

Tribal Consultation Title Programs 2018-2019



Packet 1: SPPS Board of Education and Contact Information
Packet 1: Superintendent Gothard
Packet 1 SPPS Preliminary Budget Overview

Packet 2: Title I, A Application 17-18
Packet 2: Title II, A Application 17-18
Packet 2: Title III, A Application 17-18
Packet 2: Title I, D Application 17-18
Packet 2: SPPS Family Engagement Plan 17-18
Packet 2: Preliminary Title Grant Budgets 18-19
Packet 2: Link to SPPS Schoolwide Plans

Packet 3: Comprehensive Needs Assessment

As of 6/18/2018

SPPS TITLE APPLICATIONS AND NEEDS ASSESSMENT

The Title I, II, III, and IV applications and needs assessment information provided here are for the 2017-2018 school year.

SPPS began the process of revising these applications on June 15, 2018 for the next school year. We are in the process of gathering data, for our annual needs assessment and prior year review. Once we have identified our prioritized needs based on data and stakeholder input, we will revise the current applications to address any new priorities.

The timeline for this process is from June 15, 2018 to September 1, 2018 when the applications are due to the Minnesota Department of Education.

We will provide you with the updated needs assessment and applications after September 1, 2018.

Grant Application: Title I Part A 401

Organization: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT Award Year: 2018

Table of Contents

- 1. Funds Available and Budget Summary 1
- 2. School Participation 2
- 3. Manage Budget 16
- 4. Summary of Comments 54
- 5. Summary of Narrative 55
- 6. Contact Information 89
- 7. Summary of Attachments 92



Grant Application Status: Submitted for Review

District: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Finance Code: Formula - 401 - SFY 2018,

Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2017, CFDA 84.010A, S010A170023A

State Fiscal Year: 2018

Printed on: 12/07/2017

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-8579

Funds Available and Budget Summary

| UFARS Course Code | Carry Forward % | Federal Obligate By | Federal Expend By | Funds Allocation | Unexpended Funds |
|---|--------------------------|-------------------------|----------------------|------------------|------------------|
| 000-401 2018 Award | 15.0% | 09/30/2019 | 11/14/2019 | \$22,332,392.68 | \$22,332,392.68 |
| 011-Balance forward from 401 2017 Award | .0% | 09/30/2018 | 11/14/2018 | \$1,575,036.25 | \$1,575,036.25 |
| 012-Balance forward from 401 2016 Award | .0% | 09/30/2017 | 11/14/2017 | \$0.00 | \$0.00 |
| UFARS Report Period | Budget Obligation Period | Budget Draw Period | Total Funds Budgeted | Unbudgeted Funds | |
| 07/01/2017 - 06/30/2018 | 07/01/2017 - 06/30/2018 | 07/01/2017 - 11/14/2018 | \$19,700,298.25 | \$4,207,130.68 | |

Application Section: Funds Available and Budget Summary -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

School Participation

District Participation Information

| | |
|--|--|
| Enrollment Data Date: 10/01/2016 District 2016 AYP Status: Not Making AYP, N/A 2017 Carryover Waiver: Yes Total District FRP Enrollment: 26072 Grade Span: KG-12 Minimum PPFU: \$121,957.96 | Target District as a Whole: No Use 35% Rule: Yes Use Rank Ordering by Grade Span: No State Fiscal Year: 268394 Average District % FRP: 61.98% District AYP Notification Letter File Upload: N |
|--|--|

School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|--|------------|------------|-------------------------------|-------------------------------|-------------|-------------------|---------|-------|------------------|-----------|-------------------|-----------------------------------|
| Public School - Participating: 55 | | | | | | | | | | | | |
| KG-12 | | 74 | HOME/HOSPITAL INSTRUCTION | N/A, N/A, N/A | No | No | 100.00% | 7 | 7 | \$.00 | \$.00 | |
| 04-12 | | 77 | ANNA WESTIN HOUSE | Making AYP, N/A, N/A | No | No | 100.00% | 10 | 10 | \$.00 | \$.00 | |
| KG-12 | | 77 | BRITTANY'S PLACE | Insufficient D, N/A, N/A | No | No | 100.00% | 4 | 4 | \$.00 | \$.00 | |
| 02-12 | | 77 | JUVENILE SERVICE CENTER | Making AYP, N/A, N/A | No | No | 100.00% | 25 | 25 | \$.00 | \$.00 | |
| 07-12 | | 77 | BOYS TOTEM TOWN | Making AYP, N/A, N/A | No | No | 100.00% | 10 | 10 | \$.00 | \$.00 | |
| KG-12 | | 71 | RESIDENT STUDENT/OUT OF STATE | Insufficient D, N/A, N/A | No | No | 100.00% | 13 | 13 | \$.00 | \$.00 | |
| KG-12 | | 79 | LS MNIC | Insufficient D, N/A, N/A | No | No | 95.65% | 22 | 23 | \$.00 | \$.00 | |
| KG-05 | Schoolwide | 10 | MAXFIELD ELEMENTARY SCHOOL | Not Making AYP, N/A, Priority | Yes | Yes | 95.29% | 243 | 255 | \$590.00 | \$143,370.00 | Y |

Application Section: District and School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

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|------------|------------|------------|--------------------------------------|-------------------------------|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-05 | Schoolwide | 10 | BRUCE F VENTO ELEMENTARY | Not Making AYP, N/A, Priority | Yes | Yes | 95.04% | 441 | 464 | \$590.00 | \$260,190.00 | Y |
| KG-08 | | 50 | RIVEREAST PROGRAM | Not Making AYP, N/A, N/A | No | No | 94.87% | 37 | 39 | \$.00 | \$.00 | |
| 08-12 | | 50 | JOURNEYS SECONDARY SCHOOL | Making AYP, N/A, N/A | No | No | 94.74% | 54 | 57 | \$.00 | \$.00 | |
| KG-05 | Schoolwide | 10 | HIGHWOOD HILLS ELEMENTARY | Not Making AYP, N/A, Focus | Yes | Yes | 93.75% | 270 | 288 | \$590.00 | \$159,300.00 | Y |
| KG-06 | Schoolwide | 10 | OBAMA SERVICE LEARNING ELEMENTARY | Not Making AYP, N/A, Focus | Yes | Yes | 93.06% | 429 | 461 | \$590.00 | \$253,110.00 | Y |
| KG-06 | Schoolwide | 10 | SAINT PAUL MUSIC ACADEMY | Not Making AYP, N/A, N/A | Yes | Yes | 92.57% | 561 | 606 | \$590.00 | \$330,990.00 | Y |
| KG-05 | Schoolwide | 10 | DAYTONS BLUFF ELEMENTARY | Not Making AYP, N/A, Focus | Yes | Yes | 92.51% | 284 | 307 | \$590.00 | \$167,560.00 | Y |
| KG-05 | Schoolwide | 10 | JOHN A. JOHNSON ACHIEVEMENT PLUS EL. | Not Making AYP, N/A, Priority | Yes | Yes | 91.82% | 348 | 379 | \$590.00 | \$205,320.00 | Y |
| 09-12 | Schoolwide | 41 | LEAP HIGH SCHOOL | Not Making AYP, N/A, Focus | Yes | Yes | 91.73% | 233 | 254 | \$590.00 | \$137,470.00 | Y |
| 06-12 | Schoolwide | 33 | HUMBOLDT HIGH SCHOOL | Not Making AYP, N/A, Focus | Yes | Yes | 90.02% | 1,119 | 1,243 | \$590.00 | \$660,210.00 | Y |

Application Section: District and School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

District Participation Information

Enrollment Data Date: 10/01/2016
 District 2016 AYP Status: Not Making AYP, N/A
 2017 Carryover Waiver: Yes
 Total District FRP Enrollment: 26072
 Grade Span: KG-12
 Minimum PPFU: \$121,957.96

Target District as a Whole: No
 Use 35% Rule: Yes
 Use Rank Ordering by Grade Span: No
 State Fiscal Year: 268394
 Average District % FRP: 61.98%
 District AYP Notification Letter File Upload: N

School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|------------|------------|------------|-------------------------------------|---|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-05 | Schoolwide | 10 | MISSISSIPPI CREATIVE ARTS ELEM | Not Making AYP, N/A, Focus | Yes | Yes | 89.88% | 453 | 504 | \$590.00 | \$267,270.00 | Y |
| 05-12 | Schoolwide | 71 | A. G. A. P. E. TEEN PARENT | Not Making AYP, N/A, N/A | Yes | Yes | 89.61% | 69 | 77 | \$590.00 | \$40,710.00 | Y |
| 06-12 | Schoolwide | 33 | WASHINGTON TECH SECONDARY MAGNET | Not Making AYP, N/A, N/A | Yes | Yes | 89.59% | 1,894 | 2,114 | \$590.00 | \$1,117,460.00 | Y |
| KG-05 | Schoolwide | 10 | FROST LAKE ELEMENTARY SCHOOL | Not Making AYP, N/A, Continuous Improvement | Yes | Yes | 89.11% | 483 | 542 | \$590.00 | \$284,970.00 | Y |
| KG-08 | Schoolwide | 10 | AMERICAN INDIAN MAGNET SCHOOL | Not Making AYP, N/A, Priority | Yes | Yes | 88.91% | 545 | 613 | \$590.00 | \$321,550.00 | Y |
| KG-05 | Schoolwide | 10 | BENJAMIN E MAYS MAGNET | Not Making AYP, N/A, Focus | Yes | Yes | 88.24% | 390 | 442 | \$590.00 | \$230,100.00 | Y |
| KG-06 | Schoolwide | 10 | PAUL & SHEILA WELLSTONE ELEMENTARY | Not Making AYP, N/A, Priority | Yes | Yes | 88.21% | 479 | 543 | \$590.00 | \$282,610.00 | Y |
| 06-12 | | 74 | UNITED HOSPITAL ADOLESCENT PROGRAM | N/A, N/A, N/A | No | No | 87.50% | 14 | 16 | \$0.00 | \$0.00 | |
| KG-06 | Schoolwide | 10 | RIVERVIEW WEST SCHOOL OF EXCELLENCE | Not Making AYP, N/A, Focus | Yes | Yes | 85.76% | 289 | 337 | \$590.00 | \$170,510.00 | Y |
| KG-05 | Schoolwide | 10 | CHEROKEE HEIGHTS ELEMENTARY SCHOOL | Not Making AYP, N/A, Priority | Yes | Yes | 84.62% | 209 | 247 | \$590.00 | \$123,310.00 | Y |

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School Participation Detail

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|------------|------------|------------|----------------------------------|---|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-06 | Schoolwide | 10 | PHALEN LAKE HMONG STUDIES MAGNET | Not Making AYP, N/A, N/A | Yes | Yes | 84.45% | 581 | 688 | \$590.00 | \$342,790.00 | Y |
| KG-05 | Schoolwide | 10 | FOUR SEASONS ELEMENTARY | Not Making AYP, N/A, Focus | Yes | Yes | 84.38% | 389 | 461 | \$590.00 | \$229,510.00 | Y |
| KG-08 | Schoolwide | 10 | HAZEL PARK PREPARATORY ACADEMY | Not Making AYP, N/A, Priority | Yes | Yes | 84.07% | 549 | 653 | \$590.00 | \$323,910.00 | Y |
| KG-05 | Schoolwide | 10 | COMO PARK ELEMENTARY | Not Making AYP, N/A, N/A | Yes | Yes | 82.68% | 420 | 508 | \$590.00 | \$247,800.00 | Y |
| KG-05 | Schoolwide | 10 | GALTIER ELEMENTARY SCHOOL | Not Making AYP, N/A, Priority | Yes | Yes | 82.56% | 142 | 172 | \$590.00 | \$83,780.00 | Y |
| KG-04 | Schoolwide | 10 | FARNSWORTH AEROSPACE LOWER | Not Making AYP, N/A, Focus | Yes | Yes | 82.39% | 393 | 477 | \$590.00 | \$231,870.00 | Y |
| 06-08 | Schoolwide | 20 | BATTLE CREEK MIDDLE | Not Making AYP, N/A, Focus | Yes | Yes | 82.13% | 602 | 733 | \$590.00 | \$355,180.00 | Y |
| 09-12 | Schoolwide | 32 | JOHNSON SENIOR HIGH | Not Making AYP, N/A, N/A | Yes | Yes | 81.64% | 1,094 | 1,340 | \$590.00 | \$645,460.00 | Y |
| 09-12 | Schoolwide | 32 | HARDING SENIOR HIGH | Not Making AYP, N/A, N/A | Yes | Yes | 81.10% | 1,528 | 1,884 | \$590.00 | \$901,520.00 | Y |
| KG-05 | Schoolwide | 10 | EASTERN HEIGHTS ELEMENTARY | Not Making AYP, N/A, Continuous Improvement | Yes | Yes | 80.94% | 276 | 341 | \$590.00 | \$162,840.00 | Y |

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|------------|------------|------------|-------------------------------------|-------------------------------|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-05 | Schoolwide | 10 | JACKSON PREPARATORY ELEMENTARY | Not Making AYP, N/A, Focus | Yes | Yes | 80.53% | 302 | 375 | \$590.00 | \$178,180.00 | Y |
| KG-05 | Schoolwide | 10 | CROSSROADS SCIENCE PROGRAM | Not Making AYP, N/A, N/A | Yes | Yes | 80.36% | 266 | 331 | \$590.00 | \$156,940.00 | Y |
| 05-08 | Schoolwide | 20 | FARNSWORTH AEROSPACE UPPER | Not Making AYP, N/A, Focus | Yes | Yes | 79.84% | 495 | 620 | \$590.00 | \$292,050.00 | Y |
| 06-08 | Schoolwide | 20 | PARKWAY MONTESSORI/COMMUNITY MIDDLE | Not Making AYP, N/A, Priority | Yes | Yes | 79.80% | 399 | 500 | \$590.00 | \$235,410.00 | Y |
| KG-05 | Schoolwide | 10 | HAMLIN ELEMENTARY SCHOOL | Making AYP, N/A, Focus | Yes | Yes | 79.64% | 219 | 275 | \$590.00 | \$129,210.00 | Y |
| KG-05 | Schoolwide | 10 | BATTLE CREEK ELEMENTARY SCHOOL | Not Making AYP, N/A, N/A | Yes | Yes | 79.16% | 357 | 451 | \$590.00 | \$210,630.00 | Y |
| 06-12 | Schoolwide | 33 | CREATIVE ARTS SECONDARY SCHOOL | Not Making AYP, N/A, Priority | Yes | Yes | 76.47% | 325 | 425 | \$590.00 | \$191,750.00 | Y |
| KG-05 | Schoolwide | 10 | THE HEIGHTS COMMUNITY SCHOOL | Not Making AYP, N/A, Focus | Yes | Yes | 75.67% | 395 | 522 | \$590.00 | \$233,050.00 | Y |
| 09-12 | | 41 | ALC EVENING HIGH SCHOOL | Not Making AYP, N/A, N/A | No | No | 73.33% | 22 | 30 | \$0.00 | \$0.00 | |
| 08-12 | | 41 | ALC GATEWAY TO COLLEGE | Not Making AYP, N/A, N/A | No | No | 72.15% | 57 | 79 | \$0.00 | \$0.00 | |

Application Section: District and School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

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|------------|------------|------------|---------------------------------|---|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-12 | | 50 | BRIDGE VIEW SPECIAL EDUCATION | Not Making AYP, N/A, N/A | No | No | 71.21% | 94 | 132 | \$.00 | \$.00 | |
| 07-12 | Schoolwide | 43 | GUADALUPE ALTERNATIVE PROGRAMS | Making AYP, N/A, Focus | Yes | Yes | 70.69% | 41 | 58 | \$550.00 | \$22,550.00 | Y |
| KG-03 | Schoolwide | 10 | LINWOOD MONROE ARTS PLUS LOWER | Not Making AYP, N/A, N/A | Yes | Yes | 70.35% | 223 | 317 | \$550.00 | \$122,650.00 | Y |
| 09-12 | Schoolwide | 32 | COMO PARK SENIOR HIGH | Not Making AYP, N/A, N/A | Yes | Yes | 67.84% | 867 | 1,278 | \$550.00 | \$476,850.00 | Y |
| 07-12 | Schoolwide | 41 | GORDON PARKS HIGH SCHOOL | Not Making AYP, N/A, Focus | Yes | Yes | 65.75% | 119 | 181 | \$550.00 | \$65,450.00 | Y |
| 06-08 | Schoolwide | 20 | RAMSEY MIDDLE SCHOOL | Not Making AYP, N/A, Continuous Improvement | Yes | Yes | 65.33% | 343 | 525 | \$550.00 | \$188,650.00 | Y |
| KG-05 | Schoolwide | 10 | NOKOMIS MONTESSORI NORTH CAMPUS | Not Making AYP, N/A, Focus | Yes | Yes | 65.14% | 228 | 350 | \$550.00 | \$125,400.00 | Y |
| 04-08 | Schoolwide | 10 | LINWOOD MONROE ARTS PLUS UPPER | Not Making AYP, N/A, Continuous Improvement | Yes | Yes | 64.18% | 353 | 550 | \$550.00 | \$194,150.00 | Y |
| 06-08 | Schoolwide | 20 | MURRAY MIDDLE SCHOOL | Not Making AYP, N/A, N/A | Yes | Yes | 61.90% | 429 | 693 | \$550.00 | \$235,950.00 | Y |

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|------------|------------|------------|---------------------------------|---|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-05 | Schoolwide | 10 | HIGHLAND PARK ELEMENTARY | Not Making AYP, N/A, N/A | Yes | Yes | 60.29% | 252 | 418 | \$550.00 | \$138,600.00 | Y |
| 09-12 | | 50 | FOCUS BEYOND | Making AYP, N/A, N/A | No | No | 60.29% | 126 | 209 | \$.00 | \$.00 | |
| KG-05 | Schoolwide | 10 | CROSSROADS MONTESSORI | Not Making AYP, N/A, Focus | Yes | Yes | 59.86% | 176 | 294 | \$550.00 | \$96,800.00 | Y |
| KG-05 | Schoolwide | 10 | NOKOMIS MONTESSORI SOUTH CAMPUS | Not Making AYP, N/A, Focus | Yes | Yes | 57.14% | 136 | 238 | \$550.00 | \$74,800.00 | Y |
| KG-05 | Schoolwide | 10 | ADAMS MAGNET ELEMENTARY | Not Making AYP, N/A, Continuous Improvement | Yes | Yes | 52.12% | 369 | 708 | \$550.00 | \$202,950.00 | Y |
| KG-05 | Targeted | 10 | GROVELAND PARK ELEMENTARY | Not Making AYP, N/A, N/A | Yes | Yes | 51.45% | 231 | 449 | \$550.00 | \$127,050.00 | |
| 09-12 | Schoolwide | 32 | CENTRAL SENIOR HIGH | Not Making AYP, N/A, N/A | Yes | Yes | 50.85% | 897 | 1,764 | \$550.00 | \$493,350.00 | Y |
| 06-08 | Schoolwide | 20 | HIGHLAND PARK MIDDLE SCHOOL | Not Making AYP, N/A, N/A | Yes | Yes | 47.99% | 394 | 821 | \$420.00 | \$165,480.00 | Y |
| 09-12 | Schoolwide | 32 | HIGHLAND PARK SENIOR HIGH | Not Making AYP, N/A, N/A | Yes | Yes | 46.55% | 593 | 1,274 | \$420.00 | \$249,060.00 | Y |
| KG-05 | Schoolwide | 10 | CHELSEA HEIGHTS ELEMENTARY | Not Making AYP, N/A, N/A | Yes | Yes | 46.48% | 218 | 469 | \$420.00 | \$91,560.00 | Y |

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School Participation Detail

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|------------|------------|------------|-------------------------------------|--------------------------|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| 01-08 | | 10 | CAPITOL HILL MAGNET/RONDO | Making AYP, N/A, N/A | Yes | Yes | 45.75% | 571 | 1,248 | \$420.00 | \$239,820.00 | |
| 06-12 | Schoolwide | 33 | OPEN WORLD LEARNING SECONDARY | Not Making AYP, N/A, N/A | Yes | Yes | 41.69% | 183 | 439 | \$420.00 | \$76,860.00 | Y |
| KG-02 | | 10 | L'ETOILE DU NORD FRENCH IMMERSION L | Not Making AYP, N/A, N/A | No | No | 39.88% | 69 | 173 | \$0.00 | \$0.00 | |
| KG-05 | | 10 | JJ HILL MONTESSORI | Not Making AYP, N/A, N/A | No | No | 35.19% | 139 | 395 | \$0.00 | \$0.00 | |
| KG-05 | | 10 | EXPO FOR EXCELLENCE ELEMENTARY SCH | Not Making AYP, N/A, N/A | No | No | 34.86% | 236 | 677 | \$0.00 | \$0.00 | |
| 02-05 | | 10 | L'ETOILE DU NORD FRENCH IMMERSION U | Not Making AYP, N/A, N/A | No | No | 31.15% | 114 | 366 | \$0.00 | \$0.00 | |
| KG-06 | | 10 | RANDOLPH HEIGHTS ELEMENTARY | Making AYP, N/A, N/A | No | No | 28.10% | 127 | 452 | \$0.00 | \$0.00 | |
| KG-05 | | 10 | JIE MING MANDARIN IMMERSION ACADEMY | Not Making AYP, N/A, N/A | No | No | 26.20% | 49 | 187 | \$0.00 | \$0.00 | |
| KG-05 | | 10 | HORACE MANN SCHOOL | Not Making AYP, N/A, N/A | No | No | 24.19% | 104 | 430 | \$0.00 | \$0.00 | |
| KG-06 | | 10 | ST. ANTHONY PARK ELEMENTARY | Making AYP, N/A, N/A | No | No | 22.05% | 114 | 517 | \$0.00 | \$0.00 | |

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|------------|---------|------------|-----------------------------------|---------------|-------------|-------------------|------|-------|------------------|-----------|-------------------|--------------------------------------|
| | | 85 | SCHOOL READINESS | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 84 | EARLY CHILDHOOD FAMILY EDUCATION | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 83 | PRE-SCHOOL SCREENING | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY CHILDHOOD INTERVENTION SERV | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 10 | Rondo Center Pre-K | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| KG-12 | | 50 | SHARED TIME NONPUBLIC | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION - BIRTH TO THREE | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION MISSISSIPPI CA | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY ED JOHN A. JOHNSON | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 01-12 | | 51 | ST PAUL EXTENDED SCHOOL YEAR | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | Early Ed Eastern Heights | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY ED OBAMA | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY ED MONROE | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| KG-KG | | 50 | EARLY EDUCATION BEN MAYS/RONDO | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |

Application Section: District and School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

District Participation Information

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|--|--|
| Enrollment Data Date: 10/01/2016 District 2016 AYP Status: Not Making AYP, N/A 2017 Carryover Waiver: Yes Total District FRP Enrollment: 26072 Grade Span: KG-12 Minimum PPFU: \$121,957.96 | Target District as a Whole: No Use 35% Rule: Yes Use Rank Ordering by Grade Span: No State Fiscal Year: 268394 Average District % FRP: 61.98% District AYP Notification Letter File Upload: N |
|--|--|

School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|------------|---------|------------|---------------------------------|---------------|-------------|-------------------|------|-------|------------------|-----------|-------------------|-----------------------------------|
| | | 50 | EARLY EDUCATION COMO | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION GALTIER | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION FOUR SEASONS | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION HEIGHTS COMM | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| KG-KG | | 50 | EARLY EDUCATION BRIDGE VIEW | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION PHALEN LAKE | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | Early Ed Frost Lake | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY EDUCATION DAYTONS BLUFF | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | EARLY ED BATTLE CREEK | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| | | 50 | ECSE INCLUSION | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 05-12 | | 41 | ALC SECONDARY EXTENDED PROGRAMS | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 09-12 | | 41 | ALC CONNECTIONS | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 06-12 | | 41 | ALC SECONDARY SPECIAL SITES | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |

Application Section: District and School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

District Participation Information

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| Enrollment Data Date: 10/01/2016 District 2016 AYP Status: Not Making AYP, N/A 2017 Carryover Waiver: Yes Total District FRP Enrollment: 26072 Grade Span: KG-12 Minimum PPFU: \$121,957.96 | Target District as a Whole: No Use 35% Rule: Yes Use Rank Ordering by Grade Span: No State Fiscal Year: 268394 Average District % FRP: 61.98% District AYP Notification Letter File Upload: N |
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School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|-------------------------|---------|------------|------------------------------|---------------|-------------|-------------------|--------|--------|------------------|-----------|-------------------|-----------------------------------|
| KG-06 | | 45 | ALC ELEMENTARY PROGRAM | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 06-08 | | 41 | ALC ON TRACK | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| KG-06 | | 45 | ALC ELEMENTARY SPECIAL SITES | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 09-12 | | 41 | ALC Online School | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| Subtotal: Public School | | | | | | | | | | | | |
| | | | | | | | 70.25% | 25,541 | 36,357 | | \$13,695,870.00 | |

District Participation Information

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| Enrollment Data Date: 10/01/2016 District 2016 AYP Status: Not Making AYP, N/A 2017 Carryover Waiver: Yes Total District FRP Enrollment: 26072 Grade Span: KG-12 Minimum PPFU: \$121,957.96 | Target District as a Whole: No Use 35% Rule: Yes Use Rank Ordering by Grade Span: No State Fiscal Year: 268394 Average District % FRP: 61.98% District AYP Notification Letter File Upload: N |
|--|--|

School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|---|----------|------------|----------------------------------|---------------|-------------|-------------------|--------|-------|------------------|-----------|-------------------|-----------------------------------|
| Nonpublic School - Participating: 10 | | | | | | | | | | | | |
| KG-12 | Targeted | 0 | CHRIST'S HOUSEHOLD OF FAITH | N/A, N/A, N/A | Yes | Yes | 90.85% | 139 | 153 | \$881.00 | \$122,459.00 | Y |
| KG-08 | Targeted | 0 | CENTRAL LUTHERAN | N/A, N/A, N/A | Yes | Yes | 70.73% | 58 | 82 | \$881.00 | \$51,098.00 | Y |
| KG-03 | | 0 | JOY ACADEMY | N/A, N/A, N/A | No | No | 60.00% | 6 | 10 | \$0.00 | \$0.00 | |
| KG-08 | Targeted | 0 | ST. PASCAL | N/A, N/A, N/A | Yes | Yes | 28.47% | 39 | 137 | \$881.00 | \$34,359.00 | Y |
| KG-08 | Targeted | 0 | MATERNITY OF MARY/ST. ANDREW | N/A, N/A, N/A | Yes | Yes | 23.08% | 30 | 130 | \$881.00 | \$26,430.00 | Y |
| KG-08 | Targeted | 10 | LUBAVITCH CHEDER DAY SCHOOL | N/A, N/A, N/A | Yes | Yes | 19.51% | 16 | 82 | \$881.00 | \$14,096.00 | Y |
| KG-08 | Targeted | 0 | ST. MARK | N/A, N/A, N/A | Yes | Yes | 10.69% | 17 | 159 | \$881.00 | \$14,977.00 | Y |
| KG-08 | Targeted | 0 | ST. PETER CLAVER CATHOLIC SCHOOL | N/A, N/A, N/A | Yes | Yes | 10.29% | 7 | 68 | \$881.00 | \$6,167.00 | Y |
| 09-12 | | 0 | CRETIN-DERHAM HALL | N/A, N/A, N/A | No | No | 9.78% | 112 | 1,145 | \$0.00 | \$0.00 | |
| KG-12 | Targeted | 0 | ST. AGNES | N/A, N/A, N/A | Yes | Yes | 9.30% | 66 | 710 | \$881.00 | \$58,146.00 | Y |
| KG-08 | | 0 | ST. THOMAS MORE CATHOLIC SCHOOL | N/A, N/A, N/A | No | No | 6.91% | 13 | 188 | \$0.00 | \$0.00 | |
| KG-06 | | 0 | SUNNY HOLLOW MONTESSORI | N/A, N/A, N/A | No | No | 6.67% | 8 | 120 | \$0.00 | \$0.00 | |
| KG-08 | Targeted | 0 | HOLY SPIRIT SCHOOL | N/A, N/A, N/A | Yes | Yes | 3.44% | 11 | 320 | \$881.00 | \$9,691.00 | Y |

Application Section: District and School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

District Participation Information

| | |
|--|--|
| Enrollment Data Date: 10/01/2016 District 2016 AYP Status: Not Making AYP, N/A 2017 Carryover Waiver: Yes Total District FRP Enrollment: 26072 Grade Span: KG-12 Minimum PPFU: \$121,957.96 | Target District as a Whole: No Use 35% Rule: Yes Use Rank Ordering by Grade Span: No State Fiscal Year: 268394 Average District % FRP: 61.98% District AYP Notification Letter File Upload: N |
|--|--|

School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|------------|----------|------------|------------------------------------|---------------|-------------|-------------------|------|-------|------------------|-----------|-------------------|-----------------------------------|
| KG-08 | | 0 | NATIVITY | N/A, N/A, N/A | No | No | .81% | 6 | 743 | \$.00 | \$.00 | |
| KG-08 | Targeted | 0 | HIGHLAND CATHOLIC | N/A, N/A, N/A | Yes | Yes | .71% | 3 | 423 | \$881.00 | \$2,643.00 | Y |
| KG-KG | | 0 | JEAN LYLE'S CHILDRENS CTR. | N/A, N/A, N/A | No | No | .00% | 0 | 15 | \$.00 | \$.00 | |
| 06-08 | | 0 | ST. PAUL ACADEMY - SUMMIT (MIDDLE) | N/A, N/A, N/A | No | No | .00% | 0 | 257 | \$.00 | \$.00 | |
| KG-05 | | 0 | ST. PAUL ACADEMY - SUMMIT (LOWER) | N/A, N/A, N/A | No | No | .00% | 0 | 261 | \$.00 | \$.00 | |
| 09-12 | | 0 | ST. PAUL ACADEMY - SUMMIT (UPPER) | N/A, N/A, N/A | No | No | .00% | 0 | 411 | \$.00 | \$.00 | |
| KG-06 | | 0 | TALMUD TORAH | N/A, N/A, N/A | No | No | .00% | 0 | 7 | \$.00 | \$.00 | |
| KG-KG | | 0 | CHILDREN'S CENTER MONTESSORI, INC. | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| 09-12 | | 33 | Chesterton Academy | N/A, N/A, N/A | No | No | .00% | 0 | 0 | \$.00 | \$.00 | |
| KG-KG | | 0 | CATHEDRAL HILL MONTESSORI SCHOOL | N/A, N/A, N/A | No | No | .00% | 0 | 5 | \$.00 | \$.00 | |
| 09-12 | | 0 | ST. PAUL PREPARATORY SCHOOL | N/A, N/A, N/A | No | No | .00% | 0 | 116 | \$.00 | \$.00 | |
| KG-08 | | 0 | FRIENDS SCHOOL OF MINNESOTA | N/A, N/A, N/A | No | No | .00% | 0 | 166 | \$.00 | \$.00 | |

District Participation Information

| | |
|---|---|
| Enrollment Data Date: 10/01/2016 | Target District as a Whole: No |
| District 2016 AYP Status: Not Making AYP, N/A | Use 35% Rule: Yes |
| 2017 Carryover Waiver: Yes | Use Rank Ordering by Grade Span: No |
| Total District FRP Enrollment: 26072 | State Fiscal Year: 268394 |
| Grade Span: KG-12 | Average District % FRP: 61.98% |
| Minimum PPFU: \$121,957.96 | District AYP Notification Letter File Upload: N |

School Participation Detail

| Grade Span | Program | Site Class | School Name | MMD | Served 2017 | To be Served 2018 | %FRP | # FRP | KG-12 Enrollment | Real PPFU | School Allocation | Actions School Info File Uploaded |
|--|---------|------------|-------------|-----|-------------|-------------------|--------|--------|------------------|-----------|-------------------|-----------------------------------|
| Subtotal: Nonpublic School | | | | | | | | | | | | |
| | | | | | | | 9.30% | 531 | 5,708 | | \$340,066.00 | |
| Total: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT | | | | | | | | | | | | |
| | | | | | | | 61.98% | 26,072 | 42,065 | | \$14,035,936.00 | |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--|--|-----------------------|---|---------------------|
| New Section type Please Define | | | | |
| Nonpublic Expenses | 185-Other Salary Payments (Licensed or Certified) | Non Public School-() | NP Schools - Other salaries for instructional services to NP TI students | \$148,874.00 |
| | 210-FICA/Medicare | Non Public School-() | NP Schools - FICA | \$11,388.00 |
| | 218-TRA (Teacher Retirement Association) | Non Public School-() | NP Schools - TRA | \$15,392.00 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | Non Public School-() | NP Schools - Third party vendors to provide instructional services to NP TI students | \$96,000.00 |
| | 304-Federal Subawards and Subcontracts (excess amount over \$25,000) | Non Public School-() | NP Schools - Third party vendors to provide instructional services to NP TI students | \$20,000.00 |
| | 329-Postage and Parcel Services | Non Public School-() | NP Schools - Postage for NP TI Parent Involvement mailings | \$398.16 |
| | 366-Travel, Conventions and Conferences | Non Public School-() | NP Schools - Workshops and conferences | \$8,930.00 |
| | 368-Out-of-State Travel, Federal Reimbursed | Non Public School-() | NP Schools - TBD | \$5,000.00 |
| | 401-Supplies and Materials – Non-Instructional | Non Public School-() | NP Schools - Non-instructional Supplies and Materials | \$2,079.00 |
| | 430-Supplies and Materials – Non-Individualized Instructional | Non Public School-() | NP Schools - Instructional, supplemental supplies & portable and attractive instructional materials/supplies for NP TI students | \$33,958.00 |
| Total Budgeted Nonpublic Expenses | | | | \$342,019.16 |
| Total Budgeted New Section type Please Define | | | | \$342,019.16 |
| Application Section: Manage Budget and Narrative - 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT | | | | |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--------------------------------|--|--------------------------|-----------------|
| AYP | | | | |
| School Improvement Implementation Set-Aside | 140-Licensed Classroom Teacher | Public School-AMERICAN INDIAN MAGNET SCHOOL(25-01-579) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | | Public School-CHEROKEE HEIGHTS ELEMENTARY SCHOOL(25-01-428) | .71 FTE Licensed Teacher | \$55,039.00 |
| | | Public School-DAYTONS BLUFF ELEMENTARY(25-01-433) | .50 FTE Licensed Teacher | \$38,760.00 |
| | | Public School-FARNSWORTH AEROSPACE UPPER(25-01-315) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | | Public School-FOUR SEASONS ELEMENTARY(25-01-460) | .5 FTE Licensed Teacher | \$38,760.00 |
| | | Public School-HAMLIN ELEMENTARY SCHOOL(25-01-482) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | | Public School-HUMBOLDT HIGH SCHOOL(25-01-225) | 1.0 FTE Licensed Teacher | \$77,520.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|--------------------------|-----------------|
| School Improvement Implementation Set-Aside | 140-Licensed Classroom Teacher | Public School-JOHN A.JOHNSON ACHIEVEMENT PLUS EL.(25-01-415) | .63 FTE Licensed Teacher | \$48,838.00 |
| | | Public School-MAXFIELD ELEMENTARY SCHOOL(25-01-524) | .75 FTE Licensed Teacher | \$58,140.00 |
| | | Public School-NOKOMIS MONTESSORI NORTH CAMPUS(25-01-533) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | | Public School-NOKOMIS MONTESSORI SOUTH CAMPUS(25-01-534) | .6 FTE Licensed Teacher | \$46,512.00 |
| | | Public School-OBAMA SERVICE LEARNING ELEMENTARY(25-01-578) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | | Public School-PARKWAY MONTESSORI/COMMUNITY MIDDLE(25-01-344) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | 143-Licensed Instructional Support Personnel | Public School-AMERICAN INDIAN MAGNET SCHOOL(25-01-579) | .4 FTE Content Coach | \$31,008.00 |
| | | Public School-BATTLE CREEK MIDDLE(25-01-310) | 1.0FTE Content Coach | \$77,520.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|--|-----------------------|-----------------|
| School Improvement Implementation Set-Aside | 143-Licensed Instructional Support Personnel | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | .50FTE Content Coach | \$38,760.00 |
| | | Public School-BRUCE F VENTO ELEMENTARY(25-01-449) | 1.0 FTE Content Coach | \$77,520.00 |
| | | Public School-CREATIVE ARTS SECONDARY SCHOOL(25-01-211) | .82FTE Content Coach | \$63,566.00 |
| | | Public School-CROSSROADS MONTESSORI(25-01-465) | .5FTE Content Coach | \$38,760.00 |
| | | Public School-FARNSWORTH AEROSPACE LOWER(25-01-458) | .97 FTE Content Coach | \$75,194.00 |
| | | Public School-FOUR SEASONS ELEMENTARY(25-01-460) | .5 FTE Content Coach | \$38,760.00 |
| | | Public School-GALTIER ELEMENTARY SCHOOL(25-01-467) | .45 FTE Content Coach | \$34,884.00 |
| | | Public School-GORDON PARKS HIGH SCHOOL(25-01-710) | .65 FTE Content Coach | \$50,388.00 |
| | | Public School-HAZEL PARK PREPARATORY ACADEMY(25-01-489) | 1.0FTE Content Coach | \$77,520.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|--|-----------------|
| School Improvement Implementation Set-Aside | 143-Licensed Instructional Support Personnel | Public School-HIGHWOOD HILLS ELEMENTARY(25-01-496) | 1.0FTE Content Coach | \$77,520.00 |
| | | Public School-JACKSON PREPARATORY ELEMENTARY(25-01-500) | 1.0FTE Content/PLC Coach | \$77,520.00 |
| | | Public School-JOHN A.JOHNSON ACHIEVEMENT PLUS EL.(25-01-415) | .15 FTE Content Coach | \$11,628.00 |
| | | Public School-LEAP HIGH SCHOOL(25-01-723) | .75FTE Content Coach | \$58,140.00 |
| | | Public School-MAXFIELD ELEMENTARY SCHOOL(25-01-524) | .25 FTE Content Coach | \$19,380.00 |
| | | Public School-MISSISSIPPI CREATIVE ARTS ELEM(25-01-527) | 1.0FTE Content Coach | \$77,520.00 |
| | | Public School-PAUL & SHEILA WELLSTONE ELEMENTARY(25-01-552) | 1.0FTE TOSA Curriculum Coordinator (Coaching, PLC, Monitoring SCIP work) | \$77,520.00 |
| | | Public School-RIVERVIEW WEST SCHOOL OF EXCELLENCE(25-01-551) | 1.0FTE Content Coach | \$77,520.00 |
| | | Public School-THE HEIGHTS COMMUNITY SCHOOL(25-01-488) | 1.0FTE Content Coach | \$77,520.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--------------------------|--|-----------------------------|-----------------|
| School Improvement Implementation Set-Aside | 156-School Social Worker | Public School-HUMBOLDT HIGH SCHOOL(25-01-225) | 1.0 FTE Social Worker | \$82,902.00 |
| | 175-Cultural Liaison | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | 1.0 FTE Cultural Specialist | \$47,255.00 |
| | 210-FICA/Medicare | Public School-AMERICAN INDIAN MAGNET SCHOOL(25-01-579) | FICA | \$8,302.00 |
| | | Public School-BATTLE CREEK MIDDLE(25-01-310) | FICA | \$5,930.00 |
| | | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | FICA | \$6,580.00 |
| | | Public School-BRUCE F VENTO ELEMENTARY(25-01-449) | FICA | \$5,930.00 |
| | | Public School-CHEROKEE HEIGHTS ELEMENTARY SCHOOL(25-01-428) | FICA | \$4,210.00 |
| | | Public School-CREATIVE ARTS SECONDARY SCHOOL(25-01-211) | FICA | \$4,863.00 |
| | | Public School-CROSSROADS MONTESSORI(25-01-465) | FICA | \$2,965.00 |
| | | Public School-DAYTONS BLUFF ELEMENTARY(25-01-433) | FICA | \$2,965.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|-------------------|--|---------------|-----------------|
| School Improvement Implementation Set-Aside | 210-FICA/Medicare | Public School-FARNSWORTH AEROSPACE LOWER(25-01-458) | FICA | \$5,752.00 |
| | | Public School-FARNSWORTH AEROSPACE UPPER(25-01-315) | FICA | \$5,930.00 |
| | | Public School-FOUR SEASONS ELEMENTARY(25-01-460) | FICA | \$5,930.00 |
| | | Public School-GALTIER ELEMENTARY SCHOOL(25-01-467) | FICA | \$2,669.00 |
| | | Public School-GORDON PARKS HIGH SCHOOL(25-01-710) | FICA | \$3,855.00 |
| | | Public School-HAMLIN ELEMENTARY SCHOOL(25-01-482) | FICA | \$5,930.00 |
| | | Public School-HAZEL PARK PREPARATORY ACADEMY(25-01-489) | FICA | \$5,930.00 |
| | | Public School-HIGHWOOD HILLS ELEMENTARY(25-01-496) | FICA | \$5,930.00 |
| | | Public School-HUMBOLDT HIGH SCHOOL(25-01-225) | FICA | \$12,272.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|-------------------|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 210-FICA/Medicare | Public School-JACKSON PREPARATORY ELEMENTARY(25-01-500) | FICA | \$5,930.00 |
| | | Public School-JOHN A.JOHNSON ACHIEVEMENT PLUS EL.(25-01-415) | FICA | \$4,626.00 |
| | | Public School-LEAP HIGH SCHOOL(25-01-723) | FICA | \$4,448.00 |
| | | Public School-MAXFIELD ELEMENTARY SCHOOL(25-01-524) | FICA | \$5,930.00 |
| | | Public School-MISSISSIPPI CREATIVE ARTS ELEM(25-01-527) | FICA | \$5,930.00 |
| | | Public School-NOKOMIS MONTESSORI NORTH CAMPUS(25-01-533) | FICA | \$5,930.00 |
| | | Public School-NOKOMIS MONTESSORI SOUTH CAMPUS(25-01-534) | FICA | \$3,558.00 |
| | | Public School-OBAMA SERVICE LEARNING ELEMENTARY(25-01-578) | FICA | \$5,930.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 210-FICA/Medicare | Public School-PARKWAY MONTESSORI/COMMUNITY MIDDLE(25-01-344) | FICA | \$5,930.00 |
| | | Public School-PAUL & SHEILA WELLSTONE ELEMENTARY(25-01-552) | FICA | \$5,930.00 |
| | | Public School-RIVERVIEW WEST SCHOOL OF EXCELLENCE(25-01-551) | FICA | \$5,930.00 |
| | | Public School-THE HEIGHTS COMMUNITY SCHOOL(25-01-488) | FICA | \$5,930.00 |
| | 214-PERA (Public Employees Retirement Association) | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | PERA | \$3,544.00 |
| | 218-TRA (Teacher Retirement Association) | Public School-AMERICAN INDIAN MAGNET SCHOOL(25-01-579) | TRA | \$11,222.00 |
| | | Public School-BATTLE CREEK MIDDLE(25-01-310) | TRA | \$8,016.00 |
| | | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | TRA | \$4,008.00 |
| | | Public School-BRUCE F VENTO ELEMENTARY(25-01-449) | TRA | \$8,016.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|--|---------------|-----------------|
| School Improvement Implementation Set-Aside | 218-TRA (Teacher Retirement Association) | Public School-CHEROKEE HEIGHTS ELEMENTARY SCHOOL(25-01-428) | TRA | \$5,691.00 |
| | | Public School-CREATIVE ARTS SECONDARY SCHOOL(25-01-211) | TRA | \$6,573.00 |
| | | Public School-CROSSROADS MONTESSORI(25-01-465) | TRA | \$4,008.00 |
| | | Public School-DAYTONS BLUFF ELEMENTARY(25-01-433) | TRA | \$4,008.00 |
| | | Public School-FARNSWORTH AEROSPACE LOWER(25-01-458) | TRA | \$7,775.00 |
| | | Public School-FARNSWORTH AEROSPACE UPPER(25-01-315) | TRA | \$8,016.00 |
| | | Public School-FOUR SEASONS ELEMENTARY(25-01-460) | TRA | \$8,016.00 |
| | | Public School-GALTIER ELEMENTARY SCHOOL(25-01-467) | TRA | \$3,607.00 |
| | | Public School-GORDON PARKS HIGH SCHOOL(25-01-710) | TRA | \$5,210.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 218-TRA (Teacher Retirement Association) | Public School-HAMLIN ELEMENTARY SCHOOL(25-01-482) | TRA | \$8,016.00 |
| | | Public School-HAZEL PARK PREPARATORY ACADEMY(25-01-489) | TRA | \$8,016.00 |
| | | Public School-HIGHWOOD HILLS ELEMENTARY(25-01-496) | TRA | \$8,016.00 |
| | | Public School-HUMBOLDT HIGH SCHOOL(25-01-225) | TRA | \$16,588.00 |
| | | Public School-JACKSON PREPARATORY ELEMENTARY(25-01-500) | TRA | \$8,016.00 |
| | | Public School-JOHN A.JOHNSON ACHIEVEMENT PLUS EL.(25-01-415) | TRA | \$6,252.00 |
| | | Public School-LEAP HIGH SCHOOL(25-01-723) | TRA | \$6,012.00 |
| | | Public School-MAXFIELD ELEMENTARY SCHOOL(25-01-524) | TRA | \$8,016.00 |
| | | Public School-MISSISSIPPI CREATIVE ARTS ELEM(25-01-527) | TRA | \$8,016.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 218-TRA (Teacher Retirement Association) | Public School-NOKOMIS MONTESSORI NORTH CAMPUS(25-01-533) | TRA | \$8,016.00 |
| | | Public School-NOKOMIS MONTESSORI SOUTH CAMPUS(25-01-534) | TRA | \$4,809.00 |
| | | Public School-OBAMA SERVICE LEARNING ELEMENTARY(25-01-578) | TRA | \$8,016.00 |
| | | Public School-PARKWAY MONTESSORI/COMMUNITY MIDDLE(25-01-344) | TRA | \$8,016.00 |
| | | Public School-PAUL & SHEILA WELLSTONE ELEMENTARY(25-01-552) | TRA | \$8,016.00 |
| | | Public School-RIVERVIEW WEST SCHOOL OF EXCELLENCE(25-01-551) | TRA | \$8,016.00 |
| | | Public School-THE HEIGHTS COMMUNITY SCHOOL(25-01-488) | TRA | \$8,016.00 |
| | 220-Health Insurance | Public School-AMERICAN INDIAN MAGNET SCHOOL(25-01-579) | Ins | \$10,000.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|----------------------|--|--------------------|-----------------|
| School Improvement Implementation Set-Aside | 220-Health Insurance | Public School-BATTLE CREEK MIDDLE(25-01-310) | Ins | \$7,000.00 |
| | | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | Ins | \$10,000.00 |
| | | Public School-BRUCE F VENTO ELEMENTARY(25-01-449) | Focus School - Ins | \$7,000.00 |
| | | Public School-CHEROKEE HEIGHTS ELEMENTARY SCHOOL(25-01-428) | Ins | \$5,000.00 |
| | | Public School-CREATIVE ARTS SECONDARY SCHOOL(25-01-211) | Ins | \$6,000.00 |
| | | Public School-CROSSROADS MONTESSORI(25-01-465) | Ins | \$3,000.00 |
| | | Public School-DAYTONS BLUFF ELEMENTARY(25-01-433) | Ins | \$3,000.00 |
| | | Public School-FARNSWORTH AEROSPACE LOWER(25-01-458) | Ins | \$7,000.00 |
| | | Public School-FARNSWORTH AEROSPACE UPPER(25-01-315) | Ins | \$7,000.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|----------------------|---|--------------------|-----------------|
| School Improvement Implementation Set-Aside | 220-Health Insurance | Public School-FOUR SEASONS ELEMENTARY(25-01-460) | Ins | \$7,000.00 |
| | | Public School-GALTIER ELEMENTARY SCHOOL(25-01-467) | Ins | \$3,000.00 |
| | | Public School-GORDON PARKS HIGH SCHOOL(25-01-710) | Ins | \$4,000.00 |
| | | Public School-HAMLIN ELEMENTARY SCHOOL(25-01-482) | Ins | \$7,000.00 |
| | | Public School-HAZEL PARK PREPARATORY ACADEMY(25-01-489) | Ins | \$7,000.00 |
| | | Public School-HIGHWOOD HILLS ELEMENTARY(25-01-496) | Focus School - Ins | \$7,000.00 |
| | | Public School-HUMBOLDT HIGH SCHOOL(25-01-225) | Ins | \$15,000.00 |
| | | Public School-JACKSON PREPARATORY ELEMENTARY(25-01-500) | Focus School - Ins | \$7,000.00 |
| | | Public School-JOHN A.JOHNSON ACHIEVEMENT PLUS EL.(25-01-415) | Ins | \$5,000.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|----------------------|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 220-Health Insurance | Public School-LEAP HIGH SCHOOL(25-01-723) | Ins | \$5,000.00 |
| | | Public School-MAXFIELD ELEMENTARY SCHOOL(25-01-524) | Ins | \$7,000.00 |
| | | Public School-MISSISSIPPI CREATIVE ARTS ELEM(25-01-527) | Ins | \$7,000.00 |
| | | Public School-NOKOMIS MONTESSORI NORTH CAMPUS(25-01-533) | Ins | \$7,000.00 |
| | | Public School-NOKOMIS MONTESSORI SOUTH CAMPUS(25-01-534) | Ins | \$4,000.00 |
| | | Public School-OBAMA SERVICE LEARNING ELEMENTARY(25-01-578) | Ins | \$7,000.00 |
| | | Public School-PARKWAY MONTESSORI/COMMUNITY MIDDLE(25-01-344) | Ins | \$7,000.00 |
| | | Public School-PAUL & SHEILA WELLSTONE ELEMENTARY(25-01-552) | Ins | \$7,000.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 220-Health Insurance | Public School-RIVERVIEW WEST SCHOOL OF EXCELLENCE(25-01-551) | Ins | \$7,000.00 |
| | | Public School-THE HEIGHTS COMMUNITY SCHOOL(25-01-488) | Ins | \$7,000.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-AMERICAN INDIAN MAGNET SCHOOL(25-01-579) | TSA | \$635.00 |
| | | Public School-BATTLE CREEK MIDDLE(25-01-310) | TSA | \$597.00 |
| | | Public School-BENJAMIN E MAYS MAGNET(25-01-424) | TSA | \$831.00 |
| | | Public School-BRUCE F VENTO ELEMENTARY(25-01-449) | TSA | \$597.00 |
| | | Public School-CHEROKEE HEIGHTS ELEMENTARY SCHOOL(25-01-428) | TSA | \$394.00 |
| | | Public School-CREATIVE ARTS SECONDARY SCHOOL(25-01-211) | TSA | \$230.00 |
| | | Public School-CROSSROADS MONTESSORI(25-01-465) | TSA | \$799.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|--|---------------|-----------------|
| School Improvement Implementation Set-Aside | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-DAYTONS BLUFF ELEMENTARY(25-01-433) | TSA | \$799.00 |
| | | Public School-FARNSWORTH AEROSPACE LOWER(25-01-458) | TSA | \$370.00 |
| | | Public School-FARNSWORTH AEROSPACE UPPER(25-01-315) | TSA | \$597.00 |
| | | Public School-FOUR SEASONS ELEMENTARY(25-01-460) | TSA | \$597.00 |
| | | Public School-GALTIER ELEMENTARY SCHOOL(25-01-467) | TSA | \$419.00 |
| | | Public School-GORDON PARKS HIGH SCHOOL(25-01-710) | TSA | \$939.00 |
| | | Public School-HAMLIN ELEMENTARY SCHOOL(25-01-482) | TSA | \$597.00 |
| | | Public School-HAZEL PARK PREPARATORY ACADEMY(25-01-489) | TSA | \$597.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|---|---------------|-----------------|
| School Improvement Implementation Set-Aside | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-HIGHWOOD HILLS ELEMENTARY(25-01-496) | TSA | \$596.00 |
| | | Public School-HUMBOLDT HIGH SCHOOL(25-01-225) | TSA | \$134.00 |
| | | Public School-JACKSON PREPARATORY ELEMENTARY(25-01-500) | TSA | \$596.00 |
| | | Public School-JOHN A.JOHNSON ACHIEVEMENT PLUS EL.(25-01-415) | TSA | \$926.00 |
| | | Public School-LEAP HIGH SCHOOL(25-01-723) | TSA | \$696.00 |
| | | Public School-MAXFIELD ELEMENTARY SCHOOL(25-01-524) | TSA | \$597.00 |
| | | Public School-MISSISSIPPI CREATIVE ARTS ELEM(25-01-527) | TSA | \$597.00 |
| | | Public School-NOKOMIS MONTESSORI NORTH CAMPUS(25-01-533) | TSA | \$597.00 |
| | | Public School-NOKOMIS MONTESSORI SOUTH CAMPUS(25-01-534) | TSA | \$560.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--|--|---|------------------------------------|-----------------|
| School Improvement Implementation Set-Aside | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-OBAMA SERVICE LEARNING ELEMENTARY(25-01-578) | TSA | \$597.00 |
| | | Public School-PARKWAY MONTESSORI/COMMUNITY MIDDLE(25-01-344) | TSA | \$598.00 |
| | | Public School-PAUL & SHEILA WELLSTONE ELEMENTARY(25-01-552) | TSA | \$596.00 |
| | | Public School-RIVERVIEW WEST SCHOOL OF EXCELLENCE(25-01-551) | TSA | \$597.00 |
| | | Public School-THE HEIGHTS COMMUNITY SCHOOL(25-01-488) | TSA | \$596.00 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | Public School-GUADALUPE ALTERNATIVE PROGRAMS(25-01-841) | Consultants/Contracts 1st \$25,000 | \$4,510.00 |
| Total Budgeted School Improvement Implementation Set-Aside | | | | \$2,710,293.00 |
| Total Budgeted AYP | | | | \$2,710,293.00 |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|----------------------------------|--|--|--------------------------|-----------------|
| Improvement | | | | |
| Continuous Improvement Set-Aside | 140-Licensed Classroom Teacher | Public School-FROST LAKE ELEMENTARY SCHOOL(25-01-464) | .47 FTE Licensed Teacher | \$36,434.00 |
| | | Public School-LINWOOD MONROE ARTS PLUS UPPER(25-01-528) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | | Public School-RAMSEY MIDDLE SCHOOL(25-01-345) | 1.0 FTE Licensed Teacher | \$77,520.00 |
| | 143-Licensed Instructional Support Personnel | Public School-ADAMS MAGNET ELEMENTARY(25-01-410) | 1.0FTE Content Coach | \$77,520.00 |
| | | Public School-EASTERN HEIGHTS ELEMENTARY(25-01-452) | 1.0 FTE Content Coach | \$77,520.00 |
| | 156-School Social Worker | Public School-FROST LAKE ELEMENTARY SCHOOL(25-01-464) | 1.0 FTE Social Worker | \$82,902.00 |
| | 210-FICA/Medicare | Public School-ADAMS MAGNET ELEMENTARY(25-01-410) | FICA | \$5,930.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|----------------------------------|--|--|---------------|-----------------|
| Continuous Improvement Set-Aside | 210-FICA/Medicare | Public School-EASTERN HEIGHTS ELEMENTARY(25-01-452) | FICA | \$5,930.00 |
| | | Public School-FROST LAKE ELEMENTARY SCHOOL(25-01-464) | FICA | \$9,129.00 |
| | | Public School-LINWOOD MONROE ARTS PLUS UPPER(25-01-528) | FICA | \$5,930.00 |
| | | Public School-RAMSEY MIDDLE SCHOOL(25-01-345) | FICA | \$5,930.00 |
| | 218-TRA (Teacher Retirement Association) | Public School-ADAMS MAGNET ELEMENTARY(25-01-410) | TRA | \$8,016.00 |
| | | Public School-EASTERN HEIGHTS ELEMENTARY(25-01-452) | TRA | \$8,016.00 |
| | | Public School-FROST LAKE ELEMENTARY SCHOOL(25-01-464) | TRA | \$12,339.00 |
| | | Public School-LINWOOD MONROE ARTS PLUS UPPER(25-01-528) | TRA | \$8,016.00 |
| | | Public School-RAMSEY MIDDLE SCHOOL(25-01-345) | TRA | \$8,016.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|----------------------------------|--|--|---------------|-----------------|
| Continuous Improvement Set-Aside | 220-Health Insurance | Public School-ADAMS MAGNET ELEMENTARY(25-01-410) | INS | \$7,000.00 |
| | | Public School-EASTERN HEIGHTS ELEMENTARY(25-01-452) | Ins | \$7,000.00 |
| | | Public School-FROST LAKE ELEMENTARY SCHOOL(25-01-464) | Ins | \$11,000.00 |
| | | Public School-LINWOOD MONROE ARTS PLUS UPPER(25-01-528) | Ins | \$7,000.00 |
| | | Public School-RAMSEY MIDDLE SCHOOL(25-01-345) | INS | \$7,000.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-ADAMS MAGNET ELEMENTARY(25-01-410) | TSA | \$596.00 |
| | | Public School-EASTERN HEIGHTS ELEMENTARY(25-01-452) | TSA | \$596.00 |
| | | Public School-FROST LAKE ELEMENTARY SCHOOL(25-01-464) | TSA | \$108.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|--|---------------|-----------------|
| Continuous Improvement Set-Aside | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-LINWOOD MONROE ARTS PLUS UPPER(25-01-528) | TSA | \$598.00 |
| | | Public School-RAMSEY MIDDLE SCHOOL(25-01-345) | TSA | \$598.00 |
| Total Budgeted Continuous Improvement Set-Aside | | | | \$548,164.00 |
| Total Budgeted Improvement | | | | \$548,164.00 |

Homeless

| | | | | |
|--------------------|---|----------------|--|--------------|
| Homeless Set-Aside | 110-Administration/Supervision | District Level | 2310 Homeless- .8 FTE Homeless Liaison | \$93,813.00 |
| | 144-Non-Licensed Instructional Support Personnel | District Level | 2310 Homeless - 4.0FTE - Outreach and identification. | \$215,987.00 |
| | 156-School Social Worker | District Level | 2310 Homeless - 2.0FTE - Family support and transportation assistance. | \$171,488.00 |
| | 170-Non-Instructional Support | District Level | 2310 Homeless - 1.15 FTE - Homeless Tutoring Program Coordinator, Fostering Connections Specialist | \$77,245.00 |
| | 185-Other Salary Payments (Licensed or Certified) | District Level | 2310 Homeless - Supplemental pay | \$8,194.00 |
| | 186-Other Salary Payments (Non-Licensed or Non-Certified) | District Level | Non-Licensed staff supplemental pay/Interpreting Services | \$3,000.00 |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|-----------------------------------|---|----------------------|---|-----------------|
| Homeless Set-Aside | 210-FICA/Medicare | District Level | 2310 Homeless - FICA | \$43,584.00 |
| | 214-PERA (Public Employees Retirement Association) | District Level | 2310 Homeless - PERA | \$16,424.00 |
| | 218-TRA (Teacher Retirement Association) | District Level | 2310 Homeless - TRA | \$36,266.00 |
| | 220-Health Insurance | District Level | 2310 Homeless - Health Ins | \$64,000.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 2310 Homeless - TSA Benefit | \$893.00 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | District Level | 2310 Homeless - Consultant/contract - 1st 25K - Technical assistance for database for tracking homeless and foster students. Printed material services. | \$8,000.00 |
| | 320-Communication Services | District Level | 2310 Homeless - Communication Svcs - Cell phones and service for homeless staff. | \$10,000.00 |
| | 360-Transportation Contracts With Private or Public Carriers (includes fe | District Level | 2310 Homeless - Transportation for Foster Care to enroll in school at Student Placement Center | \$5,000.00 |
| | 366-Travel, Conventions and Conferences | District Level | 2310 Homeless - Mileage for staff for home visits, and local conferences for staff. | \$5,000.00 |
| | 430-Supplies and Materials – Non-Individualized Instructional | District Level | 2310 Homeless - Instructional Materials for homeless students. | \$11,106.00 |
| Total Budgeted Homeless Set-Aside | | | | \$770,000.00 |
| Total Budgeted Homeless | | | | \$770,000.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|-----------------------|---|-----------------|
| Parent Involvement | | | | |
| Parent Involvement Set-Aside | 144-Non-Licensed Instructional Support Personnel | Public School-() | 2638 Parent Involvement - Program Support Staff | \$219,803.60 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | Non Public School-() | NP Schools - Consultants for parent involvement events who specialize in topics that are of interest to parents and that provide valuable information to help support the educational achievement of their children by helping parents. (Bal on LEA Other Activity) | \$1,520.00 |
| | 329-Postage and Parcel Services | Non Public School-() | NP Schools - Postage for Title I Parent Event notification. | \$243.84 |
| | 490-Food | Non Public School-() | NP Schools - Food for parent involvement events such as the Title I Annual meeting that occur over the dinner hour. | \$1,756.48 |
| Total Budgeted Parent Involvement Set-Aside | | | | \$223,323.92 |
| Total Budgeted Parent Involvement | | | | \$223,323.92 |

Neglected and Delinquent

| | | | | |
|------------------------------------|--------------------------------|----------------|--|-------------|
| Neglected and Delinquent Set-Aside | 140-Licensed Classroom Teacher | District Level | 2340 Delinquent - 1.0 FTE Licensed Teacher for Reading | \$77,550.00 |
|------------------------------------|--------------------------------|----------------|--|-------------|

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|------------------------------------|--|----------------------|--|-----------------|
| Neglected and Delinquent Set-Aside | 144-Non-Licensed Instructional Support Personnel | District Level | 2340 Delinquent - .94 FTE - EA Support. This position fulfills the requirements for the parent liasion. The parent liasion provides support to families by organizing events that involve parents, arranging transportation and supporting student learning. | \$46,883.00 |
| | 170-Non-Instructional Support | District Level | 2636 Neglected - .10FTE Corrections Transitions Coordinator - Provides support to families by organizing activities that involve parents and guardians in activities to support their child's academic success. Student academic and behavioral support. Students' transition needs and follow-up. | \$4,433.00 |
| | 210-FICA/Medicare | District Level | 2340 Delinquent - FICA | \$9,519.00 |
| | | | 2636 Neglected - FICA | \$339.00 |
| | 214-PERA (Public Employees Retirement Association) | District Level | 2340 Delinquent - PERA | \$3,516.00 |
| | | | 2636 Neglected - PERA | \$332.00 |
| | 218-TRA (Teacher Retirement Association) | District Level | 2340 Delinquent - TRA | \$8,019.00 |
| | 220-Health Insurance | District Level | 2340 Delinquent - Health Ins | \$12,000.00 |
| | | | 2636 Neglected - Health Ins | \$800.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|----------------------|--|-----------------|
| Neglected and Delinquent Set-Aside | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 2340 Delinquent - TSA | \$26.00 |
| | | | 2636 Neglected - TSA | \$38.00 |
| | 401-Supplies and Materials – Non-Instructional | District Level | 2340 Delinquent - Non-Instructional Supplies and Materials | \$27,487.00 |
| | 430-Supplies and Materials – Non-Individualized Instructional | District Level | 2636 Neglected - Instructional Supplies and/or Educational Apps to be purchased for ipads/computers to supplement curriculum in reading and math. With help from district lead literacy specialist, develop classroom library of leveled reading high interest books and materials | \$4,058.00 |
| Total Budgeted Neglected and Delinquent Set-Aside | | | | \$195,000.00 |
| Total Budgeted Neglected and Delinquent | | | | \$195,000.00 |

LEA Activities

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--|--|-----------------------|--|-----------------|
| Other Activity Set-Aside | 170-Non-Instructional Support | District Level | 2633 - AVID .10 FTE REA Evaluator | \$10,961.00 |
| | | | 2638- Parent Family Engagement .68 FTE Staff to support program | \$64,600.00 |
| | 175-Cultural Liaison | District Level | 2638 - Parent Family Engagement 1.25 FTE Cultural Specialists to support program and schools | \$73,172.00 |
| | 185-Other Salary Payments (Licensed or Certified) | District Level | 2633 - AVID Supplemental Pay for Tutors/Trainings | \$82,215.00 |
| | | Non Public School-() | NP Schools - Other salaries for instructional services to NP TI students | \$30,000.00 |
| | 210-FICA/Medicare | District Level | 2633 - AVID FICA | \$7,128.00 |
| | | | 2638 - Parent Family Engagement FICA | \$10,540.00 |
| | | Non Public School-() | NP Schools - FICA | \$2,295.00 |
| | 214-PERA (Public Employees Retirement Association) | District Level | 2633 - AVID PERA | \$822.00 |
| | | | 2638 - Parent Family Engagement PERA | \$5,488.00 |
| | 218-TRA (Teacher Retirement Association) | District Level | 2633 - AVID TRA | \$8,501.00 |
| | | | 2638 - Parent Family Engagement TRA | \$6,680.00 |
| | | Non Public School-() | NP Schools - TRA | \$3,102.00 |
| | 220-Health Insurance | District Level | 2633 - AVID Health Ins | \$1,000.00 |
| | | | 2638 - Parent Family Engagement Health Ins | \$15,870.00 |
| Public School Health Ins from Gen Tab (Parent Involvement) | | | \$123,811.45 | |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--------------------------|--|-----------------------|--|-----------------|
| Other Activity Set-Aside | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 2633 - AVID TSA Benefits | \$490.00 |
| | | | 2638-Parent Family Engagement TSA | \$650.00 |
| | 299-Other Employee Benefits | District Level | 2633 - Professional Growth Benefit for employees funded under TI this grant. | \$75,000.00 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | District Level | 2633 - AVID Contract for AVID Center services and substitutes | \$49,999.00 |
| | | | 2633 - Contractors/Consultants Out of District services provided to SPPS students. | \$25,000.00 |
| | | Non Public School-() | NP Schools - Parent Involvement Third party vendors to provide instructional services to NP TI students | \$322.00 |
| | 304-Federal Subawards and Subcontracts (excess amount over \$25,000) | District Level | 2633 - AVID Contract for AVID Center services | \$38,884.00 |
| | | | 2633 - Contractors/Consultants Out of District services provided to SPPS students. | \$25,000.00 |
| | 329-Postage and Parcel Services | Non Public School-() | NP Schools - Parent Involvement Postage for NP Schools to send notifications of TI Annual Meetings, Permission Letters and Progress reports. | \$200.00 |
| | 401-Supplies and Materials – Non-Instructional | Non Public School-() | NP Schools - Parent Involvement Non-Instructional Supplies and materials. | \$192.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--|---|-----------------------|---|---------------------|
| Other Activity Set-Aside | 430-Supplies and Materials – Non-Individualized Instructional | Non Public School-() | NP Schools - Instructional Supplies-Supplemental materials to meet the academic needs of eligible Title I students + Portable and attractive supplies and materials. | \$5,296.00 |
| | 490-Food | Non Public School-() | NP Schools - Parent Involvement Food | \$350.00 |
| Total Budgeted Other Activity Set-Aside | | | | \$667,568.45 |
| Preschool Set-Aside | 143-Licensed Instructional Support Personnel | District Level | 2647 - 5.32 FTE Instructional Supports will work directly with the childcare partnerships, organize and facilitate all Blast Off to Kindergarten events. lead the Parent Education and PreK-3 Alignment in accordance with the i3 Child Parent Center initiative. | \$391,798.00 |
| | 185-Other Salary Payments (Licensed or Certified) | District Level | 2647 - Other salaries - Supplemental pay for Lead Staff to complete curriculum, parent education and child care partnership work beyond the length of the school year. | \$27,000.00 |
| | 186-Other Salary Payments (Non-Licensed or Non-Certified) | District Level | 2647 - Other salaries - Supplemental pay for support staff to complete curriculum, parent education and child care partnership work beyond the length of the school year. | \$15,300.00 |
| | 210-FICA/Medicare | District Level | 2647 - FICA | \$33,209.00 |
| | 214-PERA (Public Employees Retirement Association) | District Level | 2647 - PERA | \$5,439.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|---|----------------------|--|---------------------|
| Preschool Set-Aside | 218-TRA (Teacher Retirement Association) | District Level | 2647 - TRA | \$37,387.00 |
| | 220-Health Insurance | District Level | 2647 - Health Ins | \$35,055.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 2647 - TSA | \$2,000.00 |
| | 320-Communication Services | District Level | 2647 - Communication Svcs, Phones for staff. | \$600.00 |
| | 360-Transportation Contracts With Private or Public Carriers (includes fe | District Level | 2647 - Transportation | \$10,000.00 |
| | 430-Supplies and Materials – Non-Individualized Instructional | District Level | 2647 - Materials for PreK Site classrooms | \$2,212.00 |
| | 490-Food | District Level | 2647 - Food | \$500.00 |
| Total Budgeted Preschool Set-Aside | | | | \$560,500.00 |
| Professional Development Set-Aside | 110-Administration/Supervision | District Level | 2305 Office of Teaching and Learning - .10 FTE Principal on special assignment to provide coaching to principals in continuous improvement, focus and priority schools, to improve building leadership skills. | \$11,980.00 |
| | 143-Licensed Instructional Support Personnel | District Level | 2305 Office of Teaching and Learning - 6.3 FTE - Coaches to Support school improvement. (Reading, Math, PAR, PBIS) | \$597,776.00 |
| | 185-Other Salary Payments (Licensed or Certified) | District Level | 2305 Office of Teaching and Learning - Other Salaries (Math/Literacy professional development) Provide stipends, additional hourly salaries to teachers attending professional development to support their improvement in providing math/literacy | \$408,189.00 |
| Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT | | | | |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|-----------------------|---|-----------------|
| Professional Development Set-Aside | 185-Other Salary Payments (Licensed or Certified) | District Level | instruction. | |
| | 210-FICA/Medicare | District Level | 2305 Office of Teaching and Learning- FICA | \$65,960.00 |
| | 218-TRA (Teacher Retirement Association) | District Level | 2305 Office of Teaching and Learning- TRA | \$89,154.00 |
| | 220-Health Insurance | District Level | 2305 Office of Teaching and Learning - Health Ins | \$51,000.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 2305 Office of Teaching and Learning- TSA | \$301.00 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | District Level | 2305 Office of Teaching and Learning - Contractor/Consultant | \$237,000.00 |
| | | Non Public School-() | NP Schools - Third party vendors to provide instructional services to NP TI students | \$20,263.00 |
| | 366-Travel, Conventions and Conferences | District Level | 2305 Office of Teaching and Learning - Travel/mileage/workshops - Staff travel to local conferences, meetings; and staff travel to support teaching at schools. | \$6,240.00 |
| | | Non Public School-() | NonPublic - PD Conferences | \$6,000.00 |
| | 401-Supplies and Materials – Non-Instructional | District Level | 2305 Office of Teaching and Learning - PD Supplies | \$10,400.00 |
| Total Budgeted Professional Development Set-Aside | | | | \$1,504,263.00 |
| Total Budgeted LEA Activities | | | | \$2,732,331.45 |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|-------------------------------|--|----------------------|---|-----------------|
| General | | | | |
| General School Level Expenses | 140-Licensed Classroom Teacher | Public School-() | Schools - 54.22 FTEs - Across all TI schools for Math, Reading and Intervention Teachers. | \$4,203,134.00 |
| | 143-Licensed Instructional Support Personnel | Public School-() | Schools - 5.89 FTEs - Across all TI schools, licensed staff to support school wide improvement such as instructional coaches, data coaches, MTSS coaches. | \$456,593.00 |
| | 144-Non-Licensed Instructional Support Personnel | Public School-() | Schools - 11.79 FTEs - Across all TI Schools nonlicensed positions to support MTSS, or parent involvement. | \$316,734.29 |
| | 156-School Social Worker | Public School-() | Schools - 4.04 FTEs to support PBIS and behavior intervention. | \$334,924.00 |
| | 161-Certified Paraprofessional and Personal Care Assistant | Public School-() | Schools - 14.21 FTEs - TAs for Kindergarten in elementary schools as approved as part of their school wide program. | \$289,289.00 |
| | 175-Cultural Liaison | Public School-() | Schools - 42.6 FTEs, Across all TI Schools nonlicensed positions to support parent involvement. | \$2,028,042.00 |
| | 185-Other Salary Payments (Licensed or Certified) | Public School-() | Schools - Other salaries - Extended time for professional development, extra hours of instruction. | \$187,394.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|-------------------------------|---|----------------------|---|-----------------|
| General School Level Expenses | 186-Other Salary Payments (Non-Licensed or Non-Certified) | Public School-() | Schools - Other salaries NonLicensed/Certified - Placeholder for nonlicensed services, interpreting, childcare. New code from MDE. | \$54,664.00 |
| | 210-FICA/Medicare | Public School-() | Schools - FICA | \$618,600.00 |
| | 214-PERA (Public Employees Retirement Association) | Public School-() | Schools - PERA | \$217,808.00 |
| | 218-TRA (Teacher Retirement Association) | Public School-() | Schools - TRA | \$535,825.00 |
| | 220-Health Insurance | Public School-() | Schools - Health Ins | \$700,000.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | Public School-() | Schools - TSA | \$92,190.55 |
| | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | Public School-() | Schools - Consultants/contracts 1st 25K - ENVOY, PD Contacts, Add'l instructional support Harmony Road, St. Paul Youth Services, Substitutes for to cover for teacher PD . | \$343,981.00 |
| | 360-Transportation Contracts With Private or Public Carriers (includes fe | Public School-() | Schools - Transportation to remove or reduce barriers to parents attending events at the school, to provided opportunities for students to attend tutoring or homework help after school. | \$19,243.00 |
| | 401-Supplies and Materials – Non-Instructional | Public School-() | Schools - Professional Development Supplies | \$1,935.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--|---|----------------------|--|-----------------|
| General School Level Expenses | 430-Supplies and Materials – Non-Individualized Instructional | Public School-() | Schools - Instructional Supplies - Books and materials for instructional use, Portable & Attractive- Across all TI Schools: Computers, Ipads initiatives, instructional technology for student use. Teacher use for PLC data analysis. Parent Involvement Centers. | \$11,577.00 |
| | 490-Food | Public School-() | Schools - Food - Across all TI Schools, Food purchases for pre-approved parent involvement activities that follow the districts food purchase policy providing light snack or light meal over a dinner hour when Parent Involvement is a Title I approvable event tied to Title I required outcomes. | \$23,526.00 |
| Total Budgeted General School Level Expenses | | | | \$10,435,459.84 |
| Total Budgeted General | | | | \$10,435,459.84 |

Administrative

| | | | | |
|--------------------------|--------------------------------|----------------|---|--------------|
| Administrative Set-Aside | 110-Administration/Supervision | District Level | 2300 - 1.2 FTE District, 1.0FTE Title I Program Director. .2 FTE Title I Supervisor | \$155,328.00 |
| | | | 2632 - NonPublic/NonInstructional, 1.0FTE NP Admin/Non-Instructional | \$114,141.00 |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--------------------------|--|----------------------|---|-----------------|
| Administrative Set-Aside | 170-Non-Instructional Support | District Level | 2300 -6.65 FTE District Support Staff, .80FTE REA Support Staff to support the evaluation of Title programs. 1.0FTE Title I Neglected/Delinquent Program Manager. 4.85 FTE Title I Program Support Staff. | \$522,679.00 |
| | 185-Other Salary Payments (Licensed or Certified) | District Level | 2300 - Other salaries | \$12,208.00 |
| | | | 2632 - NonPublic/NonInstructional, Hourly pay to Nonpublic teachers for professional development and administrative meetings. | \$20,000.00 |
| | 210-FICA/Medicare | District Level | 2300 - FICA | \$53,004.00 |
| | | | 2632 - NonPublic/NonInstructional, FICA | \$10,262.00 |
| | 214-PERA (Public Employees Retirement Association) | District Level | 2300 - PERA | \$26,071.00 |
| | 218-TRA (Teacher Retirement Association) | District Level | 2300 - TRA Benefits | \$35,698.00 |
| | | | 2632 - NonPublic/NonInstructional, TRA | \$13,870.00 |
| | 220-Health Insurance | District Level | 2300 - Health Ins | \$86,000.00 |
| | | | 2632 - NonPublic/NonInstructional, Health Ins | \$14,000.00 |
| | 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 2300 - TRA | \$996.00 |
| | | | 2632 - NonPublic/NonInstructional TSA | \$788.00 |

Application Section: Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|--|--|----------------------|---|-----------------------|
| Administrative Set-Aside | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | District Level | 2632 - NonPublic/NonInstructional, Consultants/contracts - Cover cost of printing needs of overall program and consultants to work with teachers | \$11,402.00 |
| | 320-Communication Services | District Level | 2300 - Communication Svs - Phones | \$650.00 |
| | 329-Postage and Parcel Services | District Level | 2632 - Postage to send information to NonPublic schools participating in Federal programs such as Intent to Participation and Affirmations of Consultation letters. | \$1,000.00 |
| | 366-Travel, Conventions and Conferences | District Level | 2300 - Staff Mileage and MAASFEP Conference | \$650.00 |
| | | | 2632 - NonPublic/NonInstructional, Mileage/Conferences | \$4,000.00 |
| | 368-Out-of-State Travel, Federal Reimbursed | District Level | 2632 - Out of State Travel | \$3,000.00 |
| | 401-Supplies and Materials – Non-Instructional | District Level | 2300 - General Supplies - Supplies to support district TI office and programs. Computers for SIS staff. | \$6,716.00 |
| | | | 2632 - Supplies to support NonPublic/NonInstructional office and programs. | \$5,037.00 |
| | 461-Standardized Tests | District Level | 2632 - NonPublic/NonInstructional, Standardized Tests - To identify academic needs of TI eligible NP students and program evaluation. | \$2,500.00 |
| | Total Budgeted Administrative Set-Aside | | | |
| Application Section Manage Budget and Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT | | | | \$1,100,000.00 |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|-----------------------------|--|----------------------|----------------|------------------------|
| Indirect Cost | | | | |
| Indirect Cost Set-Aside | 895-Federal and Nonpublic Indirect Cost (Chargeback) | District Level | Indirect Costs | \$643,706.88 |
| Grand Total Budgeted | | | | \$19,700,298.25 |

Comments - Manage Budget

| Section | When | User | Comment |
|---------|------------|------------------|---|
| General | | | |
| GENERAL | 11/30/2017 | Leigh Schleicher | Family Engagement set aside must be adjusted. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|--|--|
| 1.1 Comprehensive Needs Assessment | | | |
| <p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception</p> | 1.1.1 | <p>Describe the trends and findings from your CNA for reading (English Language Arts).</p> | <p>MCA READING: 2017 MCA Reading Proficiency Rates Compared* to 2016: • Overall proficiency decreased (1.0). • Across grades, proficiency increased at 6th and 10th (1.4). • Across student racial groups, proficiency rates of White students increased (0.5). Proficiency rates of Asian, American Indian, Black, and Hispanic students decreased (2.0, 2.7, 0.7, 1.3 respectively). ENGLISH LANGUAGE ARTS FINDINGS: • Actionable data needs to be used to plan instruction • Schools must ensure grade level targets are met for all students starting in Kindergarten • Resources are needed to support teachers in making instructional decisions. • Targeted professional development sessions are needed to provide the skills teachers need. • Coaching is limited; all teachers must have access to coaching support as needed. • Administrative teams need robust professional development in literacy and EL strategies. • More resources are needed for educating ELs. Many ELs receive content instruction with few language supports. • The programmatic support ELs receive varies from school to school. Support needs to be consistent across all schools. • Long -term EL students (EL for 6+ years) need support to ensure they have the skills they need for academic success and English proficiency. • Teachers need to have high expectations for EL students' academic and English language proficiency • SPPS has over 1,000 SLIFE students at the secondary level. These students need intensive literacy, language, academic as well as social emotional support. many require extended time to meet grad requirements and post secondary support. • Secondary content teachers need the necessary skills to address the language and literacy needs of ELs/SLIFE students.</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|----------|--------|
| <p>data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program</p> | <p>1.1.1</p> | | |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|--|---|
| implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. | 1.1.1 | | |
| | 1.1.2 | Using the trends and findings of your CNA, list your priorities for reading (English Language Arts). | ENGLISH LANGUAGE ARTS: Provide professional development and support to schools to: <ul style="list-style-type: none"> - Improve use of diagnostic tools to identify students needs - Increase the quality and consistency of instructional practices to provide differentiated instruction during conferring and small group instruction - Support independent reading with goal setting and conferring Title I, Title II and Title III funds are used to fund staff and support schools in the design and implementation of language instruction programs that help ELs acquire both academic knowledge and English language proficiency and to identify accommodations and interventions for ELs. Title I, Title II, and Title III staff work together to support teachers and school administrators: <ul style="list-style-type: none"> --to understand ELs learn language all day in all content areas --to understand all teachers are teachers of language as well as content --to understand ELs must have access to Academic content + language development + literacy development + social-emotional supports. Provide content area teachers with support to instruct EL students in the knowledge and skills of their subject and language acquisition. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|---|---|
| <p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p> | <p>1.1.3</p> | <p>Using the data collected from your CNA, write a student achievement Specific Measurable Attainable Relevant Time-bound (SMART) goal for reading (English Language Arts).</p> | <p>The percentage of all students scoring proficient or higher on MCA III Reading will increase from 37.8% to 42.1% by Spring of 2018 as measured by the MCA III Reading Assessment administered April 2018</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|----------|--------|
| <p>After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents</p> | <p>1.1.3</p> | | |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|---|
| and community members to better understand the focus of the Title I program. | 1.1.3 | | |
| | 1.1.4 | Describe the trends and findings from your CNA for mathematics. | <p>2017 MCA Math Proficiency Rates Compared* to 2016: • Overall proficiency decreased (1.7). • Across grades, proficiency increased at 8 (2.2). • Across student racial groups, proficiency rates of White students increased slightly (0.1). Proficiency rates of Asian, American Indian, Black, and Hispanic students decreased (1.4, 8.4, 2.3, 2.8 respectively). Statewide students experiencing homelessness were 20.6% proficient. Comparatively, SPPS students were 11.1% proficient. Findings: • Last year, opening week was the only district lead math professional development day we offered to Elementary. • Administration has provided limited mathematics professional development for administrators. • Teachers have limited time to collaborate with other teachers outside of their building. • Coaching is limited; all teachers must have access to coaching support as needed. • Administrative teams need robust professional development in literacy and EL strategies. • More resources are needed for educating ELs. Many ELs receive content instruction with few language supports. • The programmatic support ELs receive varies from school to school. Support needs to be consistent across all schools. • Long -term EL students (EL for 6+ years) need support to ensure they have the skills they need for academic and English proficiency. • Teachers need to have high expectations for EL students' academic and English language proficiency • SPPS has over 1,000 SLIFE students at the secondary level. These students need intensive literacy, language, academic as well as social emotional support. Many require extended time to meet grad requirements and post secondary support. • Secondary content teachers need the necessary skills to address the language and literacy needs of ELs/SLIFE students.</p> |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|--|--|---|
| <p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p> | <p>1.1.5</p> <p>Using the trends and findings of your CNA, list your priorities for mathematics.</p> | <p>MATHEMATICS Coordinate Title I, Title II and Title III funds to:</p> <ul style="list-style-type: none"> • Establish mathematics goals to focus learning • Implement tasks that promote reasoning and problem solving • Use and connect mathematical representations • Facilitate meaningful mathematical discourse • Pose purposeful questions • Build procedural fluency from conceptual understanding • Support productive struggle in learning mathematics • Elicit and use evidence of student thinking • Design language instruction programs that help ELs acquire both academic knowledge and English language proficiency and identify accommodations and interventions for ELs. • Provide PD for teachers and school administrators professional development that will ensure that teachers and administrators learn: <ul style="list-style-type: none"> o ELs learn language all day in all content areas. o All teachers are teachers of language as well as content o ELs must have access to Academic content + language development + literacy development + social-emotional supports. o Content area teachers instruct EL students in the knowledge and skills of their subject and language acquisition. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|----------|--------|
| <p>After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents</p> | <p>1.1.5</p> | | |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|--|----------|--|
| and community members to better understand the focus of the Title I program. | 1.1.5 | |
| | 1.1.6 | Using the data collected from your CNA, write a student achievement SMART goal for mathematics. |
| | 1.1.7 | Describe the trends and findings from your CNA if using Title I funds for any local education agency (LEA) activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity). |
| | | <p>The percentage of all students scoring proficient or higher on MCA III Mathematics will increase from 35% to 39.4% by Spring of 2018 as measured by the MCA III Mathematics Assessment administered April 2018.</p> <p>OVERALL- NEEDS • SPPS has over 1,000 SLIFE students at the secondary level. These students need intensive literacy, language, academic as well as social emotional support. Many require extended time to meet grad requirements and post secondary support. • More than half of SPPS schools had declining MCA scores in reading and mathematics. • Many SPPS schools are under 50% proficiency with significant achievement gaps. INSTRUCTIONAL PROGRAM Elementary • Inconsistencies between amounts of instructional time for math, literacy, social studies, science and the arts • Writing, Math and Social Studies are below 85% of expectations • Arts show the greatest difference • Visual Arts and Music are offered most compared with Theater and Dance • Health is offered minimally • Few tier II and III supports are built into the school day • District curriculum is not offered consistently at sites across the district • Science specialist have been reduced Secondary • Most students are enrolled in core Math, Science, Social Studies and ELA • About ? of students take PE in 7th or 8th grade • About ? of students take Health in 7th or 8th grade • There are inconsistencies in advanced course offerings across high schools • AVID is used in most secondary programs • Few tier II and III supports are built into the school day Professional Development • Ongoing, high quality professional development in the content areas is greatly needed at the elementary and secondary. • More schools are without an instructional coach in the building • Elementary and Middle Schools no longer have</p> |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|--|--------------|--|
| <p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p> | <p>1.1.7</p> | <p>job-embedded professional development for PLCs</p> <ul style="list-style-type: none"> • Most PLCs occur no more the twice a month for up to 1 hour at a time • Schools hold up to 4 hours of professional development a month • Over 90% of schools have instructional leadership at the primary elementary math and literacy professional development monthly • Transfer of monthly literacy and math professional development is followed through at the school site • The programmatic support ELs receive varies from school to school. Support needs to be consistent across all schools. • Long -term EL students (EL for 6+ years) need support to ensure they have the skills they need for academic and English proficiency. • Many educators are not prepared to meet the linguistic and academic needs of ELLs, and many need the cultural competence to deal with this diverse group (Newcomer, SLIFE, Long-term ELs, and ELs) of students. <p>EARLY LEARNING:</p> <ul style="list-style-type: none"> • SPPS has an approximately 4000 PreK students in city of St. Paul. As a district, we do not have capacity to serve them all. • Partnerships are critical in ensuring that all of the students have an opportunity for high quality childcare and access to preK instruction. • Supports to help nurture and support partnerships with Childcare and family/friend neighbor is a continued need. <p>FAMILY ENGAGEMENT:</p> <p>Schools express the challenges and hurdles they experience reaching families. Specifically, schools struggle to find ways to engage families in school related activities such as organized, ongoing parent groups and participation in school related decision making activities. Staff capacity, skills, and knowledge as it pertains to family engagement varies across the district. Families express the challenges and hurdles they experience in partnering with schools. Specifically, families struggle to navigate the system and access the information they need. Families have recommended strategies to remove these barriers, such as developing an opt-in process for families to self-select to receive information, continuing to consult with culturally</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
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| <p>After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents</p> | <p>1.1.7</p> | | <p>specific parent groups, and utilizing best practices & clear communication about expectations of students, parents, and personnel related to family engagement and other services and support. NEGLECTED/DELINQUENT-</p> <ul style="list-style-type: none"> • Need to provide students with teachers with the content knowledge and skills to help them meet State standards. • Identify appropriate PD opportunities for teachers and specialists working with students in correctional settings. • Strengthen team relationships to increase collaboration with the district, facility and community partners to support comparable services. • Ensure a strong “credit recovery” initiative as a part of Transition services. • Define and identify and implement evidence-based parent engagement strategies. • Collaborate with community/ correctional partners that are collaborators with parent engagement. <p>GRADUATION -</p> <ul style="list-style-type: none"> • A large number of students in each senior cohort, leave school before they enter their junior year of high school. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
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| and community members to better understand the focus of the Title I program. | 1.1.7 | | |
| | 1.1.8 | Using the trends and findings of your CNA, list your priorities if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity). | <p>EARLY LEARNING</p> <ul style="list-style-type: none"> • Partnerships: Intentional partnerships with community home and center based child care and Head Start with the intent to create stronger alignment and communication of staff and programming with the St. Paul Schools. Together partners ensure the curriculum, instruction and assessments are aligned across programs to create a seamless transition for children in community childcare programs. Partners will continue working on the initial goals set by the group which include: 1) Seamless transitions from community programs to SPPS Kindergarten for children. 2) Stronger partnerships between community and district programs with the intent of creating aligned pathways of learning for children. • Capacity: SPPS will continue to expand partnerships between SPPS and Community Childcare programs within each region of the St. Paul Schools. The selected childcare programs will be offered the opportunity to partner with SPPS staff to provide instructional coaching and parent engagement. In an effort to provide smooth transitions from community programs to SPPS Kindergarten we will collaborate across programs to identify and implement ways of supporting children and families with this transition. • Transition: Blast Off to Kindergarten (BOTK), is a collaboration of community partners seeking to generate community awareness and action in Saint Paul by supporting schools, families and children in preparing for a smooth transition to kindergarten. BOTK is dedicated to making sure all children in St. Paul are ready for kindergarten by offering a variety of ways for families to access information and support while preparing their child for school success. Events are held throughout the year that cover topics: Visit & Choose Schools, Register for Schools, Meet Your School and Summer Learning While Preparing |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|--|--------------|--|
| <p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p> | <p>1.1.8</p> | <p>for School. INSTRUCTIONAL PROGRAM</p> <ul style="list-style-type: none"> • Revision of district expectations document. • Reporting system in place using the student information system to increase reporting and accountability • Prioritization requested by district administration and school board for funding related to core program offerings • Increase training for schedulers, administrators and counselors to meet district expectations <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Support professional development for Title I schools in need of improvement. Supplement Title II funds to ensure SPPS schools with the most significant need for improvement get high quality professional development. • PreK-12 literacy model for principals and classroom teachers • Assessment screening, benchmarking and evaluation for academic planning • Mathematics, abstract to concrete, through Task, Question, Evidence model • Science instruction through teacher leadership • Teacher evaluation system support by teacher leaders • School Continuous Improvement Plans through Implementation science and evidence based practice • Common evidence based practices in math, literacy and school climate • Task, Question and Evidence PD. Data Driven Instruction PD will be given to selected sites. • Secondary staff will have 2 course meetings throughout the year. Task, Question and Evidence PD. • Elementary staff will have 3 PD days for selected sites. Task, Question and Evidence PD. Selected sites will have ongoing professional development. • Secondary Administrators can attend the 3 professional development sessions. <p>PARENT ENGAGEMENT: The Office of Family Engagement and Community Partnerships (OFECP) provides ongoing support and capacity building for Title I schools through:</p> <ul style="list-style-type: none"> • Monthly family engagement meetings with school staff • Professional Development, including coaching • Development of technical assistance tools, specifically to support planning and evaluation of family engagement • Additional OFECP dual capacity building strategies that support families and Title I schools |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|----------|---|
| <p>After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents</p> | <p>1.1.8</p> | | <p>include</p> <ul style="list-style-type: none"> • Parent Academy Seminars - made available to families in the schools in topics such as Biliteracy and English Language Development, Understanding Student • Data, and Learning Opportunities In and Out of School. • Academic Parent Teacher Teams (APTT) are alternative conferences that some teachers in elementary schools are implementing, where families review student data, learn practice activities to do at home to build academic skills, and set goals for their family to practice with their child • Children’s Learning Academy (CLA) removes barriers to families’ participation by providing childcare and implementing enriching activities while parents participate in Parent Academy Seminars, School Climate Improvement Team meetings, and all district family engagement activities. <p>OFECF seeks to coordinate family engagement activities across the district by maintaining a district calendar and posting resources on the website OFECF supports partnerships with community by organizing the process for authorizing partners to work in schools, approving materials distribution, and supporting volunteers OFECF works with nine Parent Advisory Councils (PACs) to better understand and respond to families’ needs district-wide. The staff that work with PACs generally host:</p> <ul style="list-style-type: none"> • Monthly meetings for nine Parent Advisory Councils • District-wide Parent Meetings, including information about EL services and school choice • Cultural Events • District-wide Parent Academy and Leadership training • Community Outreach <p>GRADUATION</p> <ul style="list-style-type: none"> • AVID: Support the continuation of AVID (Advancement Via Individual Determination). AVID is a college-readiness program whose primary goal is to prepare middle and high school students for enrollment in four-year colleges through increased access to and support in advanced courses. The program, which focuses on underserved, middle-achieving students (defined as students earning B, C, and even D grades), places students in college preparatory classes (e.g., |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
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| and community members to better understand the focus of the Title I program. | 1.1.8 | honors and Advancement Placement classes) while providing academic support through a daily elective period and ongoing tutorials. |
| | 1.1.9 | <p>Using the data collected from your CNA, write a student achievement SMART goal for each LEA activity if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).</p> <p>EARLY LEARNING Increase the number of families participating in BOTK events by 20% in 2017-2018 Our partner child care centers will increase their CHELLO Vocabulary Building score by 2 points. INSTRUCTIONAL PROGRAM The percentage of all elementary schools scheduling expected amount of instructional time will increase from 80% to 90% by Spring of 2018 as measured by the student information scheduling reports in August 2018. PROFESSIONAL DEVELOPMENT The percentage of all schools attending district monthly literacy and math professional development will increase from 82% to 95% by Spring of 2018 as measured by the monthly attendance reports April 2018. The percentage of responses on common math and literacy PD survey questions will increase from 85% to 95% by Spring of 2018 as measured by the common PD question summary report April 2018. DELINQUENT PROGRAM In 2017-2018, 80% of delinquent students will successfully transition to another educational setting and/or back into the community without reoffending within the first 6-months from release. In 2017-18, each student in long term programs will increase their "grade equivalent" score as measured by the FastBridge in Reading and Math Assessments will demonstrate a 9-month rate of improvement in 6-months. GRADUATION The graduation rates for students of color will increase to the following rates within three years: American Indian 56%, Asian American 80%, Hispanic 71%, African American 69% FAMILY ENGAGEMENT The percentage of all schools attending district monthly family engagement professional development will increase from 54% to 70% by Spring to 2018 as measured by the monthly attendance reports April 2018.</p> |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
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| 1.2 Program Narrative | | |
| <p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency (district) monitors students' progress in meeting the challenging state academic standards by:</p> <ul style="list-style-type: none"> • developing and implementing a well-rounded program of instruction to meet the academic needs of all students; • identifying students who may be at risk for academic failure; • providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; and • identifying and implementing instructional and other strategies intended to strengthen academic programs and | <p>1.2.1 Describe the strategy the district uses to coordinate Title I program/s under this part with programs under Title II and Title III (if applicable) to provide professional development for teachers, principals, and other school leaders designed to address student achievement as indicated in the CNA.</p> | <ul style="list-style-type: none"> • The district coordinates Title I program/s under this part with programs under Title II and Title III to provide professional development in the following ways: <ul style="list-style-type: none"> • District leaders meet collaboratively with the Chief Academic Officer to review and monitor data to inform decisions regarding the prioritized needs for professional development across programs in order to maximize resources and address the most pressing needs. • The Assistant Superintendents also have a role in coordinating professional development needs through their regular check-ins with principals. Principals provide valuable information regarding specific needs aligned to their school improvement goals. Assistant superintendents work with school improvement staff, content coaches and district leaders to provide professional development and direct support to schools. Leaders from academic departments meet to discuss, review and plan professional development aligned with district, state and federal requirements. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|---|
| improve school conditions for student learning; 1112(b)(6)(b)(1)(A-D) | 1.2.1 | | |
| | 1.2.2 | Describe how your District Title I program (Targeted Assistance and/or Schoolwide) is developed with timely and meaningful consultation with teachers, principals, other school leaders, para-professionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part. | <ul style="list-style-type: none"> • The plan is developed jointly with district leaders from the Office of Teaching and Learning, Office of College and Career Readiness, Family Engagement and Community Partnerships, Special Education, Office of Multilingual Learning, Office of Indian Education. • The Advisory Staff Development Committee (15 member group with majority educators and includes representative membership of community, students, families - SPFT, District) provides additional recommendations regarding the overall plan. • Curriculum Advisory Committee, (made up of parents, classroom teachers district department leaders (Office of College and Career Readiness, Special Ed., Early Learning, and Coaches) provide input into the plan. • Parent Advisory Committees (PAC) and Indian Education Parent Committee provide reports to the Committee of the Board with their recommendations improvement which then helps determine the district priorities for the plan. • Principals and teachers provide their perspectives during LEADS meetings (teacher and principal professional development in the content areas) • Paraprofessionals inform the development of the plan through their participation and feedback gathered in family engagement monthly meetings, English language paraprofessional team meetings, and library paraprofessional quarterly meetings. • Schools provide opportunities for parents to provide input into their Schoolwide or Targeted Assistance plan through various means such as surveys, focus group meetings, PTA/PTO meetings (where large numbers of families attend), and through participation in site councils. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|---|---|
| <p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency (district) monitors students' progress in meeting the challenging state academic standards by:</p> <ul style="list-style-type: none"> • developing and implementing a well-rounded program of instruction to meet the academic needs of all students; • identifying students who may be at risk for academic failure; • providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; and • identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for | <p>1.2.3</p> | <p>Describe how your district coordinates and integrates services for the following student populations in your district (as appropriate): English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected or Delinquent students, students who are homeless, students in foster care, and other students.</p> | <ul style="list-style-type: none"> • District leaders meet collaboratively in regular Academic Direct Reports Meetings (OCCR, OTL, MLL, SP. ED, Title I, Title III, Early Ed) with the Chief Academic Officer and plans for the coordination of services during those meetings. • Monthly meetings with the Assistant Superintendent of Teaching and Learning, Directors of Multilingual Learning and Special Ed also provide an avenue for coordination of services. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
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| student learning; 1112(b)(6)(b)(1)(A-D) | 1.2.3 | | |
| | 1.2.4 | Describe how your Title I funds supplement not supplant general education programs and other existing programs. | <p>FY 18 a central allocation method was utilized following the statutory requirements for state and federal funding. Criteria was used to allocate resources in an equitable way that targeted the needs in each school.</p> <ul style="list-style-type: none"> • Staffing allocations based on criteria to ensure lower class sizes for high poverty schools • Baseline staffing of support personnel in all schools • Specific funds for program articulations (Dual Immersion, Aerospace, Year Round, Middle School Support, AP/IB/MYP/PYP, iPad Accessories, Personalized Learning (PPLT) Field Technicians and (PPLT) Teachers on Special Assignment <p>Federal Title I funds are provided in addition to those required by state law and supplement the core educational program by increasing the frequency, intensity and duration of services and supports to schools. A financial guidelines document is provided to schools and programs during the budget season that articulates the key priorities for federal funds to ensure they are aligned to district and school priorities and are allowable, reasonable and allocable.</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
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| 1.3 Targeted Assistance Programs | | | |
| Targeted Assistance Programs identify students who are failing or at risk of failing to meet the challenging State academic standards and provide Title I services (for example, an inclusion—push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff. (Skip this section if the LEA operates no targeted assistance model Title I programs.) | 1.3.1 | What are the student selection criteria used for identifying Title I students? (Multiple objective measures are required for entrance and exit from the program.) | Along with the MCA III results from 2016-17, students in 4th-5th grade who were below grade level in fluency (score of 90 wpm or below), oral reading and reading level on the MONDO Datazone assessment in 2016-17 for reading will receive priority for Title I services. Students in 4th-5th grade who were below 65% in math curriculum assessments and/or scored in the Partially Meets or Does Not Meet in the MCA III math will receive priority. OR Teacher data/district assessments that shows the student continues to read below grade level due to difficulty with decoding or comprehension strategies expected to be used at the beginning of the current grade. Grade 3 Student Selection Criteria Reading - Teacher data/district assessments that show the student continues to read below grade level due to difficulty with decoding or comprehension strategies expected to be used at the beginning of the current grade. Math - Teacher data/district assessments that show the student continues to show be below grade level in math background knowledge (scoring a 1 on pretests or a 1-2 on post tests.) |
| | 1.3.2 | List the reading services to students, including the service model to be used. (Example: inclusion — push in, pull-out or combination.) | Students will participate in inclusion with a reading intervention specialist. They will participate in a push in model with the students receiving the mini lesson and guided reading with their classroom teacher. During part of the time the class will be participating in independent work, the reading intervention specialist will be providing instruction and reading with the targeted student group. The students will be receiving a "double dose" of reading. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|--|
| Targeted Assistance Programs identify students who are failing or at risk of failing to meet the challenging State academic standards and provide Title I services (for example, an inclusion—push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff. (Skip this section if the LEA operates no targeted assistance model Title I programs.) | 1.3.3 | List the mathematics services to students, including the service model to be used. (Example: inclusion — push in, pull-out or combination.) | Students will be receiving the mini lesson information and small group instruction from the classroom teacher. The intervention specialist will provide a small group setting for the lesson. The intervention specialist will work to provide the lesson in another way to the targeted students so again, they are receiving a "double dose" of math. The specialist will create ways to allow students to explore and explain their math. |
| | 1.3.4 | Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement. | Data sources - Reading and Math - third, fourth and fifth grade students will be taking district assessment three times during the school year and the end of the year MCAs to show growth. |
| | 1.3.5 | Total number of Title I-funded instructional paraprofessionals in Targeted Assistance Programs. | 0 |
| | 1.3.6 | Total number of Title I-funded teachers in Targeted Assistance Programs. | 1 |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|---|
| 1.4 Schoolwide Programs | | | |
| The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced-price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page. (Skip this section if the district does not operate schoolwide model Title I programs.) | 1.4.1 | The district will operate one or more Schoolwide Program(s) (SWP). | Yes |
| | 1.4.2 | What budget line items relate to this implementation? (What staff and services are funded using Title I funds?) | <ul style="list-style-type: none"> • 140-Licensed Classroom Teacher 54.22 FTEs - Across all TI schools for Math, Reading and Intervention Teachers. • 143-Licensed Instructional Support Personnel- 5.89 FTEs - Across all TI schools, licensed staff to support school wide improvement such as instructional coaches, data coaches, MTSS coaches. • 144-Non-Licensed Instructional Support Personnel- 11.79 FTEs - Across all TI Schools nonlicensed positions to support MTSS, or parent involvement. • 156-School Social Worker- 4.04 FTEs to support PBIS and behavior intervention. • 161-Certified Paraprofessional and Personal Care Assistant- 14.21 FTEs - TAs for Kindergarten in elementary schools as approved as part of their schoolwide program. • 175-Cultural Liaison- 42.6 FTEs, Across all TI Schools nonlicensed positions to support parent involvement. • 185-Other Salary Payments (Licensed or Certified) Schools - Other salaries - Extended time for professional development, extra hours of |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
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| <p>The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced-price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page. (Skip this section if the district does not operate schoolwide model Title I programs.)</p> | <p>1.4.2</p> | <p>instruction. • 186-Other Salary Payments (Non-Licensed or Non-Certified) - Other salaries NonLicensed/Certified - Placeholder for nonlicensed services, interpreting, childcare. • 210-FICA/Medicare 210-FICA/Medicare • 214-PERA (Public Employees Retirement Association) • 218-TRA (Teacher Retirement Association) • 220-Health Insurance- Health Insurance • 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan- TSA • 303-Federal Subawards and Subcontracts (amount up to \$25,000) • Language Line, Consultants/contracts 1st 25K - Cultural Wellness Center parent involvement services, PD Contacts, Add'l instructional support. • 360-Transportation Contracts With Private or Public Carriers (e.g. taxis, buses)- Transportation to remove or reduce barriers to parents attending events at the school, to provide opportunities for students to attend tutoring or homework help after school. • 401-Supplies and Materials – Non-Instructional - Professional Development Supplies • 430-Supplies and Materials – Non-Individualized Instructional- Instructional Supplies - Books and materials for instructional use, Portable & Attractive- Across all TI Schools: Computers, Ipads initiatives, instructional technology for student use. Teacher use for PLC data analysis. Parent Involvement Centers. • 490-Food -Food - Across all TI Schools, Food purchases for pre-approved parent involvement activities that follow the districts food purchase policy providing light snack or light meal over a dinner hour when Parent Involvement is a Title I approvable event tied to Title I required outcomes. • 303 - PROFESSIONAL DEVELOPMENT (CONTRACTED SERVICES): ENVoY PBIS; Substitutes to cover teachers classrooms so they may attend PD for math, reading and PBIS SCIP initiatives; • 303 - STUDENT SERVICES (CONTRACTED SERVICES): (St. Paul Youth Services, Harmony Road, St. Paul Youth Services workers).</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
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| <p>The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced-price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page. (Skip this section if the district does not operate schoolwide model Title I programs.)</p> | 1.4.3 | <p>If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds.</p> | <p>EARLY LEARNING -Partnerships Coordinators who coach in childcare centers and provide parent education and engagement opportunities in our PreK schools and partner child cares -Instructional coaches that support our PreK sites and child cares -Summer School teachers and TA's -Blast off to K project coordinator -Instructional materials -Food for family events FAMILY ENGAGEMENT Staffing of district Family Engagement staff to support (PACS, Building school and parent, capacity, Coordinating district engagement activities, removing barriers, PROFESSIONAL DEVELOPMENT • Funding literacy, science and math professional development staff • PBIS coaches • Professional development stipends and substitutes for math, literacy, science and PBIS • Funding school improvement specialist for formerly identified continuous improvement schools. AVID • Title I funds support the AVID district-wide contract for supporting identified students • Staff funding to support AVID • Professional development stipends and substitutes AVID • AVID evaluation report DELINQUENT • STAFF to support academics, and family engagement. (Paraprofessional and Teacher)</p> |
| | 1.4.4 | <p>Total number of funded instructional paraprofessionals in Schoolwide Programs.</p> | 69.6 |
| | 1.4.5 | <p>Total number of funded teachers in Schoolwide Programs.</p> | 89.21 |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|--|---|
| 1.5 LEA Activities & Programs | | | |
| Skip this section if there are no LEA Activities/Programs. | 1.5.1 | If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds. | <p>EARLY LEARNING -Partnerships Coordinators who coach in childcare centers and provide parent education and engagement opportunities in our PreK schools and partner child cares -Instructional coaches that support our PreK sites and child cares -Summer School teachers and TA's -Blast off to K project coordinator -Instructional materials -Food for family events FAMILY ENGAGEMENT Staffing of district Family Engagement staff to support (PACS, Building school and parent, capacity, Coordinating district engagement activities, removing barriers, PROFESSIONAL DEVELOPMENT • Funding literacy, science and math professional development staff • PBIS coaches • Professional development stipends and substitutes for math, literacy, science and PBIS • Funding school improvement specialist for formerly identified continuous improvement schools. AVID • Title I funds support the AVID district-wide contract for supporting identified students • Staff funding to support AVID • Professional development stipends and substitutes AVID • AVID evaluation report DELINQUENT • STAFF to support academics, and family engagement. (Paraprofessional and Teacher)</p> |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
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| 1.6 Nonpublic Programs | | |
| The nonpublic Title I program must utilize the Targeted Assistance Program model. (Skip this section if nonpublic schools are not participating.) | 1.6.1 | Briefly describe these three areas of the Title I program in the nonpublic school. 1. What types of services are provided? 2. Who provides the services? 3. Where are the services provided? |
| | 1.6.2 | Briefly describe how the district evaluates the progress of participating students and how the results are used to make decisions about the program design. |
| | 1.6.3 | Explain how the district maintains control of the Title I nonpublic (Equitable Share) funds. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|---|
| 1.7 Other Students Who May Be At Risk For Academic Success | | | |
| Coordination of Services | 1.7.1 | Describe the district's efforts to coordinate and integrate other educational services for English Learners (ELs), migratory children and students with disabilities. | <ul style="list-style-type: none"> • The district coordinates Title I program/s under this part with programs under Title II and Title III to provide professional development in the following ways: <ul style="list-style-type: none"> • District leaders meet collaboratively with the Chief Academic Officer to review and monitor data to inform decisions regarding the prioritized needs for professional development across programs in order to maximize resources and address the most pressing needs. • The Assistant Superintendents also have a role in coordinating professional development needs through their regular check-ins with principals. Principals provide valuable information regarding specific needs aligned to their school improvement goals. Assistant superintendents work with school improvement staff, content coaches and district leaders to provide professional development and direct support to schools. • Leaders from academic departments meet to discuss, review and plan professional development aligned with district, state and federal requirements. |

Narrative - Manage Budget

Improvement

| Subsection Description | | Question | Answer |
|---|-------|---|------------|
| 2.1 Improvement | | | |
| <p>As we continue to move forward with ESSA implementation, the Minnesota Department of Education (MDE) is committed to improving the state’s educational system in response to the needs of the 21st century student. To support these efforts, MDE provides resources and tools to assist districts and schools engaged in improving the effectiveness of instruction to increase student achievement. The Record of Continuous Improvement is designed to support schools in facilitating and documenting the school improvement process. The template includes district and school information; a comprehensive needs assessment; school action plans to support reading, mathematics, graduation, and other goals; Schoolwide Title I Program summary; and an appendix of additional tools for school improvement. The Record of Continuous Improvement is</p> | 2.1.1 | <p>Does the district/school public web site contain the district/school report card information for the general public?</p> | <p>Yes</p> |

Narrative - Manage Budget

Improvement

| Subsection Description | | Question | Answer |
|--|-------|---|--|
| organized by stages and critical features. School leadership teams use the Record and rubric to identify their current level of development and to plan next step actions to increase their effectiveness. | 2.1.1 | | |
| | 2.1.2 | How does the district communicate the district/school report card information to the community? | The district / school report card is published on each school's website and on the district website. |

Narrative - Manage Budget

Homeless

| Subsection Description | | Question | Answer |
|--|-------|---|--|
| 3.1 Homeless Education and Other Students Who May Be At Risk For Academic Success | | | |
| Complete the Contact Information Tab, if you have not already done so. Be sure you have updated the contact information as necessary and added the names of the LEA Homeless Education Liaison and the LEA's Point of Contact for Children in Foster Care. | 3.1.1 | Describe the LEA's plan for educational services and transportation services for students in foster care. (Please respond with N/A if not applicable.) | Since 2013, St. Paul Public Schools has identified a point of contact for Fostering Connections. During that time, an agreement with Ramsey County has been in place in which St. Paul Public Schools provides transportation for students in foster care who live within the city of St. Paul. The students in foster care who live out of the city receive transportation through Ramsey County if all other options are not available (extended routes, siblings, special education transportation etc). Starting in 2017-2018 school year, a new contract will be in place similar to the above mentioned, however, Ramsey County will reimburse St. Paul Schools for providing the transportation for foster students living out of the city of St. Paul. SPPS will also be developing similar agreements with other neighboring counties (Hennepin, Dakota, Washington, if possible). Since students "awaiting foster care" qualify under Fostering Connections, instead of McKinney Vento, the numbers of students identified will increase. Cindy McGowan works very closely with the Ramsey County point of contact to determine placement type, transportation options, and contract language. |
| | 3.1.2 | Describe how the LEA conducts annual awareness-raising and outreach activities among district personnel and relevant community agencies and organizations concerning the educational rights of families and youth experiencing homelessness under the McKinney-Vento Act. | Every year, the District Homeless Liaison conducts trainings with all the school social workers, school counselors, and clerks about the services of Project REACH. Everyone receives posters and brochures about student rights and services of REACH in all 5 languages (English, Spanish, Somali, Hmong, and Karen). This year, training will expand to school nurses, and all new teachers in St. Paul Public Schools. Additional training is also offered to individual schools or departments when requested. |

Narrative - Manage Budget

Homeless

| Subsection Description | | Question | Answer |
|---|--------------|--|--|
| <p>Complete the Contact Information Tab, if you have not already done so. Be sure you have updated the contact information as necessary and added the names of the LEA Homeless Education Liaison and the LEA's Point of Contact for Children in Foster Care.</p> | <p>3.1.3</p> | <p>(All McKinney-Vento Subgrantees) Describe any supplementary education services and activities provided for homeless and highly mobile students and how they are coordinated with Title I set-aside funds. (non-subgrantees skip this question.)</p> | <p>Title I set aside funds the Project REACH staff, printing of brochures, cell phones, cabs, backpacks and school supplies. REACH staff are imperative to the program because they have the expertise and knowledge of the Ramsey Continuum of Care and other homeless services. They coordinated services, refer to community resources, provide advocacy for students/families, and provide basic needs (backpacks, uniforms, food etc) to students and their families. The school social workers work collaboratively with local faith partners and other community partners to raise awareness about homelessness and seek donations. As a subgrantee of McKinney Vento funds, Project REACH supplements our Title I set aside funds by offering cabs to preschool screening, gas cards, backpacks and school supplies, GED test vouchers, school social work services in the summer, and evening tutors in the local shelters. REACH works closely with our transportation department, nutrition services, student placement, and early learning departments in order to provide the needed rights and services to our students. We have implemented transportation services for students in Pre K and "feeder schools", as well as after school transportation for ALC. This year, REACH will collaborate with the high school guidance counselors to determine partial credit for students experiencing homelessness since they are often credit deficient due to high mobility. REACH school social workers also collaborate with the Student Attendance Matters team which monitors and intervenes truancy and chronic absences. Both teams work with families that are experiencing homelessness to improve attendance by linking with resources or other supports. REACH partnered with a high school counselor team to pilot a procedure for seeking partial credit for high school students that are homeless to help recover lost credits due to mobility. The pilot will expand to all high schools next year. Training of school counselors will be conducted every fall.</p> |

Narrative - Manage Budget

Homeless

| Subsection Description | | Question | Answer |
|--|-------|---|--|
| Complete the Contact Information Tab, if you have not already done so. Be sure you have updated the contact information as necessary and added the names of the LEA Homeless Education Liaison and the LEA's Point of Contact for Children in Foster Care. | 3.1.4 | Describe the educational services for students living in local institutions for neglected or delinquent students and as appropriate for neglected or delinquent students in school programs. (Districts with neglected or delinquent facilities and/or neglected-or delinquent-identified students.) (Please respond with N/A if not applicable.) | Services will be provided to Delinquent sites (Boys Totem Town, Juvenile Detention Center) and Neglected Site (Brittany's Place). Supports will fund personnel (e.g., social workers, counselors, intervention teachers, EAs) to support transition, academic achievement, follow-up and parent engagement. Title I funds also help support the purchase of engaging, high quality academic support materials. |

Narrative - Manage Budget

Parent Involvement

| Subsection Description | | Question | Answer |
|---|-------|--|---|
| 4.1 Parent, Family, School and Community Engagement | | | |
| <ul style="list-style-type: none"> If the district Title I, Part A allocation, plus carryover and transferred funds is over \$500,000, the district must set aside a minimum 1 percent of the allocation for family, school and community engagement. (With 90 percent of the 1 percent going to the Title I schools with the highest need.) | 4.1.1 | Describe at least one of the parent, family, school and community engagement activities listed below, that the district/school is using to support the academic growth of students. 1116 (a)(3)(D) 1. Professional Development in parent and family engagement strategies 2. Home-based in the community, or at school programs 3. Disseminating information on best practices that focus on parent and family engagement 4. Collaborating or providing subgrants with community-based organizations or employers that have been known to be successful. 5. Other activities or strategies that the district determines appropriate and consistent with the district family, school and community engagement policy. | Professional Development in parent and family engagement strategies Disseminating information on best practices that focus on parent and family engagement Other activities or strategies that the district determines appropriate and consistent with the district family, school and community engagement policy. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---------------------------|-------|---|--------|
| 6.1 Description | | | |
| | 6.1.1 | Will your district REAP FLEX funds into Title 1? | No |
| | 6.1.2 | Will your district transfer funds into Title I? | No |
| | 6.1.3 | Will your district use Title I funds to serve Preschool children? | Yes |

Contacts For Application

Contact Type: School District or Agency Accountant

Name: Kaola Yang
Title: Accountant
Organization Name: Saint Paul Public Schools
Address Line 1: 360 Colborne
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55102
Phone Number: 651-767-8190
Alternate Phone Number:
Fax Number:
Email Address: kaola.yang@spps.org

Contact Type: Authorized Representative

Name: Cheryl Carlstrom
Title: Director
Organization Name: St. Paul Public Schools
Address Line 1: 1021 Marion Street
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55117
Phone Number: 6517441451
Alternate Phone Number: 6516323790
Fax Number: 6516323789
Email Address: cheryl.carlstrom@spps.org

Contacts For Application

Contact Type: Not Defined

Name: Anne McInerney
Title: Supervisor
Organization Name: Saint Paul Public Schools
Address Line 1: 1021 Marion Street
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55117
Phone Number: 6517442565
Alternate Phone Number: 6516323790
Fax Number:
Email Address: cheryl.carlstrom@spps.org

Contact Type: Other

Name: Anne McInerney
Title: Foster Care Contact
Organization Name: Saint Paul Public Schools
Address Line 1: 1021 Marion Street
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55117
Phone Number: 6517442565
Alternate Phone Number: 6517441451
Fax Number:
Email Address: anne.mcinerney@spps.org

Contacts For Application

Contact Type: Program Contact Representative

Name: Cheryl Carlstrom
Title: Director Title I Federal Programs
Organization Name: St. Paul Public Schools
Address Line 1: 1021 Marion Street
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55110
Phone Number: 6517441451
Alternate Phone Number: 6516323790
Fax Number:
Email Address: cheryl.carlstrom@spps.org

Attachments - School Participation

| Organization Level | Attachment | When | User | |
|-----------------------------|----------------------------------|------------|--------------|--|
| School Participation | | | | |
| DISTRICT | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625524000_1504023555425.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625449000_1504023617295.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625496000_1504025331414.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625578000_1504025433112.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |

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Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Attachments - School Participation

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|--------------------|--|------------|--------------|--|
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625433000_1504025567367.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625558000_1504025491909.pdf |
| | School Improvement Notification Letter | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_IMP_LETTER_10625433000_1504025530613.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625415000_1504025591501.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625723000_1504025794802.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625225000_1504025881867.pdf |

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Attachments - School Participation

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|--------------------|----------------------------------|------------|--------------|--|
| DISTRICT | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625527000_1504025905860.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625006000_1504025955079.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625252000_1504026023377.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625464000_1504026047229.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625579000_1504026076589.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |

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Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

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| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625424000_1504026102688.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625551000_1504026142484.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625428000_1504026173918.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625541000_1504026198083.pdf |
| | Record of Continuous Improvement | 08/29/2017 | yayasister28 | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625460000_1504026220688.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625489000_1504100069938.pdf |

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| DISTRICT | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625431000_1504100095741.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625467000_1504100112917.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625458000_1504100138689.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625310000_1504100169920.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625230000_1504100191105.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |

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| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625452000_1504100210902.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625500000_1504100231806.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625466000_1504100249824.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625315000_1504100304799.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625344000_1504100324144.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625482000_1504100342989.pdf |

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| DISTRICT | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625422000_1504100360555.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625211000_1504100377918.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625488000_1504100395265.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625841000_1504100414859.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625510000_1504100473906.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |

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| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625212000_1504100489521.pdf |
| | | | | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625710000_1504100503109.pdf |
| | | | | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625345000_1504100520722.pdf |
| | | | | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625533000_1504100541720.pdf |
| | | | | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625528000_1504100606180.pdf |
| | | | | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625342000_1504100622404.pdf |
| | | | | Original File Name: LEA Confirmation of Schoolwide Program.pdf |

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| DISTRICT | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625491000_1504100645477.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625465000_1504100663822.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625534000_1504100778110.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625410000_1504100794022.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625210000_1504100815441.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |

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Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Attachments - School Participation

| Organization Level | Attachment | When | User | |
|--------------------|--|------------|-----------------|--|
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625330000_1504100830620.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625220000_1504100845986.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625425000_1504100862288.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625250000_1504100882069.pdf |
| | School Improvement Notification Letter | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_IMP_LETTER_10625552000_1504100977870.pdf |
| | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625215000_1504101002238.pdf |

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Attachments - School Participation

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|--------------------|----------------------------------|------------|-----------------|--|
| DISTRICT | Record of Continuous Improvement | 08/30/2017 | william.ranieri | Original File Name: LEA Confirmation of Schoolwide Program.pdf |
| | | | | MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10625552000_1504101042845.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: christ's household of faith school.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625957000_1504104876188.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: central lutheran school.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625829000_1504104922989.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: st pascal baylon.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625875000_1504104938464.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: maternity of mary - st andrew.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625850000_1504104949447.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: lubavitch cheder day school.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625948000_1504105047962.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: st mark's.pdf |

***To view or print actual attachments, please refer to the online SERVS application.**

Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Attachments - School Participation

| Organization Level | Attachment | When | User | |
|--------------------|-------------------------------|------------|-----------------|--|
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625873000_1504105064592.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: st peter claver school.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625880000_1504105082018.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: st agnes school.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625861000_1504105100145.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: holy spirit catholic school.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625845000_1504105138880.pdf |
| | Nonpublic School Consultation | 08/30/2017 | william.ranieri | Original File Name: highland catholic.pdf |
| | | | | MDE File Name: 2018_401_SCHOOL_CONSULTATION_310625842000_1504105154122.pdf |

*To view or print actual attachments, please refer to the online SERVS application.

Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Attachments - Manage Budget

| Organization Level | Attachment | When | User | |
|--------------------|----------------------------------|------------|--------------|---|
| Parent Involvement | | | | |
| DISTRICT | District Parent Involvement Plan | 08/29/2017 | yayasister28 | Original File Name: SPPS2017FEP.pdf |
| | | | | MDE File Name: 2018_401_DISTRICT_PI_PLAN_010625000000_1504027883544.pdf |

**To view or print actual attachments, please refer to the online SERVS application.*

Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Grant Application: Title II Part A 414

Organization: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT Award Year: 2018

Table of Contents

| | |
|---|----|
| 1. Funds Available and Budget Summary | 1 |
| 2. School Participation | 2 |
| 3. Manage Budget | 3 |
| 4. Summary of Comments | 6 |
| 5. Summary of Narrative | 7 |
| 6. Contact Information | 18 |



Grant Application Status: Funded and Active

District: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Finance Code: Formula - 414 - SFY 2018, Title II, Part A: Teacher and Principal Training and Recruitment, FFY 2017, CFDA 84.367A, S367A170022

State Fiscal Year: 2018

Printed on: 12/07/2017

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-857

Funds Available and Budget Summary

| UFARS Course Code | Carry Forward % | Federal Obligate By | Federal Expend By | Funds Allocation | Unexpended Funds |
|---|--------------------------|-------------------------|----------------------|------------------|------------------|
| 000-414 2018 Award | 100.0% | 09/30/2019 | 11/14/2019 | \$2,716,990.05 | \$2,716,990.05 |
| 011-Balance forward from 414 2017 Award | .0% | 09/30/2018 | 11/14/2018 | \$1,418,160.51 | \$1,418,160.51 |
| 012-Balance forward from 414 2016 Award | .0% | 09/30/2017 | 11/14/2017 | \$.00 | \$.00 |
| | | | | \$4,135,150.56 | |
| UFARS Report Period | Budget Obligation Period | Budget Draw Period | Total Funds Budgeted | Unbudgeted Funds | |
| 07/01/2017 - 06/30/2018 | 07/01/2017 - 06/30/2018 | 07/01/2017 - 11/14/2018 | \$3,262,991.97 | \$872,158.59 | |

School Participation

Nonpublic Schools

| School | School Name | Consultation | To Be Served 2018 | Enrollment | Staff Count |
|--------|--|--------------|----------------------|------------|----------------|
| 829 | 0625-31-829 CENTRAL LUTHERAN | Y | Y | 82 | 1 |
| 835 | 0625-31-835 CRETIN-DERHAM HALL | Y | Y | 1145 | 1 |
| 842 | 0625-31-842 HIGHLAND CATHOLIC | Y | Y | 423 | 1 |
| 845 | 0625-31-845 HOLY SPIRIT SCHOOL | Y | Y | 320 | 1 |
| 848 | 0625-31-848 JEAN LYLE'S CHILDRENS CTR. | Y | Y | 15 | 1 |
| 850 | 0625-31-850 MATERNITY OF MARY/ST. ANDREW | Y | Y | 130 | 1 |
| 851 | 0625-31-851 NATIVITY | Y | Y | 743 | 1 |
| 861 | 0625-31-861 ST. AGNES | Y | Y | 710 | 1 |
| 872 | 0625-31-872 ST. THOMAS MORE CATHOLIC SCHOOL | Y | Y | 188 | 1 |
| 873 | 0625-31-873 ST. MARK | Y | Y | 159 | 1 |
| 875 | 0625-31-875 ST. PASCAL | Y | Y | 137 | 1 |
| 879 | 0625-31-879 TALMUD TORAH | Y | Y | 7 | 1 |
| 880 | 0625-31-880 ST. PETER CLAVER CATHOLIC SCHOOL | Y | Y | 68 | 1 |
| 885 | 0625-31-885 SUNNY HOLLOW MONTESSORI | Y | Y | 120 | 1 |
| 921 | 0625-31-921 CATHEDRAL HILL MONTESSORI SCHOOL | Y | Y | 5 | 1 |
| 930 | 0625-31-930 ST. PAUL PREPARATORY SCHOOL | Y | Y | 116 | 1 |
| 948 | 0625-31-948 LUBAVITCH CHEDER DAY SCHOOL | Y | Y | 82 | 1 |
| 957 | 0625-31-957 CHRIST'S HOUSEHOLD OF FAITH | Y | Y | 153 | 1 |
| 975 | 0625-31-975 FRIENDS SCHOOL OF MINNESOTA | Y | Y | 166 | 1 |
| 826 | 0625-31-826 JOY ACADEMY | | | 10 | |
| 868 | 0625-31-868 ST. PAUL ACADEMY - SUMMIT (MIDDLE) | | | 257 | |
| 877 | 0625-31-877 ST. PAUL ACADEMY - SUMMIT (LOWER) | | | 261 | |
| 878 | 0625-31-878 ST. PAUL ACADEMY - SUMMIT (UPPER) | | | 411 | |
| TOTAL | | | | 5708 | 19 |

Application Section: School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Object Code | Organizational Level | Justification | Proposed Budget |
|--|----------------------|-------------------------------|---------------------|
| General | | | |
| 110-Administration/Supervision | District Level | Adminstration - 1.0 FTEs | \$123,650.00 |
| 170-Non-Instructional Support | District Level | 4430 Clerical Support 1.0 FTE | \$64,848.00 |
| 210-FICA/Medicare | District Level | 4430 FICA | \$14,420.00 |
| 214-PERA (Public Employees Retirement Association) | District Level | 4430 PERA | \$4,864.00 |
| 218-TRA (Teacher Retirement Association) | District Level | TRA 1.0 FTEs | \$12,476.00 |
| 220-Health Insurance | District Level | 4430 H & W | \$19,867.00 |
| 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 4430 TSA | \$3,000.00 |
| 299-Other Employee Benefits | District Level | 4430 Professional Growth | \$4,000.00 |
| Total Budgeted General | | | \$247,125.00 |
| Total Budgeted General | | | \$247,125.00 |
| Indirect Cost | | | |
| 895-Federal and Nonpublic Indirect Cost (Chargeback) | District Level | Indirect | \$118,047.00 |

Manage Budget

| Object Code | Organizational Level | Justification | Proposed Budget |
|--|-----------------------|---|-----------------|
| Professional Development | | | |
| 143-Licensed Instructional Support Personnel | District Level | 4430 District Licensed support staff - 9.25 FTEs | \$1,819,460.00 |
| 185-Other Salary Payments (Licensed or Certified) | District Level | 4430 District - PD stipends | \$112,207.00 |
| | Nonpublic Schools-() | NonPublic Hourly Instruction, Curriculum Writing, Workshop Stipends | \$106,965.56 |
| 210-FICA/Medicare | District Level | 4430 District FICA | \$169,559.00 |
| | Nonpublic Schools-() | FICA | \$4,081.00 |
| 214-PERA (Public Employees Retirement Association) | Nonpublic Schools-() | PERA | \$.00 |
| 218-TRA (Teacher Retirement Association) | District Level | 4430 District TRA | \$229,182.00 |
| | Nonpublic Schools-() | TRA | \$5,516.00 |
| 220-Health Insurance | District Level | 4430 District H & W | \$115,093.41 |
| 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | 4430 District - TSA | \$7,000.00 |
| 299-Other Employee Benefits | District Level | 4430 District Prof Growth (6296) 10.95 FTEs | \$34,750.00 |
| 303-Federal Subawards and Subcontracts (amount up to \$25,000) | District Level | 4430 District Consultants | \$33,953.00 |
| | Nonpublic Schools-() | Consultants up to \$25K | \$105,791.00 |
| 366-Travel, Conventions and Conferences | District Level | 4430 District 4430 Mileage 10.95 TOSAs | \$13,200.00 |
| | Nonpublic Schools-() | In-State Workshops, Conferences and Travel | \$27,928.00 |

Application Section: Manage Budget -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Object Code | Organizational Level | Justification | Proposed Budget |
|--|-----------------------|--|-----------------------|
| 368-Out-of-State Travel, Federal Reimbursed | Nonpublic Schools-() | TBD-Out of State Travel for NonPublic Teacher Professional Development - NCTE-National Council of Teachers of English; NACAC; AAPT-American Assoc of Physics Teachers; iPad Summit; NSI/Youthbuild-Postsecondary Education Initiative Instructional Leadership Institute; NAEYC; IBPA-International Bullying Prevention Assoc; NCSS-National Council of Social Studies National Conference;History Teachers National Conference-Niagra Falls, NY;Lausanne Learning Institute- STEM Conference;TESOL Convention-Baltimore,MD;NCSS Conference-New Orleans, LA;RET Workshop; NCEA-San Diego, CA | \$11,000.00 |
| 389-Staff Tuition and Other Reimbursements | Nonpublic Schools-() | Staff Tuition Reimbursements for approved college courses based on sucessful completion (>B). | \$71,078.00 |
| 401-Supplies and Materials – Non-Instructional | District Level | 4430 District PD Supplies | \$25,000.00 |
| | Nonpublic Schools-() | NonInstructional Supplies-PLC Books and Textbooks associated with college courses. | \$6,056.00 |
| Total Budgeted Professional Development | | | \$2,897,819.97 |
| Total Budgeted Professional Development | | | \$2,897,819.97 |
| Grand Total Budgeted | | | \$3,262,991.97 |

Application Section: Manage Budget -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Comments - Manage Budget

| Section | When | User | Comment |
|---------|------------|------------------|----------|
| General | | | |
| GENERAL | 11/30/2017 | Leigh Schleicher | Approved |

Narrative - Manage Budget

General

| Subsection Description | Question | Answer |
|--|---|--|
| 1.1 Professional Development Description | | |
| <p>To be eligible to receive a sub-grant under this section, a local educational agency (LEA) shall submit an application to the State Educational Agency (SEA) at such time, in such manner, and containing such information as the SEA may reasonably require. 2102(b)(1) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with Federal regulations.</p> | <p>1.1.1 List the professional development initiatives and activities identified in your World's Best Workforce plan (WBWF) to be carried out by the District using Title II, Part A FIN 414 funds and describe how these activities are aligned with the State Academic Standards. 2102(b)(2)(A)</p> | <p>The 2017-2018 professional development plan supports the district strategic plan to: provide a learning environment, grounded in racial equity and personalized learning, that ensures college and career readiness for all students. The SPPS professional development plan builds teacher skill, will, knowledge and capacity to increase student success. Professional development works to build and support the needs of individual teachers, teacher leadership, teacher teams, school teams, and district-wide initiatives to best meet the needs of each learner in SPPS. Opportunities are designed to enhance teacher content, pedagogical and technological abilities to address the achievement gaps that exist between white students and students of color, special education students, english language learners, and students on free and reduced lunch services. Guiding professional development in St. Paul Public Schools are the Learning Forward : Standards for Professional Learning. These standards help to frame the professional development work across the district. 1. Learning Communities : Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. 2. Resources : Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. 3. Learning Designs : Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. 4. Outcomes : Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. 5. Leadership : Professional learning that increases educator</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|--|--------------|----------|--|
| <p>To be eligible to receive a sub-grant under this section, a local educational agency (LEA) shall submit an application to the State Educational Agency (SEA) at such time, in such manner, and containing such information as the SEA may reasonably require. 2102(b)(1) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with Federal regulations.</p> | <p>1.1.1</p> | | <p>effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. 6. Data : Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. 7. Implementation : Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. The SPPS professional development plan supports school success through three key components. Foundational PD: This required professional learning articulates core beliefs and practices of the district’s strategic plan. It establishes common district wide understandings and language. Some work fulfills state mandates and relicensure requirements. Strategic PD: This professional learning is aligned to the district strategic plan through a comprehensive needs assessment of student and school data. The work to support teachers and administrators is coordinated through a multi-year plan. Focused PD: This professional learning meets the needs of our school sites, school pathways, and individual teachers based on program or identified needs. It supports specific programs throughout the district and individual strengths, interests and goals. Key Initiatives: As stated in the district’s world’s best workforce plan (1) professional development is robust with many offerings for teachers, administrators, and support staff. (2) PD guidance includes joint committees of administration and teachers, as well as content-area experts, including the Advisory Staff Development Committee. (3) There is an ongoing Curriculum Advisory Review process, which includes a curriculum review committee and staggered reviews and adoptions of new curriculum according to an established cycle. (4) Personalized Learning provides multiple ways for students to gather and share information, making</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---|---------|---|--|
| To be eligible to receive a sub-grant under this section, a local educational agency (LEA) shall submit an application to the State Educational Agency (SEA) at such time, in such manner, and containing such information as the SEA may reasonably require. 2102(b)(1) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with Federal regulations. | 1.1.1 | | lessons more relevant to a child's race, background or experience and allows for integrating technology to allow new approaches to problem-solving. Through student learning in a 1:1 iPad environment, both teaching and learning are enhanced by personalized learning supports. |
| | 1.1.1.1 | Will your district transfer funds into Title I? | No |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---|---------|--|--------|
| To be eligible to receive a sub-grant under this section, a local educational agency (LEA) shall submit an application to the State Educational Agency (SEA) at such time, in such manner, and containing such information as the SEA may reasonably require. 2102(b)(1) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with Federal regulations. | 1.1.1.2 | Will your district transfer funds into Title III? | No |
| | 1.1.1.3 | Will your district utilize REAP Flex to transfer funds into Title I? | No |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---|-------|---|---|
| 2.1 Professional Growth and Improvement | | | |
| | 2.1.1 | How will the district periodically review and evaluate the professional growth and improvement of teachers, principals and other school leaders and the opportunities provided to build the capacity and meaningful leadership. 2102(b)(2)(B) | <p>Teacher professional development is evaluated through common feedback and evaluation designed using Guskey's Five Critical Levels of Professional Development Evaluation. These levels include: participant reactions, participant learning, organizational support and change, participant use of new knowledge or skills and student learning outcomes. In partnership with the office of research, assessment and accountability a professional development evaluation is summarized at the end of the year.</p> <p>I. Saint Paul Public Schools identifies ways to improve achievement and provide an outstanding and equitable education for all students. Please indicate which of the following were addressed during this session of Opening Week. (Select all that apply.)</p> <ul style="list-style-type: none"> a. Identifying sources of racial inequities in the structure and practices of my work in SPPS. b. Reducing the achievement gap in student learning. c. Meeting the unique needs and abilities of students based on their race, gender, language, disability, class, or other protected status. d. Providing different ways students can explore school subjects, express themselves, and show what they learn. e. Providing a technology-rich environment. f. Examining our personal racial beliefs to better understand how they affect our students and families of color. g. None of the above <p>II. Please indicate your level of agreement with the following statements. This Opening Week session... ..included different modes of presentation, ...utilized relevant examples,...offered opportunities to interact with ideas and concepts through active learning processes., ...applies to my work., ...was appropriately paced., ...used appropriate technology tools.</p> <p>III. Please indicate the extent to which this Opening Week session.... ..improved your content knowledge, ...developed your skills, ...improved your confidence,</p> <p>IV. This session was.... (Select all that apply.) relevant, differentiated, interactive, engaging, none of the above</p> <p>Also through: Principal check-in</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|-------|---|--|
| | 2.1.1 | | with Assistant Superintendents 3 times per year including their annual performance evaluation. |
| | 2.1.2 | How will the district prioritize the use of Title II funds for Title I-funded schools with the highest percentage of children living in poverty to implement comprehensive support and improvement activities and/or targeted support and improvement activities? 2102(b)(2)(C) | A majority of our schools will be designated as having to implement comprehensive support and improvement or targeted support and improvement activities. With that in mind, Title II funds are designated to fund staff in math, science and literacy to work with schools in improving instruction and working with TI schools in achieving their School Continuous Improvement Plan (SCIP) goals. Title II funds provide additional frequency, duration and intensity of professional development with by supporting teachers and administrators in developing and implementing strong evidence based practices (EBP) through professional development. Additional teacher leadership opportunities in curriculum development, instructional leadership and application of data analysis are supported to enhance SCIP work at each building. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---|-------|--|--|
| 3.1 Ongoing Use of Data and Consultation | | | |
| | 3.1.1 | Describe the process and procedures the District has in place for data review and ongoing consultation with stakeholders to continually update and improve activities supported by Title II funding. 2102(b)(2)(D) and 2102(b)(3)(B) | The plan is developed jointly with district leaders from the Office of Teaching and Learning, Office of College and Career Readiness, Family and Community Engagement, Special Education, Office of Multilingual Learning, Office of Indian Education . The Advisory Staff Development Committee (15 member group with majority educators and includes representative membership of community, students, families - SPFT, District) provides additional recommendations regarding the overall plan. Curriculum Advisory Committee, (made up of parents, classroom teachers district department leaders (OCCR, Special Ed., Early Learning, Coaches) provide input into the plan. Parent Advisory Committees (PAC) and Indian Education Parent Committee provide reports to the Committee of the Board with their recommendations improvement which then helps determine the district priorities for the plan. Principals and teachers provide their perspectives during LEADS meetings (teacher and principal professional development in the content areas) Paraprofessionals inform the development of the plan through their participation in family engagement monthly meetings, English language paraprofessional team meetings, and library paraprofessional quarterly meetings. |
| | 3.1.2 | The District assures that it has conducted meaningful consultation: With teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other | Yes |

Application Section: Narrative -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|-------|--|--------|
| | 3.1.2 | organizations or partners with relevant and demonstrated expertise in programs and activities 2102(b)(3)(A) | |
| | 3.1.3 | The District assures that it has conducted meaningful consultation: To seek advice from individuals and organizations (previously described in this paragraph) regarding how best to improve the LEA's activities 2102(b)(3)(B) | Yes |
| | 3.1.4 | The District assures that it has conducted meaningful consultation: To coordinate the LEA's activities under this part with other related strategies, programs and activities being conducted in the community designed to meet the purpose of consultation. 2102(b)(3)(C) | Yes |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|--|-------|---|--------|
| 4.1 Class Size Reduction (CSR) | | | |
| Title II, Part A funding and class size reduction. | 4.1.1 | The LEA plans to use Title II, Part A funds for class size reduction. | No |
| | 4.1.2 | How will the LEA utilize Title II, Part A funds for class size reduction? | N/A |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|--------------------------------------|-------|--|--------|
| 5.1 Ongoing Professional Development | | | |
| Title II, Part A Activities | 5.1.1 | The District assures that it will coordinate professional development activities authorized under Title II with professional development activities provided through other Federal, State, and local programs. 2102(b)(2)(F) and 2102(b)(3)(C) | Yes |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|-----------------------------|-------|---|--------|
| 6.1 Equitable Services | | | |
| Title II, Part A Activities | 6.1.1 | The District assures that it will comply with all rules, regulation and procedures identified in ESSA Section 8501 (equitable funding, services and consultation) regarding participation by private school children and teachers in Title II programs. 2102(b)(2)(E) | Yes |

Contacts For Application

Contact Type: School District or Agency Accountant

Name: Maia
Title: Accountant
Organization Name: Saint Paul Public Schools
Address Line 1: 360 Colborne Street
Address Line 2:
City: St. Paul
State: MN
Zip Code: 55102
Phone Number: 651-767-8250
Alternate Phone Number:
Fax Number:
Email Address: maia.sierra@spps.org

Contact Type: Authorized Representative

Name: Cheryl Carlstrom
Title: Director Title 1 Federal Prgm Office
Organization Name: St. Paul Public Schools
Address Line 1: 1021 Marion Street
Address Line 2:
City: St. Paul
State: MN
Zip Code: 55117
Phone Number: 651-744-1451
Alternate Phone Number:
Fax Number:
Email Address: cheryl.carlstrom@spps.org

Contacts For Application

Contact Type: Not Defined

Name: Anne McInerney
Title: Supervisor - Homeless Program
Organization Name: St. Paul Public Schools
Address Line 1: 1021 Marion Street
Address Line 2:
City: St. Paul
State: MN
Zip Code: 55117
Phone Number: 651 744 2565
Alternate Phone Number:
Fax Number:
Email Address: anne.mcinerney@spps.org

Contact Type: Program Contact Representative

Name: Hans Ott
Title: Director of Teaching & Learning
Organization Name: St. Paul Public Schools
Address Line 1: 345 Plato Blvd
Address Line 2:
City: St. Paul
State: MN
Zip Code: 55107
Phone Number: 651/744-3528
Alternate Phone Number:
Fax Number:
Email Address: hans.ott@spps.org

Grant Application: Title III Part A 417

Organization: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT Award Year: 2018

Table of Contents

| | |
|---|----|
| 1. Funds Available and Budget Summary | 1 |
| 2. School Participation | 2 |
| 3. Manage Budget | 4 |
| 4. Summary of Comments | 7 |
| 5. Summary of Narrative | 8 |
| 6. Contact Information | 27 |
| 7. Summary of Attachments | 29 |



Grant Application

Status: Grant Application in Progress

District: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Finance Code: Formula - 417 - SFY 2018, Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement, FFY 2017, CFDA 84.365A, S365A170023A

State Fiscal Year: 2018

Printed on: 12/07/2017

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-8579

Funds Available and Budget Summary

| UFARS Course Code | Carry Forward % | Federal Obligate By | Federal Expend By | Funds Allocation | Unexpended Funds |
|---|-----------------|---------------------|-------------------|------------------|------------------|
| 000-417 2018 Award | 100.0% | 09/30/2019 | 11/14/2019 | \$1,547,870.68 | \$1,547,870.68 |
| 011-Balance forward from 417 2017 Award | .0% | 09/30/2018 | 11/14/2018 | \$213,929.82 | \$213,929.82 |
| 012-Balance forward from 417 2016 Award | .0% | 09/30/2017 | 11/14/2017 | \$0.00 | \$0.00 |
| | | | | \$1,761,800.50 | |

| UFARS Report Period | Budget Obligation Period | Budget Draw Period | Total Funds Budgeted | Unbudgeted Funds |
|-------------------------|--------------------------|-------------------------|----------------------|------------------|
| 07/01/2017 - 06/30/2018 | 07/01/2017 - 06/30/2018 | 07/01/2017 - 11/14/2018 | \$1,707,968.00 | \$53,832.50 |

Application Section: Funds Available and Budget Summary -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

School Participation

District Participation Information

| | | | |
|--|-------------|--|---|
| District 2016 AMAO Status: Not Making AMAO, Program Modification | | Attachments: | |
| Per Pupil Amount: | \$134.97 | Title III Parent Notification (required): | Y |
| Nonpublic Equitable Share: | \$.00 | AMAO Parent Notification (required): | |
| Maximum Administrative Costs Budget: | \$.00 | AMAO Plan: | N |
| Maximum Indirect Budget Amount: | \$47,823.10 | EL Program Monitoring - Self Assessment: | N |
| | | EL Program Monitoring - Program Description: | N |
| | | EL Program Monitoring - Other: | N |

Nonpublic Schools Participation -- Total Participation LEP Enrollment: 0

| School | School Name | Consultation | Participating | Nonpublic Equitable Share | Original LEP Enrollment | Total LEP Enrollment |
|--------|--|--------------|---------------|---------------------------|-------------------------|----------------------|
| 826 | 0625-31-826 JOY ACADEMY | | | \$.00 | 1 | 1 |
| 829 | 0625-31-829 CENTRAL LUTHERAN | | | \$.00 | 0 | 0 |
| 835 | 0625-31-835 CRETIN-DERHAM HALL | | | \$.00 | 0 | 0 |
| 842 | 0625-31-842 HIGHLAND CATHOLIC | | | \$.00 | 14 | 14 |
| 845 | 0625-31-845 HOLY SPIRIT SCHOOL | | | \$.00 | 0 | 0 |
| 848 | 0625-31-848 JEAN LYLE'S CHILDRENS CTR. | | | \$.00 | 0 | 0 |
| 850 | 0625-31-850 MATERNITY OF MARY/ST. ANDREW | | | \$.00 | 0 | 0 |
| 851 | 0625-31-851 NATIVITY | | | \$.00 | 0 | 0 |
| 861 | 0625-31-861 ST. AGNES | | | \$.00 | 26 | 26 |
| 868 | 0625-31-868 ST. PAUL ACADEMY - SUMMIT (MIDDLE) | | | \$.00 | 0 | 0 |
| 872 | 0625-31-872 ST. THOMAS MORE CATHOLIC SCHOOL | | | \$.00 | 0 | 0 |
| 873 | 0625-31-873 ST. MARK | | | \$.00 | 0 | 0 |
| 875 | 0625-31-875 ST. PASCAL | | | \$.00 | 0 | 0 |

Application Section: School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

| |
|--|
| Nonpublic Schools Participation -- Total Participation LEP Enrollment: 0 |
|--|

| School | School Name | Consultation | Participating | Nonpublic Equitable Share | Original LEP Enrollment | Total LEP Enrollment |
|--------|---|--------------|---------------|---------------------------|-------------------------|----------------------|
| 877 | 0625-31-877 ST. PAUL ACADEMY - SUMMIT (LOWER) | | | \$.00 | 0 | 0 |
| 878 | 0625-31-878 ST. PAUL ACADEMY - SUMMIT (UPPER) | | | \$.00 | 0 | 0 |
| 879 | 0625-31-879 TALMUD TORAH | | | \$.00 | 1 | 1 |
| 880 | 0625-31-880 ST. PETER CLAVER CATHOLIC SCHOOL | | | \$.00 | 0 | 0 |
| 885 | 0625-31-885 SUNNY HOLLOW MONTESSORI | | | \$.00 | 0 | 0 |
| 921 | 0625-31-921 CATHEDRAL HILL MONTESSORI SCHOOL | | | \$.00 | 0 | 0 |
| 930 | 0625-31-930 ST. PAUL PREPARATORY SCHOOL | | | \$.00 | 101 | 101 |
| 948 | 0625-31-948 LUBAVITCH CHEDER DAY SCHOOL | | | \$.00 | 0 | 0 |
| 957 | 0625-31-957 CHRIST'S HOUSEHOLD OF FAITH | | | \$.00 | 0 | 0 |
| 975 | 0625-31-975 FRIENDS SCHOOL OF MINNESOTA | | | \$.00 | 1 | 1 |
| | | | | \$.00 | 144 | 144 |

Application Section: School Participation -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---------------------------------|--|-----------------------|---|-----------------|
| Professional Development | | | | |
| Collaboration Training | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | Nonpublic Schools-() | Training with ELL consultant | \$.00 |
| | 366-Travel, Conventions and Conferences | Nonpublic Schools-() | Local ELL training | \$.00 |
| | 368-Out-of-State Travel, Federal Reimbursed | District Level | This conference will help Tiffany Good (St. Paul Prep - teacher) continue to acquire knowledge and professional development regarding English Language learners especially assessment, literacy/writing strategies and identifying English language learners with specific language impairments/disabilities. Providing comprehensive language instruction is part of our school mission statement. 90 percent of our population are English language learners. Our school staff also needs to gain more knowledge around the WIDA framework and this conference is put on directly by the WIDA organization. Tiffany will share the workshop strategies/information with the English PLC and with the staff as a whole in meetings or in small groups. | \$2,000.00 |

Application Section: Manage Budget -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|-----------------------|---|-----------------|
| Collaboration Training | 401-Supplies and Materials – Non-Instructional | District Level | FY 2018 Supplies and materials to support District ELL Prof Development | \$1,971.00 |
| | | Nonpublic Schools-() | ELL training materials | \$.00 |
| Total Budgeted Collaboration Training | | | | \$3,971.00 |
| Total Budgeted Professional Development | | | | \$3,971.00 |

Language Instruction Educational Program

| | | | | |
|--|--|-----------------------|--|----------------|
| Bilingual EAs | 161-Certified Paraprofessional and Personal Care Assistant | District Level | 27.0 EA FTEs | \$1,274,400.00 |
| | 185-Other Salary Payments (Licensed or Certified) | Nonpublic Schools-() | Access speaking test admin, Title III ELL programming assessment | \$.00 |
| | 210-FICA/Medicare | District Level | EA FICA | \$97,492.00 |
| | | Nonpublic Schools-() | Fringe | \$.00 |
| | 214-PERA (Public Employees Retirement Association) | District Level | EA PERA | \$95,580.00 |
| | 218-TRA (Teacher Retirement Association) | Nonpublic Schools-() | Fringe | \$.00 |
| | 220-Health Insurance | District Level | EA Health Ins | \$205,465.00 |
| 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | EA TSA | \$500.00 | |

Manage Budget

| Section Name | Object Code | Organizational Level | Justification | Proposed Budget |
|---|--|--|---------------------------------------|-----------------|
| Bilingual EAs | 303-Federal Subawards and Subcontracts (amount up to \$25,000) | Nonpublic Schools-() | Data analysis consultant/report | \$.00 |
| | 430-Supplies and Materials – Non-Individualized Instructional | District Level | ELL Curriculum materials | \$.00 |
| | | Nonpublic Schools-ST. PAUL PREPARATORY SCHOOL(25-31-930) | ELL curriculum | \$.00 |
| | 461-Standardized Tests | Nonpublic Schools-ST. PAUL PREPARATORY SCHOOL(25-31-930) | Access testing, scoring reports, etc. | \$.00 |
| Total Budgeted Bilingual EAs | | | | \$1,673,437.00 |
| Total Budgeted Language Instruction Educational Program | | | | \$1,673,437.00 |

Administrative Costs

| | | | | |
|----------------------|--|----------------|---|----------------|
| Indirect Costs | 895-Federal and Nonpublic Indirect Cost (Chargeback) | District Level | FY 2018 Indirect 2% of current allocation | \$30,560.00 |
| Grand Total Budgeted | | | | \$1,707,968.00 |

Comments - Manage Budget

| Section | When | User | Comment |
|---------|------------|------------------|---|
| General | | | |
| GENERAL | 11/30/2017 | Leigh Schleicher | Parent, Family, and Community Engagement activity must be included on the appropriate tab. Also, see prior year's monitoring finding regarding EAs. What is district's documentation that all EAs are allocable to Title III? |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|---|---|---|
| 1.1 Title III Description | | |
| <p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help English Learners served under this part— to learn English and to meet the challenging state academic standards and additionally meets the requirements of this part.</p> <p>3115(a). Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations.</p> | <p>1.1.1 Provide a description of program highlights and changes.</p> | <p>1.1.1 Description of program highlights and changes The SPPS ELL department offers English language development instruction to qualifying students in a multi-tiered manner. Students receive the needed language support based on achievement data, both formative and summative. EL teachers work in collaboration with mainstream teachers to provide language support while students are learning academic content. Teachers provide standards-based instruction by using the MN Academic content standards in conjunction with English language proficiency standards from WIDA. During the 2016-17 school year, co-teaching was expanded to a greater number of schools and classrooms, this work will be on-going in the 2017-18 school year thus strengthening the ELL program district-wide.</p> <p>At the secondary level, newcomer students with higher language needs, receive differentiated language through content sheltered classes. The district is increasing the number of co-taught classes for ELs level 3 and 4. In addition, each school is allocated bilingual educational assistant support based on the language needs of the students. Bilingual educational assistants provide academic in class support and they serve as a liaison between home and school. During the 2017-18 school year, the SPPS Multilingual Learning (MLL) department will continue to work closely with the Office of Family and Community Engagement and Partnerships, which will conduct many of the family education and community engagement activities that the MLL department has conducted in previous years. The opportunities for our ELL families to become better informed and engaged in the education of their children are now expanded and also provide opportunities for more cross-cultural interaction among SPPS parents.</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|---|--|
| 1.2 Title III Comprehensive Needs Assessment | | | |
| <p>The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title III English Learner program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title III program.</p> | <p>1.2.1</p> | <p>Describe the trends and findings from your CNA for English language development.</p> | <p>In 2015-16, ELs in SPPS met two of the three AMAO targets: AMAO 1: Progress in English acquisition and; AMAO 2: English language proficiency AMAO 3: Did Not Meet In 2016, approximately 18% of our English learners met the English proficiency target. In 2017, 10% of ELs achieved proficiency in English language. One of the major reasons for this decline was do to the new threshold standards (standard setting) set by WIDA.</p> <p>MCA data trends In 2016, SPPS ELs did not meet the AMAO 3 target: academic achievement in Reading and Math. In 2016, 15.4% ELs were proficient in reading and 20.2% were proficient in math. Our non-prificient ELs made higher (med-high growth) gorwth when comapred to the state. In 2017, 16.6% of English learners were proficient in math and 11.4% of ELs were proficient in Reading - Targeted professional development sessions are needed to provide the skills teachers need to better support ELs. - Coaching is limited; all teachers must have access to coaching support. - Administrative teams need robust professional development in literacy and EL strategies. - More resources are needed for educating ELs. Many ELs receive content instruction with few language supports. - The programmatic support ELs receive varies from school to school. Support needs to be consistent across all schools. - Long -term EL students (EL for 6+ years) who are not progressing towards English proficiency and need support to ensure they have the skills they need for academic success. - More resources are needed to support SLIFE students who need extensive support in language development, literacy skills, content knowledge and social-emotional.</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|--|---|
| <p>The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title III English Learner program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title III program.</p> | <p>1.2.2</p> | <p>Using the trends and findings of your CNA, list your priorities for English language development.</p> | <p>1. SPPS has recognized the urgency to increase the percentage in reading and math proficiency for English learners by 5% in math and 4% in reading as measured by the MCA assessment. 2. Increase the percentage of English learners making gains/growth in English language proficiency for level 4,5 and 6 by 5% as measured by the ACCESS assessment 3. Design language instruction programs that help ELs acquire both academic knowledge and English language proficiency and identify accommodations and interventions for ELs. 4. Provide PD for teachers and school administrators professional development that will ensure that teachers and administrators learn: ELs learn language all day in all content areas. 5. Develop a growth mindset among teachers that ALL teachers are teachers of language as well as content. ELs must have access to Academic content + language development + literacy development + social-emotional supports. Content area teachers instruct EL students in the knowledge and skills of their subject and language acquisition. 6. Title I and Title III staff work together to improve language instruction programs that help ELs acquire both academic knowledge and English language proficiency and to identify accommodations and interventions for ELs. 7. All content teachers will complete an online "Schoology" modules on legal requirement for EL instruction 8. Implement the English Language Development (ELD) Standards into the English Language Arts (ELA) curriculum scope and sequence grades K-12. 9. Develop EL Program Evaluation tool to monitor EL services and programming in school.</p> |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|--------------|---|--|
| <p>The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title III English Learner program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title III program.</p> | <p>1.2.3</p> | <p>What measurable academic goals and objectives are designed to address identified EL needs? List Specific, Measurable, Achievable, Results-based, Time-based (SMART) goals which support priorities for English language development.</p> | <p>We expect to meet each of these goals by the end of the 2017-18 school year:</p> <ul style="list-style-type: none"> • Increase percentage of students making expected gains in language acquisition (TBD by the state) as measured by the ACCESS assessments. • Increase percentage of ELL students who exit LEP status with less than 6 ADM. • Increase the number of school and district staff involved in professional development opportunities to develop the cultural competencies of awareness, attitude, knowledge, and skills through learning about the cultures and languages that make up our community. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|---|-------|--|--|
| 1.3 District Goals | | | |
| Percentage of ELs attaining proficiency and percentage of ELs who have made progress towards proficiency. | 1.3.1 | What is the LEA Performance Target for the percentage of English Learners who have attained English proficiency and who have made progress toward proficiency by the end of the school year? | Meet or exceed the state language proficiency targets by cohort. |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|---|---|--------|
| 1.4 English Learner Program Types | | |
| Indicate the type(s) of program the LEA or Consortium will adopt for serving English Learners (ELs). Check all that apply. These programs are known by various names, the most common names for each program type are listed. | 1.4.1 Content-based ESL – ELs from various linguistic and cultural backgrounds receive ESL instruction, taught by ESL licensed teacher, in preparation for grade-level content instruction in English. Instruction is adapted to students’ proficiency in English, and is supported by visual aids and L1 support as available. The emphasis is on language development, but augmented with academic subject matter vocabulary and beginning concepts. The goal is proficiency in English while learning content in an all-English setting. | Yes |
| | 1.4.2 Sheltered English Instruction – ELs are taught academic content in English by content licensed teacher. However, the English language used for instruction is adapted to proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development. | Yes |
| | 1.4.3 SDAIE - Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide ELs with access to the curriculum. | No |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|---|-------|---|--------|
| Indicate the type(s) of program the LEA or Consortium will adopt for serving English Learners (ELs). Check all that apply. These programs are known by various names, the most common names for each program type are listed. | 1.4.4 | Pull-out English as a Second Language (ESL) or English language development (ELD)– The goal is to develop fluency in English. ELs attend mainstream classes for much of the day and also meet separately for about 3-10 hours a week in small groups with a licensed ESL instructor who focuses on language development. ELs leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There typically is no support for students’ home languages. | Yes |
| | 1.4.5 | Structured English Immersion – ELs are taught subject matter in English by content licensed teacher who is also licensed in ESL or bilingual education. The teacher is proficient or has receptive skills in the students’ home language(s) first language of the student and generally use sheltered instructional techniques. Students may use their native language for clarification, but the teacher uses only English. No ESL instruction is provided in this model. The goal is fluency in English, usually serving only ELs in the classroom. All instruction is in English, adjusted to the proficiency level of students so subject matter is | Yes |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|---|-------|---|--------|
| Indicate the type(s) of program the LEA or Consortium will adopt for serving English Learners (ELs). Check all that apply. These programs are known by various names, the most common names for each program type are listed. | 1.4.5 | comprehensible. | |
| | 1.4.6 | Bilingual Education Program - ELs are taught subject matter both in English and another language. | Yes |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|---|
| 1.5 Required Components of Title III Programming | | | |
| Professional Development Activities | 1.5.1 | List and describe how the program will use a portion of the funds to provide high quality professional development to classroom teachers (including teachers in classroom settings outside of language instruction educational programs), principals, administrators, and other school or community based personnel which is: designed to improve the instruction and assessment of English Learners; designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs; demonstrating the effectiveness of the professional development in increasing students' English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. [Section 3115 (c)(2)] | In 2017-18 school, SPPS Educators will be trained and equipped with the skill, will, knowledge and capacity to better support the needs of EL learners in SPPS at all English proficiency levels. Beginning August 2017, an EL PD design team consisting of EL licensed teachers, content licensed teachers, and Bilingual Educational Assistants will create a strategic foundational professional development course that over a course of 4 years will be delivered to all teachers in SPPS. Capacity will be built for teacher teams to lead the foundational course using a train the trainer model. In addition, common expectations for SPPS teachers will be embedded within core content professional development throughout the year. The effectiveness of the project will be evaluated through the use of surveys and teacher feedback forms. We will also use the EL program evaluation tool that was developed in the spring-summer of 2017. Data from the EL needs assessment and MDE audit indicate that professional development regarding EL best practices is being offered to SPPS teachers, however, it is not of sufficient intensity and duration to provide a lasting effect on teacher practice. Furthermore, not all teachers have received the training. |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|--|-------|---|--|
| 1.6 Required Components of Title III Programming | | | |
| Language Instruction Educational Program (LIEP) | 1.6.1 | Describe how the Title III language instruction educational program will increase the English proficiency of ELs by providing evidence-based, effective language instruction educational programs that meet the needs of English learners and will demonstrate EL success in increasing English language proficiency and student academic achievement. [Section 3115 (c) (1)] | By refining our K-12 ELL programs based on WIDA standards and assessments, increasing our focus on English language development, and a focus on improving instruction and learning outcomes through Professional Learning Communities with a Data Teams process, teaching language through content and being more systematic in the scheduling and deployment of ELL teachers and bilingual Educational Assistants, we will maximize the support ELL students receive to achieve language proficiency. |
| | 1.6.2 | Title III funds must be used to supplement, not supplant instructional programs for ELs. Describe how Title III funds will be used to supplement existing federal and state programs serving English Learners. Explain, as necessary, current core EL programs in order to demonstrate the supplemental use of Title III funds. [Section 3115 (g)] | We will provide bilingual instruction for ELLs and students enrolled in dual language programs. These include a variety of different program models but all include academic content instruction in the students' native language as well as in English. We will provide additional bilingual support to our students and families throughout the district through the use of bilingual Educational Assistants who can create bridges of communication between school staff and families through the use of language and cultural proficiency. Teachers on Special Assignment will provide professional development in the form of coaching, modeling and other strategic support for instructional staff in the area of English language development through the content areas. |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|---|--|---|
| 1.7 Family, School and Community Engagement | | |
| | <p>1.7.1 Describe how the LEA or Consortium will incorporate other effective activities and strategies that enhance or supplemental language instruction educational programs for English learners which include parent, family and community engagement activities and may include strategies that serve to coordinate and align related programs. Section 3115(c)(3)</p> | <p>Effective September 1, 2017, SPPS will utilize the state Family and Parent required Notices and Communication. Parent notifications are centrally disseminated within 30 days of the beginning of the school or within 2 weeks of enrollment during the school year. In addition, SPPS communicates with families throughout the school year in regards to their child's academic progress, assessments and instruction education plans. Additional dual capacity building strategies that support families of English learners and their schools include:</p> <ul style="list-style-type: none"> • District-wide Parent Academy offered in five languages (English, Spanish, Hmong, Somali, and Karen) • Parent Academy Seminars - made available to families, in five languages, in the schools in topics such as Biliiteracy and English Language Development, - • Understanding Student Data, and Learning Opportunities In and Out of School. • Academic Parent Teacher Teams (APTT) are alternative conferences that some teachers in elementary schools are implementing, where families review student data, learn practice activities to do at home to build academic skills, and set goals for their family to practice with their child • Children's Learning Academy (CLA) removes barriers to families' participation by providing childcare and implementing enriching activities while parents participate in Parent Academy Seminars, School Climate Improvement Team meetings, and all district family engagement activities. • The Office of Family Engagement and Community Partnerships (OFECP) works to coordinate family engagement activities across the district by maintaining a district calendar and posting resources on the website • OFECP supports partnerships with community by organizing the process for authorizing partners to work in schools, approving materials distribution, and supporting volunteers • Professional Development, including coaching and monthly family engagement meetings • Development of technical assistance tools, |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|------------------------|-------|--|---|
| | 1.7.1 | | specifically to support planning and evaluation of family engagement strategies that effectively reach all parents |
| | 1.7.2 | Describe how the LEA or Consortium will provide community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners and assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children. Section 3115(d)(6) | For 2017-18, SPPS MLL department continues to work closely with the Office of Family and Community Engagement and Partnerships (OFCEP), which conducts monthly Parent Advisory Committee (PAC) meetings for Hmong, Latino, Somali, and Karen parents/families. The meetings provide a forum for discussion and dialogue about issues that are of particular concern to the parents, and also act as a conduit for information from the district and outside agencies to the parents. Meetings are conducted in the parents' native language, and transportation, meals, and childcare are provided. The staff that work with PACs provide a full calendar of events for families including: <ul style="list-style-type: none"> • Monthly meetings for nine Parent Advisory Councils • District-wide Parent Meetings, including information about EL services and school choice • Cultural Events • District-wide Parent Academy and Leadership training • Community Outreach |

Narrative - School Participation

School Participation

| Subsection Description | | Question | Answer |
|---|-------|--|---|
| 1.8 Nonpublic Programs (Equitable Share) | | | |
| Describe meaningful and timely consultation with the appropriate representatives of the students enrolled in nonpublic schools during all phases of the development and design of services for nonpublic students and teachers. | 1.8.1 | How were nonpublic representatives invited to participate in all phases of development prior to submission of this application? (required) | Invitations via email are sent to all nonpublic schools representatives with notices of bi-monthly consultation meetings. During the consultation meetings, representatives are informed of phases of services and support development as well as monitoring process. |

Narrative - School Participation

School Participation

| Subsection Description | Question | Answer |
|--|----------|---|
| 1.9 Title III Services and the nonpublic | | |
| Skip this section if no nonpublic schools participate. | 1.9.1 | Briefly describe how the district evaluates the progress of participating students and how the results are used to make decisions about the program design. |
| | 1.9.2 | Describe Title III services at nonpublic school(s), including where service will take place and how the services are provided. |
| | 1.9.3 | Explain how the district maintains control of the Title III nonpublic (Equitable Share) funds. |

Plan to use the ACCESS scores to look at the growth in progress for EL students in nonpublic schools. SPPS will use the ACCESS scores to determine action plan of support and consultation around professional development, coaching and monitoring of the EL program at the nonpublic schools.

SPPS staff schedules regular bi-monthly meetings with all nonpublic school representatives to discuss services and support needed. In addition, staff from the Office of Multilingual Learning schedules individual meetings with each of the nonpublic schools to discuss consultation around EL identification, professional development and coaching. SPPS MLL Teachers on Special Assignment provide training, coaching, and support around EL identification and the administration of the ACCESS test at nonpublic sites. Some of the nonpublic schools, through SPPS, contract EL consultants under the supervision and approval of SPPS.

All purchases and services requested by non public schools are provided by SPPS and approved by the director of Office of Multilingual Learning.

Narrative - Manage Budget

Professional Development

| Subsection Description | | Question | Answer |
|------------------------------|-------|--|---|
| 2.1 Professional Development | | | |
| | 2.1.1 | Describe the supplemental project or activity including the performance goal it supports. | <ul style="list-style-type: none"> • Professional Development around collaborative instructional model, supporting the needs of EL students through academic and language and culture programs. • Differentiated secondary literacy instructional model Professional development • Increased the number of students being served to support their English language development through systematically assigning and scheduling staff based on students' needs and providing support and PD on this. Opportunities for growth: <ul style="list-style-type: none"> • Implement resources for accelerating the language acquisition of emergent language learners (linguistic, cognitive, socio cultural) and maintaining language acquisition growth for long-term language learners. • Carry out a systematic plan for professional development in teaching language through content for instructional leaders and academic coaches in collaboration with the SPPS Office of Teaching and Learning (OTL). |
| | 2.1.2 | Describe how the data from the needs assessment influenced the decision to provide the project or activity. | One of the key findings from our needs assessment was the need to reemphasize the teaching of language through content, and for English language development to assume a higher priority in the role of the EL teacher in our instructional collaboration model. |
| | 2.1.3 | Describe the process that is in place for evaluating the effectiveness of the project or activity supported with Title III funds. [Section 3121] | We will use surveys, course/session evaluations, and student language and content proficiency measures to determine the effectiveness of the ongoing professional development that we conduct district- wide. |
| | 2.1.4 | Describe the anticipated timeline of the project or activity. | This activity is ongoing throughout the school year. |

Narrative - Manage Budget

Language Instruction Educational Program

| Subsection Description | | Question | Answer |
|--|-------|---|---|
| 3.1 Language Instruction Educational Program | | | |
| | 3.1.1 | Describe the supplemental project or activity including the performance goal it supports. | <p>English language learning and content learning is accelerated through the use of a student's native language. Our goal in providing native language and cultural support is to create an environment that is inclusive, supportive, and accelerates language and content learning for our ELL students. To that end, we have developed a variety of different dual language programs throughout the district (in Spanish/English, Hmong/English, and French/English, Mandarin/English) and provide bilingual educational assistants in all of our schools district-wide. Our dual language programs include four two-way immersion programs (three that are Spanish/English, and one Hmong/English), one transitional bilingual program (Spanish/English), and two one-way language immersion programs (Spanish/English and French/English). In these programs, both languages are used to teach academic content, and the goals of the immersion programs are bilingualism, biliteracy, and biculturalism. The goals of the transitional bilingual program are for students to use their native language as a bridge to fluency in English, and mastery of English academic content. In SPPS, ELL students are enrolled in all of our dual language programs, and the advantage that they receive by having a portion of their instruction in their native language is fundamental to their success. In addition to language and content learning, our dual language programs focus on the culture of the target language as well as other cultures from around the world. The cultural components are woven into the curriculum. The ELL department provides support to all of the dual language programs through professional development for teaching staff and administrators through regular cadre meetings and a Dual Language Institute before the school year begins. We also provide guidance regarding program structure and development (standards, curriculum, program model, assessments, etc.). We provide funds for schools to purchase and/or develop</p> |

Narrative - Manage Budget

Language Instruction Educational Program

| Subsection Description | | Question | Answer |
|------------------------|-------|---|--|
| | 3.1.1 | | <p>materials for their dual language programs as well. In all of our schools we have bilingual educational assistants who provide support to students in the classroom. These bilingual educational assistants represent the languages most prevalent in our schools, and school principals, in conjunction with the ELL department, determine the languages of support most needed in their site. Our bilingual educational assistants speak Hmong, Thai, Lao, Karen, Karenni, Burmese, Somali, Oromo, Amharic, Arabic, Tigre, Spanish, and English. In addition, the district provides a list of on-call interpreters to our schools for use during parent-teacher conferences or other instances when they need additional native language support. The district also has a Translations Services office, and regularly provides translated documents to schools and departments in Hmong, Spanish, Somali, and Karen. We provide professional development to our bilingual educational assistants on a regular basis, including quarterly half-day bilingual paraprofessionals training.</p> |
| | 3.1.2 | Describe how the data from the needs assessment influenced the decision to provide the project or activity. | <p>Our needs assessment includes data from each school about the home languages of the students enrolled in the school, and the percentage of students speaking each of those languages, and we base our native language support (through assignment of bilingual educational assistants) on that data. In addition, we offer targeted language-specific cultural, language, and literacy programs to schools with a high percentage of students who speak Hmong, Spanish, Somali and Karen. Our Parent Advisory Committees (PACs) have consistently continued to ask the district for additional support in their native languages over the past 7 years, and that indicates that our continued focus on providing bilingual educational assistants is an important one.</p> |

Narrative - Manage Budget

Language Instruction Educational Program

| Subsection Description | | Question | Answer |
|------------------------|-------|--|---|
| | 3.1.3 | Describe the process that is in place for evaluating the effectiveness of the project or activity supported with Title III funds. [Section 3121] | We are in the process of collecting language assessment data for both English and the target language in each of our Dual Language programs, and we will use this data to determine program effectiveness in terms of language growth. The assessments will be given on an annual basis (this year was a benchmarking year) and the results will be analyzed to provide guidance in making curricular and programmatic decisions. We will survey parents as part of our annual PAC evaluation process to determine to what degree they feel that we are meeting their language support needs, and the language support needs of their children. |
| | 3.1.4 | Describe the anticipated timeline of the project or activity. | On-going throughout the school year. |

Narrative - Manage Budget

Administrative Costs

| Subsection Description | | Question | Answer |
|--------------------------|-------|--|---|
| 4.1 Administrative Costs | | | |
| | 4.1.1 | Describe the supplemental project or activity including the performance goal it supports. | No administrative costs. |
| | 4.1.2 | Describe how the data from the needs assessment influenced the decision to provide the project or activity. | The ACCESS and MCA data shows that our EL students are not achieving academic and language proficiency at the state's rate and activities are designed to increase the number of students achieving both language and academic proficiency. |
| | 4.1.3 | Describe the process that is in place for evaluating the effectiveness of the project or activity supported with Title III funds. [Section 3121] | SPPS take the state's required ACCESS test. The accountability report from the state informs whether our district met the goals or not. We are developing an EL Program Evaluation Tool to be use internally to measure the effectiveness of the SPPS EL program. |
| | 4.1.4 | Describe the anticipated timeline of the project or activity. | SPPS uses an on-going annual process to review periodically the program and activities to identify areas of strengths and improvement. |

Summary of Contacts

Contact Type: School District or Agency Accountant

Name: Maia Sierra
Title: Accountant
Organization Name: Saint Paul Public Schools
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Address Line 2:
City: St. Paul
State: MN
Zip Code: 55102
Phone Number: 651-767-8265
Alternate Phone Number:
Fax Number:
Email Address: maia.sierra@spps.org

Contact Type: Authorized Representative

Name: Cheryl Carlstrom
Title: Director Title I Program Office
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Address Line 2:
City: St. Paul
State: MN
Zip Code: 55117
Phone Number: 651-744-1451
Alternate Phone Number:
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Summary of Contacts

Contact Type: Not Defined

Name: Anne McInerney
Title: Spvr - Title I Homeless
Organization Name: St. Paul Public School
Address Line 1: 360 Colborne
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City: St. Paul
State: MN
Zip Code: 55102
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Fax Number:
Email Address: anne.mcinerney@spps.org

Contact Type: Program Contact Representative

Name: Yeu Vang
Title: Director of Office of Multi Lingual Learners
Organization Name: St. Paul Public Schools
Address Line 1: 360 Colborne Street
Address Line 2:
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State: MN
Zip Code: 55102
Phone Number: 651-293-8650
Alternate Phone Number:
Fax Number:
Email Address: yeu.vang@spps.org

Attachments - School Participation

| Organization Level | Attachment | When | User | |
|----------------------|-------------------------------|------------|------------|--|
| School Participation | | | | |
| DISTRICT | Title III Parent Notification | 08/24/2017 | evans41756 | Original File Name: English Learner Program Placement Parent Notice.pdf |
| | | | | MDE File Name: 2018_417_PARENT_NOTIFICATION_010625000000_1503611852623.pdf |
| | AMAO Parent Notification | 08/24/2017 | evans41756 | Original File Name: Official AMAO Notice for Newsletters F15.pdf |
| | | | | MDE File Name: 2018_417_AMAO_NOTIFICATION_010625000000_1503612240241.pdf |

*To view or print actual attachments, please refer to the online SERVS application.

Application Section: Attachments -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Grant Application: Title I Part D 406

Organization: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT Award Year: 2018

Table of Contents

1. Funds Available and Budget Summary1
2. Manage Budget2
3. Summary of Comments4
4. Summary of Narrative5
5. Contact Information25
6. Summary of Attachments27



Grant Application Status: Funded and Active

District: 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Finance Code: Formula - 406 - SFY 2018, Title I, Part D: Prevention and Intervention Programs for Children who are Neglected and Delinquent or At-Risk, FFY 2017, CFDA 84.010A, S010A170023A

State Fiscal Year: 2018

Printed on: 12/07/2017

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-8579

Funds Available and Budget Summary

| UFARS Course Code | Carry Forward % | Federal Obligate By | Federal Expend By | Funds Allocation | Unexpended Funds |
|---|-----------------|---------------------|-------------------|------------------|------------------|
| 000-406 2018 Award | 100.0% | 09/30/2019 | 11/14/2019 | \$191,975.65 | \$191,975.65 |
| 011-Balance forward from 406 2017 Award | .0% | 09/30/2018 | 11/14/2018 | \$47,600.80 | \$47,600.80 |
| 012-Balance forward from 406 2016 Award | .0% | 09/30/2017 | 11/14/2017 | \$0.00 | \$0.00 |
| | | | | \$239,576.45 | |

| UFARS Report Period | Budget Obligation Period | Budget Draw Period | Total Funds Budgeted | Unbudgeted Funds |
|-------------------------|--------------------------|-------------------------|----------------------|------------------|
| 07/01/2017 - 06/30/2018 | 07/01/2017 - 06/30/2018 | 07/01/2017 - 11/14/2018 | \$217,296.00 | \$22,280.45 |

Manage Budget

| Object Code | Organizational Level | Justification | Proposed Budget |
|--|----------------------|---|-----------------|
| General | | | |
| 156-School Social Worker | District Level | .50 FTE Social Worker(s) to provide family and community supports, transition planning and social emotional support. | \$32,258.00 |
| 161-Certified Paraprofessional and Personal Care Assistant | District Level | .75FTE Teaching Assistant - Provides classroom support and academic support in reading and math to students. | \$20,358.00 |
| 165-School Counselor | District Level | .70FTE Counselor supports students in academic achievement and social/emotional growth. Strong transition component, especially with home school, college readiness and vocational decision making. | \$64,475.00 |
| 170-Non-Instructional Support | District Level | .90FTE Juvenile Justice Transition Coordinator - Works with students, corrections staff and families to transition students from placement to community. | \$39,895.00 |
| 186-Other Salary Payments (Non-Licensed or Non-Certified) | District Level | 20 flex days for JJ Transition Coordinator supplemental pay for data collection, reports, transition activities during breaks or summer | \$8,684.00 |
| 210-FICA/Medicare | District Level | FICA | \$12,674.00 |
| 214-PERA (Public Employees Retirement Association) | District Level | PERA | \$5,170.00 |

Application Section: Manage Budget -- 0625-01-000 ST. PAUL PUBLIC SCHOOL DISTRICT

Manage Budget

| Object Code | Organizational Level | Justification | Proposed Budget |
|--|----------------------|--|---------------------|
| 218-TRA (Teacher Retirement Association) | District Level | TRA | \$10,002.00 |
| 220-Health Insurance | District Level | Health Ins | \$16,000.00 |
| 250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan | District Level | TSA | \$229.00 |
| 329-Postage and Parcel Services | District Level | Postage | \$.00 |
| 366-Travel, Conventions and Conferences | District Level | Professional development conferences for JJ Transition Coordinator, Social Worker and Counselor. | \$.00 |
| 430-Supplies and Materials – Non-Individualized Instructional | District Level | Instructional materials to support reading achievement and transitions | \$.00 |
| 895-Federal and Nonpublic Indirect Cost (Chargeback) | District Level | Indirect Costs | \$7,551.00 |
| Grand Total Budgeted | | | \$217,296.00 |

Comments - Manage Budget

| Section | When | User | Comment |
|---------|------------|--------------|--|
| General | | | |
| GENERAL | 12/04/2017 | Beth Chaplin | Application Approved. |
| | | Beth Chaplin | The district's 2018 application was submitted after the September 1st due date. Late submissions generate points that may result in the district receiving a higher priority score for monitoring (desk and/or site) and/or result in conditions being placed on any future award. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|--|--|
| 1.1 Description | | | |
| | 1.1.01 | Provide a description of application highlights and changes. | While the student population that is being served in these programs remains relatively consistent, the Saint Paul Public Schools is internally assessing its programs in order to assure that the educational programs more closely align with those in their primary schools and provide instruction in the areas where the students have skills gaps, particularly in literacy. The services that are provided will be supplemental academic support to help students in meeting or exceeding the state academic requirements, ensuring smooth transitions to the primary educational program or employment within the community, and follow-up to monitor success and to determine what impact the program had on the individual student. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|--|
| 1.2 Extent of Need | | | |
| | 1.2.01 | Describe the Neglected or Delinquent population(s) in your LEA (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. (Include relevant MCAs, BSTs, other academic data, annual child count, case management, program data, etc.) | <p>The Delinquent programs, in partnership with Ramsey County Juvenile Corrections (RCJC), consist of students within two school facilities in the city of St. Paul. Students enrolled in the Delinquent Programs are committed by third party agencies, the majority by the juvenile court system. St. Paul Public Schools (SPPS) provides educational staff and academic programming, with Ramsey County providing correctional/treatment staff and residential facilities. Federal funds are generated by Title I Part A set aside and the Title I, Part D grant award from the Minnesota Department of Education. The age range for the students in these facilities is typically 12-18 years old and they are enrolled in grades 6-12. Approximately 86% of the students are high school aged and working toward graduation credits. The Juvenile Detention Center (JDC) is a secure 24-hour detention facility for male and female juveniles (up to the age of 18) who have been arrested and are waiting for an initial court hearing, trial, disposition or placement. Between July 1, 2016 and June 30, 2017, the JDC admitted 874 juveniles (634 male, 240 female). The duration of stay ranges from a partial day to a month or more; the average stay was 10.8 days. Of the juveniles admitted, 397 enrolled in the Juvenile Detention School program, of which 73% of the students were African American, 4% Asian, 7% Hispanic, 3% American Indian and 13% White. Approximately 44% of the students qualify for special education, primarily from a diagnosis of Emotional Behavior Disorder and 7% are English Learners.</p> <p>Boys Totem Town is a 6-month residential program licensed for up to 36 juvenile males ages 14-18 who have been ordered by the court to the Skill-Oriented Adolescent Rehabilitation (SOAR). 41-males were admitted between July 1, 2016 and June 30, 2017. The average length of stay during that time was 180.2 days. Of the juveniles admitted, 65.9% of the students were African American, 12.2% Asian, 0% Hispanic, 0% American Indian, 4.9%</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|--|
| | 1.2.01 | | <p>White and 17.1% other. Approximately 49% of the students qualify for special education primarily with a diagnosis of Emotional Behavior Disorder and 15% are English Language Learners. Educational programming for delinquent sites will be delivered as a public education program, in partnership with SPPS. SPPS will be delivering and overseeing the residents' education and instruction. The education program's philosophy and instructional approach will utilize the same district adopted curricula framework, methods, instructional techniques, screening, and assessment tools. The students will have access to the same services that are found across Saint Paul schools. SPPS will continue to address student needs through general and special education services, vocational exploration, and a specialized Transition Coordinator. In addition, 2016-2017 was year one of a three year Juvenile Justice Re-entry grant that supported additional career and college readiness counseling services, CTE services and mentoring/transitional services.</p> |
| | 1.2.02 | <p>Describe the existing Neglected or Delinquent Education Program(s) in your LEA (identification, placement, staffing, type of supplemental programming for N or D students) to be assisted with Title I Part D funds.</p> | <p>The St. Paul Public Schools Delinquent Education Program consists of school facilities at the Juvenile Detention Center and Boys Totem Town. Students enrolled in the Delinquent Programs are committed by third party agencies, the majority by the juvenile court system. Data-based decision making is a hallmark of SPPS academic programs. During the 2016-2017 school year, the iReady Reading and iReady Math Assessments were utilized as the pre and post assessments in the delinquent programs. The iReady pre-assessments that are given upon entry into the programs assist in instructional planning and measuring of academic growth. For the 2017-2018 school year, FastBridge Reading and Math assessment will be adopted as part of the District-wide role out. Professional Learning Communities (PLCs) are built within each program. The PLCs for BTT are embedded in the schedule and occur weekly. The PLCs at JDC are scheduled to meet two times a month before the start of the school day. The focus of the PLCs is centered on</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|----------|--|
| | 1.2.02 | | <p>increasing students' academic achievement through literacy across the content areas. Reading strategies across content will be implemented and then assessed for their effectiveness. Data from the PLC cycles will be used (in addition with other available data) to identify students in need of intervention. Students who are identified for intervention receive supplemental instruction to enhance their reading, writing, and math skills. A Reading Specialist has been hired for the 2017-2018 school year. The role of the Reading Specialist is to identify struggling readers and to provide them with supplemental reading instruction and support. In addition, the specialist is expected to collaborate with core content teachers on strategic whole classroom instructional reading strategies. An Educational Assistant at each program and one Teaching Assistant at BTT are available to assist with identified students under the direction of a teacher. Educational staff is supported by Title I Part D in their efforts to provide supplemental services to assist students in earning credits, promoting personal change, and ensuring successful transitions back to the community. For justice-involved youth, successful transition to adulthood requires successful transition out of placement back into mainstream education. The Title I Part D program focuses on supporting transition. A counselor updates all high school transcripts by gathering credits earned in placements and other schools for a complete credit assessment before release. They also provide support for transitions and academic achievement. The Juvenile Justice Transition Coordinator meets with case managers, students, and parents/guardians to identify school options and assist with the enrollment process, including transporting students and co-facilitating enrollment meetings with the community school. The Juvenile Justice Transition Coordinator and two Navigators (The Navigator position is part of the JREP grant. The role of the Navigator is to build a working relationship with students while they are in</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|--|
| | 1.2.02 | | placement and to continue to mentor / help them navigate the system once they are released and re-enter their community school.) participate in the aftercare plan through face-to face check-ins with SPPS students at their new school and communicates with counselors, parents, and probation staff to provide support and resources. Social workers provide additional support and individual skill building to help students with their transition back into the community. |
| | 1.2.03 | Describe the gaps that exist for Neglected or Delinquent students (academic, graduation and attendance rates, etc.) | Academic trends in achievement gaps, which beset our district, state, and nation, are magnified in the neglected and delinquent population served by Saint Paul Public Schools. Many of these students scored significantly below grade level on pre-tests given upon entering the facility/program and are deficient in credits needed for graduation. Students in the delinquent sites have a much higher incidence being identified as having a disability. Approximately 45% of students qualify for special education (the district rate is 15.7%). Incidence of homelessness is also higher at 8% (district rate of 2.2%). Fewer students in the facilities are English Language Learners, approximately 15% qualify at the sites (31.2% district rate). |
| | 1.2.04 | Summarize the services to be provided under the program. | The purpose of the Title I Delinquent Education Program is threefold: to improve educational services for neglected and/or delinquent (N&D) children and youth so that they have the opportunity to meet state academic standards, provide services to N & D children and youth so that they can transition from institutionalization to further schooling and/or work and work to prevent all such students from dropping out of school. Title I provides services to eligible students in the delinquent programs to meet these purposes. Upon arrival at a facility, students are assessed and assigned to a classroom to ensure continuous education. During the 2017-2018 school year, students will be administered the FastBridge pre-assessment to assist in instructional planning and measure of academic growth. This is the first year |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|----------|---|
| | 1.2.04 | | <p>of implementation of FastBridge. Teachers in all subject areas implement standards-based instruction and measure student achievement by utilizing the district adopted curricula framework, methods and instructional techniques. PLCs use a data teams approach to improve instruction and help to identify students for interventions. As with other public schools, credits are accrued for those students who actively participate and meet requirements. In addition, existing treatment programming (programming not part of SPPS-provided education services) may be considered for course credit in subjects that fall outside of the four core content areas. Staff in the facilities along with leadership of the Saint Paul Public School District consider and review any elements of programming and treatment that might meet Minnesota Academic Standards or Common Core Standards for instructional credit. At Boys Totem Town, the importance of parent involvement is emphasized throughout the school year. On-going opportunities for parent involvement cover communication efforts starting with first contact at the student intake meeting, open houses, Parent Orientation (Title I night), IEP meetings, Title I Parent Involvement Day, home mailings, progress reports, phone contact, surveys and joint school/facilities parent outreach events (i.e., Skill Steaming parent information nights). The Juvenile Justice Transition Coordinator provides support to students as they transition out of the corrections setting and back into their community. They ensure that school records and relevant information are provided to the new school in a timely fashion. The school counselor works to gather missing credit information and provides a complete and updated transcript for each student in longer placement in the delinquent facilities. Social workers provide additional support and individual skill building to help students with their transition back into the community.</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|--|---|
| | 1.2.05 | Describe the ongoing and sustained type and amount of professional development opportunities addressing the needs of Neglected & Delinquent students currently available to school personnel and how that has impacted student academic performance. | All staff working with the Neglected and Delinquent population have opportunities for professional development. Staff members are encouraged to attend workshops and in-services offered through SPPS, Ramsey County Community Corrections and by other agencies that are specific to working with this population. In addition to program-specific professional development, the education program's teachers and administrators will follow guidelines and pursue development opportunities implemented by SPPS in the district's overall professional development plan. The Saint Paul Public School District's Center for Professional Development has been specifically designed to be a standard learning space for all SPPS staff including licensed and non-licensed district professionals. It offers institutes and workshops in the effective delivery of core content, as well as skills development courses addressing the following educational issues required by the Minnesota Department of Education: -Racial equity training -Working with different learning styles and levels of English language proficiency -Techniques and support for positive behavioral interventions -Science-based reading instruction -Successful post-secondary transitions -Techniques for assisting students within the classroom setting prior to referral for special education -Planning, developing and implementing effective and appropriate Individualized Education Plans including techniques for conducting effective IEP meetings -Meeting the needs of students with significant health, mobility or behavioral needs -Specialized training in specific disability areas -Instruction in employing and utilizing technology in the classroom -Differentiated instruction Additional monthly workshops and in-services focus on learning new skills, improving existing programs, and meeting new compliance requirements in order to serve our youth and families more effectively. All SPPS teachers are involved in a PLC to develop and implement a plan focusing |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|----------|---|
| | 1.2.05 | | <p>on advancing professional practice to improve student learning through an examination of student data and work. Data is collected, monitored, and shared with the school to gauge the effectiveness of the plan. This is directly connected to the school's SCIP. In addition, all probationary teaching staff is required to participate in the Mentor/Mentee Program in their first year of employment. The program offers a minimum of 25 hours of collaborative support from a colleague over the course of the school year. Employees will have the opportunity to develop a mentor/mentee relationship through differentiated activities including observing with feedback, job shadowing, reviewing student work, and discussing professional goals and individualized support. Teachers working with the Mentor/Mentee Program during their first year of employment will then work with a Peer Assistance and Review Consulting Teacher either during year two or three prior to achieving tenure. Successful completion of the Peer Assistance and Review Program is required to achieve tenure for teachers. Every SPPS employee who is governed by the Saint Paul Federation of Teachers contract is also required to complete coursework in three main areas: foundations of effective practices, racial equity development and content specific courses.</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---|--------|--|---|
| 1.3 ESEA Performance Goals, Indicators, and Performance Targets | | | |
| | 1.3.01 | Describe the academic performance targets for Neglected or Delinquent students: meeting proficiency levels on state assessments (MCAs or valid assessments like NWEA, STAR, etc.) | 1) The percentage of students in Neglected/Delinquent sites scoring partially proficient or higher in reading will increase from 0% to 10% by spring 2017 as measured by the MCA Reading administered Spring of 2018. 2) The percentage of students in Neglected/Delinquent sites scoring partially proficient or higher in math will increase from 18.2% to 28% by spring 2017 as measured by the MCA Math administered Spring of 2018. 3) In 2017-18, each student in long term programs will increase their "grade equivalent" score as measured by the FastBridge in Reading and Math Assessments will demonstrate a 9-month rate of improvement in 6-months. |
| | 1.3.02 | Describe the performance targets for Neglected or Delinquent students regarding Transition. (Transition is defined as the percentage and number of students successfully returning to school, completing GED, attaining diploma or employment.) | 1) In 2017-18, 80% of the delinquent students will successfully transition to another educational setting and/or back into the community. 2) In 2017-2018, 80% of delinquent students will successfully transition to another educational setting and/or back into the community without reoffending within the first 6-months from release. |
| | 1.3.03 | Describe the performance targets for Neglected or Delinquent students regarding follow-up. (Follow-up is defined as the percentage and number of students staying in school, completing GED, attaining diploma or employment after a minimum of six months.) | 1) In 2016-17, 80% of neglected/delinquent students leaving the program will successfully transition from institutionalization to further schooling or employment. 2) In 2016-17, 80% of the transitioned students will have demonstrated success after 6 months of follow-up. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|---|
| 1.4 Evaluation | | | |
| | 1.4.01 | Describe how the Title I Part D program(s) addressed in this application will be evaluated annually. Describe how the results of this annual evaluation will be used to make programmatic decisions, impact academic achievement, include information and data on use of funds, types of service, and students served, and be documented and submitted to MDE upon request. | School year 2016-2017 the district hired an independent consultant to evaluate the educational programs at JDC and BTT. The review was performed by a former MDE employee with significant expertise in Delinquent programs and an SPPS principal who formerly oversaw the program at JDC and BTT. The results of that review were used to inform changes in the instructional program. School year 2017-2018 as a follow-up to the previous review, second review will be conducted using the same consultant and principal to determine impact of the previous modifications and to determine if any other next steps are required. In addition, data from the FAST assessment will be used to determine if students are making progress expected. Coordination between SPPS and Ramsey County will inform the work and help to determine if the needs of the students are being met through shared accountability. Review of transition data and data from the implementation of the JJREP Grant. will be used. 30, 60, 90 day follow-up |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|---|--------|---|---|
| 1.5 Legal Requirements Under Title I Part D | | | |
| | 1.5.01 | Describe the formal agreement between the district and correctional facilities and alternative school programs serving youth involved with the juvenile justice system. | Ramsey County Community Corrections (RCCC) in collaboration with Saint Paul Public Schools (SPPS) provides a supportive partnership for the purpose of educating students residing in the correctional facilities located in Saint Paul. Staff from Ramsey County and SPPS, are negotiating a new formal agreement to better reflect the current program and address our current scope of service. This agreement will reflect that SPPS provides the educational staff and academic programming, and Ramsey County provides the correctional/treatment staff and residential facilities. The agreement will address that the coursework provided at the facility is aligned to what students would receive in their regular school, to the extent practicable. SPPS also agrees to provide staffing , resources with Title I Part D funds Per Title I, Part D guidelines, SPPS staff administers Fast Bridge Reading and Math assessments and collects pre and post assessment scores. RCCC personnel work with SPPS to collect data to meet federal reporting requirements. |
| | 1.5.02 | As appropriate, describe how participating schools will coordinate with facilities working with delinquent youth to ensure that youth are participating in an education program comparable to the education program operated by the district. | Students in the Juvenile Detention Center and Boys Totem Town programs receive six hours of instruction per day. The school calendar follows the Saint Paul Public Schools official district calendar, with 175 total student instructional days per year. A daily summer program is also available. This is comparable to other students in the community. All schools in SPPS, including the delinquent sites, follow the same district curriculum framework, which aligns to the Minnesota State Standards. This ensures comparability and alignment of educational programs and also facilitates the transition of students. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|--|
| | 1.5.03 | Describe the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. | To be assured of a student's needs being met, including special education programming, the school counselor or transition coordinator sets up a visit and intake meeting with receiving school staff, parents, and the student involved. All cumulative records and progress reports are shared at this time. If a student is eligible for special education services and has an active IEP, the receiving school will continue to provide those services specified in their IEP. Academic programming for all students returning from correctional facilities will be determined on an individual basis, depending on the classes completed, number of credits earned, test scores, and additional credits needed to graduate on time. Since all classes in these facilities prepare students for transition back to a middle school or high school, all students enrolled in our educational programs are offered the same rigorous core curriculum and electives to complete credits for a high school diploma. Every effort is made to continue having the students remain in the support groups in which they are actively involved, even after transitioning from our correctional facility. If the student is returning to a program outside of the Saint Paul Public School District and has not completed the necessary support group work, an attempt will be made to place them in a comparable group. Staff follows up with all SPPS students who have transitioned from the facilities. |
| | 1.5.04 | As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent | Schools within the Saint Paul Public School District, to which many of the justice involved students return, make every attempt to have students continue receiving the social, health, and other services that they were receiving while in the correctional facility. As part of transitional planning all staff involved (school and correction staff) will collaborate to determine what services would be most appropriate for the student and their family; contacts and scheduling will occur at this time. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|--|--|
| | 1.5.04 | and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. | |
| | 1.5.05 | As appropriate, describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students. | Career staff will assist with vocational interests for eligible students; on-site work experiences are available to provide job placement support. The students at Boys Totem Town are also given an opportunity to attend the annual Career Fair at which 40 or more vocational and educational vendors are represented. Long-term residents attending the Career Fair are able to speak with vendors and gather career information. By so doing, those interested in pursuing higher education upon graduation are encouraged to visit area colleges. School and correctional staff accompany students on their college visits and are available to assist with registration if needed. All students will work with CTE teacher after-school and with career counselor to assess career skills, interests, and abilities. These are matched with the necessary education or training to further the resident on his vocational journey. In the final weeks of residency, the students are assisted with their job search in the community. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|---|
| | 1.5.06 | As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. | <p>Parent involvement is critical to the success of students. Staff development opportunities, offered by the district and other providers, allow school staff to become trained in highly effective practices that will increase parent and school involvement, with an emphasis on keeping students in school and building strong parent-school partnerships. Parent involvement is critical to the success of students. Staff development opportunities, offered by the district and other providers, allow school staff to become trained in highly effective practices that will increase parent and school involvement, with an emphasis on keeping students in school and building strong parent-school partnerships. The coordination of our parent involvement activities is facilitated by a Title I funded educational assistant, the parent liaison, who participates in St. Paul Public School Family Engagement training that focus on how to enrich the parent-school partnership. Their work specifically revolves around sharing information about the program, providing opportunities for families to become familiar with staff, coordinating communication opportunities about student progress, helping to ensure that teachers are meeting the needs of families and students and helping to empower families to help their students be successful in and out of the facility. All parents and guardians of students entering long-term programs are invited to an orientation meeting, at which time they receive materials to familiarize them with the staff and to empower families to help their students. The materials include Title I information, a description of classroom curricula and teacher qualifications, staff phone numbers, school events, cab availability, tips for working with their children, and information about resources available to all Minnesota families such as the Minnesota Parent Information Center. The material is translated into languages spoken by the students and families of the program as needed. Parents and guardians are encouraged to become actively involved with their students while in the</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|---|---|
| | 1.5.06 | | <p>programs, including by attending open houses, conferences, Family Group Therapy, IEP meetings, orientation, and Parent Involvement Day. Progress of students' school achievements is communicated to parents through report cards, progress reports, IEP meetings, and phone calls.</p> |
| | 1.5.07 | <p>Describe how the program will be coordinated with other federal, state, and local programs, such as programs under Title I and vocational and technical education programs serving this at-risk population of youth.</p> | <p>All correctional sites adhere to federal mandates with coordination from state and local programs. Ramsey County Community Corrections (RCCC) collaborates with St. Paul Public Schools (SPPS) and coordinates resources and services from the following community partners: Multi-Systemic Therapy, Chemical Dependency, Alcoholics & Narcotics Anonymous, Young Fathers, Cognitive Skills, RCCCI, and Family Tree. Educational programming is provided and coordinated by SPPS in collaboration with RCCC. An onsite administrator is responsible for collaborating with RCCC staff, the Neglected and Delinquent Program Manager, and partners to coordinate the educational program. Second Harvest works with a number of the long-term students to provide hands-on learning and vocational experiences. Long-term students are also actively involved with the Boys and Girls Clubs, Fairview Treatment Services, and various ethnic groups. Volunteers in Corrections provide tutors for students needing additional academic, social, and emotional support. The Saint Paul Police Department also collaborates with correctional and educational staff, presenting numerous opportunities for residents to improve their attitude, behavior, and academic performance. The State of Minnesota, Ramsey County, and Saint Paul Public Schools, along with foundations such as McKnight and Wilder also provide funds, programming, volunteers, materials, and supplies to support the at-risk population in the delinquent programs. Federal education funds from Title I, Part A and D supplement the Saint Paul Public School district funding. With the numerous support groups and services available, a coordinated inclusive program is provided for this diverse, at-risk population.</p> |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|--|---|
| | 1.5.08 | Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs if applicable. | Our comprehensive delinquent program is coordinated with programs operated under the 1974 Juvenile Justice and Delinquency Program Act, in accordance with the core requirement: Deinstitutionalization of Status Offenders. Status offenders are not held in secure detention or confinement; rare instances of confinement last less than 24 hours. Juvenile Detention Center provides a short-term stay (average 10.8 days) for detention students, serving boys and girls who have been arrested and are awaiting court appearances. Short-term students at JDC are immediately assessed and assigned to a specific classroom, so as to not disrupt their educational program. Counseling services are ongoing as well as communication with sending schools, day treatment, and residential home treatment, or alternative educational settings to which students return. |
| | 1.5.09 | As appropriate, describe how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities. | From the beginning of in-placement, members of the school support staff (counselor, social, transition coordinator and/or Navigators) will meet with parents and corrections support staff (Probation Officers, Therapists, Case Managers) to develop a transition treatment plan. The Ramsey County Aftercare Program has three target goals: (1) Stabilize juveniles in the community after placement, (2) Motivate juveniles to move away from criminal behaviors and repeat involvement in the juvenile corrections system and (3) Assist juveniles in living healthy lives in their communities. The JJREP Navigator positions are a complement to the probation officers. The County aftercare plan consists of four benchmark phases. In the 17-18 school year, it will be our objective to develop a complementary aftercare plan that works in tandem with the probation officers. The Navigators will play a greater role in supporting school attendance, school participation, school completion /graduation and positive community youth involvements. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|------------------------|--------|--|---|
| | 1.5.10 | Describe efforts participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program (IEP). | At intake and progress meetings, school staff will make correctional staff aware of students with an existing Individualized Educational Plan. During the 16-17 school year the percentage of students identified for special education services at JDC was at 40% and at BTT 59%. These percentages fluctuate from year-to-year based on a highly rotating student population. If an IEP is in place, it is discussed at this meeting and due process procedures are implemented. The educational programming plan is based on a needs assessment which includes the IEP (if one exists), self-appraisal results, demonstrated performance (standardized tests, common assessments etc.), teacher/staff observations, and required credits completed for graduation. |
| | 1.5.11 | As appropriate, describe the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program. | Prior to discharge from the correctional programs, the transition coordinator, with input from the school and correctional staff involved, meet with the student and his parents/guardians to assist with transition. If it has been determined that the student is not able to continue their education, plans are developed to transition the student into an alternative program which will meet the student's needs. At that time, a meeting and visit is set up with the receiving program to plan for the student. The school counselor or transition coordinator coordinates these efforts and a plan is developed. Transition Coordinator and Navigators follow-up to ensure a smooth transition, which will continue for up to one year after discharge. |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|--|--------|--|---|
| 1.6 Identification of Participating N or D Institution #1 | | | |
| Please fill out this information for the participating N or D institution. Add the contact information for the Contact Person and the Authorized Representative to the Contacts section of this grant application. | 1.6.01 | Date of Participating Agency Meeting | 8/11/2017 |
| | 1.6.02 | Legal Name of LEA/Agency | Juvenile Detention Center, Ramsey County Community Corrections |
| | 1.6.03 | Telephone / Fax | (651)-266-5230/(651)-266-5222 |
| | 1.6.04 | Mailing Address | 25 West 7th Street Saint Paul MN 55102 |
| | 1.6.05 | County | Ramsey |
| | 1.6.06 | Name of the LEA/Agency Contact Person | Peter Jessen Howard |
| | 1.6.07 | Name of the LEA/Agency Authorized Representative | Cheryl Carlstrom, Director; Nancy DuBois, Program Manager; Dan Wolff, Principal |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|--|--------|--|---|
| 1.7 Identification of Participating N or D Institution #2 | | | |
| Please fill out this information for the participating N or D institution. Add the contact information for the Contact Person and the Authorized Representative to the Contacts section of this grant application. | 1.7.01 | Date of Participating Agency Meeting | 8/11/17 |
| | 1.7.02 | Legal Name of LEA/Agency | Ramsey County Community Corrections |
| | 1.7.03 | Telephone / Fax | (651)-266-1513/(651)-266-1515 |
| | 1.7.04 | Mailing Address | 398 Totem Road, Saint Paul MN 55119 |
| | 1.7.05 | County | Ramsey |
| | 1.7.06 | Name of the LEA/Agency Contact Person | Keith Lattimore |
| | 1.7.07 | Name of the LEA/Agency Authorized Representative | Cheryl Carlstrom, Director; Nancy DuBois, Program Manager; Dan Wolff, Principal |

Narrative - Manage Budget

General

| Subsection Description | | Question | Answer |
|--|--------|--|--------|
| 1.8 Identification of Participating N or D Institution #3 | | | |
| Please fill out this information for the participating N or D institution. Add the contact information for the Contact Person and the Authorized Representative to the Contacts section of this grant application. | 1.8.01 | Date of Participating Agency Meeting | |
| | 1.8.02 | Legal Name of LEA/Agency | |
| | 1.8.03 | Telephone / Fax | |
| | 1.8.04 | Mailing Address | |
| | 1.8.05 | County | |
| | 1.8.06 | Name of the LEA/Agency Contact Person | |
| | 1.8.07 | Name of the LEA/Agency Authorized Representative | |

Contacts

Contact Type: School District or Agency Accountant

Name: Kaola Yang
Title: Accountant
Organization Name: Saint Paul Public Schools
Address Line 1: 360 Colborne
Address Line 2:
City: St Paul
State: MN
Zip Code: 55102
Phone Number: 651-767-8190
Alternate Phone Number:
Fax Number:
Email Address: kaola.yang@spps.org

Contact Type: Authorized Representative

Name: Cheryl Carlstrom
Title: Director
Organization Name: St Paul Public Schools
Address Line 1: 360 Colborne
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55102
Phone Number: 651-744-1451
Alternate Phone Number:
Fax Number:
Email Address: cheryl.carlstrom@spps.org

Contacts

Contact Type: Not Defined

Name: Anne McInerney
Title: Supervisor
Organization Name: St Paul Public Schools
Address Line 1: 360 Colborne
Address Line 2:
City: Saint Paul
State: MN
Zip Code: 55102
Phone Number: 651-744-2565
Alternate Phone Number:
Fax Number:
Email Address: anne.mcinerney@spps.org

Contact Type: Program Contact Representative

Name: Cheryl Carlstrom
Title: Director
Organization Name: Saint Paul Public Schools
Address Line 1: 360 Colborne
Address Line 2:
City: St Paul
State: MN
Zip Code: 55102
Phone Number: 651-744-1451
Alternate Phone Number:
Fax Number:
Email Address: cheryl.carlstrom@spps.org

Attachments - None

| Organization Level | Attachment | When | User |
|--------------------|------------|------|------|
|--------------------|------------|------|------|

2017-18 Family Engagement Plan

Saint Paul Public Schools (SPPS) is committed to providing a premier education for all students. SPPS in collaboration with students, families, communities and staff will establish a learning environment where:

- Every student is inspired, challenged, and cared for by exceptional educators
- Every family is welcomed, respected and valued by exceptional schools
- Our community is united, strengthened, and prepared for an exceptional future

Welcoming Environment

Family engagement begins with an environment that welcomes, honors, and connects families with schools and with each other. To build our capacity to create welcoming environments in SPPS, we will:

| Engagement Tasks | Learn More |
|---|---|
| Collaborate to host cultural events throughout the year that honor and celebrate the diversity of families and students in Saint Paul Public Schools (Hmong New Year, Karen New Year, National African American Parent Involvement Day) | <ul style="list-style-type: none"> • spps.org/Calendar |
| Participate in community events city-wide and year-round to engage with families in their neighborhoods | <ul style="list-style-type: none"> • spps.org/engagement |
| Provide high-quality activities for children (Children’s Learning Academy) while families participate in district events (§1116(e)(8)¹) | <ul style="list-style-type: none"> • spps.org/engagement |
| Provide interpreters, translations, Language Line and other supports for families to remove barriers to participation (§1116(e)(5) and (14) and (f)) | <ul style="list-style-type: none"> • spps.org/communications |
| Share family engagement in The Bridge newsletter | <ul style="list-style-type: none"> • spps.org/staff |
| Host National African American Parent Involvement Day (NAAPID) at schools district-wide – February 12, 2018 | <ul style="list-style-type: none"> • spps.org/naapid |
| Sponsor a School Choice Fair to provide families information about kindergarten transition and school options – January 20, 2018 | <ul style="list-style-type: none"> • spps.org/schoolchoicefair |
| Host recognition events for graduating seniors | <ul style="list-style-type: none"> • spps.org/graduations |
| Develop an opt-in process for families to receive targeted information based on their preferences | <ul style="list-style-type: none"> • Contact Heather Kilgore for more information 651-744-4223 |

| Tasks from Other Departments | Learn More |
|---|---|
| Use guiding questions about racial equity and gender inclusion in family and community engagement when planning for school improvement | <ul style="list-style-type: none"> • spps.org/school_improvement |
| Provide training for all staff to improve their knowledge of the primary cultures and languages in Saint Paul Public Schools | <ul style="list-style-type: none"> • MLL and Equity Training on PDEExpress |
| Provide regular, ongoing, and timely communication in multiple formats, including a daily newsletter and smart phone app | <ul style="list-style-type: none"> • spps.org/myspps and e-news |
| Guided by the Facilities Master Plan, create clear main entrances and welcoming reception areas as buildings are renovated and updated | <ul style="list-style-type: none"> • spps.org/facilities |
| Simplify access to student information by creating a single log-in for parents that works across multiple digital tools and includes the ability to complete forms and update information | <ul style="list-style-type: none"> • spps.org/onestop |
| Create and distribute a Back to School Calendar to be mailed to all families with general district information and the calendar for the school year included | <ul style="list-style-type: none"> • spps.org/backtoschool |
| Participate in community events city-wide and year-round to provide families information about school options and enrollment | <ul style="list-style-type: none"> • apply.spps.org |

Family Partnerships

Family engagement is a commitment to systemic, integrated, and sustained partnership with families. To build our capacity for family partnerships in SPPS, we will:

| Engagement Tasks | Learn More |
|--|---|
| Provide an ombudsperson to help families solve problems | <ul style="list-style-type: none"> • spps.org/ombudsperson |
| Convene advisory councils as a forum for families and community to advise the district, and for the district to share information (MN 125A.24 ⁱⁱ , MN 120B.11, subd. 3. ^{iii,iv}) | <ul style="list-style-type: none"> • spps.org/engagement |
| Implement Parent Academy district-wide to establish a strong foundation for family engagement at the schools (§1116(e)(1) and (2)) | <ul style="list-style-type: none"> • spps.org/engagement/parent_academy |
| Host district-wide meetings for families to provide information, resources, and support (§1116(e)(1) and (2), §3302(e) ^v , MN 124D.60, subd. 3. ^{vi,vii}) | <ul style="list-style-type: none"> • spps.org/Calendar |
| Host meetings and professional development opportunities for family liaison staff and others (§1116(e)(3)) | <ul style="list-style-type: none"> • spps.org/engagement • PDExpress |
| Conduct, with the involvement of parents, an annual evaluation of the effectiveness of the district's engagement, including identifying barriers to parents' participation (§1116(a)(2)(E)) | <ul style="list-style-type: none"> • Contact Heather Kilgore for more information 651-744-4223 |
| Convene the District Parent Advisory Council to jointly develop plans as required by State ^{viii} and federal law (§1116(a)(1) and (2)) | <ul style="list-style-type: none"> • spps.org/engagement |
| Support families' participation in School Climate Improvement Teams, as requested. | <ul style="list-style-type: none"> • Contact Amy Cooper for more information 651-744-5878 |
| Provide direct support to schools Action Teams for Partnerships to strengthen their programs of family and community engagement for student success in school | <ul style="list-style-type: none"> • spps.org/engagement |
| Develop and pilot training and a system for parent advocates to support other parents | <ul style="list-style-type: none"> • Contact Dana Abrams for more information 651-767-8394 |
| In partnership with PACs, monitor the implementation of the advisory councils' recommendations to the Board of Education | <ul style="list-style-type: none"> • Contact Heather Kilgore for more information 651-744-4223 |

| Tasks from Other Departments | Learn More |
|--|--|
| Work with the Saint Paul Federation of Teachers to support the Parent Teacher Home Visit Project and provide teacher training in family engagement (§1116(e)(3)) | <ul style="list-style-type: none"> • spft.org • PDExpress |
| Support families' engagement in Pre-K-Grade 3 alignment and the transition into public school, including home activities, school events, and partnerships supported by the Office of Early Learning (§1116(a)(2)(D)) | <ul style="list-style-type: none"> • spps.org/prek • Blast Off to Kindergarten |

Teaching and Learning

Families' engagement in supporting, encouraging, and monitoring their child's education is strongly associated with student achievement, and family and community engagement is an essential element of whole-school improvement. To build our capacity for engaging families in teaching and learning, we will:

| Engagement Tasks | Learn More |
|--|---|
| Offer Parent Academy Seminars in schools to provide information, resources, and support for families (§1116(e)(3)) | <ul style="list-style-type: none"> • spps.org/engagement/parent_academy |
| Implement School Attendance Matters strategies to support student attendance | <ul style="list-style-type: none"> • spps.org/engagement/attendance |
| Provide direct support to teachers in schools implementing Academic Parent Teacher Teams (APTT) | <ul style="list-style-type: none"> • spps.org/engagement |
| Support implementation of the Latino Consent Decree (LCD) to improve services and supports for eligible students | <ul style="list-style-type: none"> • Contact Pablo Matamoros for more information 651-767-8319 |

| Tasks from Other Departments | Learn More |
|--|---|
| Improve communication to families and students about SPPS College Access Partners, early college options, and other college and career readiness resources ^{ix} | <ul style="list-style-type: none"> • spps.org/occr |
| Provide parents with access to Family Connection to help plan for post-secondary | <ul style="list-style-type: none"> • spps.org/counseling |
| Provide parents with information about academic standards (§1116(e)(1)) | <ul style="list-style-type: none"> • spps.org/progressreports |
| Support implementation of the Literacy Plan's family engagement activities (MN 120B.12 ^x) | <ul style="list-style-type: none"> • spps.org/literacy |
| Provide families with information about student assessments (§1116(e)(1)) | <ul style="list-style-type: none"> • spps.org/rea |
| In collaboration with the University of Minnesota, implement the ESPRIT ¹ program in two middle schools | <ul style="list-style-type: none"> • Contact Heather Kilgore for more information 651-744-4223 |
| In collaboration with the University of Minnesota, implement the DLI3P ² program in dual language immersion schools | <ul style="list-style-type: none"> • Contact Heather Kilgore for more information 651-744-4223 |

¹ ESPRIT: fostering Equitable Science through PaRental Involvement and Technology

² DLI3P: Dual Language and Immersion Pathways to English Learner Success through Professional Development and Parent Engagement

Community Partnerships

Saint Paul Public Schools works in partnership with organizations in our community in order to meet the diverse needs of students and families in our schools. In order to build our capacity to develop mutually beneficial relationships with the primary goal of improving student success, we will:

| Engagement Tasks | Learn More |
|---|---|
| Provide a single point of contact for community partners seeking to work with Saint Paul Public Schools, including orienting new partners | <ul style="list-style-type: none"> • spps.org/engagement |
| Facilitate the distribution of partners' flyers to families through schools | <ul style="list-style-type: none"> • spps.org/flyers |
| Help find volunteer opportunities for community members to support schools | <ul style="list-style-type: none"> • spps.org/getinvolved |
| Support independent parent organizations (PTOs and PTAs) as requested | <ul style="list-style-type: none"> • Contact Heather Kilgore for more information 651-744-4223 |

| Tasks from Other Departments | Learn More |
|--|---|
| Partner with Saint Paul Public Libraries to issue SPPS students electronic library cards for easier library access, both inside and outside the classroom. Library resources include one-on-one online homework help, research databases, e-books, electronic magazines, and more. | <ul style="list-style-type: none"> • spll.org/connected |
| Participate in the Early Learning Community Partnership Team, including Head Start, childcare, and other partners to coordinate and align Pre-K – Grade 3 programs and resources (§1116(a)(2)(D), and (e)(4)) | <ul style="list-style-type: none"> • spps.org/prek |

This family engagement plan includes specific activities to support students in SPPS Title I schools and their families. [Title I](#) is the primary Federal education law that provides funding to give students extra help in meeting grade-level expectations. In [SPPS Title I](#), all schools **except**, EXPO Elementary, Horace Mann Elementary, JJ Hill Elementary, L'Etoile du Nord French Immersion, Randolph Heights Elementary, and St. Anthony Park Elementary are Title I schools. There are many opportunities for [family engagement](#) in the SPPS district and schools that may not be included in this plan.

ⁱ Citations refer to the Every Student Succeeds Act, Title I, [Section 1116](#)
ⁱⁱ [Parent Advisory Councils](#), MN Statutes, 125A.24, Indian Education, MN Statutes, [124D.78](#)
ⁱⁱⁱ [District Advisory Committee](#), MN Statutes, 120B.11, subd. 3, [124D.8955](#)
^{iv} Community Education Advisory Council, MN Statutes [124D.18](#), [21CCCL/Flipside](#) Advisory Council
^v Elementary Student Succeeds Act (ESSA), Title III, [Section 3302](#)
^{vi} English Learners, MN Statutes [124D.60](#)
^{vii} Parent participation in [Special Education](#)
^{viii} Annual Curriculum Report, MN Statutes [120B.11](#), Parental Curriculum Review, MN Statutes [120B.20](#)
^{ix} World's Best Workforce Plan, MN Statutes, [120B.125](#)
^x [Reading Well By Third Grade](#), MN Statutes, [120B.12](#)

SAINT PAUL PUBLIC SCHOOLS 2018-2019
PRELIMINARY TITLE I, PART A BUDGET

| SCHOOLS BUDGET | | | FTE | COSTS | |
|--------------------------------------|---------------------------------|--|--------------------------------------|---------------------|--|
| Licensed | 6140 | Licensed Teachers (Intervention Teachers) | 69.4 | \$7,082,617 | Reading, Math, Intervention Teachers, Tech integration Staff |
| | 6143 | Licensed Support Staff (Instructional Coaches) | 25.38 | \$2,594,238 | Content Coaches (Reading, Math) |
| | 6156 | Licensed School Social Worker | 2.98 | \$321,386 | |
| | Total Licensed Staff | | 97.76 | \$9,998,241 | |
| Non Licensed | 6144 | Education Assistants (Non Instructional) | 13.94 | \$841,527 | Parent Liaisons |
| | 6175 | Cultural Specialists/ Intervention Specialists | 32.71 | \$2,143,903 | Parent / Student Engagement |
| | 6161 | Teaching Assistants (Kindergarten) | 18.71 | \$586,469 | Instructional Support in Kindergarten |
| | Total Non Licensed Staff | | 65.36 | \$3,571,899 | |
| | | | | | Hourly Teachers, Stipends (PD, Parent Involvement, Leadership Teams) |
| | 6185 | Other Salay Payments (Licensed) | | \$158,235 | |
| | 6184 | Other Salary Payments (Non Licensed) | | \$72,774 | Interpreters, Child Care, |
| | 6200 | Benefits | | \$40,282 | |
| Total Other Personnel Costs | | | | \$271,291 | |
| | | | | | |
| | 6303 | Consultants/Contracts/Substitutes | | \$65,043 | Substitutes to Cover PD for Teachers |
| | 6360 | Transportation (for Family Engagement) | | \$23,607 | Family Engagement (taxi cabs, bus tokens) |
| | 6401 | | | | Family Engagement (supplies for family events) |
| | 6430 | Instructional Materials/Students/Family Eng | | \$7,577 | Materials to support learning in the classroom |
| | 6490 | Food (for Family Engagement) | | \$18,676 | Family Engagement (food during family events) |
| Total Other Costs | | | | \$114,903 | |
| TOTAL SCHOOL COSTS | | | | \$13,956,334 | |
| DISTRICT PROGRAM COSTS | | | FTE | COSTS | |
| Title I Program Administrative Staff | 6110 | Administration - Title I Office | 1.2 | \$132,600.00 | Title I Director, .2 Homeless Supervisor |
| | 6143 | Instructional Support | 2 | \$197,025.00 | |
| | 6170 | Support Staff | 3 | \$184,105.00 | Foster Care Social Worker |
| | 6185 | Other Salay Payments (Licensed) | | \$6,000.00 | Homeless Staff (extended days) Summer |
| | 6200 | Benefits | | \$150,433.00 | |
| | 6303 | Substitutes/Contracted Services | | \$92,644.00 | |
| | | | Office Supplies/Materials/Mileage/PD | | \$57,000.00 |
| Total Costs | | | 6.2 | \$819,807.00 | Support costs for TI office staff |
| | | | | | |
| Non Public Costs | | District Levels Costs | | \$225,000.00 | Professional Development, Assessments, Stipends |
| | | School Level Costs | | \$733,507.00 | Hourly Teachers, 3rd Party Contractors to provide direct services |
| | Total Costs | | | | \$958,507.00 |
| | | | | | |
| Homeless /Foster Care | | Personnel Salaries (Social Workes, Home Liaisons, Counselor, Supervisor), Summer Hrs | 10 | \$1,013,170.00 | 4 Homeless EA Liaisons, 3.15 Social Workers, .80 Homeless Supervisor |
| | | Supplies/PD/Mileage | | \$20,357.00 | Supplies for Homeless Students, PD, Mileage |
| | Total Costs | | | | \$1,033,527.00 |

SAINT PAUL PUBLIC SCHOOLS 2018-2019
PRELIMINARY TITLE I, PART A BUDGET

| | | | | | |
|-------------------------------|---|---|-------------|-----------------------|--|
| Research/ Evaluation | | Reserch/Evaluation Staff .80 FTE (staff support) | | \$100,000.00 | .80 FTE (staff support) |
| | | Total Costs | | \$100,000.00 | |
| School Improvement | | Licensed Support Staff | 7.15 | \$674,882.00 | District Reading, Math, PBIS (behavior) Coaches |
| | | Administrator School Impt. | 0.1 | \$12,220.00 | School Improvement Administrator |
| | | Teacher Stipends/ Substitutes (Prof. Dev.) | | \$373,746.00 | Additional funds to support Reading/Math/PBIS PD |
| | | Benefits | | \$223,841.00 | |
| | | Consultants for Professional Development | | \$127,500.00 | Math PD Solution Tree |
| | | Leadership Development | | \$400,000.00 | |
| | | Mileage/Workshop/ PD Books & Materials | | \$87,811.00 | |
| | | Total Costs | 7.25 | \$1,900,000.00 | |
| AVID | | AVID Tutors, .10 FTE Avid Coodinator Benefits | | \$129,884.00 | Advancement Via Individual Determination |
| | | AVID Fees for School Programs | | \$70,116.00 | |
| | | Total Costs | | \$200,000.00 | |
| Literacy Initiative | | Culturally Relevant Reading Materials Grade 2 | | \$500,000.00 | |
| | | Middle School 6, 7, 8 Reading Teachers Supplemental Literacy Materials | | \$2,000,000.00 | |
| | | Professional Development | | | |
| | | | | \$2,500,000.00 | |
| Neglected Brittany's Place | | .10 Transition Coordinator | | \$5,595.00 | |
| | | Instructional Suppliees | | \$4,405.00 | |
| | | | | \$10,000.00 | |
| Counselors | 3 | Pathway Counselors | | \$328,000.00 | |
| | | | | \$328,000.00 | |
| Family Eng. | | PAC (Cultural Specialists), FE Coordinator | | \$500,000.00 | District Family Engagement Costs |
| | | Total Costs | 0 | \$500,000.00 | |
| Early Learning | | Licensed Support Staff | 5.08 | \$393,787.00 | |
| | | Other Salary Payments (Licensed/NonLicensed) | | \$42,300.00 | |
| | | Benefits | | \$137,106.00 | |
| | | Transportation/Communication | | \$600.00 | |
| | | Food | | \$0.00 | |
| | | Instructional Materials | | \$1,207.00 | |
| | | Total Costs | 5.08 | \$575,000.00 | |
| | | Non Public Charge Backs to Other Districts | | \$60,000.00 | |

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SAINT PAUL PUBLIC SCHOOLS 2018-2019
PRELIMINARY TITLE I, PART A BUDGET

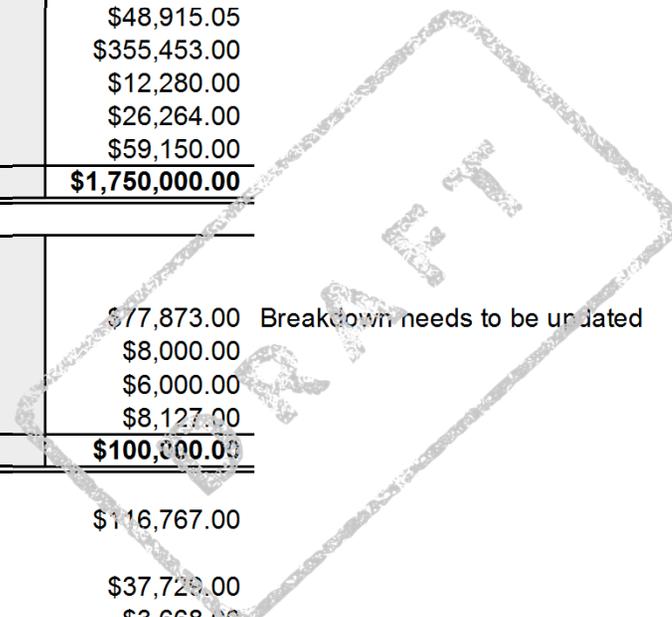
| | | | | | |
|---|------|--|-------------|------------------------|--|
| LEA Activities | | Benefit Professional Growth (All TI Personnel) | | \$165,000.00 | |
| | | Total Costs | | \$225,000.00 | |
| <hr/> | | | | | |
| Indian Education | 1.3 | Possibilities Social Workers | | \$150,000.00 | |
| | | Total Costs | 0 | \$150,000.00 | |
| <hr/> | | | | | |
| Delinquent (TI) Boys Totem Town & JDC | 6140 | Licensed Teacher | 1.5 | \$115,887.00 | Reading Teacher |
| | 6144 | TA Instructional | 0.75 | \$15,408.00 | EA Instructional Support and Family Engagement |
| | 6170 | Transition Coordinator | 0.3 | \$15,909.00 | |
| | 6200 | Benefits | | \$50,760.00 | |
| | 6430 | Instructional Supplies | | \$12,036.00 | Reading/Math Educational Materials |
| | 6360 | Transportation | | \$0.00 | Transportation (Family Engagement) |
| | | Total Costs | 2.55 | \$210,000.00 | |
| <hr/> | | | | | |
| TOTAL DISTRICT COSTS | | | | \$9,509,841.00 | |
| INDIRECT COST FOR TOTAL TI GRANT | | | | \$1,391,916.00 | |
| | | | | \$1,750,000.00 | |
| TOTAL TITLE I GRANT BUDGET | | | | \$26,608,091.00 | |

SAINT PAUL PUBLIC SCHOOLS 2018-19
OTHER FEDERAL GRANTS

| | | | | | |
|---|------|--|--|-----------------------|-------------------------------|
| School Imp. State Grant to Support Priority and Focus Schools | 6110 | Consultants/Contracts 1st \$25,000 | 1.65 | \$196,010.00 | Breakdown needs to be updated |
| | 6143 | Licensed Support Staff (School Impt Specialists) | 11.55 | \$1,051,927.95 | |
| | 6185 | Other Salary Payments | | \$48,915.05 | |
| | 6200 | Benefits | | \$355,453.00 | |
| | 6303 | Substitutes to Cover PD for Teachers | | \$12,280.00 | |
| | | | Mileage/Conferences/Supplies to Support Team | | |
| | | Indirect Costs | | \$59,150.00 | |
| | | Total Cost | | \$1,750,000.00 | |

| | | | | | |
|-------------------------|------|--|--|---------------------|-------------------------------|
| McKinney Vento Grant | 6184 | Homeless Shelter Tutors / Benefits | | \$77,873.00 | Breakdown needs to be updated |
| | 6360 | Transportation | | \$8,000.00 | |
| | 6368 | Professional Development | | \$6,000.00 | |
| | 6430 | Instructional Materials to Support Homeless Students | | \$8,127.00 | |
| | | | | \$100,000.00 | |

| | | | | |
|--|--|---|--|---------------------|
| Delinquent Discretionary Boys Totem Town and JDC | | Counselor, Social Worker, TA, Transition Coord. | | \$116,767.00 |
| | | Benefits | | \$37,729.00 |
| | | Instructional Supplies | | \$3,668.00 |
| | | Indirect Costs | | \$0.00 |
| | | Standardized Tests | | \$8,108.20 |
| | | | | \$4,000.00 |
| | | | | \$170,272.20 |

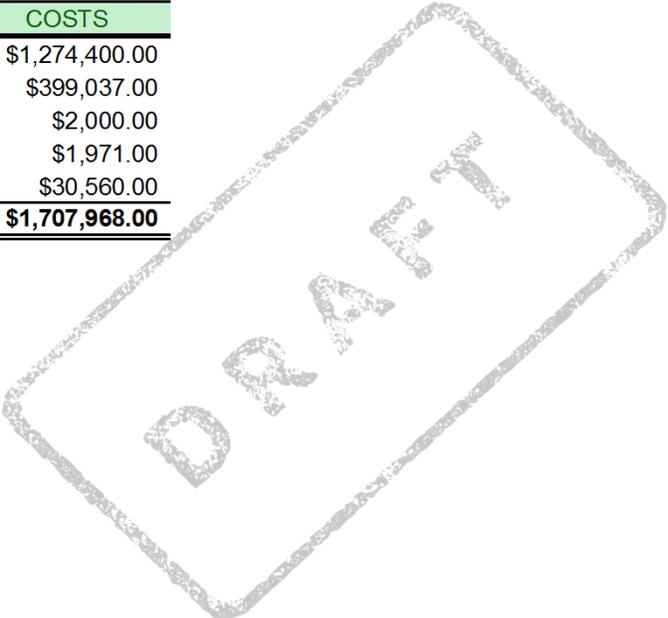


SAINT PAUL PUBLIC SCHOOLS 2018-2019
TITLE II, A BUDGET

| | | | | | |
|--|------|---|------|-----------------------|--|
| Title II, Professional Development | 6143 | Licensed Support Staff | 9.25 | \$1,819,460.00 | Coaches Reading, Math, Social Studies, Science |
| | 6170 | Clerical Support | 1 | \$64,848.00 | |
| | 6110 | Administrator | 1 | \$123,650.00 | Administrator of Teaching and Learning |
| | 6185 | Other Salary Payments (Licensed) | | \$112,207.00 | Stipends for Teacher PD |
| | 6200 | Benefits | | \$614,211.41 | |
| | 6303 | Substitutes to cover PD for Teachers | | \$33,953.00 | |
| | 6401 | District Professional Development Materials | | \$25,000.00 | |
| | 6366 | Mileage for District PD Coaches | | \$13,200.00 | |
| | | Total Cost | | \$2,806,529.41 | |
| <hr/> | | | | | |
| Title II, NP | | Non Public Professional Development | | \$338,415.56 | |
| | | Total Cost | | \$338,415.56 | |
| <hr/> | | | | | |
| TOTAL TITLE II COSTS | | | | \$3,144,944.97 | |
| INDIRECT COST FOR TOTAL TI GRANT | | | | \$118,047.00 | |
| TOTAL TITLE II, A BUDGET | | | | \$3,262,991.97 | |

SAINT PAUL PUBLIC SCHOOLS 2018-2019
TITLE III, PART A

| SCHOOLS BUDGET | | FTE | COSTS |
|----------------|--------------------------------|-----------|-----------------------|
| 6140 | Bilingual Education Assistants | 27 | \$1,274,400.00 |
| 6143 | Benefits | | \$399,037.00 |
| 6200 | Professional Development | | \$2,000.00 |
| 6156 | PD Supplies and Materials | | \$1,971.00 |
| | Indirect Costs | | \$30,560.00 |
| | Total Licensed Staff | 27 | \$1,707,968.00 |



Saint Paul Public Schools

Title I Schoolwide Plans

www.spps.org/scip



SCHOOL IMPROVEMENT

School Improvement > SCIP

School Continuous Improvement Plan

A GUIDE FOR DATA DRIVEN DECISION MAKING

What is the SCIP?

Saint Paul Public Schools engages in a process of continuous improvement. At the school level, a major tool in the improvement process is the **School Continuous Improvement Plan (SCIP)**. The SCIP is a strategic document that district schools utilize to identify annual improvement priorities at each school.

[Public View](#)

SCIP Platform

Principals and staff with permissions may login with active directory username and password.
[Click Here to Enter SCIP Platform - secure](#)

SCIP Resources

Tools, Rubrics, and other documents to guide you through the SCIP process.

- Resources Page
- Resources in Google Drive

Previous SCIPs

Access your last SCIP and other School Continuous Improvement Plans from the 2010-11 and the 2012-13 through 2015-16 school years.