U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE
CFDA # 84.165A
PR/Award # U165A100021

OMB No. 1855-0011, Expiration Date: 05/31/2010
Closing Date: MAY 03, 2010

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Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission
[ ] Preapplication
[X] Application
[ ] Changed/Corrected Application

* 2. Type of Application:
[X] New
[ ] Continuation
[ ] Revision

* If Revision, select appropriate letter(s):
* Other (Specify)

* 3. Date Received:
4/30/2010

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:
NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Community School District 3

* b. Employer/Taxpayer Identification Number (EIN/TIN):
136400434

* c. Organizational DUNS:
103669289

d. Address:

* Street1:	154 West 93rd Street
Street2:	Room 122
* City:	New York
County:	New York
State:	NY
Province:	
* Country:	USA
* Zip / Postal Code:	10025

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Mrs.

* First Name: Roser

Middle Name:

* Last Name:	Salavert
Suffix:	
Title:	District 3 Community Superintendent
Organizational Affiliation:	
Community School District 3	
* Telephone Number:	(212)678-5857
Fax Number:	(212)222-7816
* Email:	RSALAVE@SCHOOLS.NYC.GOV

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-030410-001

Title:

Office of Innovation and Improvement:Magnet Schools Assistance Program
CFDA 84.165A

13. Competition Identification Number:

Title:

NA

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Community School District 3 Magnet Schools Assistance Program

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: NY-015 * b. Program/Project: NY-015

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 9/1/2010 * b. End Date: 8/31/2013

18. Estimated Funding ($):

a. Federal	**$ 3765525**
b. Applicant	**$**
c. State	**$**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 3765525**

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[X] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[ ] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Roser
Middle Name:			
* Last Name:	Salavert		
Suffix:			

Title:	District 3 Community Superintendent

* Telephone Number:	(212)678-5857	Fax Number:	(212)222-7816

* Email:	RSALAVE@SCHOOLS.NYC.GOV

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Community School District 3

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 1,702,117	$ 1,702,117	$ 1,702,117	$ 0	$ 0	$ 5,106,351
2. Fringe Benefits	$ 557,989	$ 557,989	$ 557,989	$ 0	$ 0	$ 1,673,967
3. Travel	$ 90,000	$ 90,000	$ 90,000	$ 0	$ 0	$ 270,000
4. Equipment	$ 42,000	$ 42,000	$ 42,000	$ 0	$ 0	$ 126,000
5. Supplies	$ 471,808	$ 472,308	$ 480,958	$ 0	$ 0	$ 1,425,074
6. Contractual	$ 620,850	$ 624,550	$ 620,226	$ 0	$ 0	$ 1,865,626
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 164,000	$ 164,000	$ 164,000	$ 0	$ 0	$ 492,000
9. Total Direct Costs (lines 1-8)	$ 3,648,764	$ 3,652,964	$ 3,657,290	$ 0	$ 0	$ 10,959,018
10. Indirect Costs*	$ 116,761	$ 116,895	$ 117,034	$ 0	$ 0	$ 350,690
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 3,765,525	$ 3,769,859	$ 3,774,324	$ 0	$ 0	$ 11,309,708

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): NYSED The Indirect Cost Rate is 3.2%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 3.2%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Community School District 3

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Roser Salavert
Title: District 3 Community Superintendent
Date Submitted: 04/23/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Community School District 3 Address: 154 West 93rd street City: New York State: NY Zip Code + 4: 10025-7530 **Congressional District, if known:** 15	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: U. S. Department of Education	**7. Federal Program Name/Description:** Magnet Schools Assistance Program CFDA Number, if applicable: 84.165A	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Roser Salavert Title: District 3 Community Superintendent Applicant: Community School District 3 Date: 04/23/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Community School District 3

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. First Name: Roser Middle Name:

Last Name: Salavert Suffix:

Title: District 3 Community Superintendent

Signature: _____ Date: 04/23/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : district 3 GEPA 2010.doc
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The New York City Community School District 3

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

New York City Community School District 3 is proposing a Magnet Schools Assistance Program for PS 87, PS 145, PS 185, PS/IS 191, PS 208, PS 241, PS 242, and MS 421 that will meet the requirement of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access to participation having to do with gender, race, national origin, color, disability, or age. The project is designed to ensure that all students will be taught the same content, will be held to the same high standards and have access to the same rigorous curricula. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability, or age:

- All materials developed as part of the project will be adapted for use with students with disabilities according to their individual IEPs.
- All instructional materials and training materials will be reviewed by the project director and magnet resource teachers to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues.
- Materials sent out to parents and other community members explaining the program and inviting them to participate will be translated into the major native languages of the schools.
- Students will not be placed into magnet schools based on ability, performance or any other measure of merit to ensure equal access to all programs.
- Professional development, curriculum development/alignment and other planning activities have been designed to include all teaching staff regardless of gender, race, national origin, color, disability, or age, in order to ensure that *all* students have equal access to high quality instruction.
- These and other project features and activities can be found throughout the application. The following section of the grant narrative is an example of where further details can be found:

Quality of Project Services (a) (2) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Laine		Leber	

Address:

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* City: Flushing

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* Phone Number (give area code)	Fax Number (give area code)
(917)543-7653	(718)381-7569

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LLEBER@SCHOOLS.NYC.GOV

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Project Narrative

Project Narrative-Project Abstract

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Project Abstract – New York City Community School District 3

A brief description of major objectives/performance measures:
Objective 1: Minority group isolation will be reduced at 7 highly minority group isolated magnet schools; minority group isolation will be reduced by specific percentage points each year **(1.1 – 1.8);** Each year, applicant pool for each magnet school will reflect racial and ethnic compositions that in relation to the total school enrollments will reduce minority group isolation **(1.9);** Each year, each magnet school will receive at least 65 applications **(1.10)**; Each year, class minority:non-minority ratios will not deviate from grade ratios by more than 15% **(1.11).**

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with State standards. Each year, magnet schools will complete comprehensive education plans with objectives and activities that support systemic reforms **(2.1)**; Each year, units reflecting systemic reforms will be developed, used with students for a specific number of minutes per week **(2.2)**.

Objective 3: All students in each magnet school program will receive magnet theme instruction. Each year, magnet theme related units will be developed, used with students for a specific number of minutes per week and published **(3.1, 3.2)**.

Objective 4: Each year, for each magnet school, the proportion of students in each NCLB subgroup will meet or exceed the adequate yearly progress standards for their grades. Magnet schools will show improvement in reading and mathematics each year for all students and subgroups **(4.1, 4.2)**; all magnet schools will attain NCLB Adequate Yearly Progress (AYP) for all students and subgroups each year **(4.3)**. By end of project period, magnet school students will develop mastery of the magnet curriculum **(4.4)**.

Objective 5: Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation. Each year, magnet school teachers will receive at least 30 hours of professional development related to systemic reforms and magnet theme **(5.1, 5.2)**

Objective 6: There will be an increase in parent participation at each magnet school. Each year, there will be an increase (compared with the previous year) in parent participation in the magnet schools each year **(6.1)**

Names of magnet schools, special curricular programs, and number of students who will participate (2010-11): **PS 87**: Community Studies/Classroom without Walls (1,019 students); **PS 145:** Magnet School for Technology and Multimedia Communication (523 students); **PS 185:** Early Childhood School of Discovery (246 students); **PS 191:** Museum Magnet School for Inquiry, Innovation and Imagination (486 students); **PS 208:** School for Environmental Stewardship (227 students)**; PS 241:** Science, Technology, Engineering and Mathematics (STEM) Magnet School (154); **PS 242:** International Baccalaureate Primary Years Program (248); **MS 421:** West Prep Academy – Youth Voice through Youth Media (153 students).

Project Narrative

Project-Narrative-Table of Contents

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Project Narrative

Project Narrative-Competitive Preference Priority 1-Need for Assistance

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Priority 1–Need for Assistance: (a) The costs of fully implementing the magnet schools project as proposed

Introduction: Community School District 3 (District 3) has not received funds under this program in the last fiscal year of the previous funding cycle. Further, District 3 has not received MSAP funding since the 1998 funding cycle. District 3 is located in Manhattan in New York City in communities that are experiencing major shifts in demographics, requiring shifts in school design to increase the diversity of the school enrollments and increase academic achievement for all students in the schools. **The district seeks MSAP funding to reduce minority group isolation in 7 highly minority group isolated schools** by decreasing the percentage of one or more groups of minority students (i.e., American Indian, Asian/Pacific Islander, Black and Hispanic) and increasing the percentage of white students. Four of these schools will be new magnet schools – PS 145, PS 241, PS 242, and MS 421. Also included as **a new magnet school is PS 87, a higher performing school with larger proportions of nonminority students in order to maximize the opportunity for students in low-performing, highly minority group isolated magnet schools (PS 145 and PS 241) to attend a higher performing magnet school and help reduce minority group isolation at these low performing schools.** The district also proposes to significantly revise 3 magnet schools with new themes -- PS 185, PS 191, and PS 208, to reduce minority group isolation at these schools. It must be noted that **all proposed magnet schools have sufficient space to accommodate students who would voluntarily enroll in the schools.**

Community Background: For decades the areas comprising District 3 could be viewed as 2 separate communities, with clear "borders" – the southern section, the Upper West Side,

consisting of predominantly white, middle class residents, clamoring for high quality public schools and dedicating their own resources, where necessary, to ensure that they were available at the schools; and the northern section, South Harlem, consisting of predominantly minority (Black and Hispanic), financially struggling residents, also seeking high quality public schools, but lacking the resources to have the necessary impact on a large, bureaucratic school system to make this happen.

The legacy has been a 2-tiered public school system with the "better", high achieving and more racially mixed schools primarily in the south and the "less desirable", low achieving schools, racially isolated schools primarily in the north. Nothing highlights the legacy more than the numbers themselves, summarized in the tables below, for the proposed magnet schools and feeder schools (schools where the goal is to attract students who would ordinarily attend these schools to voluntarily enroll in the magnet schools).

Magnet Schools/ Enrollments	**Location**	**% Min.**	**% Poverty/Title 1**	**% Proficient NYS ELA Assessment**
PS 145 (473)	South Harlem	94.3%	75.8%/ Title I	57.4% - **SINI Yr 1**
PS 185 (239)	South Harlem	100%	76.45%/ Title I	N/A : grades K-2, not tested
PS/IS 191 (484)	Upper West Side*	92.6%	64.6%/ Title I	74.9%
PS 208 (206)	South Harlem	98.5%	79.8% Title I	56.6%
PS 241 (231)	South Harlem	97.8%	80.9%/ Title I	50.2% - **CA Yr 1**
PS 242 (218)	South Harlem	98.2%	73.2%/ Title I	51.6%
MS 421(260 ex-	Upper West Side*	97.3%	new school***	new school

pected)				

Feeder Schools/ Enrollments	**Location**	**% Min.**	**% Poverty**	**% Proficient NYS ELA**
PS 87 (M/F) ** (1,004)	Upper West Side	39.3%	15.1%	91.6%
PS 9 (566)	Upper West Side	43.8%	23.1%	92.1%
PS 166 (609)	Upper West Side	50.6%	30.2%	79.2%
PS/IS 199 (735)	Upper West Side	32.8%	6.7%	94.4%
PS/IS 333 (696)	Upper West Side	53.4%	24.0%	84.0%
PS/IS 334 (563)	Upper West Side	42.1%	5.25	100%
IS 243 (211)	Upper West Side	40.8%	38.2%	97.2%
IS 245 (395)	Upper West Side	59.7%	26.8%	91.3%

* Although both of these schools are located on the Upper West Side, PS 191 is located next to a low-income housing project consisting of predominantly minority residents who are zoned to the school and MS 421is replacing a failing school which is being phased out (see below).

** PS 87 is both a magnet school that receives minority students from and sends white students to the highly minority group isolated low-performing schools, or a magnet/feeder school (M/F)

*** MS 421 is a new school replacing a failing middle school – MS 44.

Now is the Time for a Successful Magnet Program. This is the legacy; however the north/south divide is changing, with the current school enrollments as a lagging indicator. Again, the numbers tell the story. In the 1990 census, Community Planning Board 10, comprising South

Harlem, was 99.98% Non-White, with a population of 99,519 residents. In the 2000 census, the same area was 99.99% Non-White, with a population of 107,109 residents. The 2006-2008 American Community Survey for the area estimates an 87.4% Non-White population, with approximately 123,742 residents. **South Harlem is experiencing a period of gentrification with an influx of middle class families and young professionals, many of them nonminority.** A housing boom in the community has brought luxury condominiums into neighborhoods that for decades were known for their high crime rates and abandoned buildings.

Many of these gentrified newcomers have traditionally turned to private schools. There are currently 11,826 students attending private schools in District 3. Fifty-nine percent (59%) of these students are nonminority, a total of 7,019 students. However, because of the city's and the country's financial crisis, many parents are taking a second look at the public schools. Although the number of newcomer families is still small, they are a growing force in the South Harlem community. As stated in a recent NY Times article (March 24, 1010), "Public officials and parents [in District 3]say the increased demand at some schools is driven by a mix of new buildings, families deciding to stay in the city rather than move to the suburbs, and economic decisions to pass on private schools." These savvy parents have been looking south. They have been looking at the high performing schools on the Upper West Side that have all the perks. For students who live outside the schools' attendance zones, the competition for enrollment is fierce. Most of the Upper West Side schools are filled to capacity and can accept very few out-of-zone students. Moreover, because of capacity issues, even students who are zoned to these schools are not guaranteed admission. Thus, **parents of students in the northern <u>and</u> southern parts of the district are looking for alternatives.**

Many parents are turning their attention to the schools in the north. What are they finding? In the south schools have all the required resources that all NYC schools have; however, parents have formed non-profit parent organizations that have raised hundreds of thousands of dollars for the schools. Much of the money raised has been used to purchase state of the art technology. The NYC DOE also provides technology resources, but not at the level found in these schools. It is apparent just by walking into the schools that there are resource inequities. **Parents of most of the students in the South Harlem schools are poor and do not have the where-with-all to raise large amounts of money.** Coalitions of concerned parents are beginning to form at these schools. Both the nascent group of nonminority parents who have enrolled or are considering enrolling their children in the schools and the vast majority of parents of students who are already in the schools are rallying to improve the schools – to build a culture of achievement so that all students "win."

Further demonstrating that "timing is everything," the New York City Department of Education is newly restructured and is poised to provide the necessary structural support for the MSAP project. Even before the U.S. Department of Education identified "school turnaround" policies as critical for student achievement, the New York City Department of Education (NYC DOE) was adopting them. As described below, this process has begun with a **"district turnaround"** strategy to support student achievement, an essential first step in triggering and sustaining breakthrough change after decades of decentralized, top-down control had failed to produce results in New York City. The NYC DOE's focus on empowerment—the idea that school-level educators make decisions about their schools—represents a re-imagining of school governance. These strategies are just beginning to bear fruit. In terms of the school turnaround strategies that the US Department of Education has identified—including strong leadership, con-

sistently focusing on improving instruction through the use of data—the NYC DOE is far ahead of the curve.

The District Turnaround: New York City's Department of Education's *Children First* Initiative. The *Children First* reforms are about student achievement and focuses on leadership, empowerment, and accountability

Leadership/Empowerment: As in the federal turnaround model for chronically low-performing schools, the principal has "operational flexibility" for budget, staffing, and programming. The NYC DOE management structure focuses decision-making at the school level, with the principal, and holds the principal accountable for student learning. This structure also enables principals to choose the partners and supports that will impact their schools—and their new magnet programs. The NYC DOE negotiated substantial reforms to the teachers' contract: raising teachers' salaries, so principals can recruit and retain needed high-quality teachers; providing struggling students an additional 150 minutes every week (37 ½ minutes each day) of small-group instruction; and giving principals, for the first time, the power to make final decisions regarding hiring for all vacancies. *Children First* reforms have also created a **Leadership Academy**, modeled after successful private sector initiatives, to train strong school leaders capable of making those decisions effectively. Further, to empower parents as leaders and as partners in their children's education, the Mayor and the Chancellor created a position in every single school called the **parent coordinator.**

As part of the continuing *Children First* restructuring, starting in the 2010-2011 school year, all magnet schools will be part of the *Children First* Network (CFN), an initiative designed to integrate operational and instructional support for schools. CFN's goal is to expand the philosophy of devolving as much decision-making power as possible to the people who know

schools best: principals, teachers and school staff. Each CFN network employs a 13-person, cross-functional team directly accountable to principals that delivers personalized service to an average of 25 schools. The CFN is designed to build capacity within schools so school-based staff can focus their time on instruction and accelerate student achievement. **This level of structural support is especially critical at a time when, just as schools are being asked to do more, the city's budget situation means that there are fewer dollars to work with.**

Each CFN Network Team consists of: (1) a Network Leader; (2) a Director of Achievement, Achievement Specialist, and Director of Operations; and (3) a Student Guidance and Attendance Specialist; Youth Development, ELL, and Health Specialist; Special Education Specialist; Safety and Suspension Specialist; Budget and Human Resources Specialist; Payroll and Procurement Specialist; Food, Transportation and Budget Analyst, Technology and Data Specialist; and Facilities and Space Planning Specialist.

Accountability: The NYC DOE has, since the inception of its *Children First* initiative, clearly identified the use of data "to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess students learning and instructional practices to refocus the goals"—all elements described in *Turning Around Chronically Low-Performing Schools* as critical to "maintain[ing] a consistent focus on improving instruction" (p. 8). The NYC DOE is responsible for both school-based accountability and system-wide structural accountability. In complex organizations, accountability for progress—whether it is moving the entire system forward or moving one student from failing to proficient—is critical. **The NYC DOE will support the magnet schools as part of a strong accountability system that will provide a fair and comprehensive school evaluation, timely and accurate data to principals, and teachers, clear reports to parents and the public, and both rewards for suc-**

cess and consequences for failure. NYC DOE Senior Achievement Facilitators will work intensively with schools to implement effectively the NYC DOE's powerful set of accountability tools and metrics and the processes by which school professionals learn to use them to improve the academic outcomes for all students.

Inquiry Teams, a key data-driven NYC DOE *Children First* initiative, are especially likely to result in the "quick win" or early improvements that research has identified as one of four pivotal recommendations for turning around chronically low-performing schools (Institute of Education Sciences, 2008). An Inquiry Team in each school is designed to accelerate learning by using data to drive instruction and learning. By being an Inquiry Team member, teachers learn to understand and use disaggregated student data to identify student achievement gaps and then to differentiate instruction to address needs.

In summary, now is the time that the Magnet Schools Assistance Program can have its greatest impact in District 3. Five magnet schools will be established: PS 87, PS 145, PS 241, PS 242, and MS 421 (West Prep Academy). In addition, three magnet schools will be significantly revised: PS 185, PS 191 and PS 208. These schools are in great need of support. District 3's vision for the magnet schools is both ambitious and feasible. As described above, District 3 is in a unique position. Structures to fully transform the schools are in place through the *Children First Initiative*. However, the schools do not have the resources to provide the level of professional development, curriculum development, technology, and the like to fully meet the needs of all students and to attract a diverse student population. MSAP funding will provide the "missing piece." The schools will build on services that are in place to support students. All proposed schools (with the exception of PS 87) are Title I schools and provide Academic Intervention Services and other services to assist students.

District 3 believes that the combination of Title I and other support services, a solid core curriculum that is fully aligned with state standards, AND the magnet program is a powerful model for improving academic achievement for all students at the schools and attracting a diverse student population.

The costs of fully implementing the magnet schools project as proposed. The district is requesting approximately $3.7 million a year in funding from the Magnet Schools Assistance Program; however it will also devote its own resources to the project. Funding from the MSAP will cover the following costs: a full-time magnet director; a full-time magnet project planner; a full-time magnet project recruiter; 11 full-time magnet resource specialists/teachers to assist classroom teachers in implementing the specialized curriculum at the magnet schools; a full time secretary; contractual services for an evaluation firm to conduct an independent evaluation; support from consultants and school reform models to conduct staff training for classroom teachers to implement the specialized curriculum and systemic reform initiatives at each magnet school site; and equipment and supplies to support theme implementation in each school.

These are reasonable funding requests that are essential to the proper implementation of the magnet schools. However, these costs are only a portion of the overall cost of the project. As tangible evidence of District 3's commitment to promoting desegregation, District 3 is providing substantial **in-kind** services to the project, as described below. **Personnel:** District 3 will provide all necessary school-level teacher and principal support at each magnet school to fully implement the program. This includes a total of 364 staff members, at no cost to the project. **The total in-kind personnel costs will be $26,361,038. Facilities:** All school facilities, including classrooms, classroom furniture, ancillary support services, classroom materials and supplies (e.g. textbooks, reference books, library materials, computer software), and instructional sup-

plies. **The total in-kind facilities costs will be $1,402,589.** **Transportation:** Many of the magnet schools have field trips and mentorships as critical components of their curriculum. Transportation to these sites will also be needed frequently. District 3 will absorb this transportation cost at no cost to the project. **The total transportation costs will be $54,690.** **Office Personnel and Supplies:** Office personnel in the district office and supply costs associated with the implementation of the magnet schools program will be absorbed by the district. **The total costs of office personnel and supplies will be $27,210. Total In-kind Contributions: $27,845,527.** The true costs of the proposed MSAP program include these in-kind costs and the **$3,765,525** (year one) requested from the US Department of Education, for a total of **$31,611,052.**

Priority 1—Need for Assistance: (b) The resources available to the applicant to carry out the project if funds under the program were not provided.

Like other districts in New York City, District 3 faces the challenge of providing even more rigorous, standards-based instruction to a growing number of students, many with complex needs, without an adequate budget.

The costs of implementing the proposed magnet schools project enumerated above are tremendous, far beyond that which can be provided by the district. The difficulty of financing educational programs is exacerbated by the tremendous inequities that this district, as well as other New York City districts, faces in respect to state aid. It has long been evident that, compared to every other district of New York State, New York City receives a disproportionately small share of the state's education budget, despite the critical needs of the city. The Campaign for Fiscal Equity's (CFE) lawsuit challenging these inequities and the constitutionality of NYS's education funding system began more than thirteen years ago. The Equity Reform Project part-

ners – Educational Priorities Panel, Foundation for Citizen Education of the League of Women Voters of NY, Urban League of NYC and the Schuyler Center for Analysis and Advocacy – lent their support to CFE's suit, creating a citizens' mandate for school finance reform. Although the CFE lawsuit was first filed in NYS Supreme Court in 1993, a final ruling was not made until 2006, when the court called for increased funding for NYC schools, a total of $1.93 billion to be phased in over a 4 year period**. The 2009-10 state budget froze this funding increase. Compounding the decades old fiscal inequity, is a larger financial crisis affecting the schools.** After a 3% cut to schools during the previous two years, in May 2009, the NYC DOE announced a $405 million cut, approximately 5% per school (Medina, May 20, 2009).

New York City's annual per pupil expenditures continue to be lower than its surrounding suburban school districts. According to analysis conducted by the New York State Superintendents Council, while New York City spent $18,977 per pupil in the 2007-2008 school year, suburban school districts in the adjoining counties, Nassau and Westchester, spent considerably more: for example, $30,897 per pupil in Mineola and $28,246 in Harrison, difference of nearly $10,000 or more in school districts fewer than 15 miles from NYC. And this is typical of the disparities in per pupil expenditures between NYC and its surrounding suburban school districts. The "real" discrepancy is even greater since the costs of providing educational and other services are higher

The Costs of Serving Increasing Numbers of Students with Special Needs**.** The costs of serving students in need of additional services have taken an increasing toll with each year. A significant portion of District 3 school budgets must be allocated to provide educational support to students with special needs, i.e., English Language Learners and special education students, as well as students growing up in poverty. A review of costs for general education and special edu-

cation students reveals that the per capita cost is $10,000-$20,000 higher to provide appropriate services for students with special needs. In fact, approximately one-fourth of the district's students are identified as "Special Populations," defined as students receiving special education services and ELL services. Many District 3 Students Are Growing Up in Poverty Six of the eight proposed magnet schools are Title I schools with high concentrations of poverty. (West Prep Academy is a new school which was created from a failing school which is being phased out. Thus, there are currently no poverty data for the school.) District 3's English Language Learners Population The District 3 schools have a large population of English Language Learners, approximately 2,284 students. While the district welcomes the rich diversity the students and their families contribute to the school culture, these students require more intensive, more expensive services. Special Education Students in District 3. District 3 has 2,858 special education students.

Priority 1—Need for Assistance: (c) The extent to which the costs of the project exceed the applicant's resources

As is demonstrated above, District 3 is financially strapped. While neighboring districts in Westchester and Long Island, New York spend over $26,000 per student, New York City districts can afford to spend $19,000 per student. And the budget must be stretched further than it might be in more affluent suburbs. Many District 3 students have special needs, including the need for ESL programs and special education classes and services. It is clear, that **while District 3 is firmly committed to the magnet school project and will make available as many resources as possible, the costs of fully implementing the project far exceed its current resources.**

Priority 1—Need for Assistance: (d) The difficulty of effectively carrying out the ap-

proved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project–e.g., the type of program proposed, the location of the magnet school within the LEA–impacts on the applicant's ability to successfully carry out the approved plan successfully.

The Magnet Schools Assistance Program approved plan and project that District 3 is proposing would be very difficult to carry out without MSAP support. As part of the design of the project, the vast majority of the proposed magnet schools have large numbers of minority students, many of whom are living in poverty and have special needs. Because of the lack of resources, students are barely receiving adequate basic educational services. It will take all the resources that have been requested to provide the enrichment services that all students deserve and to create high achieving school climates and environments that will attract students from diverse backgrounds to voluntarily enroll in the schools necessary as part of the approved plan. It will take a substantial investment in professional development, curriculum development and alignment, coaching, mentoring, upgraded equipment, new supplies, and the like for these schools to become competitive, attractive alternatives to the district's higher achieving schools. Parents have to be confident that the schools have been transformed, that the quality of teaching is at the highest level, and the schools have programs that will enrich the education of their children. It is only with MSAP funding that District 3 will be able to successfully carry out its approved plan.

Project Narrative

Project Narrative-Competitive Preference Priority 4-Expanding Capacity to Provide Choice

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<u>Priority 4—Expanding Capacity to Provide Choice</u> (1) Help parents whose children attend low-performing schools…by (a) Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project…; or (b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools…; and (2) Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools...

As noted in previous sections, **the project will meet the competitive preference priority** the proposed magnet schools include schools that: (a) have been identified for school improvement (**PS 145 – SINI year 2**) or corrective action (**PS 241 Year 1**) under Title I where the goal is to improve the quality of teaching and instruction in these schools; **<u>and</u>** (b) are higher performing schools (**PS 87**) where the goal is to maximize the opportunity for students in low-performing schools (P S 145 and PS 241) to attend a higher performing magnet school and help to reduce minority group isolation in the low-performing sending schools. **It must be noted that PS 87 and other higher performing schools have sufficient space to accommodate students who would likely be interested in transferring from PS 145 and PS 241.** Please see the Project Design section (d)(1) for a discussion of the utilization of each proposed magnet school. Also, please see Table 3 (enrollment data for magnet schools) for a projection of how the enrollment of PS 145 and PS 241 would change in a manner that would reduce minority group isolation in those schools. Further, (c) the magnet program has mechanisms in place to assure that parents whose children attend low-performing schools will be effectively informed about choices that are available to them in the magnet schools to be funded under the project.

(a) Improving the quality of teaching and learning in the above low-performing schools. District 3 is proposing a full range of activities to improve the quality of teaching and instruction in the two low-performing SINI schools. The primary vehicle to improve teaching and learning in the schools will be to fully develop them as magnet schools with unique curricula that will enrich the educational experiences for students at the schools. In order to provide the highest level magnet theme-based instruction, classroom teachers at each school, supported by magnet project staff, New York City Department of Education staff, *Children First Network* staff, district staff, and a host of outside experts, will: (1) receive extensive professional development; (2) be engaged in developing standards-based curriculum documents to support thematic instruction; (3) provide unique enrichment instruction for students during the school day, as well as in extended day settings.

(b) PS 87 is the proposed magnet higher performing school. This school will maximize the opportunity for students in PS 145 and PS 241 (the low-performing schools) to attend a higher performing magnet school. Further, there are five other higher performing magnet schools in the project. These schools will maximize the opportunity for students in District 3's low performing schools to attend a higher performing magnet school. Approximately 72 percent of students in District 3 are minority students. There are some white students in the vast majority of district schools. However, the overwhelming majority of students in District 3 are minority. Therefore, it is expected that the majority of applications will come from minority students, and in a lottery, there will be substantial numbers of students selected who will be minority. Thus, it is expected that minority group isolation will be reduced in these other low performing sending schools.

(c) Parents of students in the two Title I SINI and corrective action proposed magnet schools, as well as other low performing schools in District 3, will be effectively informed about choices that are available to them in their schools, as well as the choice to transfer to a higher performing magnet school (PS 87) or to another higher performing school. In response to the provisions for the federal *No Child Left Behind* (NCLB) Act, every parent in the two Title I low-performing magnet schools will receive an initial notification letter informing them that the school has been identified by New York State as a Title I SINI or corrective action school, including an explanation of and reasons for the identification, what the New York City Department of Education, district and the school are doing to address the issues of low academic achievement, and how parents can get involved in improving the school's academic achievement. The letters also include information and a tear-off response form offering educational options for parents/students. Those options are: stay in zoned school; obtain information about supplemental educational services (SES), if eligible; or transfer to another school that is not in need of improvement. As part of the transfer option, they will be informed of the option to transfer to the higher performing magnet school in this project (PS 87) or other high performing schools. All correspondence is sent in English and eight other major non-English languages. To further support parents, the magnet recruiter will work with each district's parent office and each school's parent coordinator to inform parents of students in the two Title I SINI or corrective action magnet schools of their option to transfer their children to other schools.

Parents of students who are eligible for Supplemental Educational Services (SES) will be notified by mail. Parent notification letters will include lists of New York State-approved SES providers. Parents will also be provided an SES Provider Directory.

Project Narrative

Project Narrative-Selection Criteria-Quality of project services (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D3 2010 MSAP 3--Quality of Project Services .doc** Pages: **0** Uploaded File: **D:\Documents and Settings\Tlevitt\Desktop\NYC D3 2010 MSAP 3--Quality of Project Services final 4 29.doc**

(a)(2) Quality of Services: In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Access to a high quality education is a compelling need for the entire student population at the proposed magnet schools. Two of the eight schools included in this application are low-performing schools, identified for school improvement under *NCLB's* Title I regulations, and one new school opened in September 2009 to replace a failing school. The magnet project has been designed to provide choices for students – general education and special education, English language learners and children with disabilities – and improve the quality of teaching and learning at all of the magnet schools. It will call on parents to participate fully as partners in the program who are knowledgeable about the improvement goals for their schools as well as the educational goals for their own children.

To ensure equal access and treatment for project participants who have traditionally been underrepresented in courses or activities, District 3 will ensure that the needs of minorities, ELLs and special education students, including students with disabilities, are met through a program that incorporates: ► authentic inclusion of special education students, including students with disabilities, into all magnet activities; ► authentic inclusion of English Language Learners into all magnet activities; ► activities and environments that support greater multicultural understanding and respect; and ► increased access to technology for poor and minority children.

Providing Equity for All Students. **District 3 will use technology as a tool for teaching and learning that will support student learning in all core academic subjects and access to a challenging and engaging education. These efforts will be conducted within the framework of Joseph Renzulli's Schoolwide Enrichment Model (SEM) as the overarching reform model.** The major goal of the SEM is the application of gifted education pedagogy to total school improvement. The SEM provides enrichment learning experienced and higher learning standards for all children through three goals: ► developing talents in all children, ► providing a broad range of advanced level enrichment experiences for all students, and ► providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Technology Innovation: The District 3 magnet schools will combine the SEM with a focus on technology innovation based on a commitment to the National Technology Standards for Students, Teachers and Administrators (NETS) endorsed by the International Society for Technology in Education (ISTE). This approach rests on a shared vision for educational technology that involves students, teachers, parents and the community. (Please see the Project Design section for a more detailed description of the innovative technology strategies that will be implemented in the magnet schools.) This model may just be the next game-changer when it comes to improving student achievement across the board by providing multiple ways to engage students.

Regardless of each school's selected magnet theme, the magnet project will transform the school's use of technology in innovative ways that, by facilitating both student en-

gagement and differentiated learning, will foster educational equity for all students. While each school's principal, *Children First* Network, and School Leadership Team will determine how best to use technology with staff and students, each will build on what the Model Technology Schools have learned so far. The 10 themes that have emerged from a diverse group of **NYC Model Technology Schools** are as follows**:** ► Student engagement through digital content; ► Motivation and accountability through public nature of work; ► Focus on literacy; ► Internet literacy; ► Data-driven instruction; ► Student-centric classrooms; ► Multimodal learning; ► Project/problem-based learning; ► Collaboration; ► Student empowerment; and ► Students as tech support.

With the Renzulli and technological frameworks in place, District 3 will provide varied opportunities for **all** students to meet the New York City and State standards. Equitable access to high quality instruction provided by teachers who meet *NCLB's* standards for high quality staff; exemplary multicultural materials to support and celebrate the diversity in each magnet school; research-based materials to ensure standards-level performance in literacy and math; intensive, focused professional development to improve the quality of teaching and learning in every magnet classroom; and newly reinvigorated staffs challenged by the promise of the magnet program will ensure that all students learn at high levels in ideal environments.

To further support equity, the NYC DOE Office of Curriculum, Standards and Academic Engagement, Division of Teaching & Learning has sponsored such programs as Closing the Achievement Gap, a year-long program designed to engage educators, education advocates, parents, politicians, and all interested members of the community in collective knowledge sharing, dialogue and strategy development related to closing the achievement gap. Led by nationally known educators such as Dr. Pedro Noguera of NYU and Dr. Robert Balfanz of Johns Hopkins

University, sessions addressed such topics as: Advancing the Literacy Development of African-American Adolescent Males; Closing the Achievement Gap Using Structured Teaching Strategies; Improving English Learners' Achievement by Developing Academic Language; From Risk to Resilience—Providing Academic and Social Support to African American and Latino Males; How Explicit Attention to Culture Helps Us Address the Achievement Gap and Improve Educational Opportunity for All; Indicators to Assess Our Work in Closing the Achievement Gap; and Factors that Predict and Moderate METS (Math, Engineering, Technology and Science) Achievement. Videos of these sessions continue to available on the NYC DOE website.

Students with Disabilities Will Participate in All Magnet Activities The NYC DOE has put a *Unified Services Delivery System* in place to meet the needs of students in the least restrictive environments in all schools. The eight magnet schools and the district provide special education students with a high quality instruction program. They have students who receive special education services, in least restrictive environments and in more restrictive environments, based on their individualized educational plans (IEPs). These services include special education classes, integrated classes, collaborative team teaching (CTT) classes, Special Education Teacher of Support Services (SETSS - resource room), inclusion programs, consultant teacher services, adaptive physical education, speech, group and/or individual and programmatic counseling, vision education, hearing education, occupational therapy and physical therapy. To support equal access and treatment for students with disabilities, District 3 will continue to draw on such resources as the National Center for Innovative Technology (2009). The school, district and NYC DOE resources will be aimed at making every child a successful learner.

Promoting the Inclusion of English Language Learners in All Magnet Activities District 3 serves 2,284 ELLs. These students speak many languages, with Spanish, French, Wolof,

Haitian Creole, and Chinese as the predominant languages. The magnet schools provide English as a Second Language (ESL) instruction for most of its ELLs. In addition, PS 145 and 185 offer Spanish dual language programs where ELLs and English proficient students interact in the classroom and become proficient in two languages. Some of the schools have bilingual programs for students who speak Spanish and self-contained ESL classes for students who speak a variety of languages.

District 3, along with the NYC DOE, has identified a population within the ELL group that needs special attention after being overlooked for an extended period of time. Students with Interrupted Formal Education (SIFE) usually enter the NYC schools after second grade. They come from non-English speaking homes, perform two or more years below grade level in ELA and math and require additional supports to accelerate their second language acquisition and content area learning.

In addition, District 3 is aware of the needs of the ELL students who have also been certified for special education. In 2008-2009, among the 2,284 ELLs, 201, or 8.8%, are also in special education. The district and school staffs are conscious of the possibility of over-representation of ELLs in special education and follow the policies and procedures in the New Continuum to ensure that language issues are not misinterpreted as disabilities and therefore do not result in students being placed inappropriately.

The districts' growing number of ELL students is perceived through a positive, not a deficit, lens. The students and their families are a valuable resource to be tapped to enrich District 3's programs, especially the magnet program. All ELLs have equal access and opportunity to participate in high quality educational programs. They are taught English language arts and/or ESL using the *Children First* balanced literacy approach, supplemented by best practices in tran-

sitional bilingual and ESL methodology. The native language arts program parallels the English language program, holding all students to the same high literacy standards. The same is true of instruction across the curriculum.

The magnet schools will use the resource materials available from the Equity Assistance Center/Educational Alliance at Brown University. Their publications and website have a wealth of information on culturally responsive teaching/multicultural education and English Language Learners. The magnet resource specialists will introduce staff to these materials, helping them to become more *culturally responsive* and sensitive to the needs of ELLs. They will be equipped to use best practices to ensure that ELLs are held to and reach the same high standards. Teachers will learn to adapt their approaches to instruction and parent involvement to ensure the participation of traditionally underrepresented students and families.

District 3's proposed magnet schools will build upon the experience that staff have cultivated in current bilingual, dual language, collaborative team teaching and ESL programs to create high quality programs that help ELLs gain English proficiency, retain their native language capacity and make academic strides.

(a)(3) In addition, the Secretary considers: (i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

The services to be provided by the proposed magnet project include: development of school-based thematic curricula by teams of school staff (teachers and principals and assistant principals), guided by project resource teachers and the project planner; extensive job-embedded, school-based professional development of sufficient quality, intensity, and duration that will lead

to improvements in practice among participating teachers and school leaders; and standards-based instruction for students that will lead to improved student achievement. **The intended recipients or beneficiaries of the services are each school's leaders (principals and assistant principals), teachers, and students.** The services are appropriate to the needs of the recipients in that they are based on research on effective practices, discussed in detail in the following section, as well findings from the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) on taught curriculum in ELA and Mathematics. **From 2006 – 2008, the NYCDOE and the NYSED commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action."** Although not in Corrective Action, District 3 has been identified as a District in Need of Improvement – Year 8 and all district Title I schools were asked to reflect on the findings. The focus of the audit was on ELA and the mathematics curricula for all students, including students with disabilities (SWDs) and English Language Learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas – such as professional development and school and district supports –through multiple lenses of data collection and analysis.

The findings were revealing and support the appropriateness and timeliness of the MSAP project services. The findings state that overall there was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, **teachers do not have the tools they need to provide standards-based instruction to all students at all levels. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.** Specifically in ELA, the

audit found that there are gaps in the written curriculum, and although a number of curriculum maps had been developed, they addressed only content topics – not skills to be mastered, strategies to be utilized, or student outcomes to be attained. For mathematics, the audit found the key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K-8 (*Everyday Mathematics* (K-5) and *Impact Mathematics* (6-8) are aligned with the NYS content strands. However, the findings indicate that **the mathematics curriculum alignment shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.** (Although the findings focused on CA schools, reflections by other Title I schools reveal that they also apply, in great measure, to other Title I schools.) **These findings suggest that proposed project services – including a strong focus on curriculum alignment, curriculum mapping and the professional development necessary to support these activities, is exactly on target for the proposed magnet schools.** (A discussion of the proposed curriculum development and alignment process, including curriculum mapping and curriculum unit development, can be found in the Project Design section.)

(a)(3) In addition, the Secretary considers: (iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

The foundation of the District 3 magnet program will be up-to-date research and effective practices that, with the development of high-quality and rigorous magnet theme curriculum, will ensure that students in each magnet school have access to an engaging and rigorous educational

program that will help attract students from across District 3 and thereby reduce minority group isolation and improve student academic achievement.

Each magnet school will develop new curriculum based on research and effective practices, and taking into consideration the findings of the NYS and NYC audit on ELA and mathematics curriculum implementation in NYC, discussed in the previous section. The Magnet Curriculum Design Teams will develop theme-based curriculum that is both disciplinary and integrated to various degrees (Jacobs, 1989; Fogarty, 1991; Roberts & Kellough, 2000; Drake, 2000). They will also explore research related to cognitive integration, which retains the concept of disciplinary knowledge and process within instructional units that are either interdisciplinary or intradisciplinary (Erickson, 2003). Examples of the research base for proposed magnet schools are presented below. Please see the Project Design section for a more detailed description of each project school's theme and the research that supports it.

► **PS 185 (Discovery and Design) and PS 208 (Environmental Stewardship)—**both in the same building, with PS 185 grades preK – 2 and PS 208 grades 3-5, will draw on such research as the work done by Marina Bers, author of *Blocks to Robots: Learning with Technology in the Early Childhood Classroom* (2008), who has conceived and designed diverse technological tools ranging from robotics to virtual worlds, and received an annual Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies Award from the American Educational Research Association (AERA). ► **PS 191 (Museum School of Inquiry and Innovation)** will draw on the concept of Learning as Apprenticeship (learning by working alongside an expert who guided novices in the creation if authentic products), one of the Principles of Learning summarizing decades of learning research and proposed by the Institute for

Learning at the University of Pittsburgh, founded by Lauren Resnick; and the development of the "habits of mind" of scientists and historians (Costa & Kallick, 2009).

► **PS 242 (International Baccalaureate (IB) Primary Years Programme)** There are 2,837 IB schools in 138 countries (approximately 784,000 students), with 1,083 of the schools in the United States. Research has found that an inquiry-based curriculum, the type used in IB programs, leads to students asking deeper questions and thereby deepening their understanding (Godbey, Barnett & Webster, 2005) and that meaningful inquiry increases student engagement (Aubrecht, 2005).

► **West Prep Academy (Youth Media)** will build on the youth media models used by the Academy for Educational Development, whose Youth Engagement Team has carried out much of the AED's youth engagement work and has been involved in such activities as management of the Youth Media Reporter, an online professional journal started by Open Society Institute to sustain and "grow" the youth media field, as well as the publication by AED of the recent *State of the Youth Media Field Report* (November 2009).

Both Renzulli's Schoolwide Enrichment Model (SEM) and technology as an innovative and effective 21st century tool for learning will be central to the District 3 magnet program. The SEM (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students and a magnet theme or schoolwide enrichment approach for all students. The SEM provides enriched learning experiences and higher standards for all children through three goals: developing talents in all children, providing a broad range of advanced level enrichment experiences for all students, and providing follow-up advanced learning for children based on interests. A fourth goal is that a majority of experiences guided by the SEM should be based on a theory of learning that places a premium on inductive or investigative activity rather than accelerated information transfer and accumulation (Renzulli & Reis, 2008). Separate studies on the SEM have demonstrated its effec-

tiveness in schools with widely differing socioeconomic levels of patterns of program organization. The SEM has been implemented in over 2,500 schools across the country and programs using this approach have been widely implemented internationally. The SEM emphasizes engagement and the use of enjoyable and challenging learning experiences constructed around students' interests, learning styles, and product styles. The effectiveness of the model has been studied during over 20 years of research and field-testing.

The magnet schools will combine Renzulli enrichment with its technology focus through use of the Renzulli Learning System in classes and as extended-day activities. This on-line program matches students' interests and learning. An experimental study of 383 randomly assigned elementary and middle school students found that those who participated in Renzulli Learning demonstrated significantly higher growth in reading comprehension, oral reading fluency, and social studies achievement than those in the control group (Field, 2008).

The District 3 magnet schools' focus on technology innovation rests on the belief that technology is part of the foundation of a 21st-century model of teaching and learning: a blend of face-to-face and online teaching, communication, and collaboration between students, educators, school leaders, parents, and educational partners. **The magnet program's technology foundation will reflect the NETS standards and performance indicators for students and teachers.** By adopting the NETS, the schools will facilitate and inspire student learning and creativity; engage students in exploring real-world issues and solving authentic problems using digital tools and resources; promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes; apply digital tools to gather, evaluate, and use information. And students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media; and evaluate and se-

lect information sources and digital tools based on the appropriateness to specific tasks. The NETS standards are the foundation for **the recommendations of the newly released U.S. Department of Education's National Educational Technology Plan 2010—*Transforming American Education: Learning Powered by Technology* (draft, March 5, 2010).** This Plan emphasizes, for example, the role of technology in "creating engaging and empowering learning experiences for all learners" (p. vi), personalizing learning, and tailoring learning to the individual student. The District 3 magnet program will, as described elsewhere in the proposal, use wikis, blogs, and user-generated content in real-world learning activities that involve designing search strategies, communicating through multimedia, and assessing website credibility (Jenkins, 2009). The use with students of wikis and other Web 2.0 tools, as well as computer games, like those that many students often play, will engage students and teach them such skills as digital literacy, teamwork, and decision making (Van Horn, 2007).

Technology will be an important enabler of project-based learning (PBL) in the magnet schools and thereby help students gain content-specific knowledge, as well as a range of broader 21st-century skills (Trilling & Fadel, 2009). By structuring technology infusion around authentic projects in social studies, science, and other content areas, magnet teachers will work with students' natural learning styles to build the skills that will enable them to apply their curiosity to scientific inquiry (Lipsitz & West, 2006). According to two recent reviews—one meta-analysis (Walker & Leary, 2009) and one meta-synthesis (Strobel & van Barnevald, 2009)—of 30 years of project-based learning research, not only does PBL more than hold its own when compared to traditional classroom approaches, but, in studies with assessments of students' ability to apply knowledge and principles, PBL clearly was the more successful teaching strategy.

(a)(3) In addition, the Secretary considers: (iv) The likely impact of the services to be

provided by the proposed project on the intended recipients of those services.

This proposal's outcomes (i.e., objectives and performance measures) are aligned with the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives and performance measures follow the Program Purpose they address.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students.... The seven proposed highly minority group isolated magnet schools will reduce minority group isolation by decreasing the percentage of one or more groups of minority students (i.e., American Indian, Asian/Pacific Islander, Black, Hispanic) and increasing the percentage of white students. Every student will fully participate in the program. Each school can accommodate the numbers of students needed to achieve its desegregation goals. **Objective 1.** Minority group isolation will be reduced at the seven proposed highly minority group isolated magnet schools.

Performance Measure 1.1-1.8: By October 1 of each project year, approved enrollment targets for each racial group (**see Table 3--Desegregation Plan Information Forms**) will be attained by reducing minority group isolation of one or more groups (e.g., the percentage of American Indian, Asian/Pacific Islander, Black, Hispanic students) at the seven proposed highly minority group isolated magnet schools. Based on technical assistance from the US Department of Education regarding its interim, final rule on MSAP eligibility, the minority group isolated group in each school was identified by comparing the percentage of their representation in each school to the districtwide average for the group. The minority group isolated group(s) has a higher percentage of students than the disrictwide average for the group(s). The following is the minority group isolated group(s) for each of the six highly minority group isolated schools: **1.1** PS 145:

Hispanic; **1.2** PS 185: Black; **1.3** PS 191: Black and Hispanic; **1.4** PS 208: Black; **1.5** PS 241: Black; **1.6** PS 242: Black; and **1.7** MS 421: Black. **1.8** Further, minority enrollments at the magnet/feeder school (PS 87) will support a more diverse student population. It will be a magnet school to reduce minority group isolation at the low performing elementary schools, PS 145 and PS 241. Each school can accommodate the numbers of students needed to achieve its desegregation goals. Using 2009-10 as the baseline, each of the seven highly minority group isolated schools will reduce minority group isolation by at least 2 percentage points by year 1, 4 percentage points by year 2 and 6 percentage points by year 3.

1.9 For each project year, the applicant pools for the proposed magnet schools will reflect racial and ethnic compositions that, in relation to the total enrollments of the schools, eliminate, reduce or prevent minority group isolation. (MSAP GPRA Performance Measure 1.)

1.10 For each project year, each magnet school will receive at least 65 applications.

1.11 By October 1 of each project year, for each magnet school, all class enrollments will reflect their grade's enrollment, for each racial group, within 15 percentage points.

Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards;

The implementation of systemic reforms and magnet themes as well as school planning will be facilitated and supported by the project, district, and NYC DOE resource staff.

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with State standards.

Performance Measures: **2.1** By October 15 of each project year, each magnet school's Comprehensive Education Plan will be revised and include objectives and activities that support: ▸ the

adoption of high standards for all students; and ▸specific systemic reforms (e.g. International Baccalaureate Programme, STEM, curriculum alignment); and describe how they are coordinated with MSAP activities.

2.2 By the end of each project year, all magnet school students will receive instruction that includes their Comprehensive Education Plan's systemic reforms for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. Success will be determined through unit plan analysis (both units that present the magnet theme and those that do not), surveys, interviews, and walk-throughs.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools …. Magnet theme development and implementation facilitated by the magnet resource teachers will increase diversity and choice because the curricula are distinctive (not offered at other schools at the same grade levels) and innovative (combine systemic reforms and magnet themes).

Objective 3. All students, at each magnet school, will receive magnet theme instruction.

Performance Measures: **3.1** By the end of each project year, all students, at all magnet schools, will receive magnet theme instruction for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. Success will be determined through unit plan analysis, surveys, interviews, and walk-throughs and peer review of units and lessons produced as a result of this program.

3.2 By the end of each project year, each magnet school will submit to the district a magnet curriculum created as a result of this program.

Program Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

Objective 4. Each year, for each magnet school, the proportion of students in each NCLB subgroup will meet or exceed the adequate yearly progress standards for their grades.

Performance Measures 4: By the end of each project year, each magnet school will show improvement in reading and mathematics as measured by the NYS ELA and Math assessments for elementary and middle school students (grades 3-8). The performance index for each school will increase by at least 10% for the total population and each of the NCLB subgroups. **4.1:** in reading. **4.2:** in mathematics. As a result, the percentage of schools attaining AYP each year will increase.

4.3 By the end of each project year, all magnet schools will have attained AYP for their total population and for each NCLB defined subgroup. This objective addresses GPRA Performance Measure (b): *The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a baseline established by participating schools' performance in the school year prior to the beginning of the project.*

4.4 By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.

Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance levels after Federal funding…is terminated. **Objective 5.** Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation.

Performance Measures 5: By the end of each project year, magnet school teachers will receive at least 30 hours of professional development (e.g., workshops, courses, coaching) in each of the

following areas: **5.1** the development and implementation of the systemic reforms listed in the Comprehensive Education Plan; and **5.2** directly related to the implementation of the magnet theme.

Other performance measures related to capacity building include: 2.1, coordination of magnet and other activities to improve core academic instruction; (2.2, 3.1, 3,2) development and implementation of systemic reforms and magnet theme units and courses.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Performance measures 1.11, 2.2, 3.1 are related to providing all students the opportunity to meet challenging State standards. Performance measures 2.2 and 3.2 ensure that all students receive high quality instruction that includes systemic reforms and the magnet theme.

Parent involvement also promotes equitable access to high quality education for all students. **Objective 6:** There will be an increase in parent participation at each magnet school.

6.1 By the end each project year, for each school, there will be an increase (compared with the previous year) in the numbers of parents who participate in school activities.

(a) (3) In addition, the Secretary considers: (v) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

As indicated in the above section, magnet school teachers will receive at least 30 hours of professional development (e.g., workshops, courses, coaching) in the development and imple-

mentation of the systemic reforms listed in the school's Comprehensive Education Plan and directly related to the implementation of the magnet theme. **Embedded professional development in all magnet schools will include demonstration lessons and coaching performed by magnet resource teachers, curriculum development/writing facilitated by magnet resource teachers and the project planner, and intervisitations among classroom teachers**. Each school will also hold regular collaborative meetings of teachers in grade or subject-area teams, in Critical Friends or lesson study groups, or in professional learning community configurations – job embedded professional development that will encourage them to think and learn about curriculum practices that have direct applicability to their classrooms (Little et al, 2003). Although the Inquiry Teams' primary goal is to use data to improve student performance (Blankstein, 2007), these collaborative groups also serve a valuable professional development function. Research has found a correlation between professional development and both improved instruction and student achievement when professional development focuses on the teachers' actual curriculum materials, standards, and assessment (Garet et al, 2001).

Common planning/professional development time will be an essential element of all PD. This will occur at grade level meetings at the elementary level. At the middle school level, it will take place at subject area meetings. This time will be used for professional learning communities, curriculum development and writing and data meetings where the results of formative assessments of students will be discussed. Combining data meetings with professional collaboration will offer teachers the opportunity to learn how to use data more effectively. These meetings will be facilitated by the magnet resource specialists (MSAP site based staff). Magnet staff will serve as ongoing resources to administrators and teachers in each magnet school.

In addition, each magnet school has selected one or more external professional development providers to work closely with its staff on the school's magnet theme, reform model, and/or other areas that are central to the success of the school's magnet proposal. These providers will offer research-based professional development of sufficient quality, duration, and intensity to lead to improvements in classroom practice. The following are examples.

PS 185: (1) Tufts University's DevTech Research Group: annual summer institute with Dr, Marina Bers on technology and pedagogy for working creatively with robotics and integrating it with curricular areas; DevTech residencies at PS 185 on developing meaningful robotics-based projects; ongoing support on further developing curriculum and establishing a virtual community of teachers that will support professional growth (Wenger, 2009); (2) New York Hall of Science: science lesson modeling; (3) SMART Board Usability Training.

PS 191 (Museum School of Inquiry and Innovation) will receive customized professional development from five partners. (1) University of Pittsburgh's Institute for Learning: providing inquiry-based learning focused on museum trips and museum-based virtual learning through workshops on "Learning as Apprenticeship" in science and in social studies, plus classroom observation and coaching in support of science and social studies that, unlike one-shot workshops, will enable teachers to make change in their classroom and get help when they encounter problems (Hawley & Valli, 1999); (2) New York Historical Society: developing curriculum-appropriate inquiry-driven and object-based learning experiences for students. (3) American Museum of Natural History: multi-session professional development relating to curriculum themes, constructing inquiry-based projects using the museum as a laboratory; (4) New York Hall of Science: outreach-lesson modeling days, interactive, inquiry-based lesson customized to meet teacher requirements; (5) Museum of the City of New York: designing lessons in the mu-

seum context and developing observation skills and improving descriptive language for early childhood teachers.

West Prep Academy will receive customized professional development from: (1) People's Production House Partnership's Radio Rootz: co-teaching with a West Prep Academy teacher, with planning and follow-up meetings; (2) Educational Video Center Partnership: planning, on-site coaching support, a summer teacher media institute to increase teacher's media and technology knowledge base of teachers; and (3) HarlemLive Partnership: workshops, onsite coaching and technical assistance in designing and launching a student-produced web magazine. Please see the Project Design section for a detailed description of each school's theme and associated professional development.

(a) (3) In addition, the Secretary considers: (vii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

This MSAP proposal is designed to ensure that the services that will be provided will lead to improvements in the achievement of students as measured against rigorous academic standards. As discussed in a previous section, NYS has strong standards-based curricula and rigorous academic standards, which will be enhanced by the state's participation in developing Common Core Standards, a joint initiative of the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The foundation is in place. **District 3 believes the combination of the strong core curriculum, Title I and other support services for students, AND the magnet program is a powerful model for improving academic achievement for students. The effectiveness of this model has been demonstrated in**

NYC. A research study conducted by Dr. David Silver of the CRESST Center at UCLA demonstrates a strong relationship between the degree of magnet program implementation and improved academic results, with New York City demonstrating especially strong results. Dr. David Silver performed a factor analysis on teacher survey and other data, such as coded site visit reports, collected by American Education Solutions during the evaluations of 34 schools in six districts during the 2004-07 grant cycle. Teachers at high implementation schools received more effective professional development, presented the theme more frequently to students and modified their teaching methods to teach the new curriculum, among other factors.

By the third project year, 18 schools were higher performing (i.e., had attained AYP for at least two consecutive years). Of those schools, 14 were in the high or medium implementation group. Nine (9) of the 16 that finished the cycle as low performing Schools in Need of Improvement (SINI) were in the low implementation group. **New York City schools outperformed schools in the other districts.** Of 7 NYC schools in the study, 5 started as SINI. By the end of the cycle 6 of 7 were higher performing schools. Five of the schools were in the high implementation group and 2 were in the medium implementation group. By the 2009-10 school year, 5 schools were still higher performing. All were in the high implementation group. Three were turnaround schools which started as SINI before becoming magnet schools, became higher performing by the third project year and sustained their academic gains through 2009-10.

(a) (3) In addition, the Secretary considers one or more the following factors: (ix) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

District 3 has a long history of collaboration with partners in the community. Each magnet school has worked with collaborating partners to plan its magnet theme and to assist in its implementation once funded. The following is a list of collaborating partners for each magnet school: **PS 87 Community Studies/Classroom without Walls:** Museum of Natural History, Museum of Modern Art, Metropolitan Museum of Art, Lincoln Center, the New York School Volunteers, Educational Media Enterprises. **PS 145 Magnet School for Technology and Multimedia Communication**: Central Park Conservancy, NYC Trout in Watersheds Projects, the Bronx Zoo, Lincoln Center, Museum of the Moving Image, Public Television Stations, SOLAR 1, Columbia University, Museo del Barrio, Museum of Natural History. **PS 185 Early Childhood School of Discovery:** The New York Hall of Science, DevTech Virtual Community, Tufts University. **PS 191 Museum Magnet School for Inquiry, Innovation and Imagination**: The New York Historical Society, the American Museum of Natural History, the New York Science Museum, the Museum of the City of New York. **PS 208 School for Environmental Stewardship:** New York City Park Rangers, the New York Hall of Science, Earth Watch Institute, NYC Central Park Conservancy. **PS 241 Science, Technology, Engineering and Mathematics Magnet School:** Museum of Natural History, the Children's Museum of Manhattan, the New York Hall of Science, the City College of NY, the New York Institute of Technology. **PS 242 International Baccalaureate Primary Years Programme**: IBO, the Harlem Children's Zone, Community Works, American Ballroom Theater and HiArts. **MS 421 West Prep Academy – Youth Voice through Youth Media**: Academy for Educational Development, Global Action Project, People's Production House, HarlemLive.

Project Narrative

Project Narrative-Selection Criteria-Quality of personnel (15 points)-Refer to Federal Notice for content.

Attachment 1:
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(b)(1) Quality of Personnel: The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

All staff, both funded and not funded by the project, are highly qualified. The project will be managed by the project director, who will report to the District 3 Superintendent. The project director will supervise the project planner, the project recruiter and the project secretary. The project director will work closely with each school's principal, and the two will jointly supervise the project magnet resource teacher(s) in each school.

(b)(2)(i) The Secretary determines the extent to which the project director (if one is used) is qualified to manage the project.

Project Director – 1.0 position, 100% FTE

Qualifications of the Magnet Director Although all personnel hiring must conform to NYCDOE requirements and specifications, it is expected that Lainie Leber will be selected to be the project director. Ms. Leber has over twenty years of experience in educational administration, including managing/supervising magnet schools, curriculum development, professional development, and teaching. She currently is the Magnet Director of the New York City DOE District 25 & 28 Consortium Magnet Schools Assistance Program, which is just completing the third year of a three year project. Thus, Ms. Leber will be available to work full time on the project. In her current role as magnet director, she guides magnet school principals in creating action plans to implement their visions; collaborates with nationally recognized organizations including: International Baccalaureate, Expeditionary Learning, Renzulli, and Paideia; ensures school sustainability by developing various cohorts of teacher leaders who attended rigorous ongoing

professional development to lead theme integration curriculum workshops; ensures that all grant objectives and goals are clear and being met; and coordinates a multi-media advertising campaign that has transformed the attention the schools received. Prior to her position as an MSAP Director, she was the Social Studies Instructional Specialist for the Department of Teaching and Learning in NYC DOE. She holds an Advanced Certificate in District Administration and Supervision, an Advanced Certificate in School Administration and Supervision, and a M.A. in Social Studies Education.

Duties and Responsibilities of the Magnet Director. **The magnet director** will: ► report directly to the district superintendent on all issues related to the magnet program; ► collaborate with the District 3 community district superintendent to coordinate all aspects of the program; ► coordinate and monitor all aspects of the program; ► supervise the magnet staff including the magnet planner, recruiter, secretary, program evaluator and resource specialists (the magnet resource specialists will be jointly supervised by the magnet director and the principals); ► supervise all project planning activities related to the five MSAP program components that support increased student achievement – systemic reform/curriculum alignment, magnet theme development, professional development, technology integration, and parent involvement activities – with support from the magnet planner; ► work cooperatively with principals and assistant principals, school leadership teams, parent coordinators and parent committees to ensure effective implementation of program objectives; ► coordinate the activities of the magnet resource specialists in conjunction with the principals; ► coordinate the development and implementation of innovative educational programs at each school and disseminate successful findings in order to fuel systemic reform; ► conduct school site visits, ensuring that each of the eight magnet schools is visited at least once every other week; ► serve as a liaison among the schools, district

office, district parent support office, communities, parents, and community-based organizations; ► serve as a resource to all project staff with respect to meeting the special needs of students related to the reduction of minority group isolation in schools; ► work with the magnet recruiter to promote magnet schools through public and community relations activities; ► work with school staff to research and purchase appropriate bias-free instructional materials and equipment needed to fully implement the magnet program; ► monitor the project budget; ► supervise the development of web sites for the magnet program and individual schools, enabling schools to share best practices; ► supervise all aspects of the project evaluation, in conjunction with the magnet evaluator; ► prepare budget reports and facilitate program reports for the U.S. Department of Education; and ► disseminate program information to all schools in the project, as well as to the New York City Department of Education and the New York State Education Department, highlighting initiatives to be replicated to spur systemic reform.

(b)(2)(ii) The Secretary determines the extent to which other key personnel are qualified to manage the project.

OTHER KEY MSAP-FUNDED PERSONNEL In addition to the magnet director, District 3 is requesting the full-time services of a magnet planner, magnet recruiter and magnet secretary to be paid for with MSAP funds.

Magnet Planner – 1.0 position, 100% FTE

Qualifications of the Magnet Planner include: ► An advanced degree in education; ►State certification as a School Administrator; ►At least 5 years experience as a staff developer/trainer; ►At least 5 years experience as a teacher working with students and families from diverse backgrounds; ► At least 5 years experience in curriculum development and implementa-

tion; ►Demonstrated skills in providing differentiated professional development; ► Demonstated skills in implementing Renzulli's SEM and innovative technology; ► Knowledgeable about New York State Learning Standards, NYC Performance Standards, *Children First*, and *NCLB*; ► Demonstrated ability to work collaboratively with school staff; and ► Excellent interpersonal skills.

Duties and Responsibilities of the Magnet Planner **The magnet planner will:** ► work with the school teams to facilitate theme and systemic reform implementation at each school; ► serve as a liaison between the magnet school teams and NYC and district staff in areas such as literacy, math, science, bilingual/ESL for ELLs, special education, technology and the arts; ► work with Curriculum Development and Professional Development Teams on the development and alignment of new magnet theme curricula and train staff in their use; ► serve as a liaison with outside consultants providing onsite training for school staff; ► create and maintain partnerships with community-based organizations and other agencies participating in the project and offering services to families; ► schedule and participate in professional development activities in collaboration with the magnet resource specialists; ► facilitate program development activities related to the magnet themes, reform models, innovative instructional strategies, standards alignment, and program implementation and adjustment; and ► serve as a resource for schools on standards-based education, NYS/NYC standards, *Children First* and *NCLB.*

Magnet Recruiter – 1.0 position, 100% FTE

The magnet recruiter will report directly to the magnet director to ensure the broadest possible recruitment campaign to attract students to District 3's magnet schools.

Qualifications for the Magnet Recruiter **The magnet recruiter's qualifications include:** ► a Bachelor's degree; ► experience in media and public relations; ► strong organiza-

tional skills; ► experience working with parents and parent groups from different racial, ethnic, cultural, and economic backgrounds; ► willingness to work on a flexible schedule that will include evening and Saturday meetings/activities; ► strong oral and written communication skills, including, if possible, the ability to speak and write in Spanish, Chinese, Haitian/Creole, French, Wolof or another language(s) spoken by parents in the districts' community; ► Knowledge of computers including maintaining databases and using spreadsheet, word processing and desktop publishing applications; and ► familiarity with the operations of the districts and schools in New York City.

Duties and Responsibilities of the Magnet Recruiter **The magnet recruiter will**: ► work collaboratively with the magnet director; ► coordinate a comprehensive outreach program to the entire community for the target schools; ► provide information to parents, community members and community agencies on the magnet schools' programs; ► attend citywide parent meetings; ► participate in the annual School Fair and coordinate the presentations of the magnet schools; ► develop a plan for recruitment and advertisement, in conjunction with each of the magnet school recruitment committees which will include brochures, videos/CDs, television programs, newsletters and public service announcements for radio and television stations; and ► work cooperatively on a regular basis with the school parent coordinators, district parent coordinators, parent groups and the schools' School Leadership Teams.

Project Secretary – 1.0 position, 100% FTE The secretary will provide clerical assistance for the magnet director using her extensive secretarial abilities, organizational and record keeping skills and word processing, spreadsheet and desktop publishing skills to support the magnet program. She will be responsible for all typing and clerical duties associated with the project.

Qualifications of the Project Evaluator: American Education Solutions: District 30 will contract with the firm of American Educations Solutions (AES). For the past 15 years, AES has evaluated forty-one Magnet Schools Assistance Program grants. In addition, the AES team was awarded six rigorous MSAP evaluations during the 2004-2007 grant cycle and partnered with the Education Alliance at Brown University and the SERVE Center at the University of North Carolina on three other rigorous MSAP evaluations during the 2007-10 grant cycle. The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Ms. Joanne Smith, and Dr. June Levy, Ms. Janice Sherrill, and Ms.Diane Creekmore. All have been teachers and administrators and have extensive evaluation experience. One was an assistant superintendent, three were magnet school principals, two were magnet school directors. AES's survey consultant, Dr. David Silver, is a senior researcher at UCLA's CRESST Center. Dr. Silver's work for AES has also included rigorous evaluations of Voluntary Public School Choice, Teaching American History and Advanced Placement Incentive. Dr. Silver has done three studies that have demonstrated the effectiveness of magnet schools, including *The Impact of High Schools on Student Achievement within the Los Angeles Unified School District* which found that attending a Los Angeles magnet school more than doubles a student's odds of graduating on time. The duties and responsibilities of the evaluators are described in this proposal's evaluation section.

DISTRICT AND SCHOOL PERSONNEL SUPPORTING THE MAGNET PROGRAM, AT NO COST TO THE PROJECT District 3 will provide, at no cost to the project, the services of key personnel who can offer essential insight, expertise and resources related to the administration, coordination and management of the project.

Community School District 3 Superintendent District 3 Superintendent Roser Salavert is a dynamic educator who will lead the school reform, curriculum development/alignment, par-

ent involvement and professional development components of District 3's proposed magnet program. She will bring the creative use of technology as a pivotal part of all magnet schools: Her qualifications include: ► a doctorate (Ed.D.) in Educational Leadership and Technology; ► experience, as a Computer Education Specialist and National Trainer, developing a professional development program to promote gender equity in technology and mathematics, as part of a national project sponsored by the National Science Foundation and IBM and then training 200 teachers selected from a national pool of candidates; and ► experience, as Editorial Director of the Spanish and ESL Department at Scholastic Publishing, conceiving of and guiding the development of literacy programs for second language K-8 students, including technology-based products and videos. Starting her career in education as a bilingual education teacher in Spain and a school psychologist, she subsequently served as: ► Educational Specialist and Program Supervisor of Bilingual and Special Education for the Massachusetts State Department of Education, with responsibility for developing educational policy and providing technical assistance and professional development to approximately 90 cities and towns; ► an educational evaluator for the NYC DOE Citywide Special Education Office; and ► Senior Education Administrator/Director of Professional Development and Middle School Improvement for NYC's District 6. She has also served as a Senior Achievement Facilitator in the NYC DOE's Office of Student Performance and Accountability, supporting the effective implementation of the city's research-based accountability tools and data-driven student assessments. As an instructional supervisor in NYC, she ► worked with principals of a network of schools to: improve student achievement; and ► opened five new middle schools that replaced two large and long-term failing middle schools. A graduate of the NYC DOE Executive Leadership Academy, she subsequently became

certified as a National School Reform Faculty New York Facilitator. She has taught graduate courses at the Bank Street College of Education and elsewhere.

School Principals As the educational leaders of their schools, principals will have overall responsibility for meeting the project's desegregation and student achievement objectives in their schools. The following is a description of each principal's background and experience.

Principal of PS 185 Jane Murphy brings over 20 years of experience as a distinguished Principal, Teacher Coach, Professional Developer, Special Education and General Education Teacher. She supervises instruction; manages formative and summative data streams; supervises ongoing data-driven professional development for the ELL instructional team; provides school-wide professional development; collaborates with administrators and consultants to maintain curricular alignment for sustained student achievement; coordinates activities for family participation nights; and conducts budget modifications. As an Aspiring Principal at PS 103, she received specialized training at the NYC Leadership Academy. Prior to her appointment as Principal and her participation in the Leadership Academy, she was a Literacy Coach at PS 96, where she provided cognitive and content-focused coaching and professional development for teachers utilizing Teacher's College Reading and Writing Project units of study. She also was a Math Coach at PS 96, where she provided cognitive and content-focused coaching and professional development for teachers using Everyday Mathematics and Impact Mathematics. Ms. Murphy has also served as a Network Facilitator for the Teacher Center at the United Federation of Teachers where she provided ongoing borough-wide training for new and experienced teachers in standards based curriculum and instruction in literacy, mathematics and classroom management. As the Teacher Center Facilitator at CS 154, she provided coaching and professional development for general and special education teachers on the topics including formative/summative student

assessment She also served as the Mentor Coordinator at New York University's Urban Teacher Preparation Program where she supervised 20 mentors. Ms. Murphy holds an MS Ed in Administration and Supervision and an MS Ed in Special Education. She holds licenses as a New York State School Administrator /Supervisor and a New York City/State Teacher of Special Education. She serves on the National Board of Professional Teaching Standards Certification.

Principal of PS 242 Denise Desjardin serves as Principal of P.S. 242 where she oversees the daily functions of the school and has implemented programs that improve academic achievement of the students. She and the leadership team and staff have built a strong partnership with the parents by offering workshops, improving communication, and making family members feel welcome in the school. She provides staff members with extensive professional development to enhance effective and rigorous instruction. She created Enrichment Clubs for students and various extra-curricular activities. As an Aspiring Principal in the NYC Leadership Academy she served at P.S. 130, an elementary school located in Chinatown, with approximately 1100 students. While at this site, she supervised and mentored new teachers; planned/conducted professional development for classroom teachers; and conducted technology workshops for paraprofessionals. As a Teacher at P.S./I.S. 188, an elementary school located in lower Manhattan, she provided professional development for the Everyday Mathematics program and the School-wide Enrichment Model. She holds a M.S. Ed in Educational Administration and Supervision and an M.A.in Elementary Education. She also holds certification in New York State as a School Administrator and Supervisor (SAS) and as a Certified Teacher. She is bilingual in Spanish/English.

Principal of MS 421 West Prep Academy Emily Beth Noto brings over 15 years experience as a NYC Principal, a Network Support Specialist for an Integrated Curriculum and Instruction Local Support Organization, a Staff Developer, a Curriculum Writing Team Member, and a NYC

Teacher. She is currently the Principal of West Prep Academy (MS 421). Her experience in professional development and as a school leader includes: identifying and training teachers to assume leadership roles; designing templates and assessment protocols to track school-wide academic intervention services; training all teachers and staff to implement policies and procedures school-wide; and creating, leading, and expanding school-based and Lesson Study programs in 12 schools with approximately 75 teachers. Her experience in professional development, curriculum and instruction includes: designing and leading workshops on curriculum planning; utilizing Critical Friends Group protocols to facilitate professional learning communities; creating and facilitating study groups to help teachers learn how to differentiate instruction; working with teachers to utilize assessment data, examine student work, design new assessment tools to identify areas in need of improvement, develop plans to improve instruction, observe lessons, provide feedback, and plan curriculum; writing project-based curriculum; and using formative and summative assessments and research on student learning . She holds an MS in Education/Educational Administration and Supervision, a School Administrator and Supervisor Certificate and a General Science and Chemistry 7-12 Permanent Teaching Certificate.

Principal of PS/MS 241 Diana Diaz brings over 25 years of professional experience in public education as a teacher, an Assistant Principal and a Principal. As the Principal at PS/MS 241 she provides: direct supervision of students and over 45 staff members; curriculum development; supervision of instruction; staff development; community outreach; leadership representation for the Shared Decision Making Team and PTA. She provides leadership for the: Title 1 School Wide Program implementation; Middle School Systemic Reform Initiative implementation; implementation of a Technology Initiative; Extended Day After school Academics/Recreational Programs; and implementation of Collaborative Team Teaching Programs. Her curriculum

planning experience includes: advanced study of curriculum development techniques in education; differentiated instruction, curriculum integration, curriculum mapping, and technology applications that support student achievement. She has 15 years of teaching experience, K-8, and 2 years teaching GED/Basic Math skills at the college level. She holds Masters degrees in Educational Administration and Education and Certifications as a permanent New York State School Administrator/Supervisor and a permanent New York State Teacher.

Principal of PS 145 Ivelisse Alvarez brings over 25 years of experience in the NYC school system. As the Principal at P.S. 145, she provides instructional and administrative leadership. As Assistant Principal at P.S. 114, she provided instructional leadership including overseeing curriculum and instruction, staff development, and all school program coordination.

As a Staff Developer and Coordinator of ESL Programs for District 32, she coordinated professional development programs for schools and supported the planning and implementation of District grants for programs of second language learners. As an elementary school teacher for bilingual, gifted and talented students in Community School District 32, she designed and implemented curriculum and instruction. As teacher in an Elementary School in Maunabo, Puerto Rico, she taught and implemented standards based instruction. She holds an MS in Elementary Education-Bilingual/ESL TESOL and a Professional Certificate in Administration and Supervision of Schools.

Principal of PS 208 As the Principal at PS 208, Susan M. Green provides extensive professional development support to teachers in assessing students' reading abilities/behaviors. In addition, she has created an Individual Student Profile template and instituted the use of Interim Progress Reports as supplemental tools to communicate with parents about their children's academic progress. She was an Aspiring Principal at IS 392 School for the Talented and Gifted as part of

The New York Leadership Academy. Her Responsibilities included conducting data analysis to determine students' needs and coordinating small groups for academic intervention services, coordinating and facilitating professional development workshops for teachers, and working with the School Leadership Team in coordinating and facilitating parent workshops. As an ELA Teacher at Fredrick Douglass Academy, she performed assessments to determine students' reading and writing abilities, provided small group instruction to address individual academic needs, prepared students for the New York State English Language Arts Exam, collaborated with instructors of various disciplines to effectively develop interdisciplinary lessons, and implemented the use of technology to compliment lessons. As a 1st Grade Teacher at PS 243, she worked with fellow teachers in preparing lessons in core subjects in alignment with NYS Learning Standards, Utilization of the Early Childhood Literacy Assessment System (E-CLAS) and Success for All (SFA) reading program in determining students' reading comprehension levels, and arranged interactive learning centers for diversified learning styles. She holds a Certificate in School Administration from the New York City Leadership Academy and a Masters degree in Literacy.

Principal of PS/MS 191 Maria E. Verdesoto brings over 20 years of experience in NYC schools. As the Principal of P.S. 191, she provides instructional and administrative leadership, uses data to set high learning goals and increase student achievement, uses knowledge of curriculum, instruction, and assessment to improve student learning, provides ongoing professional development, builds a strong school community, and manages resources and operations to improve student learning. Prior to becoming Principal at PS 191, she was the Assistant Principal at PS 306 Grades K-1 where she provided instructional leadership including overseeing curriculum and instruction, staff development, and all school program coordination. She also served as the Title VII Dual Language Coordinator at PS 306, the Title VII Staff Developer at PS 306 (Dual

Language Instruction in all subject areas, Grades K-8), and a Teacher of Dual Language Classes at PS 191. She holds an MS in Leadership and Administration from the Principal's Institute at Bank Street College.

Principal of PS 87 Monica Berry is the Principal of PS 87. As principal, she provides leadership in professional development, curriculum development and instruction for all school staff. Before her taking her current position, she was an Aspiring Principal at PS 112/PS 24 as part of the New York City Leadership Academy where she analyzed assessment data using NYC assessment tools, conducted professional development in order to deepen teachers' mathematical knowledge, created a continuum of parental involvement to improve parent participation, and implemented a new math initiative along with the school's math coach. Ms. Berry has also served as Math Coach at PS 134, general education teacher at PS 184, Title VII Project Director, and Science Cluster and bilingual teacher at PS 7. Ms. Berry is a graduate of the NYC Leadership Academy where she obtained School Building Leader Certification. She has an M.A. in Bicultural-Bilingual Studies from Texas University and a B.A. in Spanish from Dartmouth College.

(b)(2)(iii) The Secretary determines the extent to which teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

As recipients of previous magnet projects, District 3 has a cadre of teachers who will bring their prior experience at one or more magnet schools to the current magnet project. **All magnet resource specialists/teachers and classroom teachers will be required to be "highly qualified," as defined by NCLB.** In addition, the magnet resource specialists will be required to have the following qualifications.

The qualifications for all of the magnet resource specialist positions include: ► NYC and NYS teaching license and certification; ► a Bachelor of Arts or Science; ► at least three years of successful experience as a school/district level staff developer; ► at least five years of successful experience in teaching students from diverse social, ethnic, racial and economic backgrounds; ► demonstrated expertise in the magnet theme (subject area certification, specific graduate course work, etc.); ► demonstrated knowledge of and experience in standards-based instruction and the alignment of curriculum, instruction, assessment and professional development; ► knowledge of and experience in meeting the special needs of students related to the reduction of minority group isolation; ► knowledge of and experience in using Renzulli's Enrichment Triad and Schoolwide Enrichment Model as the foundation for school reform and how to implement innovative technology-based instructional strategies and techniques; ► knowledge of and experience in using multiple approaches, techniques and support materials to meet students' varied learning needs and styles; ► demonstrated ability to work successfully with multicultural, multiethnic students and families; ► demonstrated ability to communicate orally and in writing; ► excellent interpersonal skills; ► knowledge of and experience in ways to use varied technologies as supports for learning; and ► demonstrated ability to work collaboratively with teachers, parents and administrators.

Individual magnet schools will add criteria that are relevant to the specific magnet theme that they have selected for their school. **District 3 is requesting 11 magnet resource specialists to support the full implementation of the magnet program. They will be assigned as follows: MS 421 – 1 position; PS 87- 2 positions; PS 145 – 2 positions; PS 185 – 1 position; PS 191- 2 positions; PS 208 – 1 position; PS 241 – 1 position; PS 242 – 1 position.** (It must be noted that PS 87 and PS 191 have much larger student enrollments than the other schools.)

(b)(2)(iv) The Secretary determines the extent to which the applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

New York City has long been in the forefront of large school systems in promoting non-discriminatory employment practices. In 1987, after reviewing district and central data regarding the underrepresentation of minorities and women, the New York City Board of Education and Chancellor issued Special Circular 36 M which requires each district and central headquarters office to submit Equal Opportunity/Affirmative Action Programs in accordance with specified guidelines. Further, Chancellor's Regulation C-30 provides guidelines for screening, interviews and selection committees for the hiring of supervisory personnel. In September 1994, the Board of Education issued regulations promoting workforce diversity. **The New York City Department of Education**, **an Affirmative Action Equal Opportunity Employer**, reaffirmed a strong commitment to non-discriminatory practices in 2008, when it issued the following Public Notification of Non-Discrimination Policy: "It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction, except as permitted by law, predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation…".

The policy of the NYC DOE requires that all personnel be recruited in accordance with its employment procedures and agreed upon with the United Federation of Teachers. As part of

its non-discriminatory education practices, the NYC DOE encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of ethnic minorities, women, and handicapped persons.

(b)(3) To determine personnel qualifications the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies

Knowledge of and Experience in Curriculum Development District 3 has had broad-based experience in developing curricula that are aligned with the NYC and NYS standards. As a result of participation in earlier MSAP programs, Title VII bilingual programs, Teaching American History and other federal, state and city initiatives, many staff members in District 3 have experience in curriculum writing that would be available to enrich the magnet project. Further, as demonstrated above, all principals have extensive experience in curriculum development.

Knowledge of and Experience in Desegregation Strategies For many years, District 3 has used desegregation strategies to meet the needs of their diverse student population and their families. District 3 has been involved in federally-funded Magnet Schools Assistance Programs for many years, with 1998 as its last funding cycle and has continued the magnet programs without federal assistance. As a result, staff have developed broad knowledge of and experience in dealing with desegregation strategies and educational excellence and equity. In addition, it has a cadre of staff members who are familiar with implementing magnet themes and school reform models in the context of desegregation efforts. All of these staff members are committed to bringing their expertise to the proposed magnet project.

Project Narrative

Project Narrative-Selection Criteria-Quality of project design (25 points)-Refer to Federal Notice for content.

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(c)(2)(i) Quality of the project design: The Secretary determines the extent to which each magnet school for which funding is sought will promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

District 3's magnet desegregation plan will expand choice options to students and provide a large pool of students of different social, economic, ethnic and racial backgrounds to reduce minority group isolation in the seven proposed highly minority group isolated magnet schools. Further, the project will promote desegregation within the project schools by using proven strategies and instructional techniques to ensure that students from different social, economic, ethnic, and racial backgrounds have ongoing opportunities to interact with one another in classroom activities, after school programs and other magnet program activities. The primary vehicles to be used to foster substantive relationships among students from varied backgrounds will be *heterogeneous grouping, cooperative learning, and culturally responsive teaching/ multicultural education.*

Heterogeneous Grouping District 3 is committed to heterogeneous grouping in its magnet schools. Every class will have students from different social, economic, ethnic and racial backgrounds, as well as all ability levels. This will eliminate any vestiges of ability tracking and inflexible grouping practices to maximize the opportunities for students to appreciate their differences and value their similarities. The classes will include general education students, English language learners, special education students (as detailed in their IEPs), and children with physical disabilities, from different ethnic backgrounds and all four performance levels on New York State standardized tests. The use of technology in magnet school classrooms will enable teachers

to effectively manage and students to benefit from heterogeneous grouping. Technology that is integrated into instruction will help leverage differentiate learning. The multi-sensory approach of a Smartboard lesson, for instance, which integrates video and audioclips, along with interactive components that allow students to answer questions remotely or with a touch screen, might be effective with a wider range of students than a lesson that depends solely on auditory or visual learning. Students can use the Internet to see the connections between a theme-based lesson and its "real-world" relevance and application.

The online Renzulli Learning System specifically provides the "proven differentiation" that can help make a heterogeneous class a positive learning experience. The basis of the student activities is an accurate, easy-to-understand profile of the interests, learning styles, and product preferences for each student, created online by each student and accessible by the teacher. The teacher is thereby able to easily group students based on the profile and use the system to differentiate enrichment and instruction for all students, assign differentiated assignments to students of all instructional levels in the your class. Each student can access online independent study and project activities to be completed in school and at home, as well as a personalized selection of books and activities.

Cooperative Learning/Project-Based Learning The proposed magnet program will meld *cooperative learning* strategies with *project-based learning* to ensure that students are prepared to live and work in real-world settings. Cooperative learning refers to a set of instructional methods in which students work together in small learning groups mixed as heterogeneously as possible, according to ethnic backgrounds, race and gender, as well as academic abilities.

Project-based learning is characterized as an "ín-depth investigation of a real-world topic worthy of children's attention and effort." (Cotton, 2005) Its fundamental steps are described by

Pearlman (2006) as: 1) Create teams of three or more students to work on an in-depth project for three to eight weeks. 2) Introduce a complex entry question that established a student's need to know, and scaffold the project with activities and new information that deepens the work. 3) Calendar the project through plans, drafts, timely benchmarks and finally the team's presentation to an outside panel of experts drawn from the parents and the community. 4) Provide timely assessments and/or feedback on the projects for content, oral and written communication, teamwork, critical thinking and other important skills." The activities that students can access online through Renzulli Learning Systems are mostly project-based and are appropriate for students working both individually and in small collaborative settings. Cooperative learning groups can engage in problem-based learning activities that draw on the "real-world" information available on the internet or through a videoconference or SKYPE connection with students or scientists in another country; they can create digital story books, podcasts about the environment, or project blogs on which they all relate how, for example, they used distance learning technology to research a real-world problems and apply what they learned.

Multicultural Education/Culturally Responsive Teaching Multicultural education in District 3 is not a separate curriculum implemented as an adjunct to instruction in the content areas. It is, instead, a perspective embraced by staff, students and families that will enrich the magnet program curricula, units and lessons and all interactions between and among participants.

The proposed magnet schools will use the resources of the Equity Assistance Center at Brown University. With their *Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development* as a guide, teachers and other staff members will build their cultural competence, a capacity defined by the EAC as "the ability to recognize differences based on culture, language, race ethnicity and other aspects of individual identity and to respond

to those differences positively and productively." (Trumbull & Pacheco, 2005). The magnet program will also reach out to the Equity Assistance Center for support from their experts on equity and multicultural issues.

(c)(2)(ii) The Secretary determines the extent to which each magnet school for which funding is sought will improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

District 3 believes that the combination of Title I and other support services, a solid core curriculum that is fully aligned with state standards, AND the magnet program is a powerful model for improving academic achievement for all students at the schools. The magnet program has been designed to meet the needs of students scoring at all performance levels, including general education, special education, English language learners, and poor and minority students. The following narrative will discuss how the magnet program in each school will address the needs of all students so that academic achievement in all instructional areas will increase, including the instructional areas that are related to each magnet school's theme.

Providing Enrichment Activities to Improve All Students' Academic Achievement. Magnet students will benefit from challenging methodologies that are appropriate for use with all students, but are most often used only with those students who have been classified as "gifted and talented." All too often, a broad group of students—particularly those who are minority group members, ELLs, and/or poor—have no access to these methodologies. District 3 will use

the School wide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) to provide enrichment services to their students. As described in greater detail previously, the Schoolwide Enrichment Model is a research-supported model designed for all students.

Meeting the Needs of Struggling Learners to Increase Student Academic Achievement All of the highly minority group isolated magnet schools are Title I Schools. In addition, two of the proposed magnet schools are Title I schools that have been designated as Schools in Need of Improvement in Year 2 (PS 145) or Corrective Action in Year 1 (PS 241). Further, there are students in the six other magnet schools who are struggling learners.

Academic Support in English Language Arts and Math Including Academic Intervention Services (AIS) Academic intervention services (AIS) teams provide support at the school level. Each team consists of educational professionals who determine academic intervention needs of the students in the school, establish targeted means of assessing students, determine methods for dealing with academic problems, and – most important – monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. With the provision of inquiry teams in schools focused on supporting a particular target group of students, AIS content provides valuable intellectual capital to move the work of the inquiry team in addressing individual student needs. Support activities are customized to each school's population. Students who are at greater risk of not meeting promotional criteria receive greater intensity of services. Examples of AIS services include: The Wilson Reading System, which has an ELL component; Read 180, a computer supported program focused on building fluency and comprehension; RAMP UP to Literacy; Breakthrough to Literacy; and Achieve 3000. Services also include interventions in the affective domains that impact academic achievement, such as well counseling, attendance outreach, mediation, conflict resolution, and health counseling.

Supplemental Educational Services (SES) Parents of eligible students receive an SES Information Package that contains a Provider Directory, a notification letter, an SES parent information guide, and a provider selection form. Each parent selects an approved provider from the Providers' Directory, attend an NCLB information session and complete and submit a provider selection form. The provider develops a plan for each child's interventions using the student's report card, Grow Report data and other information offered by the parent. The number of hours of service may vary, depending on the provider. Students attend sessions at times that are agreed upon in collaboration with the vendors and receive can SES in reading and math from companies such *Sylvan Learning Centers*, *Score Educational Center*, *Supreme Evaluations Inc.*, *Medgar Evers College*, *Fadmo Health and Allied School, Inc.*, *Brenza's Academic Advantage*, *Binet, Inc.*, *Kaplan K-12 Learning Services*, *Testquest, Inc.*, *Community Tutoring Services/Fischetti Consulting Services*, *Perfect Score Tutoring* and *Tutors on Call, Inc.*

Meeting the Needs of English Language Learners to Increase Student Academic Achievement. As part of the *Children First* reforms, the Office of English Language Learners issued *Language Allocation Guidelines: The LAP Handbook for ELL Programs* in summer 2008, as well as a Language Allocation Policy Tool Kit, designed to help educators create coherent and consistent programs for ELLs throughout the school system. It is expected that other priorities—such as sustained professional development, periodic ELL assessments, thoughtful accountability metrics for schools will build capacity and provide the infrastructure required to systemically improve ELL performance. Magnet project planners understand that they must design programs that will meet the needs of the 252 ELLs at the magnet schools who represent 13.08% of the total magnet population. As school staffs appropriately meet the needs of ELLs, they will also ensure that they are placed appropriately in general education, transitional bilingual, dual language or

ESL classes. ELLs will work with their peers in heterogeneous groups and classes, engaged in cooperative learning projects that tap their strengths and support learning in areas of need.

The Office of English Language Learners has a number of initiatives underway to support the academic achievement of ELLs. These include: Best Practices Initiative, Classroom Resource Initiative, Dual Language Network Initiative, ELL Success Incentive Grants, Language Allocation Policy (LAP), Literacy Initiative, Math Initiative, Middle School Initiative, Native Language Arts (NLA) Initiative, Parent Outreach Initiative, Quality Teaching for English Learners (QTEL) Professional Development, Students with Interrupted Formal, Education (SIFE) Grants Project.

Meeting the Needs of Special Education Students to Increase Student Academic Achievement There are 488 special education students among the total 2,927 students (16.67%) at the magnet schools who will participate fully in the magnet programs. The comprehensive program at each magnet school is designed in accordance with the *Regents Plan to Reform Special Education in New York State* and the New York City Department of Education's special education reform initiative that establishes a *Unified Delivery System* that incorporates a *New Continuum* of services. Students will learn in the *least restrictive environments*, participating along with general education students to the greatest extent possible as outlined in their IEPs. Within the general education classrooms, students with disabilities will have the supports necessary to participate in and benefit from magnet and other activities. Special education students will benefit from the project's use of technology. The Renzulli Learning System, for example, will support teachers in differentiating curriculum to meet the special needs of students with various types of disabilities.

(c)(2)(iii) Implement high-quality activities that are directly related to improving student

academic achievement based on the State's challenging academic content standards and student academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

District 3 has planned its comprehensive magnet program in the context of the NYC Department of Education's *Children First* initiative, which is based on NYC and NYS academic content standards and academic achievement standards and designed to ensure college and career readiness. Their broad-based, interdisciplinary high-quality activities will ensure that students' academic achievement will be improved across all content areas, including the instructional areas that are directly related to each magnet school's theme.

As described previously, all magnet schools will incorporate the two hallmark features of District 3's magnet program: (1) Renzulli's Schoolwide Enrichment Model (SEM), and (2) the infusion across the curriculum of appropriate technology. **District 3's magnet technology initiative will incorporate the Essential Conditions to Effectively Leverage Technology for Learning recommended by the International Society for Technology in Education's (ISTE).** These conditions are: (1) shared vision: proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents and the community; (2) empowered leaders: (3) implementation planning: a systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communications technologies (ICT) and digital learning resources; (4) consistent and adequate funding: (5) equitable access; (6) skilled personnel; (7) ongoing professional learning: technology-related

professional learning plans and opportunities with dedicated time to practice and share ideas; (8) technical support; (9) curriculum framework: content standards and related digital curriculum resources that are aligned with and support digital-age learning and work; (10) student-centered learning; (11) assessment and evaluation; (12) engaged communities; (13) support policies; and (14) supportive external context. **A combination of NYC DOE supports (e.g., empowered leaders, curriculum framework, support policies) and the resources and support that will be provided by the magnet program (e.g., ongoing professional learning, student-centered learning, assessment and evaluation, engaged communities) will enable the schools to fully leverage technology for learning and integrate it in the standards-based core curriculum, described below, which will be the foundation of all magnet instruction.**

English Language Arts Core Curriculum at the Magnet Schools *Children First* has created a coherent curriculum in ELA that is designed to ensure that all students learn to read, write, listen and speak and are able to meet local and state standards. The program includes curricula that have been selected to meet the needs of students at each level. Teachers are implementing a balanced literacy program with support from school-based literacy coaches and resource material available through the NYC DOE, such as *A Comprehensive Approach to Balanced Literacy: A Handbook for Educators.* These programs reflect research-based best practices, the key dimensions of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) identified by the National Reading Panel and the recommendations included in *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.*

Mathematics Core Curriculum at the Magnet Schools As part of the *Children First* initiative, NYC schools implement a citywide core curriculum in mathematics for grades K-10,

based on the NYS standards and the NYC Core Curriculum. Magnet elementary schools will use *Everyday Mathematics* in K-5, complemented by *Math Steps*, a K-5 supplementary program that focuses on skills and strategies. Everyday Mathematics was developed by the University of Chicago School Mathematics Project. This research-based curriculum includes real-life problem-solving, balanced instruction, multiple methods for basic skills practice, emphasis on communication, enhanced home/school partnerships, and appropriate use of technology.

Magnet middle schools will implement Impact Mathematics. *Impact Mathematics*, developed by the Educational Development Corporation (EDC), which focuses on skills development through conceptual understanding, problem solving and reasoning. *Impact Mathematic* is a standards-based integrated curriculum that includes strands on: number and operations, proportional reasoning, geometry, probability and data, with a focus on the development of algebraic thinking.

.***Science Core Curriculum at the Magnet Schools*** As part of Children First, the NYC DOE has introduced an ambitious effort to support improved science education in its schools. A key component is the city's Science Core Curriculum Initiative. The curriculum is fully aligned with the New York State Science Standards and Core Curriculum. District 3 elementary and middle schools will implement one of three approved instructional approaches and programs, all of which meet State standards and the City's new K-8 Science Scope and Sequence for science instruction and curriculum. These are: (1) an **NSF Kit-based Approach,** using Delta FOSS Kits; (2) a **Textbook Approach** in grades 6-8; or (3) a **Blended Approach**, a combination of the grade-appropriate kits and textbook modules, plus the Accelerated eighth grade program. Schools can also use approved alternates and Project-Based Inquiry Science (PBIS) for grades 6-8. The elementary science program emphasizes a hands-on, inquiry-based approach to learning.

Middle school science prepares students to explain, both accurately and with appropriate depth, the big ideas about our physical setting and our living environment.

Social Studies Core Curriculum at the Magnet Schools District 3 uses NYC's Social Studies program, which has as its foundation the New York State Social Studies Core Curriculum and is based on the New York State Standards. The NYC DOE has developed a new K-12 Social Studies Scope and Sequence, which went into effect during the 2008-09 school year. The Core Curriculum Initiative, a New York City standard program that aims to provide a common core of rigorous, high-quality curricula and instructional materials to NYC classrooms, has already introduced core curriculum social studies materials for grades four, five, seven and eight. Grades three and six will follow during the 2010-11 school year. Schools have the option of using a text book program or a trade book program and supplement these materials with primary source kits, maps, atlases, and realia. The Core Curriculum supports teachers in helping develop key social studies skills: thinking skills, research and writing skills, interpersonal and group relation skills, sequencing and chronology skills, make and global skills, and graph and image analysis skills.

Foreign Languages/Language Other Than English Core Curriculum at the Magnet Schools Foreign language instruction in New York City is guided by New York State standards and provides students the opportunity to develop communicative competency and a cultural understanding in at least one language other than English. Students in the proposed magnet schools study French and Spanish. Although foreign language instruction is typically offered in New York City schools in high school, heritage language and dual language programs may begin as early as kindergarten. Heritage language programs are enrichment programs provided by schools for students of a particular home language.

A dual language program is an enrichment program in which ELLs of one common language and English proficient students learn together in two languages—English and a target language. Students not only develop new language skills and learn academic subjects in two languages, but they practice and share language and culture with each other, making them bilingual, biliterate, and bicultural. Two magnet schools offer dual language programs: PS 145 and PS 185 (Spanish). The students are linguistically integrated; there are native speakers of English and native speakers of the other language who are ELLs as well as English Proficient. The dual language classes follow the 50/50 model of language usage.

The Arts Core Curriculum at the Magnet Schools The New York City curriculum for the Arts is designed to address visual arts, music (vocal and instrumental), dance, and theater arts. Since September 2004, the NYC DOE has used the new Blueprint for Teaching and Learning, K-12, to map benchmarks for grades 2, 5, 8 and 12, that designate what students should know citywide and be able to do by the end of each of those grades. The magnet schools instructional programs in the arts will be aligned with the New York State Learning Standards for the Arts, which reflect the educational goals that are common to dance, music, theater, and the visual arts, while recognizing the distinctive aspects of each discipline. The arts curriculum is sequential, following an annual pacing calendar at each grade level. Assessment is an ongoing and integral part of the approach to instruction in the arts. Teachers are encouraged to create rubrics, in collaboration with their students, to establish clear criteria for measuring both teaching and learning.

Magnet School Themes and School Reform Programs- Filling the Gap in District 3's Instructional Programs. As stated clearly in the NYCDOE and NYSED audit of the written, tested, and taught curriculum in NYC schools, **teachers do not have the tools they need to**

provide standards-based instruction in ELA and mathematics to all students at all levels. The audit found that although a number of curriculum maps had been developed, they addressed only content topics – not skills to be mastered, strategies to be utilized, or student outcomes to be attained. The audit went on to say that there is a lack of depth in what is being taught in the classroom, in both ELA and mathematics, compared to what is required by state standards. The magnet program will fill the gap.

Creating Themed Curricula. By using Understanding by Design (UbD) templates and other curriculum planning tools, teachers will create themed, inquiry-based, technology rich units of study that address different learning needs (including the needs of ELLs and students with disabilities), and meet the city and state standards. The first step will be **curriculum mapping** where the curriculum design teams will develop curriculum overview maps for social studies, ELA, science, math and foreign language. Each curriculum map will provide an overview of each unit's overarching goals, concepts, essential questions, content, skills, methods of assessment and lists of resources. Using this method of purposeful planning, curriculum concepts and skills will be spiraled for deeper student understanding.

Once the curriculum map is developed for each subject, the technology rich **units of study will be written**. School and magnet staff will edit the units which will be posted on the district's Magnet website so that all teachers in the magnet schools, as well as parents, can have easy access.

The next step is **infusing the themed units into the school's core curriculum**. A road map will be created to take each unit and determine how to weave the units into the curriculum in a meaningful way. The design team members, in conjunction with each school's magnet resource teachers, will become facilitators in this process. They will work on the development of

professional development modules, or workshop lesson plans, for each curriculum component for the entire school staff. In this way, the school's themed curriculum writing initiative will be sustained after the life of the grant. It is expected that each project year, the design teams will develop themed units of study that are peer reviewed and that will result in students receiving magnet theme instruction for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week.

Descriptions of each magnet school's theme are presented below. It must be noted that there will be after school extended learning theme-related activities for students in each magnet school.

PS 87: Community Studies/Classroom without Walls

Magnet Theme Description: The Community Studies/Classroom without Walls program will situate learning in authentic contexts by engaging students in real-world projects and creating mentorships with expert collaborating partners. The foundation of this approach is that learning cannot be separated from the cultural context in which it is to be applied. In "classrooms without walls," all students respond to essential questions (EQs). As examples, answering the EQ *Why are families important?* kindergarten students research history that may have started in another country, cultural heritage, foods and traditions. Incorporating all areas of the curriculum, students will bake breads from different countries and graph their likes and dislikes. They will read and sequence recipes (language arts), measure the ingredients (math) and mix liquids and solids (science). Fourth graders will answer *What does it mean to be free?,* examine the local and global issues of lack of inclusiveness of women and the poor in government institutions, and fifth graders will respond to *How do nations meet the challenges of modern living?,* looking at European and non-Western influences on contemporary culture, environmental issues, contemporary immigration, border disputes and national security. To answer these EQs, students will use pri-

mary sources like videoconferencing interviews and Skype with students in NYC and throughout the world. They will look for evidence in museum collections and in botanical gardens. Conducting secondary source research, students will investigate print materials in extensive classroom libraries, the school's library media center and the New York Public Library. Students take will take Internet virtual tours to explore social studies strands across the continents focusing on cultures and global connections; and they will interview peers locally, nationally, and internationally to draw conclusions and solve mutual problems. Students will generate products like theater production, murals and computer generated art and writing for a school wide audience.

Integrating Instruction in Core Curriculum and Discrete Magnet Classes: Project Based Learning (PBL), authentic questions and carefully designed products and tasks will be the school's delivery system. Renzulli Online will be used by teachers to differentiate instruction for this diverse learning community. As teachers increase their own capacity to use technology effectively and efficiently, they will plan and design environments and developmentally appropriate learning experiences that apply technology-enhanced instructional strategies to support the needs of diverse learners. PS 87 offers dual language immersion programs for English speaking and Spanish speaking students. In these discrete, dual language classrooms, PBL activities will take place in both languages.

Collaborations: P.S. 87 will partner with the Museum of Modern Art, the Museum of Chinese in America, and the El Museo del Barrio. In addition, the New York School Volunteers will provide mentorships, at no cost to the project.

Professional Development: In addition to Renzulli (PBL) and other new technology, Dr. Lynn Hunter, of Educational Media Enterprises will provide PD on implementing a videoconferencing

program in the school as well as project/performance-based learning programs through videoconferencing.

PS 145: Magnet School for Technology and Multimedia Communication (Prek-5)

Magnet Theme Description The goal of PS 145's magnet program is to support students' development of the "new" literacy skills in the 21st century: communication, multi-media use, presentation skills, problem solving, creative expression, appreciation of different art forms, critical thinking, global awareness and team work. Students will become news writers, reporters, documentary filmmakers, performers, directors, designers, and animators using multimedia to communicate to the global community their ideas and learning on diverse topics from their research. Students will be brought together to engage in 6-week exploratory modules on such topics as recycling, health and nutrition, writing a television newscast or sitcom series, developing a dance performance for broadcast, etc. They will produce news, public service announcements and documentaries and broadcast them via web tools and media technology on The News Network and Website at PS 145. Students will become actively engaged in researching, listening, reading, writing and speaking using technology and digital productions. By integrating multimedia arts and television, the staff and students will go beyond words in a textbook and step outside the classroom to access the cultural and community resources for learning. Students will learn about television, and other media, as artistic, personal, technological and educational tools that can be used to explore and learn other disciplines.

Magnet Theme Integration into Core Curriculum : PS 145 will adopt the Renzulli Learning School-Wide Enrichment Model and Systems (RLS) and Project Based Learning (PBL) as its instructional methods. Students will use television and other media resources as the new learning

and communication tools to enhance and enrich the traditional written and oral expression formats. They will apply knowledge rather than acquisition and storage of information. The magnet theme will have as its foundation the *NYC Blue Print for the Arts: Moving Image (Television and Broadcasting*), which supports interdisciplinary media connections for thematic unit development. Magnet theme instruction will build upon this foundation to provide a full array of enrichment activities across all core curriculum areas, not available to other schools in the district.

Collaborations: Teachers and students will partner with media artists, cultural institutions and media technology to motivate and support each child's unique strengths, talents and interests. These include the El Museo del Barrio, the Museum of the Moving Image, Magic Box, SOLAR 1 (Environmental Conservation Education Program), Studio in a School, and the Metropolitan Opera Guild. These partners will also provide **professional development** for school staff.

PS 185: Early Childhood School of Discovery (Prek-2)

Magnet Theme Description. In this child-centered, early childhood setting, the process students engage in to learn and do will be as important as what is produced. PS 185's discovery theme will be based on the six steps in the design cycle that engineers go through in order to create: **ASK** (What is the problem? What have others done? What are the constraints?), **IMAGINE** (What are some solutions? Brainstorm several design ideas. Choose the best one.), **PLAN** (Create a detailed plan with a materials list and labeled diagram.) **CREATE** (Create a product from a plan. Test and analyze the product for strengths and weaknesses.) **IMPROVE** (Improve a design.) Through hands-on design challenges, students will work in teams to apply their knowledge of science and mathematics; use their inquiry and problem-solving skills; and tap their creativity as they design, create, and improve possible solutions.

Magnet Theme Integration into Core Curriculum: Psychologists like Dewey, Piaget and Gardner agree that children learn best by doing. The school will integrate robotics and other technology with science, language arts, social studies and mathematics via books and hands-on design activities. LEGO Education WeDo Robotics Construction and Software will be utilized for staff training and classroom instruction. Inquiry and discovery will be integrated into all curricular areas, with robotics extensions in science, math, social studies and literacy. A LEGO Lab will be installed in the media center for classes and small groups to visit and work with LEGO building materials to supplement and support work done in the content areas through the robotics program. This is an important component for providing students with multiple opportunities in different contexts to explore the LEGO materials and discover possibilities for design and construction. The inquiry approach will provide for multiple entry points for diverse learners while supporting standards-based planning and assessment.

Collaborations: The New York Hall of Science and Math in the City will provide model math and science lessons in classrooms for teachers, students and parents. DevTech Virtual Community, Tufts University, will assist teachers in expanding themes developed in professional development institutes and further develop curriculum and ways of collaborating by establishing a virtual community for teachers to share resources, observations, curriculum ideas and experiences.

Professional Development: Tufts University will train teachers in technology and pedagogy for working with robotics in creative ways to integrate it with curricular areas. The school will also have SMART Board Usability Training, and the New York Hall of Science will offer standards-based science PD.

PS 191: Museum Magnet School for Inquiry, Innovation and Imagination (PreK-8)

Magnet Theme Description. The Museum Magnet School for Inquiry, Innovation and Imagination (M^2 I^3) will be a unique Prek-8 school where students parallel the museum experience in their classrooms. Using the district's standards based curriculum and working in conjunction with world-class institutions like the American Museum of Natural History, students will be engaged in a process that aims to transform students' relationships with science, history and technology. Students will create a **Virtual Learning Environment and Museum** where they will be able to access information, communicate with other students across the world, create webcasts and stream video. The Virtual Learning Museum will display student work on an on-going basis to the school community, including parents and the larger community; document the process by which student work is created; and save and display student inquiry projects that achieve and exceed standards. Projects will become part of students' electronic portfolios. Students will create and manage their own electronic portfolios. By updating the school and science labs with netbooks, digital microscopes, and other types of high-tech equipment, students will develop accurate, high-quality inquiry methods and data collection skills. Additionally, part of the school environment will be transformed into gallery space so that student work is collected, preserved, studied and exhibited to stimulate appreciation for, and advance the knowledge of, history and science.

Magnet Theme Integration Into Core Curriculum. Integration will be accomplished through project-based learning and an interdisciplinary curriculum supported by museums' artifacts, primary resources, exhibitions, hands-on programming, multimedia technology, research, and publications. Unlike the curriculum of other schools, M^2 I^3's teaching in core subjects will be propelled by student inquiry. Teachers and students will seek out opportunities to do integrated and interdisciplinary teaching, learning and projects so that science and social studies will be sup-

ported by ELA, Math and the Arts, and visa versa. Teaching and learning will occur at the school site and at museums through field trips and technology (i.e. virtual museum experiences). Another, unique feature built into the Museum Magnet School's programming will be discrete time for students' multidisciplinary projects. This will be motivating and engaging support for inquiry, content knowledge and application so students don't just "know" they "do." Student outcomes unique to graduates of the Museum Magnet School will be the development of the Habits of Mind of scientists and historians, dispositions that are skillfully and mindfully employed by characteristically intelligent, successful people when they are confronted with problems whose solutions are not immediately apparent.

Collaborations: Professional partnerships with The New York Historical Society, the American Museum of Natural History, the New York Science Museum, and the Museum of the City of New York will enable both teachers and students to engage in hands-on learning in museum settings connected to curriculum themes and student inquiry projects.

Professional Development: The University of Pittsburgh's Institute for Learning will deliver ongoing professional development to all teachers enabling them to provide inquiry-based learning using the apprenticeship model focused on museum trips and museum-based virtual learning. Additional training will be provided by the New York Historical Society, the American Museum of Natural History, the New York Hall of Science, and the Museum of the City of New York related to curriculum themes, inquiry-driven and object-based learning, and the like.

PS 208: School for Environmental Stewardship (3-5)

Magnet Theme Description. "Environmental stewardship is the responsibility for environmental quality shared by all those whose actions affect the environment," according to the Environmental Protection Agency (EPA). In 2005, EPA laid out a vision for environmental

stewardship recognizing it as a means to a more sustainable future. The PS 208 School for Environmental Stewardship will implement this vision in its school serving grades 3-5 by integrating environmental studies into NYC's standards-based core curriculum. Drawing on prior knowledge that PS 185 students bring with them (PS 185 is in the same building and PreK – 2 students from the school continue their schooling at PS 208)--- project based learning (PBL), technology, inquiry and design---students will turn green, hands-on exploration into real life learning experiences. As an example, 5th graders studying water uses and pollution will design a biodegradable project using only recyclable materials so that when students are finished using it, the product would bi-degrade. Going to school where green practices are everywhere and the norm, students have a greater chance of making connections to what they learn in text books and daily lifestyle choices that promote becoming a green world, locally and globally.

Magnet Theme Integration Into Core Curriculum: Stewardship and the importance of community action will take on a new meaning as students give back to their neighborhood. As students are immersed in the process of creating a rooftop garden using their design cycle knowledge, they will study ecosystems, life science, plant classification and plant life cycles. Composting leftover school lunch vegetation, students will explore the life cycles of plants and will use microscopes to examine the compost for fungi, bacteria, and other living organisms and to classify their findings. The compost will be used to sustain the rooftop garden where produce grown there could be sold within the community as a service learning project. Proceeds will be donated to countries who struggle with attaining basic needs (such as water); students will share compost with other schools in the community to begin the same initiative or organic farms. Using the latest technology (flip cameras for documentation, ipod itouch/e-books for GPS and mapping, web cams and laptops for real and virtual tours of NYC's land and water resources in

addition to the school's garden project), students will take digital snapshots of the various stages in life cycles and garden growth, upload video footage of planting and caring for the garden onto the school's web site and create PowerPoint presentations/movies as authentic assessments sharing the projects through oral presentations. Instead of traditional journal writing, students will create blogs to discuss observation throughout the unit and Skype within the Internet community to exchange information with other schools and environmentalists. Access to 21st century technology provides secondary source research for students at school since many PS 208 students do not have access to computer/Internet at home, and the integration of technology for instructional purposes cuts down on paper usage reinforcing *environmental stewardship*.

Collaborations: New York City Park Rangers, New York Hall of Science, and the Earth Watch Institute will partner with the school for learning trips and onsite workshops.

Professional Development: Earth Watch Institute and NYC Central Park Conservatory will provide ongoing PD on maintaining and sustaining an eco-friendly environment. District level PD will support the use of the new technology equipment.

PS 241: Science, Technology, Engineering and Mathematics (STEM) Magnet School (K-5)

Magnet Theme Description: Students at the **Science, Technology, Engineering and Mathematics (STEM) Magnet School** will be involved in inquiry-based learning, actively making observations, collecting, analyzing and synthesizing information and drawing conclusions as they build their problem-solving skills. Their inquiring attitudes, or habits of mind, will be applicable to learning across the disciplines. Teachers will guide students in answering questions of deep interest, naturally integrating the study of STEM subjects with the core content areas as well as subjects such as music and the arts.

Using the overarching Renzulli approach, the STEM magnet theme will harness the natu-

ral curiosity of children and be used to drive learning across the curriculum. Within classrooms equipped with tools for inquiry and construction, students will explore real-world problems and issues, developing guiding questions that reflect and stimulate their interests and enable them to investigate topics of meaning to them.

STEM curricula will be aligned with NYC and NYS performance/learning standards and core curricula, as well as the National Educational Technology Standards from the International Society for Technology in Education. To extend student experiences, PS 241 will incorporate activities available through Renzullilearning.com's virtual field trips, Defined STEM's web-based application that connect classroom content and career pathways and PBS STEM Education Resource Center's links to digital media resources to help students understand concepts, practice new skills and engage in authentic learning experiences and other online resources.

Magnet Theme Integration Into Core Curriculum: The STEM theme will be infused into everyday classroom instruction across the content areas through thematic units and lessons developed by the magnet resource teacher and classroom teachers. For example, students studying the science of plant/human relationships will use their math and engineering understandings to design and build a community green space and their writing skills to develop proposals to bid for the construction jobs and describe how community members will use the space.

Their interdisciplinary approach will ensure seamless integration of the magnet theme into the core curriculum. Classrooms will become learning labs where students will interact with each other on projects that naturally merge disciplines to facilitate learning. In these settings, students will have access to intensive STEM experiences that are not available in other local schools.

In the context of their Renzulli-driven approach, classroom teachers will encourage fluency (many ideas), flexibility (different ideas) and originality (new ideas) as students develop

and use their creative problem solving and thinking skills. Students will take trips to local museums and other institutions and go online for virtual field trips and enrichment activities related to STEM studies integrated into other content areas.

Classrooms organized for investigation will include learning centers, *Engineering Is Elementary* curriculum and materials, SMART boards, world-wide communications through Skype, multimedia devices, materials for construction and invention and displays of expectations for specific projects with rubrics and models of student work. Teachers will employ varied strategies – cooperative learning, share-out sessions, collaborative presentations, peer-to-peer assessment and feedback sessions – to meet the learning needs and styles of diverse learners.

Collaborations: PS 241 is located in the heart of NYC, surrounded by museums and other institutions with content area and teaching experts as well as myriad educational experiences to enhance STEM instruction. Staff will collaborate with: the Museum of Natural History; the Children's Museum of Manhattan; the New York Hall of Science ('Design It', residencies and virtual visits); the City College of NY School of Education; and the New York Institute of Technology.

Professional Development: Experts from collaborating institutions and the MSAP teacher will provide professional development and curriculum development support to equip staff to improve learning outcomes for all students. Experts from the Museum of Natural History, New York Hall of Science, New York Institute of Technology and City College School of Education will work with staff to: link the standards and benchmarks; research student learning; design instruction; model lessons; conduct virtual visits; integrate technologies; and develop child-centered, hands-on learning experiences.

PS 242 International Baccalaureate Primary Years Program (K-5)

Magnet Theme Description The International Baccalaureate Primary Years Programme (IB/PYP), for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The most significant and distinctive feature of the IB/PYP is the **six transdisciplinary themes:** (*Who We Are, Where We Are In Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and Sharing the Planet*). Emphasis is placed on the ideals of international understanding and responsible citizenship. The PYP curriculum revolves around the concept of learners constructing meaning, and everyone at a PYP school, including the teachers, is a learner. The curriculum is composed of three interrelated and equally important components, each expressed as a question, in keeping with the spirit of inquiry found throughout the PYP: "What do we want to learn?" (a standards based written curriculum known as the Program of Inquiry), "How best will we learn?" (an inquiry-based and differentiation of instruction teachers use to engage students with the written curriculum focusing on "what" students will learn and "how" they will learn) and "How will we know what we have learned?" (a variety of authentic assessments including rubrics, student presentations, portfolios, projects, student self-reflections, interviews, and demonstrations that measure what students are able to do) . The five essential elements—concepts, knowledge, skills, attitudes, action—are incorporated into this framework, so that students are given the opportunity to gain knowledge that is relevant and of global significance, develop an understanding of concepts which allows them to make connections throughout their learning, acquire transdisciplinary and disciplinary skills, develop attitudes that will lead to international-mindedness and take action as a consequence of their learning.

Magnet Theme Integration Into Core Curriculum: Integrating the IB PYP's instructional method, structured inquiry, into the district's standards based curriculum, the **six transdisciplinary**

themes will provide the framework, scope and sequence of knowledge throughout the PYP years. Students will explore core curriculum through these six themes each year as they grow in understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action. Teachers will develop 4 – 6 week cycle integrated units of study that have rubrics for clear expectations and an authentic assessment, a culminating product/performance expressed through an art form. As part of the IB/PYP climate, all classrooms display artifacts (student work) showing evidence that students are learning about a country or culture other than their own, and every student studies a foreign language. The school will partner with the French Alliance for its second language, and class Word Walls will contain transdisciplinary theme vocabulary in both English and French.

Collaborations: The school will continue to work with the Community Based Organizations that support classroom teachers and provide additional individualized assistance to struggling students or art, music and dance instruction. These include Community Works, American Ballroom Theater, and Studio in a School.

Professional Development: All staff members will be provided with extensive training to help ensure implementation of effective and rigorous instruction. The school will contract with IBO to provide ongoing and rigorous professional development required for authorization as an IB World School.

MS 421: West Prep Academy—Youth Voice through Youth Media (6-8)

Magnet Theme Description The magnet theme of West Prep Academy is *developing youth voice through youth media.* The theme will provide students with a strong sense of self-awareness to tell their personal stories, craft and communicate a message for a target audience, and promote social change. Used as a strategy for youth voice and expression, *youth media* in-

cludes a mediated process, strong mentoring/relationships with adult allies, and a platform to amplify stories to a wide/receptive audience through radio, film/video, TV, print, web, etc. Through a shared leadership model, all members of the school community will work in partnership to ensure that students are engaged in an academically rigorous, relevant, and personalized instructional program.

Magnet Theme Integration into Core Curriculum and Magnet Discrete Classes: PS 421 will implement Project Based Learning (PBL) and Renzulli's Schoolwide Enrichment Model (SEM) as the primary instructional methods. Curriculum units in core content classes as well as the discrete youth media class, taught by an art teacher, will explore media literacy, journalism, and media production. Applying the skills they learned in the discrete *youth media* class, NYC's standards based core curriculum and PBL, students will engage in SEM investigations and enrichment clusters producing authentic *youth media* projects. For example, when learning about data collection and analysis in math class, students will complete a census project where they will conduct surveys in their school community and create multimedia presentations. In 6th grade Humanities class, students will create a multimedia project that captures their ideas and the ideas of members of their community about the defining features of contemporary civilization. Then they will examine how contemporary civilization is portrayed in popular media (print, television, and internet). Students will work with local youth producers from youth media organizations to publish a blog that reports their findings and begins an online conversation about contemporary society.

Collaborations: To support its magnet program, PS 421 plans to collaborate with the Youth Engagement Team at the Academy for Educational Development (AED) as well as Global Action Project, People's Production House, and HarlemLive to provide insight and expertise from

the youth media field; for support in program and curriculum development; and as advisors, mentors, and production specialists to facilitate the completion of youth media projects.

Professional Development: West Prep will receive professional development from People's Production House Partnership's Radio Rootz, Educational video Center Partnership, and the HarlemLive Partnership. They will provide on-site coaching, workshops and technical assistance.

(c)(2)(iv) The Secretary determines the extent to which each magnet school for which funding is sought will carry out a high-quality education program that will encourage greater parental decision-making and involvement.

School-Level Parent Supports ***Parent Coordinators*** One of the major strategies to support greater parental decision-making and involvement is the creation of new points of access for parents, facilitated in each school by a parent coordinator. The parent coordinator creates a welcoming environment in the school for all parents, supports the Parents Association and School Leadership Team, helps find ways to attract and serve a broader range of parents in the school, and assists parents in acquiring the tools they need to be full partners in the education of their children. To facilitate their working closely with parents, parent coordinators have a slightly different schedule than other school staff. In addition to being available during some school hours, they have evening and weekend hours to enable them to reach parents who are not available during the school day. The parent coordinators are supported by a district parent support officer, the district family advocates, and the NYC Chief Family Engagement Officer.

***Parent Education Programs*:** District 3 magnet schools offer a large number of programs to make parents an integral part of the school community and provide them with the tools they need to be full partners in the education of their children. Parent workshops will cover each

school's specific theme curriculum, as well as technology. Workshops will be held to provide parents with an understanding of their children's instructional programs and strategies to use at home, as well as with an understanding of New York City and New York State standards and their role in the implementation of them. As an example, District 3 offers parents the opportunity to participate with their children in **Family Literacy** and **Family Math**, a model which involves parents and their children in educational activities facilitated by a teacher specialist who conducts a workshop for parents and children together. Moreover, parents of children participating in the Title I programs are provided with information on the programs and strategies to use at home. The magnet schools will also provide parents with information about local ESL, Adult Basic Education, and General Educational Development Diploma (GED) programs.

School-Level Parental Decision-Making and Involvement ***School Leadership Teams*:** The School Leadership Teams (SLTs) are the foundation of site-based management in the District 3 schools. All of the proposed magnet schools operate strong and effective SLTs, which are mandated to include 50% parents. The role of the SLT members is to act together to set the direction for the school. At each school, concentrated efforts are made to include parents of English language learners and special education students so that these children have strong representation. Thus, SLT members not only know the children and their specific needs, but also have many important ties to the community. District 3 provides training to assist parents who are SLT members in understanding their role and provide them with the skills needed to develop the school Comprehensive Educational Plan, which is one of their important responsibilities. The SLTs will play a pivotal role in the continued planning, creation, and ongoing implementation of the magnet schools. They have worked with the community-at-large, as well as school staff, to

plan the programs at the proposed magnet schools, including the development of themes that are consistent with the school goals and capable of attracting a diverse student body.

Parents Associations: Each of the magnet schools has an active Parents/Teacher Association or Parents Association, as required by NYC DOE policy. Parents' Associations are representative of all parents within the school, including parents of children in special education, English language learners, Title I, gifted and talented and magnet programs.

Parent Choices The parent involvement component of the magnet program is rooted in the requirements of the No Child Left Behind Act, the national standards for parent involvement and the body of research that documents its impact on the achievement of students at all levels. The statutory definition, included in the 2001 reauthorization of Elementary and Secondary Education Act, *No Child Left Behind Act*, describes parent involvement (Section 1118) as *the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents: ▶ play an integral role in assisting their child's learning; ▶ are encouraged to be actively involved in their child's education at school; and ▶ are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.* Parents are to be involved not only on the school level, but also at the state and local education agency level in the design and implementation of their educational plans.

Parents of students in the two Title I Corrective Action proposed magnet school will be effectively informed about choices that are available to them in their school, as well as the choices to transfer to the higher performing magnet school to be funded under the project or other higher performing schools Parents of students in the project schools who are eligible for Sup-

plemental Educational Services will be receive parent notification letters, which will be sent out in languages such as Spanish, French, Wolof, Haitian Creole, and Chinese.

New York State EPIC Parent Information Resource Center (PIRC) Magnet staff will encourage parent coordinators, individual parents, principals, teachers, and other school-based staff to draw on the resources of the New York State EPIC Parental Information and Resource Center (PIRC). The PIRC parent engagement model focuses on the EPIC Pathways to Parenting program, which offers programs designed to develops parenting skills, advocacy in education, and leadership. Its activities include, for example, workshops, Creating Home School Partnership training, media outreach, and the creation of parent-friendly, informative, and two-way communication mechanisms. The New York State EPIC PIRC is aligned with the New York State Board of Regents Policy Statement on Improving Student Achievement and School Performance through Parent and Family Partnerships (February 2007).

Project Narrative

Project Narrative-Selection Criteria-Budget and resources-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D3 2010 MSAP 6--Budget and Resources final.doc** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D3 2010 FINAL PROJECT NARRATIVE FILES\NYC D3 2010 MSAP 6--Budget and Resources final.doc**

(d) (1) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including the adequacy of the facilities that the applicant plans to use

Facilities: District 3 is fortunate to have ample and well-maintained facilities at each of the proposed magnet school sites. Moreover, **the vast majority of magnet schools are underused and they all have excess capacity to accept students from outside their attendance zones.** Specifically, PS 145 has a building capacity of 884 students. Its current enrollment is 473 students. Thus, its utilization rate is only 53.5%. PS 185 has a building capacity of 558 students. Its current enrollment is 239 students. Thus, its utilization rate is only 42.8%. PS 191 has a building capacity of 725. Its current enrollment is 483. Thus, its utilization rate is 66.2%. PS 208 has a building capacity of 765 students. Its current enrollment is 206 students. Thus, its utilization rate is 26.9%. PS 241 has a building capacity of 1203 students. Its current enrollment is 231 students. Thus, its utilization rate is 19.2%. PS 242 has a building capacity of 803 students. Its current enrollment is 218 students. Thus, its utilization rate is 27.1%. MS 421 has a building capacity of 1253 students. Its current enrollment is 73 students. Thus, its utilization rate is 5.83%. (Note that MS 421 is a new school and will be phasing in grades during the 3 year project.) PS 87 has a building capacity of 1,026. Its current enrollment is 1,004 students. However, a new elementary school will open in September 2010 within blocks of PS 87, with an overlapping attendance zone. It is expected that many neighborhood students who would otherwise enroll in PS 87 will instead be zoned to the new school, thus creating space in the PS 87 building.

All of the proposed magnet school sites provide safe and attractive learning environments. Each school also has adequate space available to accommodate potential student enrollment increases resulting from the magnet schools program. Each school has gyms; auditoriums; cafeterias; ESL/bilingual education and special education resource rooms; reading laboratories; and storage facilities. PS 191, PS 241, and MS 421 also have science laboratories. Currently, all of the proposed magnet schools are accessible for the physically challenged.

District 3 will conduct minor remodeling of project sites in order to accommodate the requirements of each theme, i.e., the rewiring of classrooms, the building of television/media studios, the combining of classrooms, **all at no cost to the project**.

(d)(2) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including the adequacy of the equipment and supplies that the applicant plans to use

The proposed magnet program will have available to it the extensive inventory of equipment and supplies at each proposed magnet school, **all at no cost to the project.** This includes schools' audio-visual equipment, televisions, textbooks, libraries, reference books, maps, globes, science labs, musical instruments, art supplies, copy machines, general instructional supplies, etc. In addition, each school is wired to the Internet. The schools' inventory of computers will be available for magnet school use, although MSAP funds will also be requested to purchase more sophisticated technology which directly relates to a school's thematic curriculum. District 3 is requesting $42,000 in equipment and $471,808 in supplies for the 2010 - 2011 academic year that will be used to support the specialized magnet theme in each school. An itemized list is included in budget narrative. **In summary,** District 3 assures that the equipment and supplies re-

quested for each proposed magnet site are over and above those received from general school funds and are necessary to help students reach each project site's instructional goals.

(d) (3) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including the adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

The budget for the proposed magnet schools is adequate and reasonable in relation to the objectives of the project. An explanation of specific budget items that have been requested follows. **a. Personnel** Project Director Full Time :The magnet director will manage all aspects of the MSAP project. Magnet Resource Specialists Full Time: The teacher/magnet resource specialists will facilitate instruction at magnet schools, as described in section (b) Quality of Personnel. Secretary Full Time: The secretary will perform all mailing, typing, word processing, duplicating and other duties associated with program implementation. Hourly Teachers: Hourly teachers will teach in extended day programs. Hourly teachers are also requested in the eight magnet schools to develop specialized curriculum at each magnet school during the school year and in the summer and for staff development during the school year. Substitute Teacher Services: Substitute teachers will be used to provide released time for classroom teachers for in-school staff development during the regular school year and day. Project Planner Full Time: The project planner will assist the schools in their intensive planning as described in the Quality of Personnel section. Project Recruiter Full Time: The project recruiter will coordinate a comprehensive outreach program to the entire community for the target schools. **b. Fringe Benefits** Fringe benefits are a contractual obligation. **c. Travel** Funds are requested for the magnet director and key personnel to attend magnet conferences sponsored by Magnet Schools of Amer-

ica and the US Department of Education.**d. Equipment** Each item in the equipment requested is essential to successfully carry out the magnet program at each school. An itemized list of the requested equipment is attached to the line item budget.**e. Supplies** Each item in the requested supplies is essential to fully carry out the magnet schools program at each school. An itemized list of supplies is attached to the line budget.**f. Contractual** Funds have been requested for an evaluation contractor to conduct an independent evaluation of the project. **g. Construction** No funds have been requested. **h. Other** Funds have been requested for: student admissions to educational activities to enable students to continue their studies at collaborative organization facilities; television and print advertising; telephone costs; and postage; and opening fees to keep schools open for the extended school day and school year program (before and after school).

Each year, approximately **4,390**, school supervisors, teachers, students and parents will be served by the project for a cost of **$858** per participant per year. The budget is reasonable in relation to the number of participants who will be served, expanded capacity to provide public school choice to parents whose children attend schools that have not made adequate yearly progress, the far-reaching systemic reform/restructuring initiatives that will be implemented in curriculum and instructional practices aligned with rigorous content standards, and the desegregation activities that will be carried out. The above budget is adequate and reasonable in relation to the objectives of the project. **Moreover, District 3 will provide over $27 million in in-kind contributions, a substantial commitment.**

Project Narrative

Project Narrative-Selection Criteria-Evaluation plan (10 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D3 2010 MSAP 7--Evaluation Plan final.doc** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D3 2010 FINAL PROJECT NARRATIVE FILES\NYC D3 2010 MSAP 7--Eval Plan final.doc**

(e) The Secretary determines the extent to which the evaluation plan for the project – (1) Includes methods that are appropriate to the project; (2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) Includes methods that are objective and that will produce data that are quantifiable

This evaluation, spanning the 3 years of this project, will assist school staffs and district personnel to modify and improve project performance and produce information needed by the United States Department of Education to properly evaluate project effectiveness.

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g. enrollment information, standardized test results) will be used in conjunction with questionnaire, interview and observation data, as well with qualitative data (e.g. school improvement plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation.

The contractor will develop a complete set of data collection instruments (including surveys, document requests, and walkthrough, observation and interview protocols) designed to provide sufficient information to address objectives and performance measures and supplement extant data. However, **extant data will be used whenever possible** to lessen the burden on school based and project staff. The data to be collected will include: **Student achievement, demographic, enrollment and other data:** The contractor will collect standardized test score data (e.g., school and grade level reading, mathematics and writing data) needed to address performance measures related to student academic achievement. Enrollment data disaggregated by race/ethnicity collected by the district will indicate the extent to which each school and the project succeeds in meeting desegregation related performance measures including reducing mi-

nority group isolation. Applicant pool, student selection and student transfer data will indicate the extent to which the GPRA applicant pool performance measure was attained and help determine how performance in these areas can be improved.

Document requests: The contractor will request documentation from magnet school teachers and MSAP staff to help determine the quality and extent of MSAP implementation. Examples include: ▸ **descriptions of and dosage** (amount of program delivered) **for** units and courses that present the magnet theme to students; and student recruitment, teacher professional development, parent involvement and planning activities; ▸ **schedules** of school based magnet staff; ▸ **School improvement plans** that include activities related to the implementation of this grant.

Observation and interview data will be collected, during three annual visits to each magnet school, by trained evaluators who have extensive experience as magnet school practitioners. During each visit, the site visitor will conduct a walkthrough, observe lessons and lesson planning, and interview teachers, administrators, students and parents.

Surveys will be administered annually to all magnet school teachers, a sample of magnet school students and a sample of teachers and students at comparison schools. Drawing on its fifteen year history of MSAP and regular rigorous evaluations, American Education Solutions has developed survey items and scales specific to MSAP implementation under the guidance of its survey consultant, Dr. David Silver, a senior researcher at U.C.L.A.'s CRESST Center. *These survey items are directly related to the purposes of the MSAP and the objectives and performance measures of this proposal.* Validated survey items and scales that measure school climate will also be used. **Formative Evaluation and Reporting:** The evaluation contractor will aid in the continual improvement of the project through formative evaluation, an examination of implementation that returns information to project, school and district staff to help them improve pro-

gram performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Components of fidelity include: ► adherence – the degree to which the program adheres to its goals, plans, activities, timeline; ► dosage – the amount of program delivered; ► quality – the quality of program activities and services; ► responsiveness of participants to program activities; ► program differentiation – unique features when compared to non-magnets.

Formative Evaluation Reporting: Data will be collected, as available, and analyzed and recommendations discussed with the project director and school staff throughout the year.

Six formative evaluation reports will be written by evaluators each school year:

Reduction of Minority Group Isolation (MGI) Report: Demographic and enrollment data will be compared with applicant pool, student selection and other data from the previous school year and with performance measures. By November, discussions related to the attainment or partial attainment of performance measures related to the reduction of MGI will help the district and magnet schools modify recruitment strategies and activities to attain better results.

GPRA Applicant Pool Report: Within 3 weeks of the student selection lottery, applicant pool, student selection and recruitment data will be analyzed and compared with school enrollment data to determine the success of these activities and create remedial plans of action to improve results, if necessary. This report updates and expands the *Reduction of MGI Report*. Measures of fidelity, for both reports, include adherence to the implementation plan, recruitment plans and student selection criteria and procedures; and dosage, the "amount" of recruitment. Quality and responsiveness will be determined by changes in school enrollments, especially for entry grades, and the size and diversity of applicant pools. Differentiation will examine if unique program features were implemented and adequately described to the target audience.

Midyear Formative Update: The midyear report (mid January) will summarize descriptive and quantitative data related to magnet curricula, systemic reforms, parent activities and professional development and report on: adherence (e.g., activities implemented on schedule), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities such as the magnet curricula and courses, professional development and parent activities), quality (e.g., results of peer review of magnet related units and courses). **Site Visit Reports**: Site visits, described above, are opportunities to feed back data related to the development and implementation of the magnet theme. After each of three annual site visits, a report will be written by the site visitor and submitted within ten days. It will summarize the findings of the visit and include recommendations for improvement. Site visitors will discuss recommendations with school and MSAP staff during each site visit.

Summative Evaluation and Reporting: The evaluation contractor will determine the extent to which annual objectives and performance measures are attained. The primary data sources for this evaluation were described above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section summarizes the project objectives and the means through which evaluators will assess their attainment. (Performance measures are found in the *Quality of Project Services* section of this application.)

Objective (1): Reduction of minority group isolation (MGI) at magnet schools.

Assessment: Class and school enrollment data, disaggregated by race/ethnicity will be used to determine the degree of attainment. This will be supplemented by recruitment, applicant pool, and student selection/transfer data to determine the extent to which the GPRA applicant pool performance measure was attained and help determine how performance can be improved.

Objective 2: Magnet school projects will achieve systemic reforms and provide all students the opportunity to meet challenging State standards.

Assessment: School Improvement Plans will be collected and examined by the evaluators. Observations, walkthroughs, interviews, surveys and analysis of unit plans will determine program fidelity (e.g., adherence to implementation plan and dosage) and reach.

Objective 3: All students, at each magnet school, will receive magnet theme instruction.

Assessment: Teacher and student surveys and interviews, school walkthrough and class observation data, an analysis of planners teachers use for magnet theme units and enrollments in magnet courses will determine the frequency the magnet theme was used in classrooms (dosage), how many students and teachers were involved in these activities (reach), adherence to the implementation plan, and which curricula and materials were created, published and used by teachers. The quality of lessons will be determined by a peer review process and observations by an experienced evaluator using a protocol developed for each magnet school by the evaluator, the principal and the project director. Responsiveness will be determined by improvements in school climate and student test scores. Differentiation, based on walkthrough, interview and classroom observation data will determine if instruction differs from comparison schools.

Objective 4: At each magnet school, AYP proficiency standards will be met for all subgroups.

Assessment: All students are tested in April of each school year. Data is analyzed by the State Education Department, sent to the district and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school – both in aggregate and by subgroups – performed in relation to these targets.

Every school will create magnet standards which will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics used in the

peer review of lessons. Teachers, principals and magnet staff will develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula based on the each school's standards and will be approved by the project director and evaluator.

Objective 5: Magnet school teachers will receive 30 hours of professional development related to systemic reforms and 30 hours related to magnet theme development and implementation.

How Objectives will be Measured: **(5.1, 5.2)** Magnet staff will collect professional development data including the type of training, the number of hours provided and the number and names of teachers involved. The percentage of teachers applying the training in their classrooms will be determined through survey item analysis, follow-up interviews, walkthroughs and observations.

Objective 6: There will be an increase in parent participation at each magnet school each year.

Assessment: Workshop materials, attendance records and parent interviews will be used to determine parent participation and satisfaction.

Annual Evaluation Schedule: ► Initial meeting with project and district staff (Week 1); ► Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3); Collect data (Throughout year): Enrollment data (Week 5); Site visits including interviews and observations (Weeks 10, 22, 34); applicant pool data (Week 28); Dosage data (ongoing); Surveys administered (Week 34); Survey results reported (Week 38); Documents collected (e.g. units integrated with magnet theme - Week 34); ► Formative evaluation including discussion of recommendations (Weeks 3-40); MGI Report (Week 10); Midyear Formative Update (Week 22); GPRA Formative Report (Week 30); Site Visit Reports (Weeks 12, 24, 36); ► Analyze and process summative data (Weeks 34-36); ► Prepare Annual Performance Report (Weeks 36-37); ► Submit report to school District (Week 38). Week 1 is the week the project begins each year.

Project Narrative

Project Narrative-Selection Criteria-Commitment and capacity (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D3 2010 MSAP 8--Commitment and Capacity final.doc** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D3 2010 FINAL PROJECT NARRATIVE FILES\NYC D3 2010 MSAP 8--Commitment and Capacity final.doc**

(f)(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet schools activities after assistance under the regulations is no longer available; (f)(2)(i) The Secretary determines the extent to which the applicant is committed to the magnet schools project

Funds from the Magnet Schools Assistance Program will allow schools to create innovative instructional programs and standards-aligned curricula that attract a diverse student body, and in turn, promote increased racial balance. They will offer parents of children attending schools in need of improvement or corrective action the opportunity to transfer their children to a better-performing school, and provide enriched educational for children remaining in their zoned school, or transferring to it because of the unique and stimulating programs developed through the magnet schools program. District 3 expects that the momentum and support for the magnet program will grow with each year, and stand ready to commit district funds and resources to sustain the programs even after the federal funding is no longer available.

District 3 can make this assertion with confidence. For it is an assertion that is rooted in their long-standing commitment to desegregation and further fueled by District 3's commitment to sustain special initiatives. **District 3 has a firmly established history of continuing and institutionalizing previous magnet programs. Below are highlights of some of the District 3 actions that underscore both its capacity and will to continue the magnet programs.**

District 3 has one of the strongest records of any district in New York City for promoting, encouraging and supporting desegregation efforts, and has participated in both city-wide and local desegregation initiatives for 40 years. Since 1960, the district has been committed to the real work of desegregating schools, and providing both minority and non minority students with the

opportunity to learn from each other, and to learn together. Some examples of its work include: (1) District 3 was, and continues to be, an enthusiastic participant in the New York City Board of Education's Open Enrollment Program. Since 1960, many schools in District 3, have served at one time or another as a "receiving" school for minority group children under this program; and (2) Over the years, District 3 has taken several actions that have altered the feeder zoning pattern of its minority group isolated schools.

Moreover, District 3 Has Continued to Support Magnet Schools After the Termination of Assistance Under the MSAP. The responsibility of continuing a multi-school, previously-funded magnet school program will not be new to either district. In the case of District 3, its commitment to the magnet program is evidenced by that fact that it has institutionalized magnet programs, with district funds, in MSAP-funded magnet schools whose federal funding concluded. The last MSAP funding District 3 received was the 1998 funding cycle. Initial MSAP funding enabled these schools to develop theme-related curricula which have attracted a more diverse student body. These schools continue to offer their magnet instructional programs and continue their efforts to reduce minority group isolation, without federal funds.

Capacity Building through Professional Development As discussed in previous sections, District 3 will build its capacity to carry out and/or continue magnet programs through the extensive professional development provided by the MSAP, supported by training provided by the NYC DOE, District 3, the *Children First* Network, the New York State Education Department, the local Equity Assistance Center, and institutions of higher education and other groups.

(f)(2)(ii) The Secretary determines the extent to which the applicant has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

At the end of magnet funding, District 3 will continue to commit the kind of substantial resources to the magnet initiative that they are currently committing as in-kind contributions. They will facilitate the institutionalization of magnet activities supported under MSAP through multifaceted funding strategies at the district and school levels that involve the following elements: aggressive program development and grant-seeking activities and expanded collaborations with outside partners.

Aggressive Grant-Seeking: District 3 will continue to coordinate grant-seeking efforts with the district's senior grants officer. The magnet director will work with the senior grants officer throughout the funded MSAP project to apply to funders who will both enhance magnet activities during the period of MSAP funding and assume program costs at the end of that period. District 3 will conduct comprehensive searches of federal, state and private funding sources using such resources as the U.S. Department of Education and National Science Foundation websites, The Foundation Directory, and the Sponsored Programs Information Network (SPINS), a computer database of funding sources. District 3's proactive strategy will make it more likely that it will be able to secure funding to continue magnet program activities at the end of MSAP funding. The following are examples of potential funding sources that will enable the district to continue support for the magnet project:

Federal Grants: National Science Foundation; National Endowment of the Arts Learning in the Arts for Children and Youth; National Endowment for the Humanities; National Aeronautical and Space Agency; Safe Schools/Healthy Students; Smaller Learning Communities; Teaching American History; Improving Literacy through School Libraries Program; Teacher Incentive Fund; Transition to Teaching Program; Voluntary Public School Choice Program; School Lea-

dership Program; School Dropout Prevention Program; Improving the Climate for Learning; and Elementary and Secondary School Counseling.

New York State Grants: Title I School-Wide Projects; 21st Century Community Learning Centers Program; Even Start Family Literacy Program; Two-Way Bilingual Education Program; Academic Support Aid Application; Comprehensive School Reform Program; Improving Pupil Performance Grant; Reading First Program; Title IID Technology Grant Program; Title IIB Math Science Partnership Program; Early Reading First; Universal Prekindergarten Program; Extended School Day/School Violence Prevention Program; Special Reading and Academic Performance Program; Title I School Improvement Grant; School Quality Review (SQR) Grants: School Improvement Section; and Bilingual/ESL Supplementary Intervention.

Expanded Collaborations: The district's and schools' establishment of collaborations with parents and community partners will build a strong support system for the magnet schools. The proposed magnet schools maintain active Parents Associations, which enlist the support of parents in implementing special events and school-based fundraisers. District 3 will engage in collaborative grant seeking with institutions and community-based organizations with which it has had long-standing partnerships, such as the City University of New York, Teachers College/Columbia University, Fordham University, the American Museum of Natural History. Learning Through an Expanded Arts Program (LEAP). Children's Museum of Manhattan, Wingspan Arts, and Chess in Schools.

Project Narrative

Project Narrative-Desegregation Plan Information Form-Download form from the program's website and upload form here.

Attachment 1:
Title: **D3 Deseg Plan Documents COMBINED FINAL.pdf** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\D3 Deseg Plan Documents COMBINED FINAL.pdf**

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm 4W229 Washington, DC 20202-5970	☑ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

Department of Education

Joel I. Klein
Chancellor

Student Enrollment
Elizabeth A. Sciabarra
Chief Executive Officer

52 Chambers Street
Room 415
New York, NY 10007

212 374 2363 tel
212 374 5568 fax

April 22, 2010

Dr. Roser Salavert
154 West 93 Street
New York, NY 10025

Dear Superintendent Salavert:

The Office of Student Enrollment (OSE) has reviewed District 3's updated Voluntary Desegregation Plan for District 3 to support a Magnet Schools Assistance Program application.

The plan includes the following designated magnet schools: PS 87, PS 145, PS 185, PS 191, PS 208, PS 241, PS 242, and MS 421. The intent of the District 3 plan is to reduce minority group isolation in participating schools through voluntary district enrollment.

Insofar as the plan is an optional program designed to promote a reduction in racial isolation and increase diversity in District 3 elementary and middle schools, this office is approving the plan. Approval is made with the understanding that District 3 and OSE will monitor aspects of the plan to insure the achievement of the desegregation objectives at all participating schools.

Further, you are advised that the availability of student transportation is established by Chancellor's Regulations, as administered by the Office of Pupil Transportation.

If you need further assistance, please contact me at (212) 374-2363.

Sincerely,

Elizabeth Sciabarra
Chief Executive Director
Office of Student Enrollment

THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

Community School District 3
154 West 93rd Street, Room 122
New York, N.Y. 10025
(212) 678-585 – Fax (212)-222-7816

Roser Salavert, Ed.D. District 3 Superintendent *RSalave@schools.nyc.gov*

April 20, 2010

Ms. Elizabeth Sciabarra
CEO
Office of Student Enrollment
52 Chambers Street
New York, NY 10007

Dear Ms. Sciabarra:

The following document is being submitted for your approval as required by Chancellor's Regulation A-185. This proposal has my full and complete support.

- Voluntary Desegregation Plan for District 3

I am requesting an expedited review. Magnet Schools Assistance Program applications must be received by the US Department of Education by May 3, 2010.

Thank you for your support of these efforts.

Sincerely,

Roser Salavert, Ed.D.
District 3 Community Superintendent

C.c. Despina Zaharakis

Voluntary Desegregation Plan for Community School District 3

Addendum to Local Desegregation Plan

April 2010

Community School District 3 submits the following changes to update its current Voluntary Desegregation Plan. These changes meet the statutory requirements of Title V, Part C of the No Child Left Behind (NCLB) Act (Sections 5301-5311) which authorizes the Magnet Schools Assistance Program.

This updated desegregation plan is submitted to the New York City Department of Education, Office of Student Enrollment.

Under the Updated Desegregation Plan, Community School District 3 will establish five new magnet schools (PS 87, PS 145, PS 241, PS 242, and MS 421) and significantly revise three magnet schools (PS 185, PS 191, and PS 208). Dependent on Title V NCLB funding, each magnet school will provide a special curriculum capable of bringing together substantial numbers of students from different social, economic, ethnic, and racial backgrounds.

These magnet schools will encourage the voluntary reduction of minority group isolation in elementary and middle schools with substantial portions of minority students. The course of instruction within each magnet school will substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable vocational, technological and professional skills of students attending these schools. In addition, the magnet schools program at the schools will assist Community School District 3 in the development and design of innovative educational methods and practices. The special curriculum at each school will provide subject matter or a teaching methodology that is not generally offered to students of the same age or grade level in other schools in the district.

In summary, Community School District 3 will establish five new magnet schools and significantly revise three magnet schools for the purpose of encouraging the voluntary reduction of minority group isolation in elementary and middle schools by providing special courses of instruction within each magnet school capable of bringing together substantial numbers of students from different social, economic, ethnic, and racial backgrounds.

Regulation of the Chancellor

ABSTRACT

In 2003, the newly-created Community Education Councils (CECs) were given authority under the Education Law to approve zoning lines, as submitted by Community Superintendents, applicable to schools under their jurisdiction, consistent with Chancellor's Regulations. This regulation implements that provision of law.

I. DEFINITION OF ZONED DISTRICT SCHOOL AND ZONING LINE

A zoned district school is a school where eligibility to attend is based solely on residence within a defined geographical area within a district. Zoning lines are the boundaries that define such geographical areas.

II. PROCEDURES FOR OBTAINING APPROVAL OF ZONING LINE CHANGES

A. Community Superintendent Responsibilities

1. Community Superintendents shall be responsible for submitting proposals for new or changed zoning lines to the CECs for approval. (See IIB below).
2. Prior to submitting a proposal for new or changed zoning lines to the CEC, the Community Superintendent shall consult with the Regional Superintendent and the Local Instructional Superintendent, and shall secure approval to proceed from the Office of Student Enrollment Planning and Operations (OSEPO). The Community Superintendent also should consult with appropriate school communities, including the parents of children who will be affected by the proposed change, prior to submitting the proposal to the CEC.
3. When submitting zoning line proposals to OSEPO, Community Superintendents must provide the following information in the manner described in Attachment A of this regulation:
   a. Statement of the proposal's purpose
   b. Schools involved in the proposal
   c. Effective date for initial implementation
   d. Projected date for full implementation (if proposal requires a phase-in period)
   e. Projected numbers of students in each grade to be moved among all affected schools in the first year of implementation

f. Projected grade organizations, projected student registers, building capacity and utilization, and ethnicity of student registers in all affected schools and programs

g. A complete description of all zoning line changes

h. For proposals that will be phased in, a statement of how students will be admitted to the affected schools and programs in each year up to full implementation of the proposed changes, and a statement of any priorities for the selection of students

i. The need for school bus service and public transportation in the first year of implementation

4. Community Superintendents must submit the above information regarding zoning line proposals to OSEPO in writing, in accordance with a timeline published annually by OSEPO.

5. Following approval by OSEPO, the Community Superintendent shall submit the proposed zoning lines in writing to the CEC for approval. Proposals shall be considered submitted to the CEC when the Community Superintendent or his designee delivers the proposed zoning lines in writing to the CEC office or via e-mail to the CEC President.

6. Following approval by the CEC, the Community Superintendent shall forward to OSEPO a copy of the resolution adopted by the CEC. (See IIB3 below).

B. CEC Responsibilities

1. CECs shall be responsible for approving the zoning lines submitted by the Community Superintendent for zoned district schools.

2. For zoned district schools that also serve students through a choice option, CECs shall be responsible for approving only the zoning lines for students who do not attend via the choice option.

3. CECs must vote on zoning lines within 45 days of submission by the Community Superintendent.

4. High schools and, except as specified in IIB2 above, schools and programs housing students from more than one community school district through a choice option are not covered by this Regulation and are not within the jurisdiction of the CECs. The Chancellor is solely responsible for these schools and programs.

III. APPEALS

Parent associations/parent-teacher associations may appeal zoning line decisions made by the Community Education Council to the Chancellor within ten days of the decision. Appeals must be submitted in writing and must state specific grounds for the appeal. Appeals to the Chancellor must be filed c/o Office of Legal Services, 52 Chambers Street, New York, NY 10007.

IV. INQUIRIES AND TECHNICAL ASSISTANCE

A. OSEPO and the School Construction Authority (SCA) shall provide appropriate technical assistance in the preparation of proposals that are submitted in accordance with this regulation.

B. OSEPO shall maintain current maps of district boundary lines and school zoning lines that shall be open to public inspection.

Inquiries pertaining to this regulation should be addressed to:

Telephone	*Office of Student Enrollment Planning and Operations*	Fax
212-374-5426	NYC Department of Education 52 Chambers Street – Room 415 NY, NY 10007	212-374-5568

Project Narrative

Project Narrative-Table 1 and 2 Information-LEA-Level Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC D 3 MSAP Tables 1-2 District Enrollment Projections.pdf** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D 3 MSAP Tables 1-2 District Enrollment Projections.pdf**

OMB-1855-0011- Expiration 05/31/2010

Table 1: Enrollment Data--NYC District 3

Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	17	3.8%	178	40.0%	99	22.2%	30	6.7%	1	0.2%	120	27.0%	445	**PK**	0	0.0%	18	3.9%	195	42.4%	112	24.3%	10	2.2%	1	0.2%	124	27.0%	460
K	3	0.2%	98	6.4%	352	22.8%	394	25.5%	83	5.4%	14	0.9%	599	38.8%	1,543	**K**	0	0.0%	109	6.8%	401	25.1%	445	27.8%	24	1.5%	1	0.1%	620	38.8%	1600
1	9	0.6%	97	6.8%	383	26.9%	398	28.0%	27	1.9%	26	1.8%	482	33.9%	1,422	**1**	3	0.2%	88	5.7%	415	26.8%	457	29.5%	43	2.8%	4	0.3%	540	34.8%	1550
2	8	0.6%	91	6.3%	405	28.2%	444	31.0%	12	0.8%	9	0.6%	465	32.4%	1,434	**2**	9	0.6%	97	6.9%	405	28.7%	421	29.9%	17	1.2%	1	0.1%	460	32.6%	1410
3	6	0.4%	75	5.2%	465	32.4%	475	33.1%	4	0.3%	10	0.7%	401	27.9%	1,436	**3**	8	0.6%	92	6.5%	419	29.5%	458	32.3%	12	0.8%	1	0.1%	430	30.3%	1420
4	3	0.2%	84	5.7%	484	33.0%	516	35.1%	4	0.3%	4	0.3%	373	25.4%	1,468	**4**	6	0.4%	75	5.2%	471	32.9%	480	33.6%	4	0.3%	4	0.3%	390	27.3%	1430
5	4	0.3%	86	6.0%	470	32.8%	507	35.3%	3	0.2%	5	0.3%	360	25.1%	1,435	**5**	3	0.2%	83	5.7%	482	33.2%	514	35.4%	4	0.3%	4	0.3%	360	24.8%	1450
6	3	0.2%	73	5.4%	471	34.6%	478	35.1%	2	0.1%	8	0.6%	326	24.0%	1,361	**6**	4	0.3%	86	6.1%	468	33.0%	504	35.5%	3	0.2%	5	0.4%	350	24.6%	1420
7	3	0.2%	77	5.9%	478	36.5%	452	34.6%	3	0.2%	5	0.4%	290	22.2%	1,308	**7**	3	0.2%	73	5.4%	473	34.8%	481	35.4%	2	0.1%	8	0.6%	320	23.5%	1360
8	3	0.2%	95	6.9%	474	34.4%	520	37.8%	4	0.3%	3	0.2%	277	20.1%	1,376	**8**	3	0.2%	77	5.9%	479	36.8%	453	34.8%	3	0.2%	5	0.4%	280	21.5%	1300
9																**9**															
10																**10**															
11																**11**															
12																**12**															
Total	42	0.3%	793	6.0%	4,160	31.4%	4,283	32.4%	172	1.3%	85	0.6%	3,693	27.9%	13,228	**Total**	39	0.3%	798	6.0%	4208	31.4%	4325	32.3%	122	0.9%	34	0.3%	3874	28.9%	13400

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School
PS 185	1998
PS 191	1993
PS 208	1998

☐ *Check here if all of the magnet schools included in the program are schools that are implementing a magnet program for the first time.*

Table 1 (Cont't): Enrollment Data-NYC District 3 LEA Level

Projected Enrollment (Year 2 of Project—Oct 1, 2011)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	18	3.9%	195	42.4%	112	24.3%	10	2.2%	1	0.2%	124	27.0%	460
K	0	0.0%	104	6.3%	425	25.8%	460	27.9%	10	0.6%	1	0.1%	650	39.4%	1650
1	0	0.0%	115	7.1%	440	27.3%	460	28.6%	24	1.5%	1	0.1%	570	35.4%	1610
2	3	0.2%	88	5.7%	420	27.3%	462	30.0%	43	2.8%	4	0.3%	520	33.8%	1540
3	9	0.6%	92	6.6%	410	29.5%	421	30.3%	7	0.5%	1	0.1%	450	32.4%	1390
4	8	0.6%	87	6.2%	419	29.7%	458	32.5%	7	0.5%	1	0.1%	430	30.5%	1410
5	6	0.4%	75	5.3%	468	33.2%	477	33.8%	4	0.3%	0	0.0%	380	27.0%	1410
6	3	0.2%	83	5.8%	487	34.3%	499	35.1%	4	0.3%	4	0.3%	340	23.9%	1420
7	4	0.3%	80	5.7%	466	33.3%	502	35.9%	3	0.2%	5	0.4%	340	24.3%	1400
8	3	0.2%	73	5.4%	473	35.0%	481	35.6%	2	0.1%	8	0.6%	310	23.0%	1350
9															
10															
11															
12															
Total	36	0.3%	815	6.0%	4203	30.8%	4332	31.8%	114	0.8%	26	0.2%	4114	30.2%	13640

Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	18	3.9%	195	42.4%	112	24.3%	10	2.2%	1	0.2%	124	27.0%	460
K	0	0.0%	109	6.5%	430	25.7%	460	27.5%	10	0.6%	1	0.1%	660	39.5%	1670
1	0	0.0%	114	6.9%	440	26.7%	475	28.8%	10	0.6%	1	0.1%	610	37.0%	1650
2	0	0.0%	112	7.0%	436	27.3%	457	28.6%	24	1.5%	1	0.1%	570	35.6%	1600
3	3	0.2%	88	5.8%	410	26.8%	452	29.5%	43	2.8%	4	0.3%	530	34.6%	1530
4	9	0.7%	92	6.7%	410	29.7%	421	30.5%	7	0.5%	1	0.1%	440	31.9%	1380
5	8	0.6%	87	6.2%	419	29.9%	458	32.7%	7	0.5%	1	0.1%	420	30.0%	1400
6	6	0.4%	75	5.4%	463	33.3%	472	34.0%	4	0.3%	0	0.0%	370	26.6%	1390
7	3	0.2%	83	5.9%	487	34.5%	499	35.4%	4	0.3%	4	0.3%	330	23.4%	1410
8	4	0.3%	80	5.8%	466	33.5%	502	36.1%	3	0.2%	5	0.4%	330	23.7%	1390
9															
10															
11															
12															
Total	33	0.2%	858	6.2%	4156	29.9%	4308	31.0%	122	0.9%	19	0.1%	4384	31.6%	13880

Table 2 (Con't): Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School

Project Narrative

Project Narrative-Table 3 Information-Magnet Schools Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC D 3 MSAP Table 3 Magnet School Enrollment Projections.pdf** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D 3 MSAP Table 3 Magnet School Enrollment Projections.pdf**

OMB-1855-0011- Expiration 05/31/2010

Table 3: Enrollment Data--PS 87

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	3	16.7%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	14	77.8%	18
K	0	0.0%	13	6.6%	12	6.1%	30	15.2%	7	3.6%	0	0.0%	135	68.5%	197
1	3	1.7%	11	6.4%	24	14.0%	17	9.9%	0	0.0%	4	2.3%	113	65.7%	172
2	0	0.0%	9	5.1%	19	10.9%	30	17.1%	0	0.0%	1	0.6%	116	66.3%	175
3	0	0.0%	9	6.2%	20	13.7%	32	21.9%	0	0.0%	1	0.7%	84	57.5%	146
4	1	0.7%	9	6.2%	26	17.9%	36	24.8%	0	0.0%	0	0.0%	73	50.3%	145
5	0	0.0%	12	7.9%	26	17.2%	38	25.2%	0	0.0%	1	0.7%	74	49.0%	151
6															
7															
8															
9															
10															
11															
12															
Total	4	0.4%	66	6.6%	127	12.6%	184	18.3%	7	0.7%	7	0.7%	609	60.7%	1,004

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	3	16.7%	1	5.6%	0	0.0%	0	0.0%	14	77.8%	18
K	0	0.0%	3	2.0%	30	20.0%	36	24.0%	0	0.0%	0	0.0%	81	54.0%	150
1	0	0.0%	13	6.6%	26	13.2%	32	16.2%	0	0.0%	0	0.0%	126	64.0%	197
2	3	1.7%	11	6.4%	24	13.9%	18	10.4%	0	0.0%	4	2.3%	113	65.3%	173
3	0	0.0%	9	5.1%	19	10.7%	33	18.5%	0	0.0%	1	0.6%	116	65.2%	178
4	0	0.0%	9	6.0%	20	13.2%	37	24.5%	0	0.0%	1	0.7%	84	55.6%	151
5	1	0.7%	9	5.9%	26	17.1%	43	28.3%	0	0.0%	0	0.0%	73	48.0%	152
6															
7															
8															
9															
10															
11															
12															
Total	4	0.4%	54	5.3%	148	14.5%	200	19.6%	0	0.0%	6	0.6%	607	59.6%	1019

Table 3 (Cont't): Enrollment Data-PS 87

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	3	16.7%	1	5.6%	0	0.0%	0	0.0%	14	77.8%	18
K	0	0.0%	9	6.0%	33	22.0%	36	24.0%	0	0.0%	0	0.0%	72	48.0%	150
1	0	0.0%	3	2.0%	34	22.4%	39	25.7%	0	0.0%	0	0.0%	76	50.0%	152
2	0	0.0%	13	6.6%	26	13.1%	33	16.7%	0	0.0%	0	0.0%	126	63.6%	198
3	3	1.7%	11	6.4%	24	13.9%	18	10.4%	0	0.0%	4	2.3%	113	65.3%	173
4	0	0.0%	9	5.0%	19	10.6%	35	19.4%	0	0.0%	1	0.6%	116	64.4%	180
5	0	0.0%	9	5.8%	20	13.0%	41	26.6%	0	0.0%	0	0.0%	84	54.5%	154
6															
7															
8															
9															
10															
11															
12															
Total	3	0.3%	54	5.3%	159	15.5%	203	19.8%	0	0.0%	5	0.5%	601	58.6%	1025

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	3	16.7%	1	5.6%	0	0.0%	0	0.0%	14	77.8%	18
K	0	0.0%	9	6.0%	22	14.7%	50	33.3%	0	0.0%	0	0.0%	69	46.0%	150
1	0	0.0%	9	6.0%	31	20.7%	34	22.7%	0	0.0%	0	0.0%	76	50.7%	150
2	0	0.0%	3	2.0%	34	22.7%	37	24.7%	0	0.0%	0	0.0%	76	50.7%	150
3	0	0.0%	13	6.5%	27	13.6%	33	16.6%	0	0.0%	0	0.0%	126	63.3%	199
4	3	1.7%	11	6.3%	31	17.6%	18	10.2%	0	0.0%	0	0.0%	113	64.2%	176
5	0	0.0%	9	5.0%	20	11.0%	35	19.3%	0	0.0%	1	0.6%	116	64.1%	181
6															
7															
8															
9															
10															
11															
12															
Total	3	0.3%	54	5.3%	168	16.4%	208	20.3%	0	0.0%	1	0.1%	590	57.6%	1024

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Table 3: Enrollment Data--PS 145

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	2	3.8%	8	15.1%	22	41.5%	8	15.1%	0	0.0%	13	24.5%	53
K	0	0.0%	5	7.7%	17	26.2%	39	60.0%	1	1.5%	0	0.0%	3	4.6%	65
1	0	0.0%	2	3.1%	16	25.0%	43	67.2%	1	1.6%	0	0.0%	2	3.1%	64
2	0	0.0%	1	1.6%	15	24.6%	41	67.2%	1	1.6%	0	0.0%	3	4.9%	61
3	0	0.0%	4	5.6%	20	27.8%	47	65.3%	0	0.0%	0	0.0%	1	1.4%	72
4	0	0.0%	4	4.8%	27	32.5%	51	61.4%	0	0.0%	0	0.0%	1	1.2%	83
5	0	0.0%	3	4.0%	22	29.3%	46	61.3%	0	0.0%	0	0.0%	4	5.3%	75
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	21	4.4%	125	26.4%	289	61.1%	11	2.3%	0	0.0%	27	5.7%	473

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	18	34.0%	22	41.5%	0	0.0%	0	0.0%	13	24.5%	53
K	0	0.0%	4	3.8%	33	31.4%	43	41.0%	0	0.0%	0	0.0%	25	23.8%	105
1	0	0.0%	5	7.1%	20	28.6%	39	55.7%	1	1.4%	0	0.0%	5	7.1%	70
2	0	0.0%	2	2.9%	16	22.9%	43	61.4%	4	5.7%	0	0.0%	5	7.1%	70
3	0	0.0%	3	4.6%	17	26.2%	41	63.1%	1	1.5%	0	0.0%	3	4.6%	65
4	0	0.0%	5	6.7%	20	26.7%	47	62.7%	0	0.0%	0	0.0%	3	4.0%	75
5	0	0.0%	4	4.7%	27	31.8%	51	60.0%	0	0.0%	0	0.0%	3	3.5%	85
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	23	4.4%	151	28.9%	286	54.7%	6	1.1%	0	0.0%	57	10.9%	523

Table 3 (Cont't): Enrollment Data-PS 145

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	18	34.0%	22	41.5%	0	0.0%	0	0.0%	13	24.5%	53
K	0	0.0%	10	8.0%	27	21.6%	53	42.4%	0	0.0%	0	0.0%	35	28.0%	125
1	1	0.9%	4	3.5%	33	28.7%	48	41.7%	0	0.0%	0	0.0%	30	26.1%	115
2	0	0.0%	5	7.1%	20	28.6%	39	55.7%	1	1.4%	0	0.0%	5	7.1%	70
3	0	0.0%	2	2.9%	16	22.9%	43	61.4%	4	5.7%	0	0.0%	5	7.1%	70
4	0	0.0%	3	4.6%	17	26.2%	41	63.1%	1	1.5%	0	0.0%	3	4.6%	65
5	0	0.0%	5	6.7%	20	26.7%	47	62.7%	0	0.0%	0	0.0%	3	4.0%	75
6															
7															
8															
9															
10															
11															
12															
Total	1	0.2%	29	5.1%	151	26.4%	293	51.1%	6	1.0%	0	0.0%	94	16.4%	573

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	18	34.0%	22	41.5%	0	0.0%	0	0.0%	13	24.5%	53
K	0	0.0%	10	8.0%	34	27.2%	41	32.8%	0	0.0%	0	0.0%	40	32.0%	125
1	0	0.0%	10	8.0%	27	21.6%	53	42.4%	0	0.0%	0	0.0%	35	28.0%	125
2	1	0.9%	4	3.5%	33	28.7%	48	41.7%	0	0.0%	0	0.0%	30	26.1%	115
3	0	0.0%	5	7.1%	20	28.6%	39	55.7%	1	1.4%	0	0.0%	5	7.1%	70
4	0	0.0%	2	2.9%	16	22.9%	43	61.4%	4	5.7%	0	0.0%	5	7.1%	70
5	0	0.0%	3	4.6%	17	26.2%	41	63.1%	1	1.5%	0	0.0%	3	4.6%	65
6															
7															
8															
9															
10															
11															
12															
Total	1	0.2%	34	5.5%	165	26.5%	287	46.1%	6	1.0%	0	0.0%	131	21.0%	623

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Table 3: Enrollment Data--PS 185

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	30	83.3%	6	16.7%	0	0.0%	0	0.0%	0	0.0%	36
K	0	0.0%	0	0.0%	32	61.5%	19	36.5%	1	1.9%	0	0.0%	0	0.0%	52
1	0	0.0%	2	2.7%	41	56.2%	27	37.0%	0	0.0%	3	4.1%	0	0.0%	73
2	0	0.0%	1	1.3%	55	70.5%	22	28.2%	0	0.0%	0	0.0%	0	0.0%	78
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	3	1.3%	158	66.1%	74	31.0%	1	0.4%	3	1.3%	0	0.0%	239

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	1	1.9%	1	1.9%	40	75.5%	8	15.1%	1	1.9%	0	0.0%	2	3.8%	53
K	0	0.0%	1	1.6%	40	64.5%	19	30.6%	0	0.0%	0	0.0%	2	3.2%	62
1	0	0.0%	1	1.8%	32	57.1%	20	35.7%	1	1.8%	0	0.0%	2	3.6%	56
2	0	0.0%	2	2.7%	41	54.7%	27	36.0%	0	0.0%	3	4.0%	2	2.7%	75
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total	1	0.4%	5	2.0%	153	62.2%	74	30.1%	2	0.8%	3	1.2%	8	3.3%	246

Table 3 (Cont't): Enrollment Data-PS 185

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	0	0.0%	19	35.8%	30	56.6%	0	0.0%	0	0.0%	4	7.5%	53
K	1	1.1%	3	3.2%	60	63.2%	20	21.1%	1	1.1%	0	0.0%	10	10.5%	95
1	0	0.0%	2	2.1%	50	52.6%	28	29.5%	0	0.0%	0	0.0%	15	15.8%	95
2	0	0.0%	2	2.1%	52	54.7%	30	31.6%	1	1.1%	0	0.0%	10	10.5%	95
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total	1	0.3%	7	2.1%	181	53.6%	108	32.0%	2	0.6%	0	0.0%	39	11.5%	338

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	4	7%	22	40.0%	24	43.6%	0	0.0%	0	0.0%	5	9.1%	55
K	0	0.0%	0	0.0%	40	42.1%	30	31.6%	0	0.0%	0	0.0%	25	26.3%	95
1	1	1.1%	3	3.2%	60	63.2%	20	21.1%	1	1.1%	0	0.0%	10	10.5%	95
2	0	0.0%	2	2.1%	50	52.6%	28	29.5%	0	0.0%	0	0.0%	15	15.8%	95
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total	1	0.3%	9	2.6%	172	50.6%	102	30.0%	1	0.3%	0	0.0%	55	16.2%	340

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Table 3: Enrollment Data--PS 191

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	4	11.1%	7	19.4%	8	22.2%	5	13.9%	0	0.0%	12	33.3%	36
K	0	0.0%	3	7.5%	18	45.0%	12	30.0%	4	10.0%	2	2.5%	2	5.1%	39
1	0	0.0%	1	2.8%	16	44.4%	14	38.9%	1	2.8%	0	0.0%	4	11.1%	36
2	0	0.0%	3	8.8%	11	32.4%	16	47.1%	1	2.9%	0	0.0%	3	9.1%	33
3	0	0.0%	2	3.8%	22	42.3%	26	50.0%	1	1.9%	0	0.0%	1	1.9%	52
4	0	0.0%	1	2.1%	28	58.3%	14	29.2%	0	0.0%	0	0.0%	5	10.4%	48
5	0	0.0%	2	3.9%	23	45.1%	24	47.1%	0	0.0%	0	0.0%	2	3.9%	51
6	1	1.7%	3	5.0%	26	43.3%	29	48.3%	0	0.0%	0	0.0%	1	1.7%	60
7	0	0.0%	3	5.3%	24	42.1%	28	49.1%	0	0.0%	0	0.0%	2	3.3%	60
8	0	0.0%	1	1.4%	31	44.9%	33	47.8%	0	0.0%	0	0.0%	4	5.8%	69
9															
10															
11															
12															
Total	1	0.2%	23	4.8%	206	42.6%	204	42.1%	12	2.5%	2	0.4%	36	7.4%	484

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	4	11.1%	7	19.4%	8	22.2%	5	13.9%	0	0.0%	12	33.3%	36
K	2	3.1%	5	7.7%	16	24.6%	17	26.2%	5	7.7%	0	0.0%	20	30.8%	65
1	1	2.2%	4	8.9%	18	40.0%	12	26.7%	4	8.9%	1	2.2%	5	11.1%	45
2	0	0.0%	1	2.8%	16	44.4%	14	38.9%	1	2.8%	0	0.0%	4	11.1%	36
3	0	0.0%	3	9.1%	10	30.3%	16	48.5%	1	3.0%	0	0.0%	3	9.1%	33
4	0	0.0%	2	3.8%	22	42.3%	26	50.0%	1	1.9%	0	0.0%	1	1.9%	52
5	0	0.0%	1	2.1%	28	58.3%	14	29.2%	0	0.0%	0	0.0%	5	10.4%	48
6	0	0.0%	2	3.9%	23	45.1%	24	47.1%	0	0.0%	0	0.0%	2	3.9%	51
7	1	1.7%	3	5.0%	26	43.3%	29	48.3%	0	0.0%	0	0.0%	1	1.7%	60
8	0	0.0%	3	5.0%	24	40.0%	28	46.7%	3	5.0%	0	0.0%	2	3.3%	60
9															
10															
11															
12															
Total	4	0.8%	28	5.8%	190	39.1%	188	38.7%	20	4.1%	1	0.2%	55	11.3%	486

Table 3 (Cont't): Enrollment Data-PS 191

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	4	11.1%	7	19.4%	8	22.2%	5	13.9%	0	0.0%	12	33.3%	36
K	2	3.1%	6	9.2%	16	24.6%	17	26.2%	5	7.7%	0	0.0%	19	29.2%	65
1	2	3.1%	5	7.7%	16	24.6%	17	26.2%	5	7.7%	0	0.0%	20	30.8%	65
2	1	2.2%	4	8.9%	18	40.0%	12	26.7%	4	8.9%	1	2.2%	5	11.1%	45
3	0	0.0%	1	2.8%	16	44.4%	14	38.9%	1	2.8%	0	0.0%	4	11.1%	36
4	0	0.0%	3	9.1%	10	30.3%	16	48.5%	1	3.0%	0	0.0%	3	9.1%	33
5	0	0.0%	2	3.8%	22	42.3%	26	50.0%	1	1.9%	0	0.0%	1	1.9%	52
6	0	0.0%	1	2.1%	28	58.3%	14	29.2%	0	0.0%	0	0.0%	5	10.4%	48
7	0	0.0%	2	3.9%	23	45.1%	24	47.1%	0	0.0%	0	0.0%	2	3.9%	51
8	1	1.7%	3	5.0%	26	43.3%	29	48.3%	0	0.0%	0	0.0%	1	1.7%	60
9															
10															
11															
12															
Total	6	1.2%	31	6.3%	182	37.1%	177	36.0%	22	4.5%	1	0.2%	72	14.7%	491

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	3	8.3%	8	22.2%	8	22.2%	5	13.9%	0	0.0%	12	33.3%	36
K	0	0.0%	6	9.2%	18	27.7%	18	27.7%	5	7.7%	0	0.0%	18	27.7%	65
1	2	3.1%	6	9.2%	16	24.6%	17	26.2%	5	7.7%	0	0.0%	19	29.2%	65
2	2	3.1%	5	7.7%	16	24.6%	17	26.2%	5	7.7%	0	0.0%	20	30.8%	65
3	1	2.2%	4	8.9%	18	40.0%	12	26.7%	4	8.9%	1	2.2%	5	11.1%	45
4	0	0.0%	1	2.8%	16	44.4%	14	38.9%	1	2.8%	0	0.0%	4	11.1%	36
5	0	0.0%	3	9.1%	10	30.3%	16	48.5%	1	3.0%	0	0.0%	3	9.1%	33
6	0	0.0%	2	3.8%	22	42.3%	26	50.0%	1	1.9%	0	0.0%	1	1.9%	52
7	0	0.0%	1	2.1%	28	58.3%	14	29.2%	0	0.0%	0	0.0%	5	10.4%	48
8	0	0.0%	2	3.9%	23	45.1%	24	47.1%	0	0.0%	0	0.0%	2	3.9%	51
9															
10															
11															
12															
Total	5	1.0%	33	6.7%	175	35.3%	166	33.5%	27	5.4%	1	0.2%	89	17.9%	496

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Table 3: Enrollment Data--PS 208

Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK																**PK**															
K																**K**															
1																**1**															
2																**2**															
3	1	1.3%	1	1.3%	50	63.3%	24	30.4%	0	0.0%	1	1.3%	2	2.5%	79	**3**	1	1.2%	6	7.4%	45	55.6%	25	30.9%	0	0.0%	1	1.2%	3	3.7%	81
4	0	0.0%	2	3.0%	43	64.2%	21	31.3%	0	0.0%	0	0.0%	1	1.5%	67	**4**	1	1.3%	1	1.3%	50	63.3%	24	30.4%	0	0.0%	1	1.3%	2	2.5%	79
5	0	0.0%	2	3.3%	43	71.7%	15	25.0%	0	0.0%	0	0.0%	0	0.0%	60	**5**	0	0.0%	2	3.0%	43	64.2%	21	31.3%	0	0.0%	0	0.0%	1	1.5%	67
6																**6**															
7																**7**															
8																**8**															
9																**9**															
10																**10**															
11																**11**															
12																**12**															
Total	1	0.5%	5	2.4%	136	66.0%	60	29.1%	0	0.0%	1	0.5%	3	1.5%	206	**Total**	2	0.9%	9	4.0%	138	60.8%	70	30.8%	0	0.0%	2	0.9%	6	2.6%	227

Table 3 (Cont't): Enrollment Data-PS 208

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K															
1															
2															
3	1	1.1%	6	6.3%	45	47.4%	32	33.7%	0	0.0%	1	1.1%	10	10.5%	95
4	1	1.2%	6	7.4%	45	55.6%	25	30.9%	0	0.0%	1	1.2%	3	3.7%	81
5	1	1.3%	1	1.3%	50	63.3%	24	30.4%	0	0.0%	1	1.3%	2	2.5%	79
6															
7															
8															
9															
10															
11															
12															
Total	3	1.2%	13	5.1%	140	54.9%	81	31.8%	0	0.0%	3	1.2%	15	5.9%	255

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K															
1															
2															
3	0	0.0%	2	2.1%	47	49.5%	30	31.6%	0	0.0%	1	1.1%	15	15.8%	95
4	1	1.1%	5	5.3%	46	48.4%	32	33.7%	0	0.0%	1	1.1%	10	10.5%	95
5	1	1.2%	6	7.4%	45	55.6%	25	30.9%	0	0.0%	1	1.2%	3	3.7%	81
6															
7															
8															
9															
10															
11															
12															
Total	2	0.7%	13	4.8%	138	50.9%	87	32.1%	0	0.0%	3	1.1%	28	10.3%	271

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Table 3: Enrollment Data--PS 241

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K	0	0.0%	0	0.0%	13	72.2%	5	27.8%	0	0.0%	0	0.0%	0	0.0%	18
1	0	0.0%	0	0.0%	12	92.3%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	13
2	0	0.0%	0	0.0%	15	68.2%	5	22.7%	0	0.0%	1	4.5%	1	4.5%	22
3	0	0.0%	1	6.3%	8	50.0%	6	37.5%	0	0.0%	0	0.0%	1	6.3%	16
4	0	0.0%	0	0.0%	24	68.6%	10	28.6%	0	0.0%	1	2.9%	0	0.0%	35
5	0	0.0%	0	0.0%	28	71.8%	11	28.2%	0	0.0%	0	0.0%	0	0.0%	39
6															
7	0	0.0%	1	2.6%	27	71.1%	8	21.1%	0	0.0%	0	0.0%	2	5.3%	38
8	0	0.0%	0	0.0%	36	72.0%	12	24.0%	1	2.0%	0	0.0%	1	2.0%	50
9															
10															
11															
12															
Total	0	0.0%	2	0.9%	163	70.6%	58	25.1%	1	0.4%	2	0.9%	5	2.2%	231

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K	0	0.0%	2	8.7%	9	39.1%	10	43.5%	0	0.0%	0	0.0%	2	8.7%	23
1	0	0.0%	1	4.0%	12	48.0%	10	40.0%	0	0.0%	0	0.0%	2	8.0%	25
2	0	0.0%	1	4.5%	15	68.2%	5	22.7%	0	0.0%	0	0.0%	1	4.5%	22
3	0	0.0%	0	0.0%	15	68.2%	5	22.7%	0	0.0%	1	4.5%	1	4.5%	22
4	0	0.0%	1	4.0%	16	64.0%	6	24.0%	0	0.0%	0	0.0%	2	8.0%	25
5	0	0.0%	0	0.0%	24	64.9%	10	27.0%	0	0.0%	1	2.7%	2	5.4%	37
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	5	3.2%	91	59.1%	46	29.9%	0	0.0%	2	1.3%	10	6.5%	154

Table 3 (Cont't): Enrollment Data-PS 241

Projected Enrollment (Year 2 of Project—Oct 1, 2011)																Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK																**PK**															
K	0	0.0%	2	8.0%	11	44.0%	10	40.0%	0	0.0%	0	0.0%	2	8.0%	25	**K**	0	0.0%	2	5.4%	17	45.9%	13	35.1%	0	0.0%	0	0.0%	5	13.5%	37
1	0	0.0%	2	7.4%	13	48.1%	10	37.0%	0	0.0%	0	0.0%	2	7.4%	27	**1**	0	0.0%	3	6.7%	25	55.6%	12	26.7%	0	0.0%	0	0.0%	5	11.1%	45
2	0	0.0%	1	3.6%	15	53.6%	10	35.7%	0	0.0%	0	0.0%	2	7.1%	28	**2**	0	0.0%	3	7.5%	19	47.5%	13	32.5%	0	0.0%	0	0.0%	5	12.5%	40
3	0	0.0%	1	3.6%	19	67.9%	5	17.9%	0	0.0%	0	0.0%	3	10.7%	28	**3**	0	0.0%	1	2.9%	18	52.9%	11	32.4%	0	0.0%	0	0.0%	4	11.8%	34
4	0	0.0%	0	0.0%	17	68.0%	5	20.0%	0	0.0%	1	4.0%	2	8.0%	25	**4**	0	0.0%	1	2.6%	25	64.1%	10	25.6%	0	0.0%	0	0.0%	3	7.7%	39
5	0	0.0%	1	4.0%	16	64.0%	6	24.0%	0	0.0%	0	0.0%	2	8.0%	25	**5**	0	0.0%	0	0.0%	25	62.5%	10	25.0%	0	0.0%	1	2.5%	4	10.0%	40
6																**6**															
7																**7**															
8																**8**															
9																**9**															
10																**10**															
11																**11**															
12																**12**															
Total	0	0.0%	7	4.4%	91	57.6%	46	29.1%	0	0.0%	1	0.6%	13	8.2%	158	**Total**	0	0.0%	10	4.3%	129	54.9%	69	29.4%	0	0.0%	1	0.4%	26	11.1%	235

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Table 3: Enrollment Data--PS 242

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K	1	4.3%	0	0.0%	12	52.2%	8	34.8%	1	4.3%	0	0.0%	1	4.3%	23
1	0	0.0%	0	0.0%	16	66.7%	7	29.2%	0	0.0%	1	4.2%	0	0.0%	24
2	1	4.0%	0	0.0%	18	72.0%	6	24.0%	0	0.0%	0	0.0%	0	0.0%	25
3	0	0.0%	0	0.0%	39	79.6%	9	18.4%	0	0.0%	0	0.0%	1	2.0%	49
4	0	0.0%	0	0.0%	39	84.8%	7	15.2%	0	0.0%	0	0.0%	0	0.0%	46
5	1	2.0%	0	0.0%	37	72.5%	9	17.6%	2	3.9%	0	0.0%	2	3.9%	51
6															
7															
8															
9															
10															
11															
12															
Total	3	1.4%	0	0.0%	161	73.9%	46	21.1%	3	1.4%	1	0.5%	4	1.8%	218

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K	1	2.5%	3	7.5%	25	62.5%	6	15.0%	1	2.5%	0	0.0%	4	10.0%	40
1	1	3.1%	0	0.0%	20	62.5%	8	25.0%	1	3.1%	0	0.0%	2	6.3%	32
2	0	0.0%	0	0.0%	16	57.1%	10	35.7%	0	0.0%	0	0.0%	2	7.1%	28
3	2	3.8%	3	5.7%	23	43.4%	17	32.1%	5	9.4%	0	0.0%	3	5.7%	53
4	0	0.0%	0	0.0%	39	79.6%	9	18.4%	0	0.0%	0	0.0%	1	2.0%	49
5	0	0.0%	0	0.0%	39	84.8%	7	15.2%	0	0.0%	0	0.0%	0	0.0%	46
6															
7															
8															
9															
10															
11															
12															
Total	4	1.6%	6	2.4%	162	65.3%	57	23.0%	7	2.8%	0	0.0%	12	4.8%	248

Table 3 (Cont't): Enrollment Data-PS 242

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K	1	2.5%	2	5.0%	25	62.5%	6	15.0%	1	2.5%	0	0.0%	5	12.5%	40
1	1	2.5%	3	7.5%	25	62.5%	6	15.0%	1	2.5%	0	0.0%	4	10.0%	40
2	1	3.1%	0	0.0%	20	62.5%	8	25.0%	1	3.1%	0	0.0%	2	6.3%	32
3	0	0.0%	0	0.0%	30	57.7%	17	32.7%	0	0.0%	0	0.0%	5	9.6%	52
4	2	3.8%	3	5.7%	23	43.4%	17	32.1%	5	9.4%	0	0.0%	3	5.7%	53
5	0	0.0%	0	0.0%	39	79.6%	9	18.4%	0	0.0%	0	0.0%	1	2.0%	49
6															
7															
8															
9															
10															
11															
12															
Total	5	1.9%	8	3.0%	162	60.9%	63	23.7%	8	3.0%	0	0.0%	20	7.5%	266

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K	1	2.4%	2	4.9%	23	56.1%	9	22.0%	1	2.4%	0	0.0%	5	12.2%	41
1	1	2.5%	2	5.0%	25	62.5%	6	15.0%	1	2.5%	0	0.0%	5	12.5%	40
2	1	2.5%	3	7.5%	25	62.5%	6	15.0%	1	2.5%	0	0.0%	4	10.0%	40
3	1	2.2%	0	0.0%	25	54.3%	13	28.3%	1	2.2%	0	0.0%	6	13.0%	46
4	0	0.0%	0	0.0%	30	57.7%	17	32.7%	0	0.0%	0	0.0%	5	9.6%	52
5	2	3.8%	3	5.7%	23	43.4%	17	32.1%	5	9.4%	0	0.0%	3	5.7%	53
6															
7															
8															
9															
10															
11															
12															
Total	6	2.2%	10	3.7%	151	55.5%	68	25.0%	9	3.3%	0	0.0%	28	10.3%	272

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Table 3: Enrollment Data--West Prep Academy (M421)

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.0%	2	2.7%	44	60.3%	25	34.2%	0	0.0%	0	0.0%	2	2.7%	73
7															
8															
9															
10															
11															
12															
Total	0	0.0%	2	2.7%	44	60.3%	25	34.2%	0	0.0%	0	0.0%	2	2.7%	73

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	1	1.3%	6	7.5%	40	50.0%	26	32.5%	2	2.5%	0	0.0%	5	6.3%	80
7	0	0.0%	2	2.7%	44	60.3%	25	34.2%	0	0.0%	0	0.0%	2	2.7%	73
8															
9															
10															
11															
12															
Total	1	0.7%	8	5.2%	84	54.9%	51	33.3%	2	1.3%	0	0.0%	7	4.6%	153

Table 3 (Cont't): Enrollment Data-M 421

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	2	2.2%	9	10.0%	36	40.0%	30	33.3%	2	2.2%	1	1.1%	10	11.1%	90
7	1	1.3%	6	7.5%	40	50.0%	26	32.5%	2	2.5%	0	0.0%	5	6.3%	80
8	0	0.0%	2	2.7%	44	60.3%	25	34.2%	0	0.0%	0	0.0%	2	2.7%	73
9															
10															
11															
12															
Total	3	1.2%	17	7.0%	120	49.4%	81	33.3%	4	1.6%	1	0.4%	17	7.0%	243

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	2	2.2%	3	3.3%	38	42.2%	29	32.2%	2	2.2%	1	1.1%	15	16.7%	90
7	2	2.2%	9	10.0%	40	44.4%	28	31.1%	0	0.0%	1	1.1%	10	11.1%	90
8	1	1.3%	6	7.5%	40	50.0%	26	32.5%	2	2.5%	0	0.0%	5	6.3%	80
9															
10															
11															
12															
Total	5	1.9%	18	6.9%	118	45.4%	83	31.9%	4	1.5%	2	0.8%	30	11.5%	260

Project Narrative

Project Narrative-Table 5 Information-Feeder School Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC D 3 MSAP Table 5 Feeder School Enrollment Projections.pdf** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D 3 MSAP Table 5 Feeder School Enrollment Projections.pdf**

OMB-1855-0011- Expiration 05/31/2010

Table 5: Enrollment Data-Feeder Schools

Schools		Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Feeder	Magnet(s)	Current School Year	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students	Year 1 of Project	American Indian / Alaskan Native (Number)	American Indian Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
IS 243	PS/IS 191, MS 421		1	0.5%	14	6.6%	42	19.9%	29	13.7%	0	0.0%	0	0.0%	125	59.2%	211	IS 243	1	0.5%	12	5.6%	54	25.2%	27	12.6%	0	0.0%	0	0.0%	120	56.1%	214
IS 245	PS/IS 191, MS 421		1	0.3%	38	9.6%	94	23.8%	100	25.3%	2	0.5%	1	0.3%	159	40.3%	395	IS 245	1	0.2%	38	9.4%	106	26.2%	100	24.8%	2	0.5%	1	0.2%	156	38.6%	404
PS 9	All PS Schools		2	0.4%	40	7.1%	55	9.7%	125	22.1%	21	3.7%	5	0.9%	318	56.2%	566	PS 9	2	0.4%	40	7.1%	71	12.6%	125	22.1%	21	3.7%	5	0.9%	301	53.3%	565
PS 166	All PS Schools		0	0.0%	46	7.6%	89	14.6%	143	23.5%	18	3.0%	12	2.0%	301	49.4%	609	PS 166	0	0.0%	46	7.5%	101	16.5%	143	23.3%	18	2.9%	12	2.0%	293	47.8%	613
PS 199	All PS, PS/IS, M421		5	0.7%	93	12.7%	36	4.9%	80	10.9%	27	3.7%	0	0.0%	494	67.2%	735	PS 199	5	0.7%	93	12.6%	43	5.8%	80	10.9%	27	3.7%	0	0.0%	489	66.4%	737
PS/IS 333	All PS,PS/IS, M421		4	0.6%	41	5.9%	130	18.7%	176	25.3%	9	1.3%	12	1.7%	324	46.6%	696	PS/IS 333	4	0.6%	41	5.9%	135	19.4%	176	25.3%	9	1.3%	12	1.7%	320	45.9%	697
PS/IS 334	All PS, PS/IS, M421		1	0.2%	132	23.4%	48	8.5%	42	7.5%	11	2.0%	3	0.5%	326	57.9%	563	PS/IS 334	1	0.2%	132	23.4%	63	11.2%	42	7.4%	11	2.0%	3	0.5%	312	55.3%	564
PS 87 (Magnet Feeder)	All PS Schools		4	0.4%	66	6.6%	127	12.6%	184	18.3%	7	0.7%	7	0.7%	609	60.7%	1004	PS 87	4	0.4%	54	5.3%	148	14.5%	200	19.6%	0	0.0%	6	0.6%	607	59.6%	1019

Table 5 (Cont'd): Enrollment Data-Feeder Schools

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Year 2 of Project	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
IS 243	1	0.5%	3	1.4%	67	31.5%	27	12.7%	0	0.0%	0	0.0%	115	54.0%	213
IS 245	1	0.2%	35	8.7%	124	30.9%	96	23.9%	2	0.5%	1	0.2%	142	35.4%	401
PS 9	2	0.4%	33	5.8%	109	19.1%	114	20.0%	21	3.7%	5	0.9%	286	50.2%	570
PS 166	0	0.0%	46	7.5%	112	18.4%	143	23.4%	18	3.0%	12	2.0%	279	45.7%	610
PS 199	5	0.7%	93	12.5%	51	6.9%	80	10.8%	27	3.6%	0	0.0%	486	65.5%	742
PS/IS 333	4	0.6%	41	5.8%	144	20.5%	176	25.1%	9	1.3%	12	1.7%	316	45.0%	702
PS/IS 334	1	0.2%	132	23.4%	71	12.6%	42	7.4%	11	2.0%	3	0.5%	304	53.9%	564
PS 87	3	0.3%	54	5.3%	159	15.5%	203	19.8%	0	0.0%	5	0.5%	601	58.6%	1025

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Year 3 of Project	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
IS 243	1	0.5%	3	1.4%	71	33.3%	27	12.7%	0	0.0%	0	0.0%	111	52.1%	213
IS 245	1	0.2%	35	8.6%	130	32.1%	96	23.7%	2	0.5%	1	0.2%	140	34.6%	405
PS 9	2	0.3%	33	5.8%	115	20.1%	114	19.9%	21	3.7%	5	0.9%	282	49.3%	572
PS 166	0	0.0%	46	7.5%	128	20.9%	143	23.4%	18	2.9%	12	2.0%	265	43.3%	612
PS 199	5	0.7%	93	12.6%	60	8.1%	80	10.8%	27	3.6%	0	0.0%	476	64.2%	741
PS/IS 333	4	0.6%	41	5.8%	159	22.5%	176	24.9%	9	1.3%	12	1.7%	306	43.3%	707
PS/IS 334	1	0.2%	132	23.2%	84	14.8%	42	7.4%	11	1.9%	3	0.5%	296	52.0%	569
PS 87	3	0.3%	54	5.3%	168	16.4%	208	20.3%	0	0.0%	1	0.1%	590	57.6%	1024

Project Narrative

Project Narrative-Table 7 and 8 Information-LEA-Level (Converted) Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 9 Information-Magnet Schools (Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 11 Information-Feeder-(Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 13 Information-Selection of Students-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **District 3 Table 13 MSAP application 4.26.10.doc** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\District 3 Table 13 MSAP application 4.26.10.doc**

Table 13: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): PS 87, PS 145, PS 185, PS/IS 191, PS 208, PS 241, PS 242, MS 421

Check the appropriate box:

☐ ☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.
The following is a description of how District 3 will select students for the Magnet Schools Assistance Program.

District 3 will use a computer based random selection process to select students for its magnet schools. No academic criteria such as academic examination or grades will be used to screen or select students. In addition, no performance testing or screening will be used to select students.

During the school application period, a parent seeking to enroll his/her child in a magnet school will be asked to rank up to the full number of choices open to students. Efforts will be made to give each parent his/her first choice, but any of the choices will be considered. Parents will be asked to rank their choices solely on interest. Students will not be required to take an academic examination, nor will any results of academic examinations be considered as a requirement for student selection.

If there are more applicants than available seats in a magnet school, students will receive offers based on parent preference in conjunction with a computer based random selection process to fill the available spaces at each grade level at each magnet school. Applicants not placed in their first choice will, to the extent possible, be granted their other choices, i.e., their second, third, fourth or fifth choice. The same lottery process will be conducted to fill seats for second, third, fourth and fifth choices, if necessary.

For the seven elementary schools that are attendance zone schools, students residing in the local attendance area of each proposed magnet school will not be required to participate in the lottery, but may simply sign up to enroll.

A Summary of How the Recruitment/Selection Process Will Work

- **An Applicant Pool Database** will be maintained by the district during an extended, three month recruitment and application period. As applications are completed and returned to the District by

families, student information will be entered into the database.

- **Analysis and Review of the Applicant Pool** will occur throughout the recruitment and application period. For the purposes of recruitment only, this analysis will determine whether students with various characteristics related to diversity are underrepresented in the applicant pool. These factors are: race, ethnicity, socioeconomic status, location of residence, special education status, English language.

- **Focused Recruitment of Underrepresented Groups** will be implemented during the recruitment and application period. District and school level recruitment activities will be modified, based on the analysis of the applicant pool, to focus on attracting groups of students who are not represented in the applicant pool in sufficient numbers.

- **Weighting of Students in the Applicant Pool** will be implemented only if it is determined, in consultation with a statistician, that students with various characteristics related to diversity are not represented in the applicant pool in sufficient numbers. If the applicant pool fairly reflects the diversity of the school population of District 3, weighting will not be needed. Weighting may be necessary for some factors, or for none. **However, race and ethnicity will not be used as a weighting factor or a selection factor for the lottery or in the student selection process.**

- **The Lottery:** Students will be selected for each school on a grade by grade basis using a computer lottery program specifically written for this purpose by a programmer experienced in this area. Students will be enrolled on the basis of the "lottery" results – in accordance with the timelines and policies of the New York City Department of Education.

Magnet School(s):

Check the appropriate box:

☐ ☐Academic examination is a criterion in the magnet school student selection process.

☐ ☐Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Project Narrative

Project Narrative-Table 14 Information-Revised Magnet Schools-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC District 3 MSAP Table 14 .doc** Pages: **0** Uploaded File: **D:\Documents and Settings\Tlevitt\Desktop\NYC District 3 MSAP Table 14 2010 rev 4 29 10.doc**

Table 14: New or Revised Magnet School Projects-Competitive Preference 4

Instructions:

For each magnet school identified in Tables 1 – 11:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School: PS 185

Nature of Revision or Change to the Magnet School:
PS 185 was first established as an MSAP funded magnet school in 1998 with a whole school Early Childhood theme. The school has not received MSAP funding since the 1998 funding cycle. However, it has continued as a magnet school since it was first established. District 3 is proposing to replace its existing magnet program. As currently proposed, PS 185's theme is Discovery.

Explanation of How or Why the Revision is Significant:
PS 185 (grades Prek – 2) is a highly minority group isolated magnet school (100% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (early childhood) will be replaced with a new curriculum centered around discovery for the early childhood grades. The current early childhood theme, first implemented in 1998, focuses on dance, movement and music. The proposed new curriculum will focus on discovery based on the six steps in the design cycle that engineers go through in order to create: ask, imagine, plan, create, and improve. Through hands-on design challenges, students will work in teams to apply knowledge of science and mathematics; use their inquiry and problem-solving skills; and tap their creativity as they design, create, and improve possible solutions. A unique feature of the school will be the integration of robotics and other technology with science, language arts, social studies and mathematics via books and hands-on design activities. LEGO Education WeDo Robotics Construction and Software will be utilized in classroom instruction. A LEGO Lab will be installed in the media

center for classes and small groups and work with LEGO building materials to supplement and support work done in the content areas through the robotics program. The expected benefit of the program is to engage young children in challenging and rigorous inquiry driven activities that will prepare them for their next levels of education. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Magnet School: PS 191

Nature of Revision or Change to the Magnet School:

PS 191 (grades PreK – 8) was first established as an MSAP funded magnet school in 1993 and received funding again in 1998 with a whole school Arts and Communication theme. The school has not received MSAP funding since the 1998 funding cycle. However, it has continued as a magnet school since it was first established. District 3 is proposing to replace its existing magnet program. As currently proposed, PS 191's new theme is the Museum School for Inquiry, Innovation, and Imagination.

Explanation of How or Why the Revision is Significant:

PS 191 is a highly minority group isolated magnet school (92.6% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet program (arts and communication) will be replaced with a unique and rigorous instructional program centered on inquiry, innovation and imagination through a museum studies approach. Students in this program will parallel the museum experience in their classrooms. Working in conjunction with world-class institutions like the American Museum of Natural History, students will be engaged in a process that aims to transform students' relationships with science, history and technology. Students will create a unique Virtual Learning Environment and Museum where they will be able to access information, communicate with other students across the world, create webcasts and stream video. PS 191 will draw on the concept of Learning as Apprenticeship (learning by working alongside an expert who guides novices in the creation of authentic products), one of the Principles of Learning summarizing decades of learning research and proposed by the Institute for Learning at the University of Pittsburgh, founded by Lauren Resnick; and the development of the "habits of mind" of scientists and historians (Costa & Kallick, 2009). The expected benefit of the program is to engage students in challenging and rigorous inquiry driven activities that will increase student achievement and prepare students for rigorous coursework in high school and college. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Magnet School: PS 208
Nature of Revision or Change to the Magnet School: PS 208 (grades 3 – 5) was first established as an MSAP funded magnet school in 1998 with a whole school Arts theme. The school has not received MSAP funding since the 1998 funding cycle. However, it has continued as a magnet school since it was first established. District 3 is proposing to replace its existing magnet program. As currently proposed, PS 208's new theme is Environmental Stewardship.
Explanation of How or Why the Revision is Significant: PS 208 is a highly minority group isolated magnet school (98.5% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet program (arts) will be replaced with a new curriculum centered on environmental stewardship. Students will turn green, hands-on exploration into real life learning experiences that will enrich their content knowledge across the curriculum. As examples, students will study water uses and pollution and will design biodegradable projects using only recyclable materials. Students will create a rooftop garden and using their design cycle knowledge, they will study ecosystems, life science, plant classifications and plant life cycles. Students will use the latest technology (flip cameras for documentation, ipod itouch/e-books for GPS and mapping, web cams and laptops) for studying the various stages in life cycles and garden growth, researching NYC's land and water resources, etc. The expected benefit of the program is to engage students in challenging and rigorous inquiry driven activities that will increase student achievement and prepare students for rigorous coursework in middle school, high school and college. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.
Magnet School: PS 87, PS 145, PS 241, PS 242, MS 421 Are New Schools
Nature of Revision or Change to the Magnet School:
Explanation of How or Why the Revision is Significant:

Project Narrative

Project Narrative-Magnet Schools Assistance Program Assurances-Download form from the application package available on the program's website and upload form here.

Attachment 1:
Title: **NYC D3 MSAP assurances and certifications page.pdf** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC D3 MSAP assurances and certifications page.pdf**

VI. ASSURANCES AND CERTIFICATIONS

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Nancy Salazar — 4/28/2010

Signature of Authorized Representative — Date

04/28/2010 12:09 718-759-3910 REGION 7 SATELLITE PAGE 02/02

Project Narrative

Project Narrative-Resumes-Refer to: Instructions for Other Documents and Attachments

Attachment 1:
Title: **D3 Resumes ALL COMBINED FINAL.doc** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\D3 Resumes ALL COMBINED FINAL.doc**

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RSalave@schools.nyc.gov

PROFESSIONAL APPOINTMENTS

7/2003 - present

Community Schools Superintendent. District 3, New York City Department of Education, NY
Reporting directly to the Schools Chancellor, the superintendent is the executive officer and the educational leader of the community schools. R. Salavert services the District 3 community -West Side of Manhattan and Harlem section, and leads efforts to improve student achievement and equity in its 31 elementary and middle schools.

7/2007 - present

Senior Achievement Facilitator (SAF). Office of Student Performance & Accountability, New York City Department of Education, NY
The SAF supports the effective implementation of new research-based accountability tools and data-driven student assessments in the New York City public schools.

7/2003 - 6/2006

Local Instructional Superintendent (LIS). New York City Department of Education, NY
R. Salavert supervised principals of a network of schools and worked with them to improve student achievement. She articulated the vision and opened five new middle schools that replaced two large and long-term failing middle schools. These serve primarily immigrant students whose first language is other than English. The philosophy of the schools is based on an understanding of the adolescent, outcomes-based accountability and data-driven decision making. These schools are now cited as model schools for the city of New York.

6/1998 - 6/2003

Senior Education Administrator. District Director of Professional Development & Middle School Improvement. District 6, NYC Department of Education, NY
In this capacity, R. Salavert supervised professional development in a district of approximately 40, 000 students, and led the Aspiring Principals Leadership program. She wrote and received a 3-year state grant towards the implementation of a 'Standards-Based Model Classroom' project that produced over 40 teacher leaders (at least10 of them are currently in supervisory positions), implemented a district wide parent training program and created a student led literary magazine -*The Bridge/el Puente*.

5/1992 - 5/1998

Editorial Director, Spanish & English-as-a-Second Language (ESL) Department. Scholastic Publishing Inc. New York, NY
R. Salavert was recruited to start a new department in textbook publishing to position the company as a competitor in the Spanish and ESL markets in United States and Mexico. She managed an editorial team that ranged from 20 to 40 editors. Conceived and guided the development of literacy programs for second language students in grades K to 8, including technology-based products and videos (published over 10,000 pages). These products continue selling today as Scholastic's core instructional products. Please refer to Product Development section for the major titles.

10/1990 - 5/1992

Computer Education Specialist and National Trainer. The Alliance, Inc. New York, NY
During her tenure at the Alliance, R. Salavert developed a professional development program to promote gender equity in technology and mathematics, as part of a national project sponsored by the National Science Foundation and IBM. She trained 200 teachers selected from a national pool of candidates. These teachers attended a two-week intensive summer training either at University of California, Pomona, CA, or the Massachusetts Institute of Technology (MIT), Cambridge, MA.

9/ 1989 - 5/1992

Educational Consultant. Citywide Special Education Office (District 75), NYC Department of Education, NY
R. Salavert evaluated special education programs and contributed to the implementation of district initiatives, including the implementation of an innovative bilingual /multicultural program for special education youngsters with emotional and behavioral problems.

2/1982 - 7/1989

Educational Specialist and Program Supervisor of Bilingual and Special Education Programs, Massachusetts State Department of Education
As the State Supervisor of Transitional Bilingual Education and Special Education programs in Central Massachusetts- approximately 90 cities and towns. R. Salavert provided technical assistance and professional development to school districts on curriculum and instruction for English Language Learners. She developed educational policy as member of state committees to advance academic achievement of minority students in the state of Massachusetts.

1/1981 - 6/1982	**School Psychologist (K-12), Central Falls Public Schools, Central Falls, RI** One of the first bilingual school psychologists certified by the Rhode Island State Department of Education, R. Salavert served Spanish-speaking students in grades K to 12.
9/1979 - 5/1980	**School Psychologist (K-8), Sagrada Familia School, Sabadell - Barcelona, Spain**
9/1976 - 6/1979	**Kindergarten Lead Teacher (Bilingual setting: Catalan/Spanish), Sagrada Familia and Narcisa Freixas Schools, Sabadell, Barcelona, Spain**

CONSULTING ACTIVITIES & ADJUNCT PROFESSOR

9/2008- 6/2009	**Quality Review Study Group, Office of Student Performance and Accountability, New York City Department of Education, NY** In collaboration with Baruch College researcher, this team examined and updated the process and scoring rubrics of Quality Reviews and presented recommendations to the Department of Education. The Quality Review is one of the NYC accountability tools and its objective is to assess how well a school is organized in the use of data to help accelerate each child's learning.
Winter 2009	**GE Middle Schools Grant Reviewer, Office of Teaching & Learning, New York City Department of Education, NY** R. Salavert was a member of the review team that awarded competitive grants to improve the city's middle schools. These grants were funded in part by General Electric.
Summer 2008	**INQUIRE Project Steering Committee, Office of Student Performance and Accountability, New York City Department of Education, NY** R.Salavert contributed to the review of proposals, design and development of INQUIRE, an online resource tool that supports schools inquiry work and research initiatives.
11/2001- 6/2002	**Advisor to the Center for Education and Culture of Center America (CECCA)** As consultant for CECCA, R. Salavert led professional development sessions on standards education reform for educational leaders from Guatemala, El Salvador, Honduras, Costa Rica, Panama and Nicaragua.
8/2000 - 2/2001	**Holt, Rinehart and Winston Publishing Co.** As publishing consultant, R. Salavert developed a prototype for a literacy based English-as-a-Second Language program for English Language Learners.
1/ 2002 - 6/2003	**Adjunct Faculty, Touro College, New York** Graduate Course: *English-as-a-Second Language Methods and Materials*
9/1999 - 6/2001	**Adjunct Faculty, Bank Street College, New York** Graduate Courses: *Teaching Reading and Native Language Arts to Spanish-Speaking Students; Language Development, Diversity and Disorders, Educational Psychology: A Multicultural Perspective on Teaching and Learning*
9/1998 - 6/2000	**Adjunct Faculty, Mercy College, New York** Graduate Courses: *Managing Teaching & Learning; Cultural Pluralism; Assessment and Evaluation; Teaching and Learning from a Multicultural Perspective*

EDUCATION

May 1988	**Doctoral Degree (Ed. D.) - University of Massachusetts, Amherst** Educational Leadership & Technology
June 1982	**Certificate of Advanced Graduate Studies in School Psychology, Rhode Island College, RI**
June 1980	**Master's in Educational Psychology, Universitat Autonoma of Barcelona, Spain**
June 1974	**Master's in Education, Universitat Autonoma of Barcelona, Spain**

CONTINUING EDUCATION

2005- 2006 **The Star Factor Coaching Model for Educational Leaders - New York City Department of Education in partnership with Hunter College, NY.**
R. Salavert participated in a leadership coaching program based on a Management - Emotional Intelligence framework.

2001- 2002 **Executive Leadership Academy Facilitator - New York City Department of Education.**
Co-facilitated the training for administrators in Cohort III for which she received certification as a National School Reform Faculty (NSRF) New York Facilitator.

1999- 2001 **Executive Leadership Academy - New York City Board of Education.**
R. Salavert was selected to participate in program sponsored by the city for instructional leaders identified as candidates for expanded responsibilities.

PROFESSIONAL DEVELOPMENT HIGHLIGHTS (Designer and Facilitator/Trainer, last 3 years)

Fall 2009

21. **Inquiry Team Representatives Meetings – Professional Development**
Topic: Collaborative Inquiry: Defining a Problem of Practice (Sept.'09)
Topic: Collaborative Inquiry & Quality Review Rubrics (Oct. '09)
Topic: Collaborative Team Inquiry Cycles (Nov.'09)

20. **Webinar for Principals, Assistant Principals and other Inquiry Team Members**
Topic: Documenting the Inquiry Process

19. **Inquiry Team Representatives Meeting/Training**
Topic: Reflection on School Inquiry Teams and their Progress. Discussion of Heidi Jacobs' Active Literacy Strategies to prepare Targeted Students and others for State exams

Fall 2008

18. **Inquiry Team Representatives Meeting/Training**
Focus: Prioritize Short-term Goals and Impact of Change Strategy

17. **Webinar for Principals, Assistant Principals and other Inquiry Team Members**
Topic: Research-based strategies that support the inquiry process

16. **Principals' Professional Development**
Topic: Introduction to the New York City Teacher Data Initiative

15. **Inquiry Team Representatives Meeting/Training**
Focus: Review SMART goals for target population & Introduction and practice with the INQUIRE tools towards identifying Change Strategies and their Implementation

14. **Webinar for Principals, Assistant Principals and other Inquiry Team**
Topic: Inquiry Team Expectations for 2008-09 and Goal Setting Tips

13. **Inquiry Team Representatives Meeting/Training**
Focus: Meeting School-wide Goals with Multiple Inquiry Teams

Spring 2008

12. **Senior Achievement Facilitators' Institute. Co-presenters: Daria Rigney, CSD 2, Gale Reeves, CSD5 and Luz Cortazzo, CSD4**
Title: Using Periodic Assessment Information to Inform and Plan Instruction

11. **Principals' Professional Development**
Title: How can the inquiry process accelerate the learning of target students and build systemic change?

Winter 2007-08

10. **Principals' Professional Development**
Title: Using Assessment Data to Understand Learning Targets and Monitor Students' Progress

9. **Professional Development for Data Specialists**
Title: Using Acuity and Performance Series Data to Understand Learning Targets with Inquiry Teams

8. **Professional Development for ESL Teachers and Inquiry Team Members**
   Title: Using Periodic Assessment Data to Determine Effective ESL Strategies

7. **Professional Development for Literacy and Math Coaches**
   Title: How Do ITA*s Align with Classroom Instruction? How Do They Inform the Inquiry Process? (*Instructional Targeted Assessment)

Fall 2007

6. **Principals' Professional Development:**
   Title: From Data to Objectives A practical seminar for Inquiry Teams to determine School-wide Focus, Target Population and outline an Action Plan

5. **Study Group for Principals and Assistant Principals**
   Title: Self-Management of Learning: Promoting ongoing Learning for Students Who Meet the Standards

Spring 2007

4. **Principals' Professional Development**
   Title: Vertical Planning: A Critical Step Towards Annual Gains. Using the 'Slice' protocol to identify the school's needs and strengths

3. **Principals' Professional Development**
   Title: Collaborative Achievement Teams

2. **English Language Learners' Parent Conference, Region 10**
   Title: Reading Practice Produces Results

Fall 2006

1. **Study Group for Principals**
   Topic Developing the Intelligence of the Struggling Adolescent

NATIONAL & INTERNATIONAL CONFERENCES (Presenter)

10/30/2009 — **Teaching Languages in Europe and the USA. Instituto Cervantes in New York City**
Panel: Teaching Languages K-12 in the USA
Title: Teaching Languages in District 3

9/2009 — **The Educational Needs and Strengths of Mexican Youth and Families Conference**
Teachers College, Columbia University
Title: Dual Language Programs in NYC: A Roundtable Discussion
Chair: R. Salavert; Panelists: Robert O'Brien, Principal PS75, Claudia Aguirre, Principal, MS 247, Pedro De La Cruz, Principal, PS 165 and Jane Murphy, Principal, PS 185

3/2009 — **Forum Europeu d'Administradors de l'Educació a Catalunya. Barcelona Spain**
Title: Lideratge en la gestió educativa a la ciutat de Nova York

3/2009 — **IV Congrés de l'Associació d'Inspectors d'Educaciaó de Catalunya. Tortosa, Spain**
Title: L'Inspecció d'educació a la ciutat de Nova York

2/2000 — **National Association of Bilingual Education (NABE) Conference, San Antonio, TX**
Titile: Accelerating Standards Through Systemwide Teacher and Parent Training

5/1999 — **National Staff Development Council, Dallas, Texas**
Title: Outcomes of the Standards – Based Model Classroom Project

4/1997 — **I Jornada del Libro y la Literatura Infantil – Seminarios Internacionales, Mexico D.F.**
Title: La lecto-escritura en alumnos bilingües

4/1995 — **19° Congreso Nacional de la Asociación Española de Logopedia, Foniatria y Audiologia**
Barcelona, Spain
Title: *WiggleWorks*, un programa de base tecnológica para el desarrollo de la lecto-escritura

PUBLICATIONS

12/2009 **Salavert, R. Formació Professional Mitjançant la Reflexió Estructurada.** *Escola Catalana* (in press)

Salavert, R. Millorant Escoles Públiques Sota Gran Pressió Inmigratòria. *Barcelona Educació* (in press)

2002 **Salavert, R. Much More Than a Magazine.** *New York City Challenge – NYC Association for Supervision and Curriculum Development, April, pp. 7-10*

2002 **Saltrick, S & R. Salavert, R. Middle School Choice in District 6, Region 10. New York City Department of Education.** Document prepared for the District 6 Middle School Choice Committee

2001 **Salavert, R. Educacion y Diversidad.** Temas de Debate in La Vanguardia (SpanishNewspaper), *Februray 11, 2001, p. 28*

2000 **Salavert, R. School Leadership Teams: Effecting Consensus to Achieve Higher Standards.** A Training Video and Facilitator's Guide. District 6 – New York City Department of Education, NY

1999 **Salavert, R. Language Arts Standards: Performance Descriptors for Grades K-3 and District Six Teacher's Manual**. Published by the district and distributed to all the teachers

1991 **Salavert, R. Integrating Computerized Speech and Whole Language in the Early Elementary School** (Doctoral Dissertation). In E. Walsh (Ed.) *Literacy as Praxis* (pp. 115 - 129). Norwood, NJ: Ablex Publishing Co.

1991 **Salavert, R. & Salavert, F. Aspectos Psicolingüísticos del Niño Bilingüe con Problemas de Lenguaje.** *Revista de Logopedia y Fonoaudiologia, XI (4), pp. 187-196*

1986 **Salavert, R. Cultural Dialogue Through a Writing Contest.** Teacher Resource published by the Massachusetts State Department of Education, MA

1981 **Salavert, R. El cierre grammatical: Una prueba para la medida de la habilidad morfosintactica.** *Estudios de Psicologia, 5 & 6, pp. 137-145*

PRODUCT DEVELOPMENT (Editorial Director)

Overall planning, management and editorial responsibilities for the following programs:

2000 **ON THE BRIDGE /DESDE EL PUENTE LITERARY MAGAZINE, District 6, New York Department of Education, NY**
Print and online bilingual magazine edited and produced with the support of students

1999 **PERFORMANCE STANDARDS: STRATEGIES FOR CLASSROOM IMPLEMENTATION-**
District 6. New York Department of Education, NY
Teacher handbook and video used for district wide professional development

1998 **SCHOLASTIC TRANSITION PROGRAM (ENGLISH AS A SECOND LANGUAGE PROGRAM)**
A program for grades K to 6 distributed in the United States schools and Mexico

1997 **SCHOLASTIC SPELLING / ENGLISH AS A SECOND LANGUAGE COMPONENT**
A program for developed for the schools in Texas as part of a curriculum adoption

1996 **SCHOLASTIC LITERACY PLACE / ENGLISH AS A SECOND LANGUAGE COMPONENT**
A literacy program for grades K-6, adopted by the California State Department of Education, and available elsewhere

1996 **SOLARES, SCHOLASTIC LITERACY PROGRAM IN SPANISH**
A literacy program in Spanish for grades K-6 adopted by the California State Department of Education, and available elsewhere

1996 **EL TALLER INTENSIVO DE ESPAÑOL** (Scholastic Spanish Intervention Program)

An intensive literacy program in Spanish for students in grades 3 to 8 with limited academic experience, adopted by the California State Department of Education, and available elsewhere

1994 **SCHOLASTIC EARLY CHILDHOOD WORKSHOP (ENGLISH & SPANISH)**
An early literacy program in English and Spanish adopted by the Texas State Department of Education and available elsewhere

1994 **SCHOLASTIC WIGGLEWORKS (SPANISH VERSION)**
An innovative computer-based Spanish Early Reading Program for grades K-2

1993 **SCHOLASTIC VOZ DEL LECTOR (SPANISH)**
A literature-based supplementary reading program in Spanish for grades K-5 adopted by the Texas State Department of Education, and available elsewhere

LAINIE LEBER

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NEW YORK CITY DEPARTMENT OF EDUCATION, New York, N.Y. **Spring 2008- Present**
***Director*, District 25 & 28 Consortium Magnet Schools Assistance Program**

- Acted as a change agent for 5 schools; helping them transition from SINI status to making AYP to turning them into a choice school
- Collaborated with the schools and nationally recognized organizations including: International Baccaulreate Primary Years Programme, Expeditionary Learning, Smaller Learning Communities, Renzulli Learning Systems and Paideia to reform the Queens Magnet schools
- Ensured sustainability by developing various cohorts of teacher leaders who attended rigorous ongoing professional development to lead theme integration curriculum workshops or to be recruiters leading workshops for the community
- Developed a website for the District 25 & 28 consortium complete with a virtual tour of each school as a place for both parents to learn about the Magnet schools and with a teachers corner to serve as a curricula resource for the teachers
- Provided consistency structure and support to the schools through the development a year-long calendar of events, which included benchmarks, monthly principal and magnet specialist meetings, major recruitment events, and deadlines
- Developed a multi-media advertising campaign that transformed the attention our schools received; this is evidenced by year 1's applicant pool where we had combined number of 183 students to year 3's applicant pool where each school received over 1000 applicants
- Liaise with the US Department of Education, the various agencies in the NYC Department of Education, the Queens Magnet schools and the evaluators to ensure effective implementation and documentation of program
- Spearheaded an English Language Arts reform, by using the concepts of Curriculum Mapping and Understanding by Design school literacy teams worked for 6 month to transform their ELA curriculum into a rigorous, spiraling, theme based curriculum
- Monitor and guide the accurate and timely spending of the 7.9 million dollar grant
- Ensure that all grant objectives and goals are clear and being met; problem solve and develop solutions with schools whose goals are not being achieved
- Actively spread the word about our Magnet schools through public speaking engagements including but not limited to Parent Teacher Association meetings, Community Education Councils and NYC Parent Coordinator gatherings

NEW YORK CITY DEPARTMENT OF EDUCATION, New York, N.Y. **Summer 2007 – Fall 2007**
***Director*, Content and Continuity: A K-12 Approach to Teaching American History - Citywide Grant**

- Oversaw and administered all aspects of the citywide grant activities, including workshops, seminars, American History curricula, and program evaluation; recruitment; select and purchase professional materials
- Led steering committee meetings with administrators, teachers and prestigious grant partners to create an effective program that utilized all parties' strengths
- Prepared reports to the federal government; maintained records of grant activities
- Worked closely with the evaluator to meet benchmarks and ensured proper documentation of all grant activities.
- Wrote and designed program brochures, flyers and recruiting materials; implemented a website specifically for the grant
- Maintained all financial records, assist vendors in the contract process and oversaw all budget operations
- Mentored and coordinated the 24 New York City federally funded Teaching American History grant Project Directors

- Evaluated kindergarten through twelfth grade American history curricula in New York City and cited the core documents for every century
- Collaborated with administrators, teachers and prestigious grant partners to build a citywide K-12 American History framework that spiraled content and skills in a developmentally appropriate way
- Designed and implemented an on-going professional development program that highlighted multicultural, differentiated, student centered and engaging instruction
- Planed, facilitated and evaluated workshops for teachers and administrators on the elementary, middle and high school level
- Organized innovative workshops for the 24 New York City federally funded Teaching American History grant Project Directors

NEW YORK CITY DEPARTMENT OF EDUCATION, New York, N.Y. **Spring 2005 – Summer 2007**
***Social Studies Instructional Specialist*, Department of Teaching and Learning**

- Managed the Social Studies department's budget in excess of seven million dollars
- Represented New York City Department of Education to secure partnerships with donors and cultural institutions; successfully initiated and secured partnerships with more than thirty institutions.
- Authored two successful history grants, which awarded the New York City Department of Education four million dollars of funding from the United States Department of Education and mentored district personnel, facilitating similar grants of more than 24 million dollars in similar funds
- Created the *Technology and Social Studies Mini-Grant*, which provided 90 schools with training and equipment enabling recipients to create content-rich student and teacher presentations; secured funding for this initiative from the New York City Department of Education's Office of Instructional Technology. Supervised the distribution of funds awarded, to maximize professional development for administrators and teachers
- Planned and implemented large events such as the New York City *Social Studies at the Core* conference attended by more than 500 individuals
- Senior specialist for secondary school social studies curricula and professional development for the New York City Department of Education
- Worked with the Bill Gates's Smaller Learning Communities to develop theme based curriculum maps and units of study using the principals of *Understanding By Design*
- Developed and implemented research-based interdisciplinary multicultural curriculum units and secured accompanying library materials for every high school history classroom in New York City
- Acted as liaison among the New York City Department of Education, New York State Department of Education
  and the federal Department of Education to align content and initiatives
- Established annual goals, objectives and priorities for the Department of Social Studies
- Planned all elements of staff development workshops, including on-going seminars as well as conferences for hundreds of educators
- Organized and facilitated theme based institutes that celebrate diversity and promote tolerance such as *"Power to the People, A Civil Rights Institute"* and *"Stopping Genocide, Exploring the Holocaust and Darfur"*
- Facilitated curriculum writing institutes utilizing the theories of Heidi Hayes Jacobs and Jay McTighe for K-12 social studies teachers and interdisciplinary teams from the Smaller Learning Communities
- Worked closely with the secondary division to provide free advance courses for schools with underrepresented groups as well as recruited teachers to attend Advance Placement professional development workshops.
- Secured funds to put a themed set of 50 books into every NYC social studies classroom, highlighting multiple perspectives from such topics as: How to Make a Positive Change, Financial Literacy, the Progressive Era and the Holocaust
- Worked closely with cultural competent partners such as, but not limited to: Facing History and Ourselves, the Simon Wiesenthal Center for Tolerance, the Shomburg Center for Research in Black Culture, The Museum of Jewish Heritage – A Living Memorial to the Holocaust, Educators for Social Responsibility, and Legal Outreach;

MANHATTAN SUPERINTENDENT'S OFFICE / REGION 9 & 10, New York, N.Y. **Fall 2002 – Spring 2005**
***Director*, Enduring Themes in American History – Teaching American History Grant**

- Maintained comprehensive records and composed annual reports for the federal government detailing grant activities and expenditures
- Originated *The American History Museum Pass* granting educators free admission to 27 New York City cultural institutions, which has since become a model citywide; Organized an annual fair with hundreds of educators and over 30 institutions to highlight the American History Museum Pass
- Authored and received two one-million dollar federal Teaching American History grants for Region 10
- Initiated and organized citywide Teaching American History Project Director round-table meetings
- Worked with teachers to build lesson plans that utilized their school's neighborhood resources including walking tours, local historical society's and museums
- Created and directed intensive three-year program that improved participating educators' content and pedagogical knowledge directly resulting in measurable student achievement
- Designed and executed professional development days for hundreds of high school teachers to bolster their knowledge of United States History; established and implemented corresponding development days for administrators
- Personally acted as a mentor to over 60 high school history teachers in program; provided one-on-one coaching to maximize their ability to instruct a diverse student population
- Created and directed intensive three-year program for inner-city schools that improved participating educators' content and pedagogical knowledge directly resulting in measurable student achievement

JACQUELINE ONASSIS HIGH SCHOOL, New York, N.Y. **Spring 2000 – Fall 2002**
Lead Social Studies Teacher

- Taught Global History and Geography, Economics and Participation in Government to a diverse student population
- Facilitated staff development days to the entire school staff focusing on technology in the classroom and cooperative learning techniques
- Worked with teachers and parents from various cultural ethnic backgrounds
- Collaborated with the administration to bring in advanced coursework and opportunities for the students

HIGH SCHOOL OF ART AND DESIGN, New York, N.Y.
Fall 1999
Social Studies Teacher

- Taught Global History and Geography to ninth and tenth graders of various backgrounds
- Cultivated a learning environment utilizing various teaching techniques to meet the special needs of students
- Developed unique lesson plans, which incorporated art and design into history to engage and motivate students

EDUCATION:

- **HUNTER COLLEGE,** New York, N.Y.
  Advanced Certificate in District Administration Supervision, July 2007
  Advanced Certificate in School Administration and Supervision, December 2006

- **NEW YORK UNIVERSITY**, New York, N.Y.
  M.A. in Social Studies Education at the Secondary Level, December 1999

- **TULANE UNIVERSITY, NEWCOMB COLLEGE**, New Orleans, LA
  B.A. in Political Science and Religious Studies, December 1997

Magnet Planner – 1.0 position, 100% FTE

Qualifications of the Magnet Planner include: ► An advanced degree in education; ►State certification as a School Administrator; ►At least 5 years experience as a staff developer/trainer; ►At least 5 years experience as a teacher working with students and families from diverse backgrounds; ► At least 5 years experience in curriculum development and implementation; ►Demonstrated skills in providing differentiated professional development; ► Knowledge of Renzulli's SEM and innovative technology; ► Knowledgeable about New York State Learning Standards, NYC Performance Standards, *Children First*, and *NCLB*; ► Demonstrated ability to work collaboratively with school staff; and ► Excellent interpersonal skills.

Duties and Responsibilities of the Magnet Planner **The magnet planner will:** ► work with the school teams to facilitate theme and systemic reform implementation at each school; ► serve as a liaison between the magnet school teams and NYC and district staff in areas such as literacy, math, science, bilingual/ESL for ELLs, special education, technology and the arts; ► work with Curriculum Development and Professional Development Teams on the development and alignment of new magnet theme curricula and train staff in their use; ► serve as a liaison with outside consultants providing onsite training for school staff; ► create and maintain partnerships with community-based organizations and other agencies participating in the project and offering services to families; ► schedule and participate in professional development activities in collaboration with the magnet resource specialists; ► facilitate program development activities related to the magnet themes, reform models, innovative instructional strategies, standards alignment, and program implementation and adjustment; and ► serve as a

resource for schools on standards-based education, NYS/NYC standards, *Children First* and *NCLB*.

Magnet Recruiter – 1.0 position, 100% FTE

The magnet recruiter will report directly to the magnet director to ensure the broadest possible recruitment campaign to attract students to District 3's magnet schools.

Qualifications for the Magnet Recruiter **The magnet recruiter's qualifications include:** ► a Bachelor's degree; ► experience in media and public relations; ► strong organizational skills; ► experience working with parents and parent groups from different racial, ethnic, cultural, and economic backgrounds; ► willingness to work on a flexible schedule that will include evening and Saturday meetings/activities; ► strong oral and written communication skills, including, if possible, the ability to speak and write in Spanish, Chinese, Haitian/Creole, French, Wolof or another language(s) spoken by parents in the districts' community; ► Knowledge of computers including maintaining databases and using spreadsheet, word processing and desktop publishing applications; and ► familiarity with the operations of the districts and schools in New York City.

Duties and Responsibilities of the Magnet Recruiter **The magnet recruiter will**: ► work collaboratively with the magnet director; ► coordinate a comprehensive outreach program to the entire community for the target schools; ► provide information to parents, community members and community agencies on the magnet schools' programs; ► attend citywide parent meetings; ► participate in the annual School Fair and coordinate the presentations of the magnet schools; ► develop a plan for recruitment and advertisement, in conjunction with each of the magnet school recruitment committees which will include brochures, videos/CDs, television programs, newsletters and public service announcements for radio and television stations; and ► work cooperatively on a regular basis with the school parent coordinators, district parent coordinators, parent groups and the schools' School Leadership Teams.

American Education Solutions

American Education Solutions, Inc.
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Croton on Hudson, New York 10520
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usgrants@mindspring.com

Evaluation Experience

American Education Solutions, Inc. (AES) is a New York based consulting firm, which provides proposal development, program planning, and evaluation services to school districts throughout the United States. AES has more than 25 years experience evaluating US Department of Education and State grants, including the Magnet Schools Assistance Program, Voluntary Public School Choice, Smaller Learning Communities, Teaching American History, 21st Century Community Learning Centers, the Title VII Foreign Language Assistance Program, Title IID Technology Program, Advanced Placement Incentive Program, Two-Way Bilingual Program, Title IIB Math-Science Partnership Program, Even Start, and the like.

American Education Solutions has extensive experience in evaluating MSAP projects. **For the past 15 years, AES has evaluated forty-one Magnet Schools Assistance Program grants.** In addition, the AES team was awarded six rigorous MSAP evaluations during the 2004 – 2007 grant cycle and partnered with the Education Alliance at Brown University and the SERVE Center at the University of North Carolina on three other rigorous MSAP evaluations during the 2007 – 2010 grant cycle. The company's principal officers, David Kikoler and Elaine Rosales, supervise all MSAP evaluations and evaluation team members, including a distinguished site visit team that includes: Dr. Gladys Pack, Dr. Donna Elam, Dr. June Levy, Ms. Joanne Smith, Ms. Diane Creekmore, Ms. Janice Sherrill, and Mr. Edward Linehan. All have been teachers and administrators and have many years of magnet school experience both as practitioners and evaluators. One was a deputy superintendent responsible for the supervision of all district magnet schools, four were magnet school program directors, and one was an Equity Assistance Center director.

Analytical work on many projects is supervised by Dr. David Silver. Dr. Silver is a Senior Researcher at the National Center for Research and Evaluation, Standards, and Student Testing (CRESST). Dr. Silver has been the lead statistician for a wide variety of academic studies and federal program evaluations. He is the lead author on a recent report and policy brief: "What Factors Predict High School Graduation in the Los Angeles Unified School District?" Dr. Silver's work in the field of equity also includes the design of an Equity Indicator System and reports for the University of California ACCORD program studying access to the University of California. Further, Dr. Silver was a member of the Harvard Project on School Desegregation, which authored the book *Dismantling Desegregation: The Quiet Reversal of Brown V. Board of Education*, with Gary Orfield.

American Education Solutions, Inc.'s Client List

AES currently provides program planning/development, proposal writing and/or evaluation services for school districts in New York City, New York State, Massachusetts, Connecticut, Florida, North Carolina, Arkansas, Oklahoma, Tennessee and California. The current AES client base includes Community School Districts 13, 14, 15, 16, 17, 18, 20, 22, 23 and 32 in New York City; the Consortium of Community School Districts 20, 21 and 31 in New York City, the Consortium of Districts 25 and 28 in New York City; the New York City Department of Education; Yonkers, New York; Winston-Salem, North Carolina; Guilford County, North Carolina; Jonesboro, Arkansas; Tulsa, Oklahoma; Pinellas County, Florida; Duval County, Florida; Palm Beach, Florida; New Haven, Connecticut; Long Beach, California; and Springfield, Massachusetts.

Ivelisse Alvarez

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Principal
P.S. 145 The Bloomingdale School

Education

Hunter College, Manhattan, NY
Master of Science in Elementary Education-Bilingual/ESL TESOL *May 1993*

Hunter College, Manhattan, NY
Professional Certificate in Administration and Supervision of Schools *May 1998*

University of Puerto Rico
Bachelor of Arts, English Secondary Education *May 1983*

Professional Experience

Principal *2004 to Present*
PS. 145M The Bloomingdale School, Manhattan, New York
Instructional and Administrative Leadership

Assistant Principal *1998-2004*
P.S. 114X Luis LLorens Children's Academy, Bronx, New York Instructional Leadership

Staff Developer and Coordinator of ESL Programs *2002-2004*
Community School District 32 Brooklyn, New York

Coordinated Professional Development Program for Schools

Supported the Planning and Implementation of District Grants for Programs of Second Language Learners.

Elementary School Teacher Bilingual, Gifted and Talented
Community School District 32 Brooklyn, New York *1983-2002*

Elementary School Teacher English Teacher *1981-1982*
Maunabo, Puerto Rico
Taught and Implemented Standards Based Instruction

JANE MURPHY
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PROFESSIONAL EXPERIENCE

ADMINISTRATION

Interim Acting Principal, PS 185M, District 3, Grades Pre-K – 2 **PRESENT**

Aspiring Principal, PS 103X, District 11, Grades K – 5 **2008 - 2009**

Supervision of instruction and compliance for English Language Learners including managing and communicating formative and summative data streams; Title III proposal; supervision of before school NYSESLAT preparation program; supervision of ongoing data-driven PD for ELL instructional team; school-wide professional development including classroom observations, learning walks, grade team planning, and whole-faculty initiatives; collaboration with administrators and consultants to maintain curricular alignment for sustained student achievement; communication and training for parents on Acuity and web based programs; coordinated activities for family participation nights; daily staff scheduling; IEP busing; budget modification in GALAXY; materials procurement in FAMIS. Participated on Safety Committee, Child Study Team, Inquiry Teams and School Leadership Team.

COACHING AND PROFESSIONAL DEVELOPMENT

Literacy Coach, PS 96M, District 4, Grades Pre-K - 8 **2006 -2008**

Cognitive and content-focused coaching for teachers utilizing Teacher's College Reading and Writing Project units of study; implementation of whole-faculty study groups, lesson study, grade team meetings, and ongoing small and whole group professional development; AIS liaison to Region for grades 6-8; test coordinator for E-CLAS, E-PAL, Acuity and Grade 4 Science assessment; coordination of monthly consultant lab-site work.

Math Coach, PS 96M, District 4, Grades Pre-K – 8 **2004 - 2006**

Cognitive and content-focused coaching for teachers using Everyday Mathematics and Impact Mathematics; implementation of whole-faculty study groups, lesson study and lab sites, grade team meetings, and ongoing small and whole group professional development; coordination of teacher participation in Math In the City workshops.

United Federation of Teachers Teacher Center Network Facilitator **2003 -2008**

Ongoing borough-wide training for new and experienced teachers in standards based curriculum and instruction in literacy, mathematics and classroom management.

Teacher Center Facilitator, CS 154, District 5, Grades Pre-K - 5 **2003 -2004**

Cognitive and content-focused coaching and professional development for general and special education teachers; workshop model reading and writing instruction, Everyday Mathematics, inquiry-based science, classroom management, Wilson instruction, and formative/summative student assessment.

Adjunct Instructor Department of Teaching and Learning, NYU **1997 -1999**

Seminar course for undergraduate student teachers

Mentor Coordinator, Urban Teacher Preparation Program, NYU **1994 -1996**

Collaborated in design, implementation and evaluation of private grant program; supervised 20 mentors who worked with pre-service teacher candidates in their senior year through their

first year of teaching; provided professional development workshops for pre- service and first-year teachers participating in the program.

TEACHING

Central Park East I, District 4, Grades 5 - 6, SETSS
2002 -2003

Push-in / Pull-out model with collaborative teaching and Wilson instruction

Central Park East I, District 4, Grades 2 - 4, General Education Teacher **1999 -2003**
Inclusion model, collaborative teaching
P 94M, District 75, Grades K - 3, Special Education Teacher **1988 -1999**
Self-Contained and Inclusion

AWARDS, GRANTS AND FELLOWSHIPS

Fellow, Shaklee Institute For Improving Special Education, Wichita KS, 2002 – 2004
Met quarterly with six other fellows from across the country representing practice, policy, and research aspects of special education as part of a steering committee for the Shaklee Institute.
McDonald's Community Partnerships Grant, 2002
Co-wrote school-wide literacy grant with parent; oversaw implementation in grades Pre-K – 6.
Fellow, Teachers Network Policy Institute, New York, NY, 1998 – 2001
Represented teacher perspective in policy issues through internet-published action research, speaking at national conferences and at local monthly meetings.
Finalist, National Teacher in Residence, DOE, Washington, D.C., 2000
One of four finalists for National Teacher In Residence position.
Shaklee Teacher of the Year, Heartspring World Reach, Wichita KS, 1999
One of ten teachers selected nationwide.
Citywide Special Education Grant Award, 1997
Action research project on teacher collaboration and student achievement.

EDUCATION

- New York City Leadership Academy
- MS Ed, Administration and Supervision, Baruch College
- MS Ed, Special Education, Long Island University
- Post-Graduate Work, Teacher Leadership Institute, New York University
- BA, Rutgers University

LICENSES AND CERTIFICATION

- New York State License, School Administrator /Supervisor
- New York City/State License, Teacher of Special Education
- National Board of Professional Teaching Standards Certification, Early Childhood Generalist

Maria E. Verdesoto
(b)(6)
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EMPLOYMENT HISTORY

September 2004-Present	**Principal** P.S. 191/Hudson Honors Middle School 210 West 61st Street, New York, New York 10023
September 1999-June 2004	**Assistant Principal, Grades K-1** P.S. 306 40 West Tremont Avenue, Bronx, New York 10458
September 1997-June 1999	**Title VII Dual Language Coordinator** ($1.2 million funded program) P.S. 306 40 West Tremont Avenue, Bronx, New York 10458
September 1995-June 1997	**Title VII Staff Developer** **(**Dual Language Instruction in all subject areas, Grades K-8) P.S. 306 40 West Tremont Avenue, Bronx, New York 10458
September 1989-June 1995	**Teacher**, (Dual Language Classes) P.S. 191/Hudson Honors Middle School 210 West 61st Street, New York, New York 10023

EDUCATION

June 1981	Bachelor of Arts, Literature, SUNY, Oneonta
June 1988	Master of Arts, Liberal Studies (focus on Translation), CUNY Graduate Center

June 1995	Completed 50 credits in Education (Bank Street College, City College, Fordham University, Hunter College)
June 1999	Master's Degree, Leadership and Administration
	Principal's Institute, Bank Street College

Susan M. Green (b)(6)

Educational Experience
New York City Leadership Academy
Dates: July 2005-July2006
Degree: Certificate in School Administration

Brooklyn College
Dates: September 2000-December 2002
Degree: Masters in Literacy

University at Stony Brook
Dates: August 1992-May 1994
Degree: Bachelors in Liberal Arts; Minor in Child and Family Studies

Borough of Manhattan Community College
Dates: September 1989-May 1992
Degree: Associate in Liberal Arts

Work Experience:
Alain L. Locke Elementary School-PS 208 New York, N.Y.
Position: Principal
Dates: October 2006-Present

Professional Responsibilities and Accomplishments:

- *Re-implemented an efficient Guided reading program. Teachers receive extensive professional development support in assessing students' reading abilities/behaviors, while offering individualized instruction as well as in small groups to address specific needs.*

- *Created an Individual Student Profile template and instituted the use of Interim Progress Reports as supplemental tools to communicate with parents about their children's academic progress. Each document is completed three times annually between standard report card distribution periods. Templates also allow parents to provide teachers with information that may assist teachers with understanding students better.*

- *Established a culture where teachers developed better understanding of how to disaggregate data beyond students' state test results and scale scores. Greater attention over the past three years has centered on teacher observations of students' performance in the classroom setting, as well as analyzing student work.*

- *Led the school in increasing students' passing rates of both ELA and Mathematics State Exams. Over the past three years, there has been 22% increase in students passing the State ELA exam, growing from 35% in 2006 to 57% in 2009; and a 30% increase in students pass the State Math exam, growing from 44% in 2006 to 74% in 2009.*

- *In an efforts to support student understanding in the content areas of Social Studies and Science, hired a full time Visual Arts instructor. His purpose is to collaborate with classroom teachers and design projects around the units of study, and create projects that integrate content understanding with Art skills. In this same vein, students also participate in ten-week long performing art residencies that align with particular units of study for each grade. Services are provided by various Community Based Art Organizations.*
- *Implemented the Annual Content Area Arts Festival, a culminating Spring event comprised of dance, visual arts and theater, where students showcase content understanding through these art disciplines.*

- *Instrumental in developing a culture and climate where teachers' professional opinions and voices are respected. This has contributed to building staff morale. Along with the Assistant Principal, co-implement the Annual Staff Appreciation*

Ceremony, where all staff members are recognized and specific teachers are highlighted for their pedagogical contributions to the school community.

- *Instituted a proactive, no nonsense approach in addressing underperforming staff members who fail to meet the needs of the students and school community at large.*

- *Working with non-for-profit and community based organizations Pencil and Karasma Media Public Relations to highlight and showcase school events and achievements. Students have been featured on My9News, Fox, and Newsweek.com.*

- *Established more student recognition systems including Student of the Month, which recognizes students not only for academic achievement, but for social development as well; and Attendance Recognition for classes and students with the highest attendance rates. Incentives and rewards include certificates, parties and trips*

- *Wrote grant for 21Century funding to have a five-year free afterschool and eight-week summer camp program open to children within the community.*

- *Establishment of school motto/mantra, which encourages students to strive for greatness in all facets of life. The motto and mantra serve as the foundation for which all goals are established, and has been adopted the entire school community, by both students and staff members alike.*

- *Re-implemented and reinforced the school uniform policy for the past four years. This structure has helped to develop a sense of school pride and helps students to focus more on academic performance and less on fashion.*

- *Co-established a school culture that places greater attention on environmental friendly issues, as well as local and international stewardship. Activities have included Penny Drives, Environmental Walk-a-Thons, food drives, as well as school-wide recycling efforts.*

- *Fostering ongoing relationships with PTA Executive Board and parents of the school community. This includes collaborating with the PTA Executive Board, attending PTA events and workshops, and hosting Meet the Principal events throughout the year. Accessibility has been poignant in developing positive working relationships with parents for the benefit of the children.*

IS 392 School for the Talented and Gifted via The New York Leadership Academy Brooklyn, N.Y.
Position: ***Intern Student***
Dates: ***August 2005-June 2006***

Responsibilities:

- *Conducting data analysis including Grow, Princeton and regional interim assessments to determine students' needs and coordinate small groups for academic intervention services*
- *Coordinating and facilitating professional development workshops for teachers on both instructional and non-instructional topics*
- *Programming/Scheduling for teachers and students*
- *Working with School Leadership Team in coordinating and facilitating parent workshops and completing the Comprehensive Educational Plan*
- *Establishment of school's first Student Government Organization that is responsible for coordinating school-wide events which include, high school tours, coat & toy drive, Spirit Day, Career Day, a program for gang awareness and a fashion and talent show*
- *Completing on-line occurrences, purchase orders and ATS for report card generation*

Fredrick Douglass Academy
Position: ***ELA Teacher***
Dates: ***August 2003-June 2005***

Responsibilities:

- *Performing informal assessments to determine students' reading and writing abilities*
- *Providing small group instruction to address individual academic needs*
- *Experience in preparing students for New York State English Language Arts Exam*
- *Collaborating with instructors of various disciplines to effectively develop interdisciplinary lessons*
- *Coordination of thematic-based field trips, while working collaboratively with administration and staff members in facilitating trips taken abroad*
- *Implementation of technology to compliment lessons*

The Weeksville School-PS 243
Position: First Grade Teacher
Dates: August 1999-June 2003

Responsibilities:

- *Working with fellow teachers in preparing lessons in core subjects in alignment with New York State Learning Standards*
- *Utilization of the Early Childhood Literacy Assessment System (E-CLAS) and Success for All (SFA) reading program in determining students' reading comprehension levels*
- *Arrangement of interactive learning centers which catered to diversified learning styles*
- *Coordinating thematic-based field trips*

Community Activities/Awards/Honors:

- *Recipient of Helen Brell Memorial Scholarship Award from Kappa Delta Pi Educational International Honor Society*
- *Member of Delta Sigma Theta Sorority Inc., which volunteers with School America and host fundraisers for college scholarships for inner city teenage girls*
- *Emmanuel Baptist Church "Mother-Figure of the Year" Award for service to children*
- *2009 Featured Educator on My9New for Black History Month*

Diana Diaz

(b)(6)

Qualifications

An extensive record of professional experience in public education as a teacher, an Assistant Principal and a Principal. I possess instructional competence at all levels of education. I have demonstrated leadership skills necessary to manage the complexities of a K-8 urban public school. I have in-depth understanding of curriculum design and professional development for district educational programs in New York City. I have extensive background as a presenter and college adjunct instructor. I have developed over the years a comprehensive background in the use of DELL computers, and their educational software programs. I have honed my skills in the areas of interactive smart boards and appropriate technology usage for educational and informational programs.

Professional Skills

Leadership

- Experience in dealing with difficult issues in a proactive, supportive and professional manner
- Experience implementing New York State standards and other assessments
- Experience in creating consensus regarding district issues
- Commitment to continuous professional development
- Knowledge of special education regulations, programs and services
- Experience with educational reform issues, change process, diversity, urban issues and implementation of an educational program to facilitate improvement in student achievement
- Experience with data-driven decision making and sharing data with a variety of school-based audience

Curriculum Planning

- Advanced study of curriculum development techniques in education
- Understanding of differentiated instruction, curriculum integration, curriculum mapping, and technology applications that support student achievement
- Able to provide formative evaluation techniques in assessing educational programs

Supervision

- Extensive experience supervising staff members in educational programs
- Experience in evaluation of non-tenured ,tenured teachers and support staff
- Capable of utilizing a variety of assessment techniques in evaluating staff
- Experience in mentoring teachers, non-instructional personnel, administrative interns, perspective administrators, and other principal/assistant principals

Budget/Finance

- Planning, development, management, and supervision of approximately 3.5 million in 09-10 budget, grant and program funds

- Evaluation of fiscal expenditures
- Collaboration with Network business managers regarding fiscal issues
- Knowledge and use of Galaxy software program to manage school budgets

Teaching
- **15 years of teaching experience, K-8**
- **2 years teaching-GED/Basic Math skills at the college level**
- **Extensive background of professional development presentations**
- **Experience in large and small group instruction and management**

Administrative Experience

Assistant Principal, PS 182, Bronx, New York- Grades Prek-5S-chool District # 8- 2000-2004
Performed duties and completed projects in the following competencies:

Direct supervision of 650 students and 73 staff members, Student Discipline, Building Management, Evaluation of Instructional and support staff, Curriculum, Development, Community relations, After School Programs, Community Based Programs, Staff Professional Development, Group presentations, Saturday Test Preparation Academy, Summer School Programs, collaboration with SBST, and Budgeting

Elementary/Middle School Principal, PS/MS241-The Family Academy, New York, New York
Grades K-8 -School District # 03- Region 10
Performed duties and completed projects in the following competencies:

Direct supervision of 244 students and 45 staff members, Curriculum development, Supervision of Instruction, Staff Development, Personnel, Community Relations, Building Management, Legal Issues, Student Discipline, Transportation Issues, Shared Decision Making Team, PTA, Community Agency Collaboration, Group Presentations, Observation and Evaluation of Instructional and Support Staff, Budgeting, Title 1 School-Wide Program, Implementation, Middle School Systemic Reform Initiative, Interaction with various unions, Grant writing, planning and implementation and Technology Initiative Implementation

Highlights
- Development of a Title 1 School wide program
- Establishment of a "Grab n Go" breakfast program for Middle School Students
- Newly constructed Playground with collaboration from NY Nets
- Extended Day After school -Academics/Recreational Programas
- Implementation of Collaborative Team Teaching Programs

Education
Queens College- CUNY- 2000, Educational Administrator
Lehman College- CUNY- 1996-Master of Education
Baruch College- CUNY- 1995- Bachelor of Arts-Accounting/Business Mgt.
Borough of Manhattan Community College- 1988-AAS- Accounting

Certifications
New York State, School Administrator/Supervisor/Permanent
New York State, Common Branch/Permanent

Regular participation in professional activities through:
- **Council of Supervisors and Administrators**

- **Executive Leadership Institute**
- **New York City Mathematics Project- Lehman College**
- **21st Century Learning Community Center Workshops**
- **Wellness Health Program**
- **Community Works Art Programs**
- **Network 11-CFN**

Denise Desjardin

(b)(6)

(b)(6)

DGomez5@schools.nyc.gov

CANDIDATE STATEMENT:

As an educator, I have dedicated myself to providing all students with a safe, supportive and challenging environment in which they are encouraged to be active participants in acquiring knowledge. I targeted their strengths and interests as a motivational tool to learn and strive for achievement. As an instructional leader, I hope to engage the entire school community in being committed to provide all students with knowledge, skills and attitudes needed to become viable members of society. This community will raise the bar, have high expectations and shoot for the stars. We all have greatness within us, and every child has limitless potential that must be nurtured. Together we will draw it out of our students and continuously strive for success that will equip them with the tools to conquer life's obstacles.

EDUCATION:

2007	Baruch College	S.A.S.	Educational Administration
2007	Baruch College	M.A.	Elementary Education
2002	City College	B.S.	Early Childhood Education

CERTIFICATIONS:

NY State SAS
NY State Certified Teacher

WORK EXPERIENCE:

2007 - Present Principal P.S. 242, NY, NY
P.S. 242 is an elementary school located in Harlem, with approximately 230 students. My duties include overseeing the daily functions of a learning environment. As the Instructional Leader of P.S. 242, I have implemented programs that can improve academic achievement of our students. We have worked diligently on building a strong partnership with our parents by offering workshops, improving our communication and making family members feel welcome in our school. Under my leadership, P.S. 242 has made significant strides and was able to receive an A on our Progress Report last year. Staff members are participate in extensive professional development and are encouraged to be active learners while we strive to provide effective and rigorous instruction. The discipline issues our school was faced with have

improved as a result of collaborative planning and development of our positive reinforcement reward system. Now our school offers Enrichment Clubs to our children and various extra curricular activities.

2006-2007 Aspiring Principal P.S. 130, NY, NY
P.S. 130 is an elementary school located in Chinatown, with approximately 1100 students comprising of 88% Asian, 5% Hispanic, 4% White and 3% Black. While at this site, I supervised and mentored new teachers, supervised non-instructional staff during morning/lunch/dismissal duty, planned/conducted professional development for classroom teachers and technology workshops for paraprofessionals. I provided professional development for the Everyday Mathematics curriculum. I also led an action research study of a target population.

2003-2006 Teacher P.S./I.S. 188, NY, NY
P.S. 188 is an elementary school located in lower Manhattan, with approximately 90% of the students eligible for free or reduced lunch. At P.S. 188, I followed a balanced literacy approach incorporating shared, guided and independent reading through cooperative learning. I implemented and provided professional development for the Everyday Mathematics program and the Schoolwide Enrichment Model. I also served as a liaison between the administration and parents since many of my parents were Spanish speaking.

2002 - 2003 Paraprofessional P.S. 188, NY, NY
I planned /conducted small and whole group literacy activities in a kindergarten class, served as a liaison for parents and participated in parent/teacher conferences. I supported the teacher in small and whole group instruction.

2002-1993 Paraprofessional P.S. 97, NY, NY
I worked in special education and bilingual classes. I supervised and assisted with bus/lunch duty and conducted reading and writing assessments. I supported the classroom teacher with small and whole group instruction.

2000-2001 Guidance Assistant Boys Club of New York, NY
My responsibilities included supervising the Guidance department staff and being in charge of payroll. I designed and implemented various recreational and educational activities daily, including a book club. I also planned and monitored a homework help program.

CAREER HIGHLIGHTS:

- Planned and led toy drive for Katrina victims.
- Planned and conducted fundraisers for Tsunami victims.
- Planned and coordinated monthly school assemblies.
- Established and implemented a school wide study program.

OTHER SIGNIFICANT EDUCATIONAL EXPERIENCES:

- Attended Schoolwide Enrichment workshops.

SPECIAL SKILLS:
- Bilingual: Spanish/English

395 South End Ave., 30G • New York, NY 10280
Phone (917) 399-7866 • Email enoto@schools.nyc.gov

EMILY BETH NOTO

EDUCATION

Baruch College, New York, NY
9/05 – 5/07

Master of Science in Education/Educational Administration and Supervision

- Recipient of the Louis and Rose Leinwand Award for integrity, character, scholarship, and potential.

James Madison University, Harrisonburg, VA
9/98 – 6/02

Bachelor of Science/Interdisciplinary Liberal Studies Major

- Recipient of the Dunlop Scholarship from the Department of Education at James Madison University.

PROFESSIONAL CREDENTIALS

School Administrator and Supervisor Certificate
General Science and Chemistry 7-12 Permanent Teaching Certificate

QUALIFICATIONS

Curriculum and Instruction

- Design and lead workshops on curriculum planning, inquiry-based instruction, project-based learning, and assessments. (9/03 – Present)
- Utilize Critical Friends Group protocols to facilitate professional learning communities. (9/04 – Present)
- Create and facilitate study groups to help teachers learn how to differentiate instruction for special education students, English Language Learners, and struggling students. (9/06 – Present)
- Work with teachers to utilize assessment data, examine student work, and design new assessment tools to identify areas in need of improvement, set goals, and develop plans to improve instruction. (9/04 – Present)
- Meet with individual teachers to observe lessons, provide feedback, and plan curriculum. (9/05 – Present)
- Plan and coordinate lesson study, a professional development model where teachers collaboratively plan, observe, and revise a lesson. (9/04 – Present)
- Facilitate lesson planning sessions and observation debriefings that focus on goals, assessments, and evidence of student understanding. (9/04 – Present)
- Promote teacher learning and change through collaboration and reflection.
- Analyze research, teacher feedback forms, and student work to improve my facilitation of professional learning communities.
- Examine New York State Core Curriculum standards to write learning goals to inform the development of the NYC Science Scope and Sequence. (4/05 – 6/05)
- Write project-based curriculum, focused around authentic assessments, that teaches students to think critically about current issues in science and society.
- Use formative and summative assessments and research on student learning to inform my teaching practice.
- Use a variety of teaching strategies and assessments to meet the needs of diverse learners and ensure success for all students.
- Incorporate student self-reflection, group work, hands-on activities, and technology into instruction.

- Create a classroom culture where students actively participate and take risks to achieve individual learning progress.

Leadership and Organization

- Collaborate with school administration to plan professional development initiatives that build capacity, change school culture, and improve student learning.
- Seek and utilize feedback from principals and teachers to inform and modify my work supporting schools.
- Create, lead, and expand school-based and regional Lesson Study programs in 12 schools with approximately 75 teachers. (9/04 – Present)
- Write monthly regional science newsletter to provide teachers with news updates, resources, and professional development opportunities. (9/05 – 6/07)
- Identify and train teachers to assume leadership roles.
- Coordinate scheduling for professional development and manage per session budget.
- Promote collaboration and positive school culture by establishing school-wide instructional goals, sharing successful practices, and collectively examining instructional challenges.
- Collaborate with school principal to organize for instruction and New York State testing.
- Utilize Quality Review, Progress Report, and interviews with Academic Intervention Team to identify areas in need of improvement in the school.
- Design templates and assessment protocols to track school-wide academic intervention services.
- Write memos and hold staff meeting to motivate teachers to implement AIS assessment protocol, monitor use of the protocol, assess progress, and modify implementation.
- Write classroom policies and procedures to unify classroom routines, monitor student use of hall passes and promote team building in homerooms. Train all teachers and staff to implement these policies and procedures school-wide.
- Plan and lead 3-day field trip to Washington, D.C. for 100 students, including tours of the White House, the Capitol, and the Supreme Court. (5/04 & 5/05)
- Serve on the School Leadership Team to design school programs and events to meet the needs of all members of the school community. (9/03 – 6/04)
- Write interview questions and hiring criteria for teaching positions, observe demo lessons, and interview teacher applicants.
- Create systems to improve parent involvement and communication by designing a class website, writing news and updates emails, inviting parents into the classroom, and providing one-on-one support.

PROFESSIONAL EXPERIENCE

Leadership

- West Prep Academy – Interim Acting Principal
  7/09 – Present
- Integrated Curriculum and Instruction LSO – Network Support Specialist
  7/07 – 6/09
- Region 9 Science Part-time Staff Developer
  9/05 – 6/07
- Region 9 Science Lesson Study Lead Facilitator
  9/04 – 6/07
- East Side Middle School Lesson Study Founder and Facilitator
  9/05 – 6/07

- Region 9 Science Curriculum Writing Team Member
  4/05 – 6/05

Teaching

- East Side Middle School, District 2, New York, NY – 8th Grade Science Teacher
  9/03 – 6/07
- M.S. 256, District 3, New York, NY – 8th Grade Science and Literacy Teacher
  9/02 – 6/03

FELLOWSHIPS

Columbia University's Singapore Teacher Exchange Program
July 2006

- Visit Singapore's public schools, National Institute of Education, and Ministry of Education.
- Teach science class to model inquiry-based instruction.
- Present to school staff about New York City public schools and special education.
- Meet with school leaders, teacher educators, and teachers to discuss inquiry based instruction, curriculum planning, and special education.
- Present to Columbia University's Summer Research Program participants about Singapore's education system.

Columbia University's Summer Research Program for Science Teachers
6/04 – 6/06

- Work as a research assistant in a Columbia Astronomy Lab for two consecutive summers.
- Apply my experience of authentic science to my teaching practice.

PRESENTATIONS AND PUBLICATIONS

National Association for Research in Science Teaching Annual Conference – Paper Presentation: April 2008. Paper Title: Designing Curricula to Bridge Informal and Formal Learning Environments.

Airplanes and the Atmosphere Curriculum Unit – June 2007. This unit addresses six-weeks of the New York State Earth Science Regents Core Curriculum and was written in collaboration with the New York City Center for Space Science Education and the American Museum of Natural History.

National Middle School Association Annual Conference – Presentation: November 2006. Presentation Title: Lesson Study: Teacher-led Professional Development.

(b)(6)

Monica R. Berry

Experience

2008 – Present **New York City Leadership Academy** **New York, NY**

Aspiring Principal P.S. 112M/ P.S. 24K

- Analyzed assessment data by subgroups to help set learning goals in both reading and mathematics
- Evaluated and collaborated with teachers in order to create professional goals
- Conducted professional development in order to deepen mathematical knowledge of teachers
- Assisted principal in preparing for School Quality Review
- Assisted principal in making student projections for the up-coming school year
- Created monitoring system for communication between school and the Office of Pupil Transportation
- Created attendance action plan
- Created continuum of parental involvement in order to analyze and improve parent participation
- Created monthly curriculum calendar in order to increase parental awareness and involvement
- Organized schedule for substitutes on staff development days
- Developed and implemented new math initiative along with math coach

2006 –2008 **Public School 134 (District 1/ICI LSO)** **New York, NY**

Math Coach

- Observed instruction and provided one on one coaching to teachers
- Supported teachers by teaching demonstration lessons
- Led grade level meetings to discuss ways to strengthen the teaching of mathematics
- Conferred with teachers to review and draft lesson plans based on student data
- Served as a Lab-site Coach for the Coach Learning Community for Math in the City
- Discussed teacher and student progress with school administration
- Served on school inquiry team which focused on vocabulary development and reading comprehension
- Facilitated intervisition, lesson study, and professional development for teachers
- Served on Garden Committee which collaborated with the Hester Street Collaborative to maintain the school's community garden

2002-2006 **Public School 184 (District 1/Region 9)** **New York, NY**

General Education Teacher (2004-2006)

- Instructed students in general elementary education courses
- Served as liaison between teaching staff and administration
- Organized middle school advisory activities along with administration
- Planned and led professional development for teachers along with principal and coaches
- Served on committee to develop positive relationships with other schools in the neighborhood
- Served on School Leadership Team Committee

Title VII Project Director (2002-2004)

- Managed a $575,000 development and implementation bilingual education grant
- Allocated funds and created annual reports on the project's progress based on student data and needs assessment of the school community
- Participated in and presented at national and local conferences on project
- Taught ESL and culture classes for parents
- Collaborated with coaches to plan professional development for staff

1999-2002 **Public School 7** **New York, NY**

Science Cluster Teacher (2001-2002)

- Instructed 4th-6th grade students in basic chemistry, biology, and earth science.
- Conducted professional development workshops for teachers on how to integrate science into their curriculum
- Maintained school greenhouse

Bilingual Teacher (1999-2001)

- Instructed 5th and 6th graders in general education classes in both English and Spanish
- Taught English as a Second Language through science and mathematics

1995-1997 **Information Resources, Inc.** **Chicago, IL**

Associate Recruiter

- Hired for entry level technical and production positions
- Supervised in-house college recruiting program
- Established relationships between company and universities
- Conducted exit interviews in order to improve work environment

Education

2008-2009 **Baruch College** **New York, NY**

- New York City Leadership Academy
  Completed coursework necessary to obtain School Building Leader Certification

1997-1999 **University of Texas** **San Antonio, TX**

- M.A., Bicultural-Bilingual Studies
  Concentration Bilingual/Bicultural Education

1991-1995 **Dartmouth College** **Hanover, NH**

- B.A., Spanish
  Concentration Language, Culture, and Society

Certificates

Certified School Building Leader in New York State
Certified Teacher in Common Branches Pre-K-6th grade in New York State

Other Activities

Member of the Pearson Math Advisory Board (June 2008 – Present)
Junior Staff Member of the Math in the City Summer Institute (Summer 2007)
Served as Science Coordinator for Phipps Community Houses Summer Camp (Summer 2005)
Participated in Democratic Pacific Union Internship Project in Taiwan (Summer 2004)
Taught English in Thailand through Fund for Teachers Grant (Summer 2003)

Skills

Proficient in Spanish (oral and written)

Project Narrative

Project Narrative-Letters of Support (Optional)

Project Narrative

Project Narrative-Joint Application Information (if necessary)-Refer to: Instructions for Other Documents and Attachments

Budget Narrative

Project Narrative-Budget Narrative

Attachment 1:
Title: **NYC District 3 Budget and Budget Breakdown.pdf** Pages: **0** Uploaded File: **C:\unzipped\D3 MSAP FINAL PROPOSAL FILES\D3 MSAP FINAL PROPOSAL FILES\NYC District 3 Budget and Budget Breakdown.pdf**

NYC District 3
Magnet Budget Narrative: 2010 - 2011

a) Personnel ($1,702,117)
Funds are requested for the salaries of one Project Director (100% FTE), One Project Recruiter (100% FTE), One Project Planner (100% FTE), one Secretary (100% FTE), and 11 Resource Specialists (100% FTE) in the 8 project schools to assist with planning, implementation, and recruitment for the project. Funds are requested for hourly teachers to participate in professional development and for hourly teachers to write curriculum (4763 hrs). Funds are requested for hourly teachers to conduct after school instructional activities (4292 hrs.). In addition, funds are requested for substitute teachers to relieve teachers during training sessions during the school day (400 days).

b) Fringe benefits ($557,989)
These are required by contractual obligation.
Contractual Rate for Full time Personnel (38.2%) x $1,260,000 = $481,320
Contractual Rate for Per session (18.84%) x $380,129= $71,617
Contractual Rate for Per diem (8.15%) x $61,988= $5052

c) Travel ($90,000)
Funds are requested for project personnel to attend conferences.

d) Equipment ($42,000)
Funds are requested to purchase equipment to support magnet implementation

e) Supplies ($471,808)
Funds are requested to purchase supplies and materials that support schools' magnet themes (see itemized lists on budget sheets).

f) Contractual ($620,850)
Funds are requested for American Education Solutions to provide assessment and evaluation of programs at all sites. Also, funds are requested for theme-based instructional consultants and curriculum development consultants.

g) Construction N/A

h) Other ($164,000)
Funds are requested for student admissions to museums, theatres, cultural institutions, etc.; advertising; postage; telephone; and printing.

I) Direct Cost ($3,648,764)

j) Indirect Cost at 3.2% **($116,761)**

Total $3,765,525

NYC District 3
Magnet Budget Narrative: 2011 - 2012

a) Personnel ($1,702,117)
Funds are requested for the salaries of one Project Director (100% FTE), One Project Recruiter (100% FTE), One Project Planner (100% FTE), one Secretary (100% FTE), and 11 Resource Specialists (100% FTE) in the 8 project schools to assist with planning, implementation, and recruitment for the project. Funds are requested for hourly teachers to participate in professional development and for hourly teachers to write curriculum (4763 hrs). Funds are requested for hourly teachers to conduct after school instructional activities (4292 hrs.). In addition, funds are requested for substitute teachers to relieve teachers during training sessions during the school day (400 days).

b) Fringe benefits ($557,989)
These are required by contractual obligation.
Contractual Rate for Full time Personnel (38.2%) x $1,260,000 = $481,320
Contractual Rate for Per session (18.84%) x $380,129= $71,617
Contractual Rate for Per diem (8.15%) x $61,988= $5052

c) Travel ($90,000)
Funds are requested for project personnel to attend conferences.

d) Equipment ($42,000)
Funds are requested to purchase equipment to support magnet implementation

e) Supplies ($472,308)
Funds are requested to purchase supplies and materials that support schools' magnet themes (see itemized lists on budget sheets).

f) Contractual ($624,550)
Funds are requested for American Education Solutions to provide assessment and evaluation of programs at all sites. Also, funds are requested for theme-based instructional consultants and curriculum development consultants.

g) Construction N/A

h) Other ($164,000)
Funds are requested for student admissions to museums, theatres, cultural institutions, etc.; advertising; postage; telephone; and printing.

I) Direct Cost ($3,652,964)

j) Indirect Cost at 3.2% **($116,895)**

Total $3,769,859

NYC District 3
Magnet Budget Narrative: 2012 - 2013

a) Personnel ($1,702,117)
Funds are requested for the salaries of one Project Director (100% FTE), One Project Recruiter (100% FTE), One Project Planner (100% FTE), one Secretary (100% FTE), and 11 Resource Specialists (100% FTE) in the 8 project schools to assist with planning, implementation, and recruitment for the project. Funds are requested for hourly teachers to participate in professional development and for hourly teachers to write curriculum (4763 hrs). Funds are requested for hourly teachers to conduct after school instructional activities (4292 hrs.). In addition, funds are requested for substitute teachers to relieve teachers during training sessions during the school day (400 days).

b) Fringe benefits ($557,989)
These are required by contractual obligation.
Contractual Rate for Full time Personnel (38.2%) x $1,260,000 = $481,320
Contractual Rate for Per session (18.84%) x $380,129= $71,617
Contractual Rate for Per diem (8.15%) x $61,988= $5052

c) Travel ($90,000)
Funds are requested for project personnel to attend conferences.

d) Equipment ($42,000)
Funds are requested to purchase equipment to support magnet implementation

e) Supplies ($480,958)
Funds are requested to purchase supplies and materials that support schools' magnet themes (see itemized lists on budget sheets).

f) Contractual ($620,226)
Funds are requested for American Education Solutions to provide assessment and evaluation of programs at all sites. Also, funds are requested for theme-based instructional consultants and curriculum development consultants.

g) Construction N/A

h) Other ($164,000)
Funds are requested for student admissions to museums, theatres, cultural institutions, etc.; advertising; postage; telephone; and printing.

I) Direct Cost ($3,657,290)

j) Indirect Cost at 3.2% **($117,034)**

Total $3,774,324

Federal Magnet Grant
Location: District 3
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Director	1	100%	$120,000	$120,000
Project Recruiter	1	100%	$102,000	$102,000
Project Planner	1	100%	$84,000	$84,000
Project Secretary	1	100%	$30,000	$30,000
Full Time Personnel Subtotal				$336,000
Hourly Teachers - Per Session	476 hours	100%	41.98 per hr	$20,000
All Personnel Subtotal				$356,000
Fringe Benefits				**Total**
Contractual Rate for Full Time Personnel			38.20%	$128,352
Contractual Rate for All Hourly Personnel			18.84%	$3,768
Contractual Rate for All Per Diem Sub Personnel			8.15%	
Fringe Benefits Subtotal				$132,120
Travel				**Total**
Travel expenses for Project Director and key personnel to attend magnet conferences				

US Department of Education Office of Innovations Magnet Conference 2 x $1500		$3,000
Magnet Schools of America Conference 2 x $2000		$4,000
Technical assistance conference 2 x $1500		$3,000
Travel Subtotal		$10,000
Equipment		**Total**
Supplies	Item	**Total**
Magnet District Office		
Materials for Workshops and Institutes including CDT, Mag Specialist meetings, Units of Study and Curriculum Mapping Institutes		$10,000
Materials for District Conference		$20,000
Materials for Recruitment Fairs- signage, balloons, promotional items		$10,000
Supply Subtotal		40,000
Contractual		**Total**
Program Evaluation by American Education Solutions, Inc		$140,000
Construction		**Total**
None		
Other		**Total**
Advertising Materials		$15,000
Postage		$5,000
Telephone		$3,000
Printing		$15,000
Other Subtotal		$38,000
Total Year 1 Direct Costs		**Total**
TOTAL		$716,120
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$22,916
Total Year 1 Costs		**Total**
		$739,036

Federal Magnet Grant
Location: District 3
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Director	1	100%	$120,000	$120,000
Project Recruiter	1	100%	$102,000	$102,000
Project Planner	1	100%	$84,000	$84,000
Project Secretary	1	100%	$30,000	$30,000
Full Time Personnel Subtotal				$336,000
Hourly Teachers - Per Session	476 hours	100%	41.98 per hr	$20,000
All Personnel Subtotal				$356,000
Fringe Benefits				**Total**
Contractual Rate for Full Time Personnel			38.20%	$128,352
Contractual Rate for All Hourly Personnel			18.84%	$3,768
Fringe Benefits Subtotal				$132,120
Travel				**Total**
Travel expenses for Project Director and key personnel to attend magnet conferences				
US Department of Education Office of Innovations Magnet Conference 2 x $1500				$3,000
Magnet Schools of America Conference 2 x $2000				$4,000
Technical assistance conference 2 x $1500				$3,000
Travel Subtotal				$10,000
Equipment				**Total**
Supplies	Item			**Total**
Magnet District Office				

Materials for Workshops and Institutes including CDT, Mag Specialist meetings, Units of Study and Curriculum Mapping Institutes		$10,000
Materials for District Conference		$20,000
Materials for Recruitment Fairs- signage, balloons, promotional items		$10,000
Supply Subtotal		$40,000
Contractual		**Total**
Program Evaluation by American Education Solutions, Inc		$144,200
Construction		
None		
Other		**Total**
Advertising Materials		$15,000
Postage		$5,000
Telephone		$3,000
Printing		$15,000
Other Subtotal		$38,000
Total Year 2 Direct Costs		**Total**
TOTAL		$720,320
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$23,051
Total Year 2 Costs		**Total**
		$743,371

Federal Magnet Grant
Location: District 3
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Director	1	100%	$120,000	$120,000
Project Recruiter	1	100%	$102,000	$102,000
Project Planner	1	100%	$84,000	$84,000
Project Secretary	1	100%	$30,000	$30,000
Full Time Personnel Subtotal				$336,000
Hourly Teachers - Per Session	476 hours	100%	41.98 per hr	$20,000
All Personnel Subtotal				$356,000
Fringe Benefits				**Total**
Contractual Rate for Full Time Personnel			38.20%	$128,352
Contractual Rate for All Hourly Personnel			18.84%	$3,768
Fringe Benefits Subtotal				$132,120
Travel				**Total**
Travel expenses for Project Director and key personnel to attend magnet conferences				
USDOE Office of Innovations Magnet Conference 2 x $1500				$3,000
Magnet Schools of America Conference 2 x $2000				$4,000
Technical assistance conference 2 x $1500				$3,000
Travel Subtotal				$10,000
Equipment				**Total**

Supplies	Item		Total
Magnet District Office			
Materials for Workshops and Institutes including CDT, Mag Specialist meetings, Units of Study and Curriculum Mapping Institutes			$10,000
Materials for District Conference			$20,000
Materials for Recruitment Fairs- signage, balloons, promotional items			$10,000
Supply Subtotal			$40,000
Contractual			**Total**
Program Evaluation by American Education Solutions, Inc			$148,526
Construction			**Total**
None			
Other			**Total**
Advertising			
Materials			$15,000
Postage			$5,000
Telephone			$3,000
Printing			$15,000
Other			
Subtotal			$38,000
Total Year 3 Direct Costs			**Total**
TOTAL			$724,646

Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$23,189

Total Year 3 Costs	**Total**
	$747,835

Federal Magnet Grant
Location: 185
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Flat screen -NEC AccuSync PV40-AVT 40" LCD TV				$5,000
Supplies				**Total**
Supplies List for Magnet School				
25 WeDo Robotics Construction Kits				$3,500
Lego Lab Materials				$1,600

Laptop computers		$16,000
Laptop cart		$513
Smartboard-64' w/ mobil floor stand,audio,projector,cart- 3 x $3333		$9,999
Smartboard Document Cameras - 3 x $850		$2,550
Art Supplies		$3,000
Science kits - 200 x $10		$2,000
Supply Subtotal		$39,162
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
DevTech Virtual Community		$12,000
DevTech Residency and PD		$55,000
New York Hall of Science		$10,500
TechEquip Smartboard Usability		$3,000
Contractual Subtotal		$80,500
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 1 Direct Costs		**Total**
TOTAL		$320,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 1 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 185
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate	All PerDiem Sub Personnel		8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Magnet Sign Display				$5,000
Supplies				**Total**
Supplies List for Magnet School				
15 WeDo Robotics Construction Kits				$2,100
Lego Lab Materials				$1,000

Laptop computers - 20 x $800		$16,000
Laptop cart		$513
Smartboard-64' w/ mobil floor stand,audio,projector,cart- 3 x $3333		$9,999
Smartboard Wireless Slates - 3 x $400		$1,200
smartboard Document Camera - 3 x $850		$2,550
Art Supplies		$3,000
Science kits - 200 x $10		$2,000
Supply Subtotal		$38,362
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
DevTech Virtual Community		$12,000
DevTech Residency and PD		$43,000
New York Hall of Science		$10,500
Math in the City		$15,800
Contractual Subtotal		$81,300
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 2 Direct Costs		**Total**
TOTAL		$320,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 2 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 185
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate	All PerDiem Sub Personnel		8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
8-Drive DVD HCL Autoloader Standalone Duplicator				$5,000
Supplies				**Total**
Supplies List for Magnet School				
10 WeDo Robotics Construction Kits				$1,400
Lego Lab Materials				$3,000

NetBooks - 25 x $336		$8,400
Smartboard-64' w/ mobil floor stand,audio,projector,cart- 5 x $3333		$16,665
Smartboard Wireless Slates - 5 x $400		$2,000
smartboard Document Camera - 5 x $850		$4,250
Art Supplies		$3,147
Science kits - 200 x $10		$2,000
Supply Subtotal		$40,862
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
DevTech Virtual Community		$12,000
DevTech Residency and PD		$43,000
New York Hall of Science		$8,000
Math in the City - Learning Community		$15,800
Contractual Subtotal		$78,800
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 3 Direct Costs		**Total**
TOTAL		$320,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 3 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 145
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	596		41.98 per hr	25,020
Hourly Teachers - Extended Day (Per Session)	596		41.98 per hr	25,020
Per Diem Substitutes to Allow for Staff Development	60		$154.97	$9,299
Personnel Services Subtotal				$227,339

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$9,428
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$758
Fringe Benefits Subtotal		$74,362

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Auditorium Projector and lighting system	$5,000

Supplies	**Total**

Supplies List for Magnet School		
Flip Video Cameras - 30 x $160		$4,800
Digital Still Cameras - 30 x $110		$3,300
Projectors - 2 x $887		$1,774
Netbooks Lenovu S10 - 50 x $350		$17,500
Document Cameras - 2 x $600		$1,200
Supply Subtotal		$28,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Magic Box		$25,000
Solar 1		$35,000
Studio in a School		$10,000
Museum of the Moving Image,		$1,500
Museo del Barrio		$1,500
Contractual Subtotal		$73,000
Construction		**Total**
None		
Other		**Total**
Advertising Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		17,000
Total Year 1 Direct Costs		**Total**
TOTAL		$435,275
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,929
Total Year 1 Costs		**Total**
		$449,204

Federal Magnet Grant
Location: 145
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development(Per Session)	596		41.98 per hr	25,020
Hourly Teachers - Extended Day (Per Session)	596		41.98 per hr	25,020
Per Diem Substitutes to Allow for Staff Development	60		$154.97	$9,299
Personnel Services Subtotal				$227,339

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$9,428
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$758
Fringe Benefits Subtotal		$74,362

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Magnet Sign Display	$5,000

Supplies	**Total**
Supplies List for Magnet School	

Digital Still Cameras - 30 x $110		$3,300
Projectors - 2 x $887		$1,774
Netbooks Lenovu S10 - 40 x $350		$14,000
Smartboards - 3 x $2000		6,000
Supply Subtotal		$25,074
Contractual		**Total**
Consultant Services for Theme-Based Instruction Consultant Services for Curriculum Development		
Magic Box		$16,000
Metropolitan Opera Guild		$46,700
Studio in a School		$10,800
Museum of the Moving Image,		$1,500
Museo del Barrio		$1,500
Contractual Subtotal		$76,500
Construction		**Total**
None		
Other		**Total**
Advertising Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		17,000
Total Year 2 Direct Costs		**Total**
TOTAL		$435,275
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,929
Total Year 2 Costs		**Total**
		$449,204

Federal Magnet Grant
Location: 145
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	596		41.98 per hr	25,020
Hourly Teachers - Extended Day (Per Session)	596		41.98 per hr	25,020
Per Diem Substitutes to Allow for Staff Development	60		$154.97	$9,299
Personnel Services Subtotal				$227,339

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$9,428
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$758
Fringe Benefits Subtotal		$74,362

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Magnet Sign Display	$5,000

Supplies	**Total**

Supplies List for Magnet School		
Digital Still		
Cameras -		
30 x $110		$3,300
Projectors - 2 x $887		$1,774
Netbooks Lenovu S10 - 50 x $350		$17,500
Smartboards - 3 x $2000		6,000
Document Cameras - 2 x $600		$1,200
Supply Subtotal		$29,774
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Magic Box		$14,000
Metropolitan Opera Guild		$44,000
Studio in a School		$10,800
Museum of the Moving Image,		$1,500
Museo del		
Barrio		$1,500
Contractual Subtotal		$71,800
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		17,000
Total Year 3		
Direct Costs		**Total**
TOTAL		$435,275
Total Year 3		
Indirect		
Costs		**Total**
Indirect Cost		
Rate	3.20%	$13,929
Total Year 3		
Costs		**Total**
		$449,204

Federal Magnet Grant
Location: 208
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate	All PerDiem Sub Personnel		8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Computer Server				$7,000
Supplies				**Total**
Supplies List for Magnet School				
Laptop computers - 45 x $800				$36,000
ipod touch/e-books 100 x $180				$18,000

Flip Cameras - 65 x $200		$13,000
Web Cams		$2,472
Compost Unit		$500
Headsets		$2,690
Supply Subtotal		$72,662
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
NYC Park Rangers Central Park		$20,000
Earth Watch Institute		$20,000
New York Hall of Science		$5,000
Contractual Subtotal		$45,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 1 Direct Costs		**Total**
TOTAL		$320,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 1 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 208
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate	All PerDiem Sub Personnel		8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Computer Server				$7,000
Supplies				**Total**
Supplies List for Magnet School				
Laptop computers - 45 x $800				$36,000
ipod touch/e-books 100 x $180				$18,000

Flip Cameras - 65 x $200		$13,000
Web Cams		$2,472
Microphones		$2,500
Headsets		$690
Supply Subtotal		$72,662
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
NYC Park Rangers Central Park		$20,000
Earth Watch Institute		$20,000
New York Hall of Science		$5,000
Contractual Subtotal		$45,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 2 Direct Costs		**Total**
TOTAL		$320,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 2 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 208
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Computer Server				$7,000
Supplies				**Total**
Supplies List for Magnet School				
Laptop computers - 60 x $800				$48,000
Flip Cameras - 95 x $200				$19,000
Web Cams				$2,472

Microphones		$2,500
Headsets		$690
Supply Subtotal		$72,662
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
NYC Park Rangers Central Park		$20,000
Earth Watch Institute		$20,000
New York Hall of Science		$5,000
Contractual Subtotal		$45,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 3		
Direct Costs		**Total**
TOTAL		$320,000
Total Year 3		
Indirect		
Costs		**Total**
Indirect Cost		
Rate	3.20%	$10,240
Total Year 3		
Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 191
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	596		41.98 per hr	25,020
Hourly Teachers - Extended Day (Per Session)	596		41.98 per hr	25,020
Per Diem Substitutes to Allow for Staff Development	60		$154.97	$9,299
Personnel Services Subtotal				$227,339

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$9,428
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$758
Fringe Benefits Subtotal		$74,362

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Auditorium Projector and lighting system	$5,000

Supplies	**Total**

Supplies List for Magnet School	
digital video camera (Canon FS200 Flash memory camcorder kit)	$738
Projectors - 6 x $900	$5,400
Laptop computers - 21 x $1000	$21,000
Laptop carts - 4 x $400	$1,600
Desktop Computers - 6 x 1200	$7,200
Hp Deluxe Webcam	$100
Media Carts - 5 x $700	$3,500
Discovery Education Streaming Plus	2,610
digital scales	$1,400
digital hand held microscopes	$1,385
digital temperature probes	$681
periodical subscriptions	$2,700
Audio speakers	$260
Supply Subtotal	$48,574
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
University of Pittsburgh Institute for Learning	$25,000
American Museum of Natural History	$7,000
Museum of the City of New York	$6,000
New York Historical Society	$9,000
NY Hall of Science	$6,000
Contractual Subtotal	$53,000
Construction	**Total**
None	
Other	**Total**
Advertising Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$10,000
Printing	2,500

Other Subtotal		17,000
Total Year 1 Direct Costs		**Total**
TOTAL		$435,275

Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,929

Total Year 1 Costs		**Total**
		$449,204

Federal Magnet Grant
Location: 191
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development, Professional Development (Per Session)	596		41.98 per hr	25,020
Hourly Teachers - Extended Day (Per Session)	596		41.98 per hr	25,020
Per Diem Substitutes to Allow for Staff Development	60		$154.97	$9,299
Personnel Services Subtotal				$227,339

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$9,428
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$758
Fringe Benefits Subtotal		$74,362

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Magnet Sign Display	$5,000

Supplies	**Total**
Supplies List for Magnet School	
digital video camera (Canon FS200 Flash memory	$738

camcorder kit)	
Imacs - 10 x $1000	$10,000
Laptop carts - 4 x $400	$1,600
Smartboards - 3 x $2400	$7,200
Media Carts - 5 x $700	$3,500
Discovery Education Streaming Plus	2,610
Samsung SyncMaster 400DXn-40 in LCD Flat panel display - 2x $4000	$8,000
Tilt wall mount for LCD displays - 2 x 540	$1,080
BrainPOP School and Home Access subscription	$1,495
BrainPOP Jr. School and Home Access subscription	$1,061
periodical subscriptions	$2,700
Digital microscopes for early childhood	$2,390
Supply Subtotal	$42,374
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
University of Pittsburgh Institute for Learning	$22,500
American Museum of Natural History	$4,500
Museum of the City of New York	$1,000
New York Historical Society	$5,500
NY Hall of Science	$5,700
Environmental Camp	$20,000
Contractual Subtotal	$59,200
Construction	**Total**
None	
Other	**Total**
Advertising	
Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$10,000
Printing	2,500
Other Subtotal	17,000

Total Year 2 Direct Costs		**Total**
TOTAL		$435,275

Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,929

Total Year 2 Costs	**Total**
	$449,204

Federal Magnet Grant
Location: 191
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	596		41.98 per hr	25,020
Hourly Teachers - Extended Day (Per Session)	596		41.98 per hr	25,020
Per Diem Substitutes to Allow for Staff Development	60		$154.97	$9,299
Personnel Services Subtotal				$227,339

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$9,428
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$758
Fringe Benefits Subtotal		$74,362

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	$5,000
8-Drive DVD HCL Autoloader Standalone Duplicator	$5,000

Supplies	**Total**
Supplies List for Magnet School	
Jeopardy Interactive console	$900

and games - 3 x $300	
Headphones - 40 x $20	$800
Laptop computers - 21 x $1000	$21,000
Smartboards - 6 x $2400	$14,400
Terrariums	$2,000
Discovery Education Streaming Plus	2,610
Hot plates	$2,208
Aquariums - 8 x $150	$1,200
Lab incubators	$750
BrainPOP School and Home Access subscription	$1,495
BrainPOP Jr. School and Home Access subscription	$1,061
Supply Subtotal	$48,424
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
University of Pittsburgh Institute for Learning	$15,000
American Museum of Natural History	$4,500
Museum of the City of New York	$3,000
New York Historical Society	$5,500
NY Hall of Science	$5,650
Environmental Camp	$16,500
New York Science Museum	$3,000
Contractual Subtotal	$53,150
Construction	**Total**
None	
Other	**Total**
Advertising Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$10,000
Printing	2,500
Other Subtotal	17,000
Total Year 3 Direct Costs	**Total**

TOTAL		$435,275
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,929
Total Year 3 Costs		**Total**
		$449,204

Federal Magnet Grant
Location: 242
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Flat screen -NEC AccuSync PV40-AVT 40" LCD TV				$5,000
Supplies				**Total**
Supplies List for Magnet School				
NetBooks - 36 x $350				$12,600
Laptop Carts - 4 x $400				$1,600
SmartBoards - 5 x 1000				$5,000

SmartBoard Tablets - 6 x $550		$3,300
ELMO - 5 x $500		$2,500
Muzzy		$500
Digital Cameras 5 x $150		$750
Microphones		$712
French Fiction/Non-fiction leveled text		$5,300
French Curriculum Support material		$5,000
Theme Trade books		$7,000
Scanner/Printer		$600
Supply Subtotal		$44,862
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Renzulli		$9,000
Community Works		$21,000
American Ballroom Theater		$6,800
International Baccalaureate Primary Years Programme (IB/PYP),		$23,000
Studio in a School		$15,000
Contractual Subtotal		$74,800
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 1 Direct Costs		**Total**
TOTAL		$320,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 1 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 242
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Magnet Sign Display				$5,000
Supplies				**Total**
Supplies List for Magnet School				
NetBooks - 54 x $350				$18,900
Laptop Carts - 4 x $400				$1,600
SmartBoards - 5 x 1000				$5,000

SmartBoard Tablets - 12 x $550		$6,600
ELMO - 5 x $500		$2,500
Projectors - 10 x $700		$7,000
French Fiction/Non-fiction leveled text		$5,300
French Curriculum Support material		$5,000
Theme Trade books		$6,362
Scanner/Printer		$600
Supply Subtotal		$58,862
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Renzulli		$9,000
Community Works		$17,000
American Ballroom Theater		$6,800
International Baccalaureate Primary Years Programme (IB/PYP),		$13,000
Studio in a School		$15,000
Contractual Subtotal		$60,800
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 2 Direct Costs		**Total**
TOTAL		$320,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 2 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 242
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
8-Drive DVD HCL Autoloader Standalone Duplicator				$5,000
Supplies				**Total**
Supplies List for Magnet School				
NetBooks - 54 x $350				$18,900
Laptop Carts - 4 x $400				$1,600
SmartBoards - 10 x 1000				$10,000
SmartBoard Tablets - 12 x $550				$6,600

ELMO - 5 x $500		$2,500
French Fiction/Non-fiction leveled text		$4,300
French Curriculum Support material		$5,000
Theme Trade books		$5,362
Supply Subtotal		$54,262
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Renzulli		$9,000
Community Works		$19,000
American Ballroom Theater		$9,400
International Baccalaureate Primary Years Programme (IB/PYP),		$13,000
Studio in a School		$15,000
Contractual Subtotal		$65,400
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 3 Direct Costs		**Total**
TOTAL		$320,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 3 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 241
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Flat screen -NEC AccuSync PV40-AVT 40" LCD TV				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Lenovo Netbooks- (S103 Ideapad)- 48 x $350				$16,800
Engineering/Science curriculum materials				$15,000
Defined STEM Annual Building Subscription				$1,595
DS-Netvaults (Netbook cart) - 2 x $1170				$2,340

IMAC desktop computers (K-2)- 6 pack		$7,007
Lexmark E260dn Printers - 5 x $250		$1,250
Skype Set-up: Cameras and micophones		$1,000
Smartboards - -5 x $2100		$10,500
ELMO TT-02 RS Document Cameras - 8 x $650		$5,200
Promethean Response System 2 Sets of 25		$3,800
Canon Powershot A480 Digital Camera - 10 x $100		$1,000
LiveScribe Pens 4GB 2 Sets of 25		$8,800
LiveScribe 3 Subj. Notebooks 2 Sets of 25		$320
EDGE DiskGo 1GB 1 per student - 225 x $10		$2,250
STEM Related Trade Books		$5,000
Craft material and construction supplies		$5,000
Supply Subtotal		$86,862
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Museum of Natural History		$2,500
Children's Museum of Manhattan		$4,000
NY Hall of Science - "Design It'		$1,000
NY Hall of Science Residency and Virtual Visits		$5,300
NY Institute of Technology		$10,000
City College School of Education		$10,000
Contractual Subtotal		$32,800
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 1 Direct Costs		**Total**
TOTAL		$320,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 1 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 241
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Magnet Sign Display				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Lenovo Netbooks- (S103 Ideapad)- 48 x $				$16,800
Engineering/Science curriculum materials				$15,000
Defined STEM Annual Building Subscription				$1,595
DS-Netvaults (Netbook cart) - 2 x $1170				$2,340

IMAC desktop computers (K-2)- 6 pack		$7,007
Lexmark E260dn Printers - 5 x $250		$1,250
Skype Set-up: Cameras and micophones		$1,000
Smartboards - -5 x $2100		$10,500
ELMO TT-02 RS Document Cameras - 8 x $650		$5,200
Promethean Response System 2 Sets of 25		$3,800
Canon Powershot A480 Digital Camera - 10 x $100		$1,000
LiveScribe Pens 4GB 2 Sets of 25		$8,800
LiveScribe 3 Subj. Notebooks 2 Sets of 25		$320
EDGE DiskGo 1GB 1 per student - 225 x $10		$2,250
STEM Related Trade Books		$5,000
Craft material and construction supplies		$5,000
Supply Subtotal		$86,862
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Museum of Natural History		$2,500
Children's Museum of Manhattan		$4,000
NY Hall of Science - "Design It'		$1,000
NY Hall of Science Residency and Virtual Visits		$5,300
NY Institute of Technology		$10,000
City College School of Education		$10,000
Contractual Subtotal		$32,800
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 2 Direct Costs		**Total**
TOTAL		$320,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 2 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 241
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
8-Drive DVD HCL Autoloader Standalone Duplicator				$5,000
Supplies				**Total**
Supplies List for Magnet School				

Lenovo Netbooks- (S103 Ideapad)- 48 x $350	$16,800
Engineering/Science curriculum materials	$15,000
Defined STEM Annual Building Subscription	$1,595
DS-Netvaults (Netbook cart) - 2 x $1170	$2,340
IMAC desktop computers (K-2)- 6 pack	$7,007
Lexmark E260dn Printers - 5 x $250	$1,250
Skype Set-up: Cameras and micophones	$1,000
Smartboards - -5 x $2100	$10,500
ELMO TT-02 RS Document Cameras - 8 x $650	$5,200
Promethean Response System 2 Sets of 25	$3,800
Canon Powershot A480 Digital Camera - 10 x $100	$1,000
LiveScribe Pens 4GB 2 Sets of 25	$8,800
LiveScribe 3 Subj. Notebooks 2 Sets of 25	$320
EDGE DiskGo 1GB 1 per student - 225 x $10	$2,250
STEM Related Trade Books	$5,000
Craft material and construction supplies	$5,000
Supply Subtotal	$86,862
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
Museum of Natural History	$2,500
Children's Museum of Manhattan	$4,000
NY Hall of Science - "Design It'	$1,000
NY Hall of Science Residency and Virtual Visits	$5,300
NY Institute of Technology	$10,000
City College School of Education	$10,000
Contractual Subtotal	$32,800
Construction	**Total**
None	
Other	**Total**
Advertising Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$8,000
Printing	2,500
Other Subtotal	$15,000
Total Year 3 Direct Costs	**Total**
TOTAL	$320,000
Total Year 3 Indirect Costs	**Total**

Indirect Cost Rate	3.20%	$10,240

Total Year 3 Costs	**Total**
	$330,240

Federal Magnet Grant
Location: 421
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Flat screen -NEC AccuSync PV40-AVT 40" LCD TV				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Macbook 13" - 20 x $1000				$20,000

16 module laptop cart - 2 x $641		$1,282
Netbooks - 30 x $350		$10,500
H2 Zoom Digital Recorders - 34 x $150		$5,100
Ear Cup-style Headphones - 34 x $15		$510
Projector with document camera - 2 x $1025		$2,050
Flip Video Cameras - 35 x $150		$5,250
Microphones for on-site interviews/podcasts -25 x $80		$2,000
Disposable Cameras and Film development - 100 x $15		$1,500
Book: Steve Goodman "Teaching Youth Media" - 6 x 20		$120
Publication: Youth Media Reporter - 4 x $25		$100
Supply Subtotal		$48,412
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Academy for Educational Development (AED)		$15,000
People's Production House		$18,750
Harlem Live		$11,000
Global Action Educational Video Center		$26,500
Contractual Subtotal		$71,250
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 1 Direct Costs		**Total**
TOTAL		$320,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 1 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 421
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Magnet Sign Display				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Macbook 13" - 17 x $1000				$17,000
16 module laptop cart - 2 x $641				$1,282
Netbooks - 30 x $350				$10,500
H2 Zoom Digital Recorders - 34 x $150				$5,100

Ear Cup-style Headphones - 34 x $15		$510
Projector with document camera - 2 x $1025		$2,050
Flip Video Cameras - 35 x $150		$5,250
Microphones for on-site interviews/podcasts -25 x $80		$2,000
Disposable Cameras and Film development - 100 x $15		$1,500
Book: Steve Goodman "Teaching Youth Media" - 6 x 20		$120
Publication: Youth Media Reporter - 4 x $25		$100
Supply Subtotal		$45,412
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Academy for Educational Development (AED)		$12,000
People's Production House		$18,750
Harlem Live		$10,000
Global Action Educational Video Center		$13,500
Reel Works Teen Filmaking		$20,000
Contractual Subtotal		$74,250
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 2 Direct Costs		**Total**
TOTAL		$320,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 2 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 421
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	1	100%	$84,000	$84,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$130,206
Fringe Benefits				**Total**
Contractual Rate	All Hourly Personnel		18.84%	$7,538
Contractual Rate	All Full Time Personnel		38.20%	$32,088
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$40,132
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 1 MRS, 3 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
8-Drive DVD HCL Autoloader Standalone Duplicator				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Macbook 13" - 17 x $1000				$17,000

16 module laptop cart - 2 x $641		$1,282
Netbooks - 30 x $350		$10,500
H2 Zoom Digital Recorders - 34 x $150		$5,100
Ear Cup-style Headphones - 34 x $15		$510
Projector with document camera - 2 x $1025		$2,050
Flip Video Cameras - 35 x $150		$5,250
Microphones for on-site interviews/podcasts -25 x $80		$2,000
Disposable Cameras and Film development - 100 x $15		$1,500
Book: Steve Goodman "Teaching Youth Media" - 6 x 20		$120
Publication: Youth Media Reporter - 4 x $25		$100
Supply Subtotal		$45,412
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Academy for Educational Development (AED)		$12,000
People's Production House		$15,750
Harlem Live		$5,000
Global Action Educational Video Center		$6,500
Reel Works Teen Filmaking		$5,000
Youth Communication		$30,000
Contractual Subtotal		$74,250
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		$15,000
Total Year 3 Direct Costs		**Total**
TOTAL		$320,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$10,240
Total Year 3 Costs		**Total**
		$330,240

Federal Magnet Grant
Location: 87
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	715		41.98 per hr	30,016
Hourly Teachers - Extended Day (Per Session)	715		41.98 per hr	30,016
Per Diem Substitutes to Allow for Staff Development	80		$154.97	$12,398
Personnel Services Subtotal				$240,430

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$11,310
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$1,011
Fringe Benefits Subtotal		$76,497

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**

Equipment for Magnet School	
Auditorium Projector and lighting system	$5,000
Supplies	**Total**
Supplies List for Magnet School	
Smartboards - 10 x $2000	$20,000
Lenovo Netbooks- (S103 Ideapad)- 50 x $350	$17,500
ELMO TT-02 RS Document Cameras - 8 x $650	$5,200
Skype Set-up: Cameras and micophones	$3,000
Lexmark E260dn Printers - 10 x $250	$2,500
SmartBoard Tablets - 10 x $550	5,500
Presentation stations - 2 x $3000	$6,000
Headphones - 200 x $15	$3,000
Supply Subtotal	$62,700
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
Museum of Modern Art	$8,000
Museum of Chinese in America	$8,000
Educational Media Enterprises	$20,000
El Museo del Barrio	$7,500
Renzulli	$7,000
Contractual Subtotal	$50,500
Construction	**Total**
None	
Other	**Total**
Advertising Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$10,000
Printing	2,500
Other Subtotal	17,000
Total Year 1 Direct Costs	**Total**
TOTAL	$462,127

Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$14,788

Total Year 1 Costs	**Total**
	$476,915

Federal Magnet Grant
Location: 87
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	715		41.98 per hr	30,016
Hourly Teachers - Extended Day (Per Session)	715		41.98 per hr	30,016
Per Diem Substitutes to Allow for Staff Development	80		$154.97	$12,398
Personnel Services Subtotal				$240,430

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$11,310
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$1,011
Fringe Benefits Subtotal		$76,497

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**

Equipment for Magnet School		
Magnet Sign Display		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Smartboards - 10 x $2000		$20,000
Lenovo Netbooks- (S103 Ideapad)- 50 x $350		$17,500
ELMO TT-02 RS Document Cameras - 3 x $650		$1,950
Skype Set-up: Cameras and micophones		$3,000
Lexmark E260dn Printers - 10 x $250		$2,500
SmartBoard Tablets - 10 x $550		5,500
Presentation stations - 2 x $3000		$6,000
Flip Digital video cameras - 30 x $160		$4,800
Roland Language Lab		$2,750
Supply Subtotal		$62,700
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Museum of Modern Art		$8,000
Museum of Chinese in America		$8,000
Educational Media Enterprises		$20,000
El Museo del Barrio		$7,500
Renzulli		$7,000
Contractual Subtotal		$50,500
Construction		**Total**
None		
Other		**Total**
Advertising Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		17,000
Total Year 2 Direct Costs		**Total**
TOTAL		$462,127
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$14,788

Total Year 2 Costs	**Total**
	$476,915

Federal Magnet Grant
Location: 87
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	715		41.98 per hr	30,016
Hourly Teachers - Extended Day (Per Session)	715		41.98 per hr	30,016
Per Diem Substitutes to Allow for Staff Development	80		$154.97	$12,398
Personnel Services Subtotal				$240,430

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$11,310
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$1,011
Fringe Benefits Subtotal		$76,497

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**

Equipment for Magnet School		
8-Drive DVD HCL Autoloader Standalone Duplicator		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Smartboards - 10 x $2000		$20,000
Lenovo Netbooks- (S103 Ideapad)- 50 x $350		$17,500
ELMO TT-02 RS Document Cameras - 3 x $650		$1,950
Skype Set-up: Cameras and micophones		$3,000
Lexmark E260dn Printers - 10 x $250		$2,500
SmartBoard Tablets - 10 x $550		5,500
Presentation stations - 2 x $3000		$6,000
Maps, Globes, Charts		$7,550
Supply Subtotal		$62,700
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Museum of Modern Art		$8,000
Museum of Chinese in America		$8,000
Educational Media Enterprises		$20,000
El Museo del Barrio		$7,500
Renzulli		$7,000
Contractual Subtotal		$50,500
Construction		**Total**
None		
Other		**Total**
Advertising Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		17,000
Total Year 3 Direct Costs		**Total**
TOTAL		$462,127
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$14,788
Total Year 3 Costs		**Total**
		$476,915