional Magnet Elementary, Wichita, KS

2006- 2008

Head Building Principal

Kelly Elementary, Wichita, KS

2005-2006

Assistant Building Principal

Educational Teaching Experience

Gardiner Elementary, Wichita, KS

2003-2005

Instructional Coach, Administrative Intern and Teacher in Charge

Horace Mann Foreign Dual Magnet, Wichita, KS <i>Administrative Intern and 5th Grade Teacher</i>	2002-2003
Cleaveland Traditional Magnet, Wichita, KS <i>4th Grade Teacher</i>	2001-2002
Edison Ingalls-Isely, Wichita, KS <i>1st Grade Teacher, 4th Grade Teacher and Success for All Reading Coordinator</i>	1997-2001

Other Professional Experience

Edison Schools, New York <i>Certified Success for All Reading National Trainer – Roots Level</i> <i>Certified Success for All Reading National Trainer – Wings Level</i> <i>Certified Writing National Trainer K-5</i> <i>National Success for All Reading Coordinator – Roots Level</i>	1999-2001
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Relative Experience & Affiliations

- Capturing Kids Hearts Training
- McRel Leadership Training
- LETRS Training
- Cognitive Coaching
- Adaptive Schools Training
- Harvard Leadership Training
- Reading First Academy
- Reading First Grant Writing Committee
- IB Training – Making the PYP Happen
- Wichita Association Elementary School Principals – President and Advisory Board
- Wichita Educational Administrators Association – Advisory Board
- USD259 Calendar Committee – Advisory Board
- USD259 Employee Health and Benefits Committee – Advisory Board

Education

Wichita State University, Wichita, Kansas M.Ed, Educational Administration and Supervision	May 2004
Friends University, Wichita, Kansas B.S., Education K-9 Concentration: Psychology	May 1997

References Furnished Upon Request

Gregory Durand Croomes

(b)(6)

A. EDUCATION

- M. Ed.** Wichita State University, Wichita, KS
Educational Administration and Supervision, December 2000
- B. A.** Wichita State University, Wichita, KS
Elementary Education, May 1995

B EMPLOYMENT HISTORY

- 2002– Present** Elementary Principal
USD 259 Wichita Public Schools, Wichita, KS
- 2001-2002** Elementary Assistant Principal
USD 259 Wichita Public Schools, Wichita, KS
- 2000-2001** Building Level Resource Teacher
USD 259 Wichita Public Schools, Wichita, KS
- 1995-2000** Classroom Teacher
USD 259 Wichita Public Schools, Wichita, KS
- 1987-1998** Customer Service Representative
Dillon's Food Stores

C. BIOGRAPHICAL SKETCH

After graduating from Wichita State University, began working as a 4th grade teacher at Hyde International Studies and Communication Magnet. While at Hyde, served as the Site Technology Specialist, Teacher-in-Charge, Bus Supervisor, and Chair of the General Education Support Team. During the stint at Jefferson Elementary in the 2000-2001 school year, served as the school's Site Technology Specialist and assisted the principal with a multitude of duties including data analysis and student discipline. In 2001, employed as Kelly Elementary's assistant principal. Assisted principal with data analysis and facilitated a reading incentive program that increased the number of students reading in K-5 by 12%. Currently Principal of L'Ouverture Computer Technology Magnet Elementary School in Wichita, KS. The school has earned 3 State Standard of Excellence Awards for superior scores on state assessments since the 2007 school year. L'Ouverture also received a Challenge Award of Recognition for closing the achievement gap in 4th grade during the Spring 2012 State Assessments. Reduced the number of discipline referrals by nearly 50% over the last 3 years. Enjoys fishing and games (electronic and board).

D. ACTIVITIES ASSOCIATED WITH MAGNET SCHOOL PROGRAMS

- Facilitation of application of differentiation strategies K-5 to aid student mastery of grade level standards.
- Facilitation of integration of technology into every day pedagogy in grades K-5

- Formed a partnership with New Hope Baptist Church. The partnership brought in tutors to help struggling students improve their math and reading skills.
- Served on USD 259's District Boundary Committee and provided feedback as to how proposed boundary lines would affect the alignment of schools including the effect on desegregation in the city.
- Sought and received funding to provide summer technology training to teachers.
- Serving on the district's Magnet Advisory Council to provide meaningful dialogue and feedback to enhance the district's support of magnet schools and magnet school themes.

LAQUITA W. LUGRAND CLARK

(b)(6)

EDUCATIONAL LEADERSHIP

Skilled in highly effective leadership to improve student achievement

Summary: Comprehensive experience in elementary school administration with experience in professional development and culture building. Skilled in developing and implementing organizational management, student academic and behavioral supports and educational programs. Team leader and builder, adept in implementing best practices and motivating staff to peak performance. Utilize solid project management abilities to direct multiple priorities, and develop innovative strategies to meet and exceed performance objectives. Excel in managing stakeholder communications and expectations.

CORE COMPETENCIES

Organizing school programs ♦ Democratic Leadership ♦ Operations Management
Policy Development ♦ Process Improvement ♦ Effective Communication
Budgeting ♦ Data Analysis ♦ Team Leadership & Motivation

EXPERIENCE & ACHIEVEMENTS

WICHITA PUBLIC SCHOOLS USD 259, WICHITA, KS ♦ DECEMBER 1997 - PRESENT

School district with 116 buildings, 9K staff and 50K+ students in elementary, middle, and high schools.

Elementary Building Administrator – 2006-present

Charged with providing professional leadership in organizing, administering, supervising and evaluating a creative program for pupils in the elementary schools.

- ♦ Organizes the school program for the provision of optimum learning experiences for all pupils.
- ♦ Demonstrates care and commitment to academic excellence in a safe teaching and learning environment.
- ♦ Holds everyone supervised accountable for their behavior and actions.
- ♦ Communicates regularly and meaningfully with all members of the school community.
- ♦ Supplies leadership and guidance to help the staff improve the total school program.
- ♦ Works cooperatively with peers in sharing ideas, techniques and procedures for improvement of the teaching and learning within the building.
- ♦ Maintains an open line of communication with all stakeholders including community, staff, families and students.
- ♦ Provides effective leadership in implementing the school district's commitment to full compliance with Civil Rights legislation, rules and regulations.

Elementary Instructional Coach – 2005-2006

Responsible for assisting with the coordination and implementation of all aspects of the schoolwide program as identified in the State Integrated Improvement Plan, Results Based Staff Development Plan and QPA guidelines.

- ♦ Supported teachers with individual and/or team development through demonstrating lessons, introduction of new materials, programs and ideas, modeling of effective teaching strategies, coaching, team teaching and assisting with individual and/or team planning.
- ♦ Guided staff in learning how to interpret data to improve instruction in the classroom.
- ♦ Assisted with identifying staff development needs, planning and implementing job imbedded inservice activities, modeling, teaming and coaching.
- ♦ Coordinated building initiatives with central support targeting resources to meet the goals of the State Integrated Improvement Plan and Results Based Staff Development Plan.

Classroom Teacher – 1997-2005

Partnered with students and parents to support student academic achievement within the grade level state standards and district expectations.

- ♦ Developed lessons based on grade level standards and student pedagogy utilizing best practice and differentiated instructional approaches to meet all students' needs.
- ♦ Collaboratively planned instruction and shared student data with colleagues to maximize each other's instructional best practices by sharing strengths and knowledge of pedagogy.
- ♦ Integrated numerous instructional strategies including technology to engage students in learning.
- ♦ Reflected upon daily lessons, observations and data to improve professional practice.

PROFESSIONAL DEVELOPMENT

Foundations Training ♦ Safe and Civil Schools
Explicit Instruction Training ♦ Safe and Civil Schools
AVID Elementary
MTSS Behavior and Academic Training
Ruby Payne
Professional Learning Communities ♦ Rick DuFour
Behavior Intervention Support Team ♦ OZANAM
KAGAN
Crisis Intervention Team

EDUCATION

M.S., Building Leadership, Newman University, Wichita, KS
B.A., Elementary Education, Wichita State University, Wichita, KS

JOB TITLE: Magnet Schools Assistant Program Grant Recruiter

DEPARTMENT OR SCHOOL: Enders, Woodland, Marshall and Southeast

ACCOUNTABILITY: Equity/Diversity Magnet Director,
Advisory, Grant Magnet Curriculum Coordinator

Position Function: To assist in developing and implementing recruitment efforts which promote targeted magnet schools; to seek out external funding opportunities for sustainability of magnet program(s). The MSAP Grant Recruiter is responsible to work collaboratively with the Magnet Project Director, Office of Marketing and Communications, Title I Family Engagement Coordinator and assigned Magnet Schools. The Recruiter will assist with the recruitment and family engagement and community/business partnership efforts of assigned schools identified in MSAP grant.

Essential Performance Responsibilities

- The primary job responsibility is to support MSAP grant school(s) in the development of a magnet recruitment plan for targeted recruitment of identified groups in order to reduce, eliminate or prevent minority group isolation.
 - Work with the marketing department to design and develop strategies and implement marketing and recruitment campaigns for targeted magnet schools.
 - Design and develop strategies and implement recruitment campaigns for the targeted magnet schools.
- The Magnet Recruiter will also communicate the work collaboratively with the Family Engagement Site Coordinators of each MSAP grant school to assist in the acquisition and development of community partners and stakeholders.
 - Deliver presentations about the magnet schools throughout the community.
 - Communicate regularly with community members and school staff.

Additional Duties

- Other duties as assigned by Project Director

Equipment

This position requires the ability to use basic office equipment such as computers, copiers, scanners, and fax machine.

Physical and Mental Demands

- Ability to perform all tasks and work the required hours.
- Ability to perform a variety of tasks, change assignments on short notice, perform under deadlines, and work in a calm and efficient manner.

Knowledge, Skills, and Abilities

- Excellent time management skills, good judgment, problem solving, and analytical abilities in order to effectively meet deadlines
- Advanced computer proficiency and the ability to effectively use Microsoft Word, Excel, Outlook, and PowerPoint, which will be determined and validated by testing

- Ability to communicate exceptionally both verbally and written to communicate effectively with others inside and outside of the organization for the purpose of giving and obtaining highly confidential information, and frequently involving influencing and advising others on matters of significance
- Displays eagerness and the ability to learn new methods, procedures, and techniques
- Ability to plan and organize effectively to achieve greater results
- Gives the highest priority to achieving accuracy
- Ability to provide the highest level customer service
- Ability to conform to proper standards of professional dress and appearance
- Regular attendance is very important

Interrelations

Primary contact is with MSAP Project Grant Director, Magnet Admissions Office Specialist, School Administrators and identified staff, Community and Parents. Will be working with a diverse population requiring the ability to handle all situations with tact and diplomacy. Must exhibit a professional manner and maintain a positive attitude with all customers and colleagues.

Qualification Profile

- Bachelor's Degree
- Experience working with grant management
- Experience working with recruitment, community business, and/or family engagement preferred

Magnet School Assistance Program (MSAP) Grant Budget Analyst

Department: Alvin E. Morris Administrative Center

ACCOUNTABILITY: Project Director, Supervisory

Position Function: Performs various duties in support of the MSAP budget, Comprehensive Financial Reports, Federal MSAP and State forms and financial audit, works with various departments within the District.

Essential Performance Responsibilities

- Monitor grant budget (requires access to Oracle Financials & PeopleSoft)
 - Expenditure & obligation projections on spending
 - What if scenarios for spending options when prices, or salaries deviate from grant application's planned budget
 - Suggest and create budget adjustments
 - Coding all expenditures (salary & non-salary) to appropriate budget pieces (state instructional codes)
- Process grant financial transactions:
 - Tracking procurement card transactions
 - Recording and submitting orders for supplies and equipment
 - Preparing, monitoring and submitting grant related human resources and payroll documentation,
 - Creating personal activity reports, and salary certifications for Grant Manager review and approval,
 - Providing customer service (teachers, parents) answering program office phone and directing calls, emails, mail, etc to appropriate personnel and sites
 - Copying and filing financial paperwork
 - Preparing and entering journal entries in Oracle Financials using PnG Journal Entries
 - Scanning all grant financial documentation into Oracle Financials using ImageNow
 - Reconciling monthly general ledger for all 10 sites, and 3 summer sites – creating monthly summary & detail reports for Grant Manager review
- Prepare professional service contract information – gathering vendor id information for submission to purchasing, preparing BOE agenda items, writing up purchase requisitions
- Researching costs
- Preparing Type B Audit Forms with Project Director for annual audits (internal and external audits)
- Preparing cash flow estimates & communicating with Budgeting Dept. on cash flow needs for monthly draws of funds from KSDE on FORM 240
- Updating and maintaining inventory lists of grant purchased equipment (tracking, depreciation, retirement) works with Fixed Assets Dept.
- Assist Project Coordinator with any and all of their duties, providing technical support on report writing and data collection management
- Tracking all grant related correspondence (internal and external)
- Meeting with auditors on financial records
- Attend quarterly grant management meetings for updated financial information

Additional Duties

- Other duties as assigned by Grant Project Coordinator

Equipment

This position requires the ability to use basic office equipment such as computers, copiers, scanners, and fax machine.

Physical and Mental Demands

- Ability to perform all tasks and work the required hours.
- Ability to perform a variety of tasks, change assignments on short notice, perform under deadlines, and work in a calm and efficient manner.

Knowledge, Skills, and Abilities

- Knowledge and experience beyond basic bookkeeping
- Excellent time management skills, good judgment, problem solving, and analytical abilities in order to effectively meet deadlines
- Adequate knowledge of Budgeting
- Advanced computer proficiency and the ability to effectively use Microsoft Word, Excel, Outlook, and PowerPoint, which will be determined and validated by testing
- Ability to communicate exceptionally both verbally and written to communicate effectively with others inside and outside of the organization for the purpose of giving and obtaining highly confidential information, and frequently involving influencing and advising others on matters of significance
- Displays eagerness and the ability to learn new methods, procedures, and techniques
- Ability to plan and organize effectively to achieve greater results
- Gives the highest priority to achieving accuracy
- Ability to provide the highest level customer service
- Ability to conform to proper standards of professional dress and appearance
- Regular attendance is very important

Interrelations

Contact with personnel, customers and outside vendors. Will be working with a diverse population requiring the ability to handle all situations with tact and diplomacy. Must exhibit a professional manner and maintain a positive attitude with all customers and colleagues.

Qualification Profile

- Previous bookkeeping experience preferred
- HS Diploma or GED required



Exploration PLACE

The Sedgwick County Science and Discovery Center

300 North McLean Boulevard
Wichita, Kansas 67203
316.660.0600 Fax 316.660.0670
www.exploration.org

February 7, 2017

Mr. John Allison
Superintendent, Wichita Public Schools
201 North Water
Wichita, KS 67202

Dear Dr. Allison:

Exploration Place is pleased to provide this letter of support for your application to the U.S. Department of Education Opening Doors, Expanding Opportunities Program. I understand that the main purpose of the grant program is to "...to increase socioeconomic diversity, provide robust family and community involvement, enhance public engagement and increase student academic outcomes.

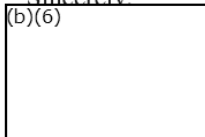
Exploration Place is the premier science center in Kansas with a mission to inspire a deeper interest in science through creative and fun experiences for people of all ages. The museum provides a full range of educational offerings for schools including field trips to the museum, outreach programs in the classrooms, programs for organized after school providers, teacher training, and special grant-funded educational programs to reach the underserved audiences in the district.

Typically, the programs touch on a wide range of science topics as well as those that align with the performing arts - such as health and the physics of movement for dance; or electricity and the physics of light for theater. Exploration Place can work with K-8 Magnet Schools to provide any combination of the following: teacher training for science and integration of science with the performing arts; outreach classroom programs for the students to supplement classroom instruction and enliven the curriculum; field trips to the science center to compliment the curriculum; and opportunities to showcase the performing arts of the students at the science center for the general public.

Strengthening magnet schools helps to strengthen our community. The continuing and growing collaboration between Exploration Place and Wichita Public Schools is an excellent success story. We are happy to be working closely together with programs such as these and we would like to offer our support in future educational endeavors. Best wishes with this grant application, and thank you for the opportunity to express our support and to participate in your proposal.

Sincerely

(b)(6)



Jan Luth
President

2/07/2017



John Allison
USD 259 Wichita Public Schools
201 North Water
Wichita, Kansas 67202

Dear John Allison,

On behalf of The Boy & Girls Clubs of South Central Kansas, I am pleased to provide this letter of support for your application to the U.S. Department of Education Opening Doors, Expanding opportunities Program. I understand that the main purposes of the grant program is to "...to increase socioeconomic diversity, provide robust family and community involvement, enhance public engagement and, increase student academic outcomes.

The Boys & Girls Clubs of South Central Kansas is a non-profit organization whose mission is "To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens." The Boy and Girls Club of South Central Kansas, 21st & Opportunity Drive location has an ongoing relationship with Gordon Parks. In fact the highest percentage of club member participation is represented by Gordon Parks Academy. We anticipate serving a greater number of the student population with our summer and afterschool services, as well as through use of our facilities for Academy activities.

The College Preparatory and Leadership focus we anticipate will result in increased rigor; and our program provides the needed academic support services in the form of homework assistance and tutoring, character and leadership activities which align ideally with the purpose of Gordon Parks Academy's enhanced magnet theme.

The Boys & Girls Club is prepared to allow use of its facilities to;

- Gordon Parks Academy, an IB World School Magnet Elementary School
- L'Ouverture Career Explorations & Technology Magnet Elementary School
- Mueller Aerospace & Engineering Discovery Magnet Elementary School
- Spaght Science & Communications Magnet Elementary School

for activities such as performances, field events, and Parent University. We are excited to be a part of this initiative which promises to support and promote the academic success of our shared student population.

Sincerely

(b)(6)

(b)(6)

Juston White

Executive Director

Boys & Girls Clubs of South Central Kansas



WICHITA INDEPENDENT BUSINESS ASSOCIATION

200 E. FIRST STREET, STE 101 | WICHITA, KS 67202 | 316-201-3264 | WIBA.ORG

February 7, 2017

Mr. John Allison
Superintendent, Wichita Public Schools
201 North Water
Wichita, KS 67202

Dr. Mr. Allison:

Wichita Independent Business Association (known as WIBA) is pleased to provide this letter of support for your application to the Opening Doors, Expanding Opportunities Program. I understand that the main purposes of the grant program is to "...to increase socioeconomic diversity, provide robust family and community involvement, enhance public engagement and, increase student academic outcomes.

WIBA, established in 1931, provides partnership, resources, advocacy and growth opportunities for a member network of independently owned businesses in Wichita and throughout the state of Kansas. WIBA is a member of the Greater Wichita Partnership and is an active participant in the Business and Education Alliance (BEA). The BEA is an effort to bring the business industry and the education community together.

This year, WIBA has started the WIBA Magnet School Sponsorship program. The program will help students connect and learn from WIBA business members through the following criteria:

- Mentorship
- Mini Internships
- Industry Expert Presentations
- WIBA STEM Lab

CONNECT TO SUCCESS



WICHITA INDEPENDENT BUSINESS ASSOCIATION

200 E. FIRST STREET, STE 101 | WICHITA, KS 67202 | 316-201-3264 | WIBA.ORG

Each participating WIBA member will visit a few students once a month to help them identify and learn about possible career paths that interest the students. From there, the mentoring sessions will help the students make the connection from what they are learning in school to the business industry. Each participating WIBA member will also schedule a half day visit to their place of work for the students and give presentations when their industry coincides with the student's curriculum. In addition, WIBA will help to support the STEM Lab by providing new and replace equipment so the students have access to updated equipment.

With an engaged, diverse membership of business owners and decision makers, WIBA provides a platform for direct business-to-business interaction, mentoring and networking that is entirely unique and indisputably beneficial. The actions and beliefs of WIBA align beautifully with the purpose of this grant in that strengthening magnet schools helps strengthen our community. The continuing and growing collaboration between Wichita Independent Business Association and the Wichita Public Schools is an excellent success story. We are happy to be working closely together with programs such as these and we would like to offer our support in future educational and business endeavors. Best wishes with this grant application, and thank you for the opportunity to express our support and to participate in your proposal.

Sincerely,

(b)(6)

Ray Frederick
WIBA President

CONNECT TO SUCCESS



President
Amanda Cebula
Kansas Leadership Center

Vice President
Danny Wilbert
Wells Fargo Advisors

Secretary
Gil Trout
UMB Bank

Treasurer
Danny Wilbert
Wells Fargo Advisors

Founding President
Helen V. Meyer

Board of Directors
Lura Jo Atherly
Jardine Technology Middle Magnet School

Michele Ballard
INTRUST Bank

Courtney Bengtson
Wichita Community Foundation

Jane Blasi
Cox Communications

Bryan Blundell
Emprise Bank

Robert Bubp
Wichita State University

Ashley Bowen Cook
Greteman Group

Mike Ellis
Delta Dental of Kansas

Bill Faflick
Wichita Public Schools

Erin Fulghum
Lynn's Painting Service

Jenny Hitschmann
BKD, LLP

Amy Johnson
Flint Hills Resources

Jeff Kennedy
Martin Pringle Oliver Wallace & Bauer, LLP

Laurie Labarca
Via Christi Health

Matt McKee
Catholic Diocese of Wichita

Matthew J. Milas
Spirit AeroSystems

Andy Nolan
Foulston Siefkin, LLP

Landon Plumer
IMA, Inc.

Deborah Socha
Cargill

Jessica St. Clair-Stong
Community Volunteer

Kevin Ulwelling
Midwest Single Source

Executive Director
Aimee Geist

February 7, 2017

Mr. John Allison
Superintendent, Wichita Public Schools
201 North Water, Suite 300
Wichita, KS 67202

Dear Mr. Allison:

On behalf of Arts Partners, I am pleased to provide this letter of support for your application to the U.S. Department of Education Opening Doors, Expanding opportunities Program. I understand that the main purposes of the grant program is to "...to increase socioeconomic diversity, provide robust family and community involvement, enhance public engagement and, increase student academic outcomes.

Arts Partners has had a rich and deep relationship with the Wichita Public Schools since Arts Partners was formed in 1997. Our mission is to inspire young people and expand their learning through the arts. Arts Partners has partnered with 80% of the schools in USD 259 to present arts-in-education programs using visual, performing and literary arts to enhance learning in both the subject area (math, science, language arts, and social studies) and the arts. The programs include: artist-led classroom workshops and residencies; performances; professional development for teachers; field trips to partnering organizations for concerts, theatrical productions, dance, art exhibitions, and tours. Because Wichita is home to numerous aircraft-related industries, STEM (Science, Technology, Engineering, Math) is an important area of emphasis to our area schools and businesses. Since 2006, Arts Partners has been developing and presenting *STEM Learning through the Arts* programs, which have become increasingly important to our schools and community. Last year, 58% of the programs we presented were STEM-related. That number will continue to grow, and we anticipate a strong partnership with Wichita Public Schools.

The continuing collaboration between Arts Partners and Wichita Public Schools stands as one of our state's success stories. We are happy to be working closely together with programs such as these and we would like to offer our support in future educational endeavors. Best wishes with this grant application, and thank you for the opportunity to express our support.

(b)(6)

Aimee Geist
Executive Director

Affiliated with the national Young Audiences Arts for Learning network and a regional program of Wolf Trap Institute for Early Learning Through the Arts.

201 N. Water, Suite 300 • Wichita, KS 67202 • T: (316) 262-4771 • F: (316) 262-7628
www.ArtsPartnersWichita.org • info@artspartnerswichita.org

UNIFIED SCHOOL DISTRICT NO. 259, SEDGWICK COUNTY, KANSAS
DIVERSITY AND EQUITY PLAN
(the "PLAN")

The Office for Civil Rights, United States Department of Education ("OCR") and Unified School District No. 259, Sedgwick County, Kansas (the "District") agree as follows:

1. The District is under and subject to a desegregation consent agreement with OCR that was entered into on or about June 21, 1971, and was last revised on June 9, 1997.
2. Insofar as possible, District school attendance centers will have a pupil population whose racial composition is reasonably consistent with the racial composition of the entire District, plus or minus twenty percent (+/- 20%) for each race. The 1971 consent agreement applies to African American and white students attending elementary schools. The "insofar as possible" will be evaluated based on the methods that are outlined in this Plan and any further amendments thereto.
3. The District is seeking to be released from the consent agreement that was entered into in 1971. It is the District's position that the District has fulfilled its obligations to desegregate its school system. The District will submit to OCR a written request to be released from the consent agreement that contains the reasons and basis for the request to be released and contains supplemental documentation. OCR agrees to provide the District with information regarding the applicable appeal rights from OCR's decision regarding the District's unitary status request within 60 calendar days of the Board's approval of this Plan. OCR agrees that it will make a decision in writing that states the factual and legal basis of its decision within six (6) months of the date the District's written request is received by OCR, subject to the District providing timely response to OCR data requests. The District, by entering into this Plan, is not waiving any rights, defenses, or access to judicial review that it had prior to entering into this Plan.
4. In 2008, the District adopted a plan that is known as the Superintendent's Plan. The Superintendent's Plan was amended in 2009. The District will continue to follow and comply with the Superintendent's plan and the 2009 amendment thereto. A copy of this plan and the 2009 amendment are attached hereto as Exhibit "A." By June 30, 2013, the District will provide OCR with a report, including all supporting documentation, which evidences its implementation of the Superintendent's Plan and the 2009 amendment for the 2011-12 and 2012-13 school years.
5. As part of the District's efforts to improve its magnet school program, in particular to reduce racial isolation, the District will apply for grant funding for District magnet schools to the U.S. Department of Education Magnet School Program. These grants will be used to further the purposes of this Plan.
6. The District will develop a plan to assist the District's efforts to diversify and reduce racial isolation in its attendance centers that will focus on attendance at District magnet schools. This plan will be in effect prior to the time the District begins its magnet school recruitment efforts for the 2013-14 school year. The District will submit to OCR a copy of its plan developed pursuant to this paragraph by February 15, 2013. In developing the magnet school plan, at a minimum the District will consider the following:

a. The District will review its recruitment efforts to attract students to attend District magnet schools, including, but not limited to, encouraging personal tours by families with students whose enrollment at the magnet schools will further reduce racial isolation.

b. The U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office of Civil Rights, issued guidelines entitled "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools". These guidelines contain examples of methods that, according to the U.S. Department of Justice and the U.S. Department of Education, can legally be used to diversify K-12 public schools by districts not subject to remedial desegregation plans. One set of examples applies to open and choice enrollment decisions that could apply to District magnet schools. The District is subject to the 1971 consent agreement; the District will review the open and choice enrollment decision examples contained in the guidelines and the District will adopt a procedure that will include, but not be limited to, the open and choice enrollment examples contained in the guidelines that the District determines are necessary to further the District's efforts to reduce racial isolation and to diversify its student enrollments at magnet schools. The District will submit to OCR a copy of its enrollment procedures developed pursuant to this paragraph by February 15, 2013.

7. The funding the District receives from the state has been reduced by approximately \$46 million over the last four years. Cuts to District budgets have been made as far away from the classroom as possible. It will not be possible to avoid cuts to the classroom if the funds the District receives from the state or elsewhere are cut in the future. Due to an income tax reduction enacted by the 2012 state legislature that goes into effect January 1, 2013, and due to an upcoming sunset of a sales tax increase, the District contemplates that the funding it receives from the state could be cut over the next several years as much as an additional \$100 million. Due to the fact that future cuts will affect classrooms, the District reserves the right to modify and cut its current transportation plan and it reserves the right to modify and cut its current magnet school program. In making budget cuts, the District shall consider the effect such budget cuts will have on this Plan and limit the adverse effects to the extent practicable. The District shall notify OCR of planned budget cuts to transportation or to the District's magnet school program not less than forty calendar (40) days before such cuts are adopted, unless the timely notice of the cut and the effective date of the cut make the 40-day notice impossible. In such case, the notice shall be as soon as practicable. However, adjustments like hazardous routes or the implementation of static sites are not subject to this notification requirement.

8. If the District proposes adjustments to boundaries in the future, it will notify OCR of its plan to make boundary adjustments not less than forty calendar (40) days before any such proposals are released to the public and/or approved by the Board.

9. This Plan modifies all previous plans and is the District's Plan from the date the Plan is approved by OCR and the District.

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK.]

The parties hereto have approved this plan on this 4th day of JANUARY, 2012³.

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR
CIVIL RIGHTS

(b)(6)

By

Printed Name: ANGELA M. BENNETT

Title: REGIONAL DIRECTOR

Date Approved: 1/4/13



UNIFIED SCHOOL DISTRICT NO. 259, SEDGWICK
COUNTY, KANSAS

(b)(6)

By

Lynn W. Rogers, President of the Board

Date Approved: 11/5/12

ATTEST:

(b)(6)

By

Mike Willome, Clerk of the Board



Eliminating Busing for Desegregation in the Wichita Public Schools

Approved by the Wichita Board of Education January 28, 2008

- 1) Busing for desegregation purposes will be discontinued effective with the 2008-09 school year.
- 2) Commencing with the 2008-09 school year, all students will be allowed to attend their neighborhood school. This includes neighborhood magnet schools, but excludes pure magnet schools.
- 3) For purposes of this recommendation the original Assigned Attendance Area (AAA) and the peripheral AAA area will jointly be referred to as the "Area".
- 4) Secondary students:
 - a. who reside in the original AAA area will be assigned to schools based on address until such time as capacity issues have been addressed in the original AAA area.
 - b. who reside in the peripheral AAA area will be assigned to attend schools based upon geographic boundary areas that will be established for the Peripheral area.
- 5) A strong magnet school program will be maintained by the Wichita Public Schools in order that families will continue to have school choice. The neighborhood magnet schools located within the AAA and peripheral AAA areas will continue to operate as neighborhood magnet schools, and the pure magnet schools located within this area will remain in their current format.
- 6) Priority magnet placement will be given in 2008-09, if space is available, to students bused for desegregation in the 2007-08 school year (*see Attachment A*).
- 7) Priority magnet placement will be given to students who reside in the Area, subject to space availability, beginning in the 2009-10 school year and continuing until such time as capacity issues have been addressed in the Area.
- 8) The Gordon Parks Academy will be a neighborhood K-8 magnet school, and half of the seats in the school will be guaranteed to students in the designated neighborhood. Gordon Parks Academy neighborhood students *must still apply through the magnet lottery process due to capacity concerns*. The neighborhood boundaries for Gordon Parks Academy will be the Area. Application will be made for Gordon Parks Academy to be designated as an International Baccalaureate program school.
- 9) Students bused for desegregation purposes in the 2007-08 school year to the schools noted in **Attachment A**, either forced or voluntary, will have the option to continue attending the school in which they were enrolled in 2007-08, as well as the feeder pattern for that school, through the duration of their education in the Wichita Public Schools. If transportation was provided in 2007-08, that service will remain. Siblings of such students shall also have the option to attend the school to which their sibling is bused, and also remain in that feeder pattern for the duration of their education in the Wichita Public Schools.
- 10) The Board of Education will appoint a Busing Oversight Transition Committee to monitor this transition. This committee will meet at least once each nine weeks during the 2008-09 school year, and at least once annually each year thereafter. A report will be submitted to the BOE following each meeting. Each BOE member will appoint two community representatives from their BOE district. The Superintendent will also appoint two members, one of whom will be a staff member responsible for supporting the committee. This committee

will take the place of the existing
Desegregation/Diversity Committee.



Eliminating Busing for Desegregation in the Wichita Public Schools

Approved by the Wichita Board of Education January 28, 2008

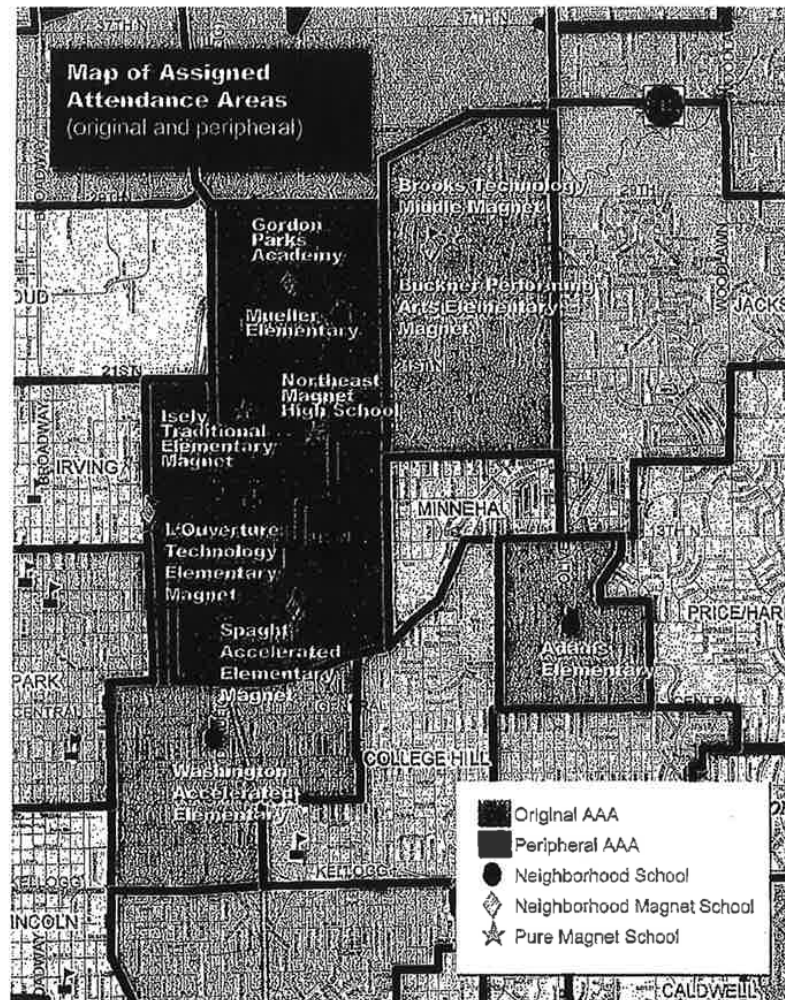
ATTACHMENT A - STUDENTS USED IN 2007-08 FOR DESEGREGATION PURPOSES

Caucasian students bused through
the birthday lottery to:

- Adams
- Mueller

African-American elementary
students in the original and
peripheral AAA bused to:

- Anderson
- Beech
- Black
- Bryant
- Cessna
- Chisholm Trail
- Clark
- Cloud
- College Hill
- Dodge
- Enterprise
- Franklin
- Gammon
- Gardiner
- Griffith
- Harry Street
- Hyde
- Kelly
- Kensler
- Lawrence
- Lincoln
- Linwood
- McCollom
- McLean
- OK
- Payne
- Peterson
- Pleasant Valley
- Price-Harris
- Riverside
- Seltzer
- Stanley
- White
- Woodland
- Woodman



African-American middle school
students in the original and
peripheral AAA bused to:

- Coleman
- Curtis
- Hadley
- Hamilton
- Marshall
- Mead
- Pleasant Valley
- Robinson
- Truesdell

African-American high school
students in the original and
peripheral AAA bused to:

- East
- North
- Northwest
- South
- Southeast
- West

ATTACHMENT "A" TO THE PLAN – PAGE 3

**Amendment to Elimination of Busing for Desegregation Plan
Approved by the Board of Education
Wichita Public Schools
April 27, 2009**

Wichita Public Schools
Diversity Equity and Accountability Committee
BOE Recommendation
March 9, 2009

On March 9, 2009, the Diversity Equity and Accountability Committee made a recommendation to the Board to amend the current elimination of busing for desegregation plan for the 2009-2010 school year.

At that time the Plan provided:

During the 2007-08 school year families/students affected by busing for desegregation were given the following options for the 2008-09 school year:

- Either forced or voluntarily bused students/families were given the option to continue attending the school in which they were enrolled in 2007-08, as well as the feeder pattern for that school, through the duration of their education in the Wichita Public Schools.
- All students were allowed to attend their neighborhood school including neighborhood magnet schools.
- Students bused for desegregation in 2007-08 were given priority magnet placement for the 2008-09 school year (based on space availability).
- Priority magnet placement given to students who reside in the Area (formally known as the AAA area), based on space available, beginning in the 2009-10 school year continuing until such time as capacity issues have been addressed in the Area.

Amendment recommended by the Diversity, Equity and Accountability Committee and approved by the Board of Education:

Due to related capacity issues of school(s) in the original AAA, the following amendment(s) are made:

- Allow any family residing in the original AAA area with children K-5 to have the option to attend previous busing assigned schools for their address throughout the school year.
- Attend their neighborhood school. This includes neighborhood magnet schools, but excludes pure magnet schools.
- Given priority magnet placement, if space is available. Applicants must follow magnet application guidelines and meet application deadline.

These choices will continue until such capacity issues in the original AAA have been addressed.

Schools in the peripheral AAA area (Adams, Buckner and Washington) will continue to operate as neighborhood schools.



Division of Legal Services
Thomas R. Powell – General Counsel
tpowell@usd259.net

Phone (316) 973-4700
Fax (316) 973-4497

February 15, 2013

Mr. William Dittmeier
Kansas City Office
U. S. Dept. of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302

Re: USD 259 response to Paragraph 6 of the Unified School District No. 259, Sedgwick County, Kansas, Diversity and Equity Plan

Dear Ms. Dittmeier:

This is a response to OCR that the District is required to make under Paragraph 6 of USD 259 and OCR Plan Agreement that was signed by OCR on January 4, 2013.

In response to Paragraph 6.a. the following is submitted:

The District's recruitment effort to attract students to attend District magnet schools for the 2012-2013 school year is summarized below:

1. Advertisements promoting the District magnet schools and this year's Choices Fair were targeted in the *Community Voice* (a newspaper that is targeted to African-Americans living in Wichita, Kansas), *East Wichita News*, and *Wichita Family Magazine*. The promotional ads were in English, Spanish and Vietnamese for all school newsletters.

2. Media relations stories concerning enrollment in magnet schools are promoted by the District Marketing & Communications Division and appeared in all major local news publications and outlets, as well as the *Community Voice* and several Spanish-English language papers, and numerous interviews with television and radio stations.

3. Direct mailings were sent to all families with pre-kindergarten, 5th grade and 8th grade students.

4. District social media activities were used to promote the Choices Fair event and as the application deadline approaches, the District social media is being used to remind parents of the deadline for filing magnet school applications.

5. The District website has a wide array of information on magnet schools and choices available in the District, as well as links to every school website that parents can use to find information on school(s) that they might be interested in having their child attend.

6. Promotional material promoting magnet schools, the Choices Fair, etc., was posted at all schools as well as various commercial outlets and locations.

7. Magnet school principals and other school leaders visit targeted schools for recruitment of students. This activity occurs in the early spring.

8. The Choices Fair was held on January 15, 2013. All magnet schools in the District set up booths and had representatives present to talk to parents and students who attended the event. Approximately 2,700 people attended the Choices Fair this year. Translators were also present at the event to provide assistance to parents who do not speak English.

9. A Choices Mini-Fair was held at Little Early Childhood Center.

10. All of the magnet schools set times that parents and prospective students could visit. A schedule for the visits was handed out at the Choices Fair; the District website also displayed the magnet school visitation schedule. Direct mailings to parents advised that parents could visit magnet schools and directed parents to the District website for a visitation schedule for the schools in which a parent might be interested in sending their child. The schedules were in English, Spanish and Vietnamese.

In response to Paragraph 6.b., the following is submitted:

The enrollment procedure for District students for the 2013-2014 school year will be as follows:

1. The District will comply with the Elimination of Busing for Desegregation in the Wichita Public Schools Plan that was approved by the Board of Education on January 28, 2008, and the District will comply with the amendment to the January 28, 2008, plan that is dated April 27, 2009. These two documents are attached to the USD 259 and OCR Diversity and Equity Plan and Agreement. The not inclusive highlights of these documents that relate to enrollment are as follows:

- a. The District will maintain a strong magnet school program.
- b. Families with children residing in the original Assigned Attendance Area (AAA) will have the option of their children attending the previous busing assigned school for their address.
- c. Families with children in the AAA will be given priority magnet placement, if space is available.
- d. Families with children in the AAA will have the choice to attend their neighborhood school.

2. The District has a plan to make a greater effort to notify parents in the AAA as to the choices their families have as to the schools their children are eligible to attend. At this time, the

Mr. William Dittmeier
Kansas City Office
U. S. Department of Education
Page 3
February 15, 2013

thought is that these parents will receive direct mailings and direct contact will be made in order that the parents fully understand their choices. The extra effort to notify AAA families will be finalized and implemented for the 2013-2014 school year. The effort is to make sure parents in the AAA understand that they have choices beyond attending neighborhood schools.

3. The District is applying for a Magnet Schools of America Program grant for five District schools: Spaght Elementary, Buckner Elementary, L'Ouverture Elementary, Brooks Middle School and Jardine Middle School. The application for the grant will be submitted on or before the deadline for submitting applications for the grant, which March 1, 2013.

4. One of the purposes of applying for the grant is to establish stronger magnet schools in high-poverty areas with the goal of attracting a diversity of students to attend the magnet schools in the high-poverty areas. The goal will be to avoid racial isolation of these magnet schools. Four of these schools are located in the AAA and the peripheral AAA. Jardine is located in a high-poverty area that is in the southeast part of the District. Grant funds will help develop themes and programs that make the magnet schools desirable state-of-the-art schools for District families. This is in keeping with the investment that the District has made to improve AAA and peripheral AAA schools as part of the District's 2000 and 2008 bond programs.

5. The District's application for the magnet school grant includes a request to fund a position that would recruit students to attend the five magnet schools. The recruitment would be conducted in targeted higher income areas of the District. The recruitment would be aimed at recruiting students as part of the effort to continue to diversify the student populations at the five schools and to avoid racial isolation.

6. Upon request the District would be glad to provide a copy of the magnet school grant application once it is completed.

Very truly yours,

(b)(6)

Thomas R. Powell
General Counsel

TRP/tlb

cc:

(b)(6)

**WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT NO. 259
WICHITA, KANSAS**

RESOLUTION 2016-02

2016 Magnet Schools Assistance Program Grant Application

May 9, 2016

Unified School District No. 259, Sedgwick County, Kansas (the District) desires to provide the best education to all children served by the District and is committed to equal opportunities for all students throughout the District.

The student population of the District is culturally, geographically, economically, linguistically, racially and ethnically diverse, and this diversity is a valuable resource for teaching students to live and thrive within a global community;

The District has a responsibility to advocate for our children's education by actively supporting the improvement of the District's public education system, including its magnet schools.

The District has several magnet schools with enhanced innovative curricula supporting the following goals:

- Achieving voluntary desegregation of schools
- Alleviating overcrowding issues in the District
- Expanding educational opportunities and choice throughout the District
- Promoting program innovations to foster system-wide improvements
- Providing more parental participation through a program of optional school choices, and
- Providing a long-range plan for student assignment and facility use.

The United States Congress enacted the Magnet Schools Assistance Program (MSAP) under the Elementary and Secondary Education Act, which was predicated on Congressional findings that:

- Magnet schools are a significant part of the Nation's effort to achieve voluntary desegregation in our Nation's schools
- These efforts help ensure equal educational opportunities for all students
- Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts

The District's magnet schools have been an effective tool in the management of school capacity, while enhancing cultural diversity.

The District has, in the past, been the recipient of MSAP grants.

The District is submitting a new application for an additional MSAP grant for the purposes of supporting four existing District magnet programs and supporting an additional magnet school program that will be established if the District receives a grant.

The District is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances educational success. The District is also committed to providing diverse settings for education that promote an understanding and appreciation of cultural differences.

The District, on January 4, 2013, entered into a Plan Agreement with the United States Department of Education, Office for Civil Rights (the "Plan").

BE IT RESOLVED, the District is committed to complying with the Plan in an effort to diversify and reduce racial isolation at its attendance centers.

BE IT FURTHER RESOLVED, that the District endorses the application to the United States Department of Education for an MSAP grant at the following District schools that are existing magnet schools:

**Enders STEM and Leadership Magnet
Hyde Leadership and International Explorations Magnet
Woodland STEM Magnet (Leaders in Health and Wellness)
Gordon Parks Leadership and College Preparatory Magnet (an IB World Magnet)**

BE IT FURTHER RESOLVED that, if the District receives the MSAP grant for which it is applying, a new magnet program will be implemented that will be designated to be **Southeast College and Career Preparatory Magnet**.

This resolution is adopted by the Wichita Public Schools at its regular meeting held on May 9, 2016.

UNIFIED SCHOOL DISTRICT NO. 259, SEDGWICK
COUNTY, KANSAS

(b)(6)

By Betty Arnold
Betty Arnold, Board of Education President

Date: MAY 09 2016

ATTEST:

(b)(6)

By Mike Willome
Mike Willome, Clerk of the Board

Date: MAY 09 2016



P0900 INTEGRATION AND DIVERSITY

BOARD POLICY:

The population of the Wichita Public Schools is comprised of individuals from diverse backgrounds and life experiences. This diversity defines each of us individually and collectively. The diversity in the Wichita Public Schools includes but is not limited to race, ethnicity, culture, age, gender, sexual orientation, language, socioeconomic status, religion, disability, or skill level. The Wichita Public Schools honors and provides the broad-based diversity of the District through practices that embrace differences, and provides all students high-quality and equitable opportunities.

The Wichita Public Schools shall ensure that there is no discrimination based on but not limited to race, ethnicity, culture, age, gender, sexual orientation, language, socioeconomic status, religion, disability, or skill level in the placement, instruction, and guidance of pupils; the employment, assignment, training, or promotion of personnel; the provision and maintenance of physical supplies and equipment; the development and implementation of the curriculum, including the activities program; and in all matters relating to the instruction, supervision, administration, and Board policy making.

Administrative Implemental Procedures:

1. It is the responsibility of the Office of Equity and Accountability to work cooperatively with the Board of Education to adopt specific plans and procedures to provide for an integrated and diverse school system by:
 - a. Ensuring that all schools are equitably staffed with highly qualified and experienced teachers.
 - b. Ensuring that all students will be met with high expectations and academically rigorous curricula.
 - c. Ensuring that all students are provided the opportunity for high quality, equitable and diverse culturally responsive learning experiences.
2. The Board of Education will cooperate with the Diversity, Equity and Accountability Committee and other community stakeholders in integration efforts to promote and maintain diverse schools.

Latest Revision Date: February 2009

Previous Revision Date: August 1996 P0900

P1160 DIVERSITY, EQUITY AND ACCOUNTABILITY COMMITTEE

BOARD POLICY:

A Diversity, Equity and Accountability Committee consisting of community citizens and a Director of Equity and Accountability serving ex officio shall assist the Board of Education in an advisory capacity in developing, monitoring, and implementing policies and decisions of the Board in transitioning from a policy involving busing students for desegregation to one emphasizing student/parental choice and attendance at neighborhood schools. In performing this function, the Committee will provide recommendations and advice to assist the Board in achieving its goals to promote a broad-based diversity among students recognizing all facets of diversity, including, but not limited to race, ethnicity, culture, age, gender, sexual orientation, language, socioeconomic status, religion, disability, skill level, and life experience, to promote and maximize student educational achievement, and to provide equity of educational programs, resources, including, but not limited to human resources services (staff) and opportunities for every student. A Director of Equity and Accountability shall assist the Board and the Committee in achieving the objectives stated herein.

Administrative Implemental Procedures:

1. The Diversity, Equity and Accountability Committee shall consist of fifteen members, who shall be selected in the following manner:
 - a. The Superintendent shall appoint one member from the community.
 - 1) Each member of the Board shall submit a list of four nominees to the President of the Board. Following review of all District nominees, the President of the Board and a Board member designated by the Board President will formulate a slate of Committee members for approval by the Board, two of which will be appointed from each District. It is the intent of the Board that the Committee's representation reflects the broad-based diversity existent in USD 259 and be comprised of persons vitally interested in the equitable treatment and educational achievement of the students in USD 259.
 - 2) The initial appointments from Districts 1, 2, 5, and 6 will serve a term expiring July 1, 2009; the initial appointments from Districts 3, 4, and At-Large will serve a term expiring July 1, 2011; the initial community member appointed by the Superintendent will serve a term expiring July 1, 2010, while the staff member appointed shall report to and serve at the pleasure of the Superintendent. All terms thereafter shall be for a period of three (3) years. Following the expiration of a member's initial term, the member may serve another term if renominated by the Board member of the District in which he/she resides and approved by the Board or, concerning the member appointed by the Superintendent, if reappointed by the Superintendent. Should renomination not occur, the selection procedure shall begin anew for appointment of another member. Committee members shall serve no more than two terms. Should a vacancy occur during the term of any member, the Board member of the affected District shall recommend two or more nominees to the Board which will appoint a successor to serve the remainder of the term or, concerning the member appointed by the Superintendent, the Superintendent shall appoint a successor. Attendance at Committee meetings will be reviewed by the Board and failure to attend shall constitute grounds for removal and appointment of a successor member.

- b. The Committee members appointed by the Board from the numbered Districts must be residents of the District that they represent. Committee members appointed from the At-Large District and those appointed by the Superintendent shall reside within USD 259. Committee members must remain residents of USD 259 throughout their service on the Committee.
2. After formation, the Committee will adopt bylaws by which to govern its meetings and actions which shall be subject to approval by the Board. One of the Committee members shall be designated as Chairperson and one as Vice Chairperson. The Committee shall meet once a month. The Committee will provide a report to the Board following each meeting.
3. The responsibilities of the Committee shall be advisory in nature. Its primary function is to monitor student assignments and attendance patterns following the discontinuance of the prior policy of busing for desegregation as the District transitions to attendance emphasizing neighborhood schools and student/parental choice. The Committee shall advise the Board regarding the adoption of policies and implementation of practices designed to promote diversity, prevent discrimination, assure equitable access to high quality educational staff, facilities, and materials, and to maximize student achievement for all students. The Committee's review and oversight shall include, but not be limited to the following areas:
 - a. Review of student assignments and attendance patterns at schools throughout USD 259;
 - b. Review of building capacity issues;
 - c. Review of school boundaries;
 - d. Review of the quality and equity of educational programs, facilities, and staff.
4. The Committee shall have access to relevant data, reports, or other documents maintained by USD 259. Such requests shall be made by the Chairman following majority vote of those present which, for purposes of conducting a meeting, shall consist of not less than eight members of the Committee who have the right to vote and submitted to the ex officio member who shall coordinate the response to the request.
5. It is desired that a Board member will attend Committee meetings. Attendance at Committee meetings by Board members will be on a voluntary basis. To the degree possible, attendance at Committee meetings by Board members shall be on a rotational basis.
6. A position of Director of Equity and Accountability will be maintained to assist the District in achieving goals as set forth in this policy and shall serve as an ex officio member of the Committee. The job duties for the position of Director of Equity and Accountability shall be as approved by the Board.

Administrative Responsibility: Superintendent
Latest Revision Date: February 2009
Previous Revision Date: February 2008 P1160

P1217 MAGNET SCHOOL PROGRAMS

BOARD POLICY:

The Wichita Public Schools shall implement magnet programs at elementary school, middle school, and high school levels to meet the purposes of this policy. Magnet programs are defined as schools of choice that offer either a specialized focus or a unique teaching style that will attract significant numbers of students from diverse backgrounds as defined by BOE Policy 0900 - Integration and Diversity. These programs shall meet adopted curricular standards and all other requirements as established by the Board of Education. All magnet school programs must seek and receive Board of Education approval prior to implementation or discontinuance.

Administrative Implemental Procedures:

1. The Superintendent shall appoint a designee to be the administrator in charge of coordinating magnet school programs. The designee will coordinate these efforts with the Assistant Superintendents of Elementary Schools and Secondary Schools. The designee will meet with magnet school principals on an “as needed” basis. The designee will be involved in program staffing, program development, in-service training, and mutual support.
2. The expectations, as with all Wichita Public Schools, are to meet curricular outcomes with fidelity and integrity as set forth by the district and the Kansas State Department of Education curriculum. The purpose of magnet programs shall specifically include:
 - a. Provide opportunities for increased choices in the district;
 - b. Develop innovative educational methods and practices to support implementation of the district curriculum and magnet theme;
 - c. Reduce or prevent minority group isolation by recruiting students from diverse backgrounds;
 - d. Develop and implement courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable 21st century skills.
3. Administrative staff, school staff, parents and/or community members may present magnet school proposals to the Superintendent, Assistant Superintendents and designee for their review and consideration. The Superintendent(s) and designee present the magnet school proposal to the District Leadership Team (DLT) for their review and consideration. The District Leadership Team may refer any proposal to the Magnet School Advisory Committee for review and recommendation. The Superintendent(s), and/or designee shall be responsible for making recommendations to the Board of Education.
4. Types of Magnet Programs. Consistent with the purposes of this policy, the Superintendent and the District Leadership Team shall, determine whether magnet programs shall be neighborhood magnet programs or pure magnets. For a neighborhood magnet program, all students who live in the attendance area may choose to participate in the program, but they do not need to apply to attend the magnet program being implemented at their neighborhood school. A student living outside of the attendance area who wishes to attend the magnet program implemented at an attendance area school,

however, must apply to attend the magnet program. For a pure magnet, all students must apply for the magnet program.

5. Recruitment of Students to Magnets. Annually, the District Leadership Team shall develop a plan to recruit students to magnet programs. This plan shall include district and school level strategies that will recruit students with diverse backgrounds to magnet programs and will provide for equitable access of students to these programs. The district shall provide support to the principals of schools with magnet programs in recruiting students to the magnet programs and shall monitor the recruitment process throughout the application period to ensure that students have equitable access to magnet programs.
6. Selection Process. Annually, the Assistant Superintendents and/or designee, in consultation with the principal at each school implementing a magnet program, shall determine the number of seats available at each grade level in each school. In situations where there are more applications than seats available in a grade at a school, the district shall use a random selection to select students for magnet programs, subject to race neutral factors, (i.e., sibling priority, transportation patterns, school/classroom capacity, present magnet status of applicant) to accomplish the purposes of this policy.
7. Magnet School/Community Advisory Committee
 - a) The Superintendent's designee (as per AIP 1 above) shall appoint district-wide Magnet School Community Advisory Committee. Membership shall include representative groups of teachers, parents, or administrators from each magnet school, plus community lay people and shall represent the diversity of the district. A proper membership balance shall be maintained with an opportunity for volunteer participation and with lay people comprising at least 51 percent of the membership.
 - b) The Magnet School Community Advisory Committee will meet with the Superintendent's designee at least twice each year. The first meeting shall follow the official enrollment date of September 20th of each year and prior to October 15th. The second meeting shall be held by February 15th. Other meetings may be called at the discretion of the designee.
 - c) The committee shall be responsible for making recommendations to the District Leadership Team on issues such as monitoring current magnet school enrollments; assisting with promotional and recruitment activities; and hearing proposals for new programs or the discontinuance of magnet schools being presented to the Board of Education.
8. A proposal for magnet programs submitted to the Superintendent, Assistant Superintendents and designee must include the following: An explanation of how the proposal addresses a parental and/or community request or a need or interest identified by the Superintendent or Assistant Superintendents.
 - a) An explanation of the proposed program or theme to be offered and whether the magnet will be a pure or neighborhood area magnet program;
 - b) An explanation of how the proposal will address the purposes of this policy, (as noted in AIP 2 a-d) including:
 - 1) how the proposal will assist the district in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and academic achievement standards;
 - 2) how the proposal will implement innovative educational methods and practices

- and increase choices in the district's schools;
- 3) how the proposal will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable 21st century skills that prepare students to be college and career ready; and
 - 4) how the proposal will include recruiting students with diverse backgrounds and reduce and prevent minority group isolation.
- c) An explanation of how the magnet school program will be evaluated, including student achievement progress, as measured by the norm-referenced test utilized by the district and by the state assessments;
 - d) A description of how the program shall comply with all Board policies, procedures and state and federal laws, including the Civil Rights Act of 1964, IDEA, Section 504 and Title IX;
 - e) An explanation of how the community will be engaged and involved;
 - f) An explanation of the implications and cost related to transportation;
 - g) Cost implications of capital outlay expenditures (technology, resources, facilities, etc.);
 - h) An explanation of staffing procedures, issues, and staff development; and
 - i) A time frame for implementation.
9. The district will annually evaluate magnet schools based on the established purposes (as noted in AIP 2 a-d) of magnet programs. An annual report will be presented in the fall of each year to the Board of Education.
 10. The Board of Education will discuss any new magnet school program or the discontinuation of any magnet school program at its first meeting in March and will vote on the final approval or closure of such program by the end of March. Any new magnet school program or discontinuation of a magnet program will be approved by the March vote. The developmental year for a new program will start the next school year. The implementation for the new program will then occur the following fall. A discontinued program will lose their magnet status at the conclusion of that school year. The appropriate Assistant Superintendent will notify schools, which will not continue to operate as a magnet site, by April 15th.

Administrative Responsibility: Elementary Education Office

Latest Revision Date: March 2010

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