

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

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

**CFDA # 84.165A**

**PR/Award # U165A130042**

**Grants.gov Tracking#: GRANT11338960**

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="02/28/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Pueblo City School District #60"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="846000188"/>	* c. Organizational DUNS: <input type="text" value="0764652850000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="315 West 11th Street"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Pueblo"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="CO: Colorado"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="719 549-7100"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr ."/>	* First Name:	<input type="text" value="Maggie"/>
Middle Name:	<input type="text"/>	
* Last Name:	<input type="text" value="Lopez"/>	
Suffix:	<input type="text"/>	
Title:	<input type="text" value="Superintendent"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="719 549-7100"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="geraldine.patrone@pueblocitieschools.us"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

C: City or Township Government

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:**

84.165

CFDA Title:

Magnet Schools Assistance

**\* 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

\* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

**13. Competition Identification Number:**

84-165A2013-1

Title:

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

Add Attachment

Delete Attachment

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

Pueblo City School's newly created STEM and Renewable Resource Magnet Schools designed to help diversify all schools throughout the school system while providing students a world class education.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="9,681,512.25"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="9,681,512.25"/>

**\* 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

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 in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* 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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Margarita Lopez</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Pueblo City School District #60</p>	<p>* DATE SUBMITTED</p> <p>02/28/2013</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="n/a"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Magnet Schools Assistance"/> CFDA Number, if applicable: <input type="text" value="84.165"/>
--	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name   
\* Last Name  Suffix

Title:     Telephone No.:     Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U165A130042

## 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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

PCSGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA Statement.** The Pueblo City School District does not discriminate in any area of student opportunities, employment or any areas covered by federal anti-discrimination laws. The Magnet Choice Plan for the Pueblo City Public School District is designed with the needs of students as the number one priority. The Pueblo City Public School Board adheres to non-discriminatory practices and policies that strive to provide equal opportunity for all district students as required by state and federal mandates.

All students in the Pueblo City Public Schools are eligible to participate in the district's two sets of magnet programs (STEM and Renewable Resources) as part of the district's Voluntary Choice Plan. In addition, the district will utilize innovative strategies to ensure equal access and treatment for eligible program participants who are members of groups that have been traditionally under represented.

On an annual basis, the district analyzes disaggregated test score data. This study examines quality and equity in achievement at the school level, by grade level, by gender, and between and among racial, ethnic, and socioeconomic groups.

Schools can also be classified as improving if the number of students scoring above the national average increase by one percentage point compared to the previous year's results. In addition, the achievement gap must decrease in at least one comparison group and not increase in the remaining groups when compared to the previous groups. Over the past several years, the district has continued to lessen the gap in achievement between and among groups.

As recruitment at each site proceeds, the district will continue to ensure that female students are equally represented in math, science, and high technology classes. Gender equity will be carefully monitored in all of these programs. Recruitment materials and brochures will be developed which highlight females in non-traditional roles as a way to continue encouraging females to enroll in these classes. In addition, career opportunities in some of the non-traditional areas will be shared with female students during the recruitment process, tours, and site visits.

Once students are enrolled in magnet schools, the Magnet School Program Office will maintain records and files on ethnicity, race, age, gender, and native language. The district maintains most of these databases routinely. However, establishing new databases for the within school magnets will be coordinated with the Program Evaluator and the Assessment and Technology Office.

The Magnet Schools Assistance Program Staff will work with the district's Human Resources Office to ensure that policies designed to encourage minorities and women to apply for traditionally underrepresented positions are followed. Equal opportunities in employment are encouraged for women, the handicapped and elderly, as well as all social, economic, and racial and ethnic groups. Through aggressive recruitment and campaigning, members of these groups are provided equal access throughout the system.

The district is working to mainstream students with disabilities and to provide the least restrictive environment for these students. In some classes a special education teacher is paired with a regular teacher in the classroom. This allows special needs students to have their educational needs met in the context of the regular classroom. Students with disabilities are encouraged to apply for magnet programs. Special counseling services and assistance is provided to interested students and parents. Heightening awareness of program offerings to the special education staff helps during the recruitment of students with disabilities at the magnet sites.

About 2000 students with special emotional, intellectual or physical needs are assisted through the department of Exceptional Student Services. Supporting the district's philosophy of inclusion, students are educated in the general education classroom, with appropriate services and support. Service delivery within the typical classroom is always a first consideration, however, as the intensity of the student's needs increases, an array of service delivery options is considered.

The determination of the least restrictive environment is individualized, based on the student's specific needs. When an appropriate education program is not available in the neighborhood school, we provide a location as close as possible to the student's home. When a student's needs call for placement in other settings, our goal is always to return that student to the typical classroom as soon as possible. The primary functions of the Exceptional Student Services Department are to:

- Identify students with special needs
- Develop appropriate Individual Education Plan
- Provide support and interventions to assist our students in accessing and maximizing instruction
- Assist general education staff and families in their efforts to maximize educational opportunities for all students

In addition, under the provisions of the Americans with Disabilities Act of 1990, as amended, qualified applicants and employees with disabilities will not be knowingly discriminated against in hiring, promotion, discharge, pay, job training, fringe benefits, and other aspects of employment.

The Pueblo City School District is committed to the goals of equity and excellence. Embracing diversity in every aspect of the district is a first step in accomplishing these goals. The district adopted board policy to demonstrate its commitment to equal opportunity and affirmative action. The policy states:

The Board complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education; the U.S. Department of Labor; the U.S. Equal Employment Opportunity Commission; and the Colorado Human Rights Commission." In accordance with this policy, this institution does not discriminate on the basis of race, color, sex, religion, age, national origin,

handicap, disability, Vietnam era veteran, parental, family or marital status in admission or access to or treatment of employment in its programs and activities.

Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through the district solely by reason of disability. Supervisors will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of district programs and activities. Annually, the Director of Magnet Schools will submit a monitoring report to the Board through the Superintendent.

The Pueblo City School Board is committed to a district employment program that results in a highly qualified and professional staff and that reflects the racial, gender, and cultural diversity of the Pueblo community and the students who attend the Pueblo City School District.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Pueblo City School District #60	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Maggie Middle Name:
* Last Name: Lopez	Suffix:
* Title: Superintendent	
<b>* SIGNATURE:</b> Margarita Lopez	<b>* DATE:</b> 02/28/2013

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Mrs. Marcie Bartley

Address:

\* Street1: 315 West 11th Street

Street2:

\* City: Pueblo

County:

\* State: CO: Colorado

\* Zip Code: 81003

\* Country: USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

719 423-3050

Email Address:

marcie.bartley@pueblocitieschools

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  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:**

Add Attachment

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View Attachment

## Abstract

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

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

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

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\* Attachment:



## THE 2013-2016 MAGNET SCHOOLS ASSISTANCE PROGRAM APPLICATION

The Pueblo City School District Board of Education has modified its Diversity plan to create four new magnet schools, serving grades PreK-12, to racially, ethnically and economically diversifying minority race impacted schools while substantively improving students' academic performance. Four district schools, Highland Park, Bessemer, Roncalli Middle and Central High were chosen to become the new magnet schools. Bessemer and Central High will implement a Renewable Energy magnet theme and Highland Park, Roncalli Middle and Central High will implement a STEM (Science, Technology, Engineering, Math) theme. All four of the schools have a building capacity that will accommodate students who live in their respective school's current attendance zone plus those who choice to attend these schools from other PCS-60 schools and from private, charter, and Pueblo District 70 schools.

School officials made up of faculties from each of the four new magnet schools, central office staff and business leaders have been involved in the development of the exciting themes that will not only be attractive to students but also benefit the Pueblo community.

The new Renewable Energy magnet theme for Bessemer and Central High is based on creation of an energy policy and infrastructure in Pueblo that embraces and fully utilizes renewable energy and energy efficiency while creating jobs within the Pueblo community. This will be accomplished through the study of renewable energy thematic topics at all grade levels including: Wind Power, Passive Solar Heating and Lighting, Hydroelectric Power, Geothermal Energy and Biomass Technology using innovative research-based approaches and state-of-the-art technologies, superior curricula, while selecting highly skilled and trained educators to teach at the two schools.

The STEM theme (Science, Math, Engineering, Technology) at Highland Park Elementary, Roncalli Middle and Central High is designed to address the nation's initiative to substantially improve all students' knowledge of mathematics, science, technology and their applied use. Science and mathematics emphasizing the use of technology for instruction will be emphasized from the time students enter the elementary grades at Highland Park until they graduate from Central High School. As part of their STEM studies, students will follow an Engineering strand that begins at Highland Park, continues through Roncalli Middle and then is included as a focus topic at Central High where students can take advantage of specific Engineering studies related to Renewable Energy. Engineering shows how students can gain an in-depth understanding of the applied use of mathematics, science and technology as a combined discipline.

The newly developed thematic magnet programs and the systems to support them have been designed to provide participating students a "world class" education that will prepare them to be "college-ready" so that they can succeed in a global society.

The city of Pueblo is becoming the region's renewable energy capital. As a result, the new magnet schools is able to partner with Vestas Corporation, a local manufacturer of towers for wind turbines; Colorado State University-Pueblo (CSU-Pueblo), a state leader in the study of renewable energy; Black Hills Energy Corporation, a local producer of solar power arrays and a consortium of energy based firms that are located in Pueblo. All have agreed to serve as resources for students who pursue studies in these exciting fields. Graduating students will be prepared and expected to pursue college studies or post-secondary technical training while setting career objectives as decision-makers in the renewable energy or related fields.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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

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## The 2013 Magnet Schools Assistance Program Application

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**Priority 1--Need for assistance.**

The Pueblo City School District #60 (PCS-60) has been a high poverty district for the past three decades, with twice the amount of poverty and minority populations as in the State of Colorado as a whole. During that period, the Hispanic population has steadily increased. The 2010 Census shows that Pueblo is currently about 75% Caucasian, however the PCS-60 school population is over 68% Hispanic. As the Hispanic population grew during the past decade, Caucasian families moved to the surrounding county, which is currently 95% Caucasian and has a 23% Hispanic student enrollment. However, with a growth in the area’s energy industry, non-minority families moving into the area are settling in the city rather than locating in the suburbs. The new population growth will help PCS-60 to use magnet schools to create more racial diversity in future years.

PCS-60 is the sixteenth largest school district in the state serving 16,688 students taught by 1,217 teachers. It is primarily an inner-city school system with a diverse Hispanic population totaling approximately 68% of the students attending schools. Students are enrolled in 17 elementary schools, 2 Pre K-8 schools including the proposed Bessemer Magnet School, 5 middle schools, and 4 high schools. The percentage of the student population that is Hispanic as compared to the Caucasian student population as of October 2012 is shown below.

**Membership by Race – October 2012 Enrollment**

Level	White	% White	Hispanic	% Hispanic	Other	Total
<b>Total Elementary Grades K-5</b>	2,110	25.53%	5,784	69.97%	372	8,266
<b>Total Middle Grades 6-8</b>	878	23.80%	2,655	71.97%	156	3,689
<b>Total High School Grades 9-12</b>	1,565	33.07%	2,937	62.05%	231	4,733
<b>Total</b>	<b>4,553</b>	<b>27.28%</b>	<b>11,376</b>	<b>68.17%</b>	<b>759</b>	<b>16,688</b>

Source: PCS-60 Information Technology Services

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PSC-60 is located in the foothills of the Rockies, approximately 100 miles south of Denver, and is the center of shipping, retail, and industry for the irrigated valley farm area. It has one of the country's largest steel plants, as well as many coalfields and abundant timber.

The Pueblo City Schools Board has adopted a school diversity plan that includes the four new magnet schools as a way to bring more racial diversity to the project schools. Their official action was based on the recommendation of the Superintendent after several months of magnet school planning by school staff. Design teams were designated for each school to integrate the basic theme into the core curriculum as well as electives at the elementary and middle school levels. As a result, the magnet themes will provide students follow-through programs from K through grade twelve.

**(a) the costs of fully implementing the magnet schools project as proposed**

The wise use of funds have allowed PCS-60 officials to set up magnet schools designed to bring about racial diversity while attracting students from throughout the school system and at the same time bring back those who have left to attend private and suburban schools. District officials have learned that there are program costs associated with the startup of a magnet school as well as ongoing operating costs over and above regular school operational costs that are needed for the successful operation of the magnet theme. Supplemental funds will be used to provide supplemental professional staff including resource specialists in the areas of wind, solar, hydro, geothermal and biomass energy, as well as, Project Lead the Way engineering teachers who are qualified to carry out a curriculum based on the integration of renewable energy into the teaching of core subjects. They will also be instrumental in helping develop mathematics and science as a way to teach students about energy and renewable energy that is generated from natural resources such as sunlight, wind, rain, tides, and geothermal heat, and are renewable (naturally re-

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plenished). In addition to a Director of Magnet Schools, there will be a promotional specialist to promote and support the thematic programs. Supplemental funds will be needed to modify the school facilities to carry out the specialized theme plus supplemental three-year installation costs required for modifying schools to meet thematic expectations including installation of wind, hydro, solar, geothermal and bio thermal energy demonstration equipment will be \$773,640.00 (details in Budget Section).

Supplemental funds that will be used to provide special thematic training to magnet staff including program specialists, administrators and magnet teachers to carry out the implementation of educational reforms associated with student achievement. The supplemental costs required to procure training services and pay participants stipends for the three-year grant period will be \$762,940.80 (details in Budget Section). Supplemental funds will be used to develop a curriculum as part of a mentoring program with the project's partners including the Vestas Corporation, CSU-Pueblo, Black Hills Energy Corporation, Helios Energy Partners, Xcel Energy, Accent Windows and Vibrant Solar, Inc. The supplemental costs required to procure partnership services for the three-year grant period will be \$143,262 (see Budget Section).

Supplemental funds will be used to carry out an ongoing magnet promotion that demonstrates to the community each school's sense of shared enterprise and dedication to provision of a committed, enthusiastic faculty and student body. Brochures and ongoing advertising will show both schools' nurturing atmosphere and an image of their commitment to excellence. The supplemental costs required to procure materials for the grant period will be approximately \$80,665.00 (details in Budget Section).

Funds will be used for the purchase extensive supplementary materials to be used for training and provided to project participants. Expenditures will be made on the purchase of research ma-

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materials and office supplies to support the project. The supplemental costs required to procure materials for the three-year grant period will be \$1,480,660 (details in Budget Section).

Supplementary funds will be required for travel by contracted staff and for an external evaluator. Travel funds will also be available to project participants to visit magnet sites where programs are deemed successful. The supplemental costs required for project and Project Lead The Way evaluation for the three-year grant period will be \$10,674.00 (details in Budget Section).

PCS-60 school officials' experience has been that magnet schools do cost more, particularly the high school magnet programs. The three current magnet schools required heavy capital outlays. However, school officials found that the difference in operating and recurring costs between the magnets and non-magnets was relatively small. Research shows that magnet programs generally cost from 10 to 12% more than traditional schools. However, the cost differentials decline over time as start-up costs are absorbed. The total anticipated cost to operate the new magnet programs is outlined below.

**Projected Three-Year Costs For Operating The Magnet Programs**

School	Expenditure
Highland Park STEM Academy	\$12,944,598.14
Bessemer PreK-8 Renewable Energy Magnet School	\$10,628,218.03
Roncalli STEM Academy	\$13,183,848.79
Central High School Renewable Energy Magnet School	\$20,425,806.76
Program Administration	\$6,371,598.11
Total State and Local Funds Allocated for the Magnet Schools	\$50,609,471.69

**(b) the resources available to carry out the project if funds were not provided**

Schools throughout Colorado are funded from three sources: local property taxes, state funds and vehicle registration fees. The PCS-60 school district receives \$25,944,047 through local property taxes, \$80,132,704 from state funding (based on an enrollment of 16,961.70 students) and \$7.3

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million from other sources. The district also receives additional funding through grants, sponsorships and other sources. During 2012, the district's budget was \$113,048,749, of which \$101,925,055 was designated to the General Fund.

PCS-60 has sufficient resources to pay the basic operational costs of the new magnet schools, but not enough to pay the supplementary start-up costs. Because of a slow economy and its impact on the community, school officials have focused on the school district's responsible and effective financial management of taxpayers' resources for the benefit of students, schools, and the community. The district's excellent financial management and stewardship are evident in its continued focus on and implementation of the Community Strategic Plan. This visionary plan for PCS-60 schools is a true living document, developed with widespread input from parents, business leaders, and others in the community.

**The Cost of School Services** - Most of the district's expenditures during 2011 were for student instruction. The total district revenues for last year were \$114,838<sup>1</sup>. 74.2% of the funds come from the state, 1.1% is from federal resources and 24.7% comes from local tax revenues. According to the Finance Office, the percentage of total expenditures used for instruction, which was 66.37% of the district's budget is larger than the average for school districts throughout Colorado<sup>2</sup>. The cost of administration is smaller. The percent of total expenditures for transportation is average for the state. The percent of total expenditures for operation and maintenance is about average; however, that amount will increase annually unless facilities are replaced or remodeled. Instructional services for the year totaled \$100,436,374.<sup>3</sup> By the end of the current school year, more than 79.4% of students in the district were receiving services related to special needs including: Title I reading and math remediation, summer school for academically failing students,

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and special at-risk counseling. This year, 67.8% of students in the district were receiving free or reduced priced meals.

The total amount of local funds that has been scheduled for the three-year project period is based on the staff’s projections. The final amount approved by the board is actually determined annually through state annual resources and annual tax revenues. The total anticipated cost available to operate the new magnet programs is as follows.

**Projected Three-Year Amount Available For Project Magnet Schools From Local Funds\***

School	Expenditure
Highland Park STEM Academy	\$11,975,337.00
Bessemer PreK-8 Renewable Energy Magnet School	\$9,554,094.00
Roncalli STEM Academy	\$12,193,467.00
Central High School Renewable Energy Magnet School	\$18,977,310.00
Program Administration	\$1,172,349.56
<b>Total State and Local Funds Allocated for the Magnet Schools</b>	<b>\$41,897,220.56</b>

\* Based on projected annual loss of \$138 per pupil (the average over the past four years)

The extra funds will have a significant impact on the quality of the programs. It is important that the initial federal start-up costs will be available to make the programs attractive.

**(c) the extent to which the costs of the project exceed the applicant’s resources**

The current economic downturn brought statewide budgetary education cuts and revenue losses. As a result, the per pupil amount available for education is \$6,371.22 for the 2012-2013, a drop of \$550.49 over a four year period or an annual average drop of \$138<sup>4</sup> The loss in revenues has exacerbating the problem that Colorado is behind the nation in school funding. As a result, the district has had to defray some expenses from its General Fund Account. This has been difficult with revenues continuing to decline. Over the past two decades as the inner city has been eroding, so has its tax base. Because of this phenomenon, property values and sales tax revenue con-

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tinue to decrease. A concomitant decline in enrollment precipitated by white flight to the suburbs has also contributed to the loss of dollars for the district. In addition, most of the schools in PCS-60 have a high percentage of low-income and minority youth. The district finds itself with fewer dollars from year to year to educate students whose needs are great. These factors have also limited PCS-60's ability to provide educational fringes without outside funding and resources. Finally, budget cuts throughout the district this year, due again to decreasing revenues, has forced the district to eliminate many essential administrative positions. Very few district resources are spent on administration. As a result of these administrative cuts, the district has had to "tighten its belt" even more as it continues to closely monitor expenses. The total anticipated amount needed from MSAP to operate the new magnet programs is outlined below.

**Projected Magnet Project Three-Year Costs Exceeding Available Resources**

School	Expenditure
Highland Park STEM Academy	\$969,261.14
Bessemer PreK-8 Renewable Energy Magnet School	\$1,074,124.03
Roncalli STEM Academy	\$990,381.79
Central High School Renewable Energy Magnet School	\$1,448,496.76
Program Administration	\$5,199,248.55
Total State and Local Funds Allocated for the Magnet Schools	\$9,681,512.27

**(d) The difficulty of effectively carrying out the approved**

Although Colorado determines state school district funding levels, the amount contributed by each of the three sources varies according to the wealth of the community. Because of Pueblo's low property assessed valuation, it receives a larger (80%) portion from the state and as a result, it ranks almost at the bottom out of 178 public school districts in Colorado in terms of per-pupil funding. As with all large service organizations, the majority of the PSC-60 budget (85%) is used to pay salaries and benefits for 1,780 employees. The district spends approximately 6% for pur-

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chased services, 8% for supplies and 1% for other expenses. District administrators comprise 4.7% of the workforce. Although PSC-60 wisely manages the use of its funds, it does not have the funds or the resources to implement the project without MSAP funding. This is the predicament the district faces because of the lack of sufficient funds from the state for basic services coupled with cuts recently made due to the economic downturn. Colorado has lagged behind the nation in K-12 education funding for many years. A recent report, Quality Counts 2000, analyzed several categories deemed essential to a high-quality system of education. Colorado was given a D in adequacy of resources and ranked 46th out of the 50 states.

The Renewable Energy and STEM themes was chosen, in part, because there has been a significant decline in the number of PCS-60 students who are prepared in mathematics and science or for those that are choosing majors in science or technology related fields. This is crucial for the growing industries in Colorado and Pueblo that depend on workers who have a good background in mathematics and science. PCS-60 school officials recognize that much of this has to do with poor preparation for the classes during students' school careers and the intense work required outside of the school setting in places like laboratories. Too often, PCS-60 students have chosen easier majors and courses of study in place of taking on the fields that they wanted to enter due to poor preparedness. If the PCS-60 graduation rates continue with this trend, there will be a workforce shortage in areas of engineering and science fields.

The Renewable Energy Theme for the four new magnet schools was also chosen because of its community-wide interest in the rapidly developing industry in which Pueblo is becoming nationally recognized. The theme is based on creation of an energy policy and infrastructure that embraces and fully utilizes renewable energy and energy efficiency while creating jobs that will allow students to remain in the city and be gainfully employed in highly technical and professional

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jobs. The four magnets proposed by the district are totally new magnet school programs. Limited resources have prevented PCS-60 from starting these programs before. As this application is submitted, a significant number of students have expressed an interest in applying for the different components. With their implementation, the district will realize a full integration of all racial groups in all schools.

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**Priority 4--(a) increased access to rigorous and engaging coursework in STEM education.**

---

PCS-60 will focus on the implementation of the Magnet STEM Integration (MSI) Initiative a unique integration of proven and supplementary strategies for involving students in STEM and preparing them to complete STEM coursework. It addresses Priority 4 by: (1) providing all students from elementary through middle and high school with unusual access to rigorous and engaging STEM class and coursework based on cutting-edge technology and equipment, (2) offering in and out of school opportunities for students to explore STEM concepts and real-world applications involving professionals in STEM related careers and professions especially in the area of renewable energy with the growing industry in Pueblo, and (3) preparing all educators in the four project schools with STEM training, with emphasis on the needs of students with learning disabilities and English language learners in a project-based environment.

The STEM Initiative being carried out at all four project schools will allow students to discover, explore and pursue STEM by providing various levels of involvement. All will be able to conceptualized better with a STEM understanding. Project magnet schools will offer a rigorous PreK–12 math and science program of studies based on Common Core standards. Standards in math and science in Colorado have not kept pace with national requirements; however, they are being revised and project staff will work to improve the annual measuring of students' abilities to utilize concepts and solve problems.

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**(b) opportunities for professional development for teachers of STEM subjects.**

All teachers and instructional personnel in the four PCS-60 project schools will participate in STEM training over the three-year project period that is specifically designed to improve their grasp of mathematics and science skills and to learn how to integrate them into the practical applications. The magnet project is designed to utilize training that is relevant to the teaching of mathematics, science and technology as it relates college preparation and to their applications in areas related to renewable energy. Training that is research based will be used as part of the 30 hours of professional development that teachers will receive each year under the grant. Examples of training that are being considered include: Great Explorations in Math and Science (GEMS), which has been proven as a leading resource for innovative science and math education; ASSET Inc. (Achieving Student Success through Excellence in Teaching), which offers teacher professional development and hands-on curriculum materials for grades K-8.

At the Highland Park STEM magnet school, teachers will receive training in the Engineering is Elementary (EiE) project, which is designed to foster engineering and technological literacy among children. EiE is a research-driven, standards-based and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary school science topics. They not only promote STEM learning, but also connect with literacy and social studies.

All magnet project teachers will be taught to help students explore some of the great STEM offerings for grades PreK-12 such as NOVA Science Now: The Secret Life of Scientists, "Becoming the Professor". They will be trained to identify and use many of PBS's STEM-related television programs – NOVA, NATURE, CYBERCHASE, CURIOUS GEORGE, and SID THE SCIENCE KID. PBS is an innovator in digital content and professional development guided by research and actively supporting classroom teacher. Additionally, teachers will be trained to teach

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students how to go to the PBS Teachers STEM Education Resource Center, which is designed to introduce students to selected STEM education resources.

All magnet teachers will be trained to use web based resources including: the National Science Teachers Association (NSTA), which is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all; the Stem Education Coalition that works to support STEM programs for teachers and students at the U. S. Department of Education, the National Science Foundation, and other agencies that offer STEM related programs; and of course NASA Webcasts: NASA's Digital Learning Network presents a series of videoconferences to assist educators in staying current on NASA education resources and related products. Topics include: Exploring Space Through Math, Robotics, NASA Fit Explorers, NASA professional Development Network -Robotics Course, MoonWorld, and On the Moon.

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**(a) Plan of Operation**

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**(a) (2) (i) the plan of management that ensures proper and efficient project administration**

**Magnet Project Operations** - The responsibility for the Magnet Schools Assistance Program grant has been assigned to Marcie Bartley, the Superintendent's current Leadership Liaison, who has been assigned to develop and implement the Magnet Schools Assistance Program Grant application. She will devote 100% of her time as the full-time Director of Magnet Schools when the grant is awarded to the district. This position is being designed to provide coordination between the Superintendent, central office staff and all magnet schools operating in the school system. As the Director, she will report directly to the Superintendent.

Responsibility for the success of PCS-60's Magnet School Program has been and is the shared responsibility of the Superintendent's Leadership Team and the Support Team. The Director of Magnet Schools will provide leadership and also have oversight responsibility for the magnet

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school programs. Superintendent Dr. Maggie Lopez set up the Leadership Team to carry out the administrative functions of the school district. The team consists of: Dr. Lopez; Dr. Brenda Krage, Assistant Superintendent, Division of Learning Services; Mark "Mac" McPherson, Assistant Superintendent of Human Resources; and Joleen Schaake, Chief Financial Officer. The Leadership team is supported by an Administrative team, which serves as a centralized executive resource to the principals and their schools. The Support Team includes: Marcie Bartley, the Superintendent's Leadership Liaison and the Director of Magnet Schools; Rhonda Holcomb, Executive Director of Elementary Education and Federal Programs; Dr. Patrick Krumholz, Executive Director of Secondary Education/Career and Technical; Andrea Edelberg, Executive Director of Exceptional Student Services; Dr. Bev Johnson, Executive Director of Turnaround Schools; Jeff Reed, Director of Facilities Management; Danny Combs, Director of Technology; and Scott Jones, Director of Public Relations.

Mrs. Bartley, the Director of Magnet Schools, will have primary responsibilities for the project including the following: carrying out magnet project activities in coordination with magnet building principals, site-based management teams and other district personnel; tracking expenditures of special magnet school funds in coordination with magnet building principals, site-based management teams and other district personnel; coordinating evaluation activities with the project evaluator including assistance with the collection of all appropriate data; coordinating promotional activities designed to attract significant numbers of student applications for magnet programs annually; conducting ongoing interaction with media and newspapers to promote magnet programs; conducting an annual magnet fair in coordination with magnet building principals, site-based management teams and other district personnel; conducting research about successful magnet activities and programs and making information available to schools, central office ad-

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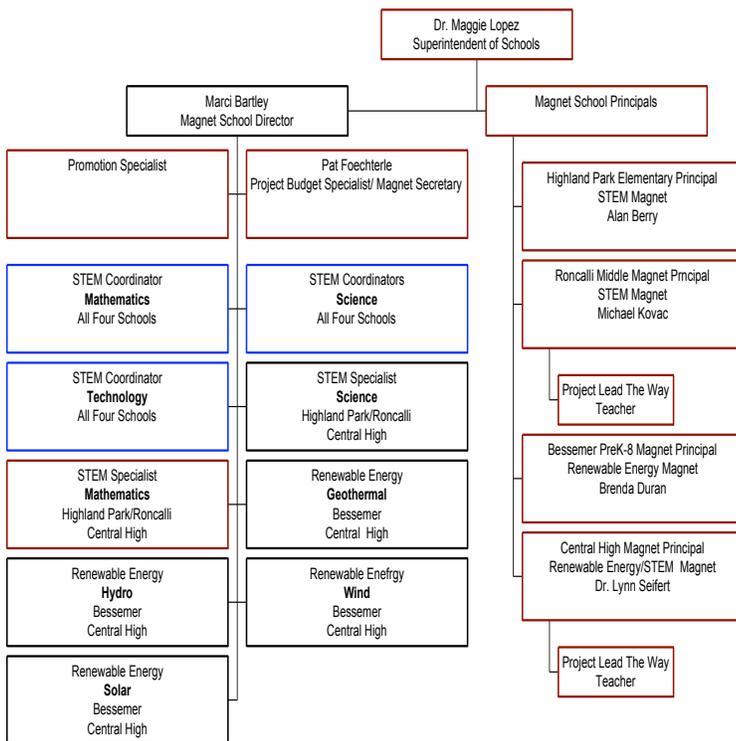
ministrators, parents and the community; distributing information about activities conducted at magnet schools to parents and interested persons in the community; providing leadership for magnet school activities to ensure the appropriateness of expenditures and to ensure that all magnet school sites meet racial/ethnic guidelines; serving as a liaison to all planning and curriculum development committees related to developing the magnet school programs; and providing leadership for teachers, building administrators, counselors and support personnel in the magnet schools.

With project approval, Mrs. Bartley will be responsible to set up and place key personnel to carry

out the MSAP magnet project activities.

She will begin immediately to work with the four principals of the project magnet schools and members of the Superintendent's Leadership and Support teams to recruit, hire and place project personnel during the first project period.

The key personnel that will be hired as supplemental support personnel for the grant, include: 1) 1 FTE Promotion



Specialist; 2) 3 FTE STEM Coordinators (mathematics, science, technology); 3) 2 FTE Project Lead the Way Teachers; 4) 5 FTE Renewable Energy Specialists (wind, solar, hydro, geo and bio) 5) 2 FTE STEM Specialists (math, science); and 6) 1 FTE Budgetary/Secretary.

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The organizational structure for the magnet project has been set up by Superintendent Lopez and Mrs. Bartley to allow for a streamlined project that provides better services to the schools. The key positions will carry out grant support activities as follows.

**Magnet School Program Promotional Specialist (1 FTE)** - A Magnet School Promotional Specialist will be hired with grant funds to assist with student recruitment, parent networking, student and parent orientations, and student selection. The Promotional Specialist will also work with the Communications Office to provide student counseling on program offerings, and to develop brochures, news releases, and parent newsletters. The Specialist will report directly to the Director of Magnet Schools.

During the first project year, the Magnet School Promotional Specialist will work with the four magnet schools to plan student recruitment, refine the application process and develop the appropriate brochures and news releases. The Director of Magnet Schools will provide assistance with marketing and promotional activities.

**Magnet School Program STEM Coordinators Serving all Four Schools (3 FTE [1 math, 1 science, 1 technology])** - will provide assistance and training to teachers in the areas of science, technology, engineering and mathematics and their applications across the curriculum. The STEM Coordinator will be certified in science and/or mathematics and/or have taught or completed training in the STEM education and Project Lead The Way Gateway to Technology Program so that they can work with teachers to integrate STEM framework into each school's curriculum. STEM Coordinators will work as a group and interact on a regular basis, serving schools and teachers in an advisory capacity. They will not be assigned classes, rather partner with teachers to carry out team teaching approaches, training and collaboration.

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**Magnet School Program STEM Specialists Serving STEM Schools (2 FTE [1 math, 1 science])** - will provide direct on-going assistance and training to teachers in STEM magnet schools focusing on the integration of mathematics and science and their applications across the curriculum. They will also help teachers to use mathematics, science and technology as an applied approach utilizing resources such as robotics to help students learn the applications of science and mathematics. The STEM Specialists will be certified in science and/or mathematics and/or have taught or completed training in Project Based Instruction to integrate STEM framework into each school's curriculum. STEM Specialists will work as a group and interact on a regular basis, serving schools and teachers in an advisory capacity. They also will not be assigned classes, rather partner with teachers in the four STEM magnet schools to instruct teachers and help them carry out team teaching approaches, training and collaboration.

**Project Lead the Way Teachers (2 FTE)** - A project lead the way teacher will be assigned to Roncalli Middle and Central High to teach PLTW classes. Each will be responsible to carry out an engaging and thought-provoking Engineering course, where students develop critical thinking skills through hands-on project-based learning, preparing them to take on real-world challenges. Students will be taught to create, design and build things like robots and cars, applying what they are learning in math, science and technology to the world's grand challenges. Both teachers will have successfully completed PLTW Core Training sessions for each course they are teaching using PLTW classroom equipment and software that meets or exceeds PLTW specifications.

**Magnet School Program STEM and Renewable Energy Specialists (5 FTE Energy Specialists in the areas of Wind, Solar, Hydro, Geothermal and Biomass energy)** - will be assigned full-time to both Bessemer and Central High Magnet Schools. A total of twelve full-time on-site

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instructional specialists, each giving direct instructional services to teachers and students will be hired to provide unique program services to the four participating magnet schools.

The Director of Magnet Schools and the magnet principals will work collaboratively with the Director of Public Relations to develop partnerships with Vestas Corporation, CSU-Pueblo, Black Hills Energy Corporation, Helios Energy Partners, Xcel Energy, Black Hills Energy, and Vibrant Solar, Inc. They will also coordinate project activities with the Colorado State University – Pueblo. The partnerships are designed to provide students with mentors and with experiences and opportunities related to careers in the field of renewable energy. The partnerships will be developed to provide apprentice training opportunities, field trips, mentorship and job shadowing opportunities, and exposure of students to challenging and new information in the areas of science, math, engineering and businesses related to the use of renewable energy including wind, solar, hydro, geothermal and biomass energy. Many existing and new partners have been involved with the district's planning process for the proposed magnets and have written letters of commitment indicating definite ways in which they will be involved (See Appendix B).

**Magnet School Program Budgetary/Secretary/Assistant- (1 FTE)** - A full time Budgetary/Secretarial Assistant will be hired with project funds to provide support and assistance to the Director of Magnet Schools. The person in this position will expedite telephone and written communications between and among project schools, district staff, parents, and community members and partners. Routine office duties will include maintaining records on project expenditures, preparing and providing assistance with purchase requests and payment vouchers, and preparing materials for staff training and program promotion and recruitment.

**Magnet School Program Evaluator** -The magnet school concept within PCS-60 is designed in a way that will ensure success in terms of preventing or reducing racial isolation while improv-

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ing achievement. An external evaluator will be selected so that an objective evaluation of the Magnet Schools Assistance Program magnet schools can be fairly presented.

The evaluation expert will work closely with the Director of Magnet Schools and the building principals to make certain that both formative and summative data are collected as presented in the evaluation plan in this grant application. A timeline specific for the evaluation will be used as a guide to administer the appropriate evaluation instruments and to make certain that both qualitative and quantitative data are collected. The external evaluator will prepare and provide reports at periodic intervals to ascertain whether programmatic goals and objectives are being accomplished. The evaluation specialist will provide regular verbal and written reports to the district's Magnet Oversight Team to assist the district with making any necessary program modifications. Some databases such as enrollment, achievement, and racial composition data at the school level are routinely maintained in the district's Human Resource and Technology offices and will be available to the evaluation expert. Other data collected will include career education achievement, documentation on the development of curriculum materials, and the extent of parent and community involvement. Data collection procedures will include administration and analysis of student, parent, and staff satisfaction surveys, review of student records, in-depth interviews with parents and staff, and on-site program observations.

**Magnet School-Based Responsibility for Program Implementation** - Building principals, assistant principals, teachers, counselors, and support staff will have primary responsibility for implementing project activities at the site level. Principals at each magnet site have administrative responsibility for staff and special instructional activities designed to improve achievement.

Alan Berry is the Principal of Highland Park Elementary School and Brenda Duran is Principal at the Bessemer PreK-8 School. Beginning with the 2012-2013 school year, Dr. Lynn Seifert was

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newly hired as principal of Central High School and Michael Kovac was assigned to Roncalli Middle School. All four were selected because of their potential to implement educational programs that can significantly improve the quality of education.

During the past school year, all four principals have participated in National Institute of School Leadership (NISL) training, which is a nationally recognized program designed to equip principals with the tools and knowledge needed to lead their schools to become high-performing schools with high expectations and high student achievement for all. As part of their training, they have been re-evaluating their instructional staff to identify and place those who can help to raise the performance level of the four schools. As part of that task, teachers and counselors at each site have agreed to assist with curriculum development, infusion, and alignment and to continue serving on the school advisory/planning committees under the conditions of the negotiated teacher contract.

Local Colorado State University-Pueblo faculty and district and curriculum specialists are providing additional assistance with the renewable resource curriculum development to all four-school sites. They are assisting school staffs in the district with the use of multimedia options that range from Pre-K to Secondary materials in a variety of content areas to expand and enhance the existing curriculum which will be customized to integrate the theme and to respond to students' individual needs.

All school staffs will be provided the appropriate training and staff development to ensure that student needs are met in an effective and efficient manner. STEM coordinators, STEM and Renewable Energy Specialists with proven success in magnet curriculum development will provide ongoing technical support and training to staff. Project Lead the Way Teachers who will be hired must prove their certification to teach PLTW classes and have a successful record of teaching.

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Recognized renewable energy resource experts in the areas of wind, solar, hydro, geothermal, and biomass energy will provide training to teachers in the research-based approach to teaching. Recognized STEM, mathematics, science and technology experts will train teachers to prepare students for the fourth and eighth grade testing based on international standards. Teachers will also be trained by Principals, the Director of Magnet Schools, and identified personnel across all district departments and divisions who will work together to provide an organized supportive structure for program delivery and instruction.

**PCS-60 MSAP Project Support Personnel** - Superintendent Lopez has recently revised the central office organizational structure so that more resources are available directly to the schools. Dr. Lopez has tied her organizational structure directly to the objectives of a Strategic Plan<sup>5</sup> that was developed by the 300 members of the Strategic Planning Committee. Strategic Plan objectives include providing individualized education plans, meeting or exceeding international standards, recruiting and retaining a highly qualified, competitive work force, providing a system of support for students, a good learning environment and utilizing all the district's resources.

The Superintendent's Leadership Liaison, the Chief Financial Officer, Assistant Superintendent for Learning Services and the Assistant Superintendent of Human Resources all report directly to the Superintendent. Everyone will work with principals, although principals will have direct access to the Superintendent.

The Superintendent's Leadership Liaison serves as a problem solver for the Superintendent. She is responsible for working with school officials who have immediate problems that must be solved within a short period of time. This office is also responsible for overseeing major federal and state one-time discretionary grants to the district.

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The Chief Financial Officer handles finances and legal restrictions on income and spending with no control over the operation of academic programs. This office will also be in charge of buildings and payroll.

The Director of Technology oversees computer hardware and software both for operations and instruction. The Executive Directors and Directors are responsible for overseeing and upgrading the academic performance of all schools. The Assistant Superintendent, Division of Learning Services, also currently oversees a social services program that incorporates health and counseling, nutrition services, transportation, activities and athletics and intervention services like the truancy program. The pupil personnel office will be an advocate for students to make sure they get due process and have received as much help as the district can provide.

As the Director of Magnet Schools, the Superintendent and key central office staff will back Mrs. Bartley during all phases of magnet program development and implementation. The Superintendent, Dr. Lopez, plans to devote approximately 20% of her time to work with Mrs. Bartley to plan funded activities, as well as, provide ongoing information to the Board of Education.

Rhonda Holcomb, Executive Director of Elementary Education and Federal Programs, and Dr. Patrick Krumholz, Executive Director of Secondary Education/Career and Technical Education, will be responsible for oversight and implementation of the district's educational services at the elementary, middle, and secondary levels. They will devote approximately 20% of their time to magnet school activities. Andrea Edelberg, Executive Director of Exceptional Student Services, and Jeff Reed, Director of Facilities Management, will devote approximately 10% of their time to the magnet project during the three-year period. Dr. Bev Johnson, Executive Director of Turn-around Schools, will work approximately 20% of her time with the Roncalli Middle School and Central High School faculties to help implement the magnet project activities so that they com-

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plement the state's Innovative Initiative, a program designed to improve student performance in lower performing schools.

Danny Combs, Director of Technology, will devote approximately 25% of his time the first year and then 10% during the second and third year overseeing the purchase and installation of project technology used in the project. Scott Jones, Director of Public Relations, will provide at least 15% of his time annually to magnet project promotion activities. As part of his responsibilities, he will work with the project's promotion specialist to develop quality brochures, contact local radio and television stations about magnet activities being carried out in the funded schools, and develop news articles for publishing in the local newspaper, the Chieftain.

As a result of this relationship, the Director of Magnet Schools will have direct access to and influence with key central office staff in matters relating to the administration of this project.

The magnet school principals and site-based magnet teams report directly to the Superintendent. They will devote 100% of their time to the success of the magnet programs in their schools.

The Director of Magnet Schools, Marcie Bartley, will serve in an advisory position to the magnet principals but will oversee the expenditure of grant funds. She will also be responsible for setting up the STEM and Renewable Energy Magnet Programs and for the training of teachers to meet the specifications of the project. Mrs. Bartley will co-supervise the activities of the Magnet Specialists assigned to the four magnet schools. As a result, she will be able to ensure the proper implementation of the project. The principals at Highland Park, Roncalli Middle, Bessemer and Central High will have direct responsibility for the operation of the magnet programs. They will supervise program staff and ensure its successful implementation. The principals will also be responsible for implementation of the site recruitment program and provide for parent visits and open houses.

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The Directors at the elementary and secondary school levels will serve as a resource to principals and work directly with them and site-based teams in magnet schools. Mrs. Bartley, the Director of Magnet Schools, will work with the Directors to set up and carry out all project activities.

**PCS-60 MSAP Oversight Team (Committee)** - To ensure that all lines of communication remain open; the district will formalize its **MSAP Oversight Team**. The team consists of members of the Superintendent's Leadership and Support Teams including: Superintendent Lopez; Marcie Bartley, the Director of Magnet Schools; Mark "Mac" McPherson, Assistant Superintendent of Human Resources; Joleen Schaake, Chief Financial Officer; Rhonda Holcomb, Executive Director of Elementary Education and Federal Programs; Dr. Patrick Krumholz, Executive Director of Secondary Education/Career and Technical; Andrea Edelberg, Executive Director of Exceptional Student Services; and Dr. Bev Johnson, Executive Director of Turnaround Schools.

**Collaboration Among Various Offices Within the District** - To perform the assigned duties effectively, the Director of Magnet Schools will work with various divisions to ensure effective project implementation. Those that will be involved include: the Division of Learning Services, the Communications Office, Literacy/Language Services, Exceptional Student Services and the building administrators (Principals).

**(a) (2) (ii) management plan to attain specific outcomes that –**

**(A) will accomplish the purposes of the program.**

PCS-60's management plan outlined for this MSAP project has been designed so that the project's outcomes are based on the purposes of the program as published in the December 21, 2012 *Federal Register*, which are to: **(1) support the development and implementation of magnet schools that reduce, eliminate, or prevent minority group isolation, (2) enable all elementary and secondary school students to achieve high standards and which holds schools,**

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**LEAs, and States accountable for ensuring that their students do so. In particular, the MSAP provides an opportunity for eligible entities to (2) expand their capacity to provide public school choice to students who attend low-performing schools.**

The goals of this project address each of the MSAP regulatory purposes stated in the announcement. Thus, the **goals of this project are to (1) reduce racial isolation in schools impacted by significant Hispanic student populations, (2) providing magnet programs that enable all students to achieve high standards while holding each project magnet school accountable for high achievement and (3) expand the magnet school's capacity to offer choice to students who attend low-performing schools by offering innovative programs that promote school choice.**

The goal objectives for this project are based on the acronym SMART, which means they are Sustainable, Measurable, Achievable, Relevant and Time-bound. The U. S. Department of Education has developed performance measures that specify ways to assess performance and provide evidence to demonstrate progress on program objectives and purposes. The MSAP project's SMART objectives and Performance Measures address the published MSAP purposes, and will guide school and project level data collection, analysis, and reporting during the grant period.

**Goal - Reduce Racial Isolation In Schools Impacted by Significant Hispanic Student Populations**

**1. GEPR Objective** – Minority group isolation will be reduced at Highland Park Elementary, the Bessemer PreK-8 School, Roncalli Middle and Central High School as the result of an increase in the number of magnet applications for available seats in the student applicant pool.

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**1-a. Performance Indicator** - The non-Hispanic student magnet applications in the **application pool** will be large enough to reduce the overall percentage of each project school's Hispanic student population.

**Performance Measure** – There will be at least 25 or more magnet applications annually for each grade level from non-Hispanic students in PCS-60 schools; 20 or more non-Hispanic magnet applications annually for each grade level from students attending the 11 private elementary and secondary schools located in Pueblo City, and 15 or more non-Hispanic magnet applications annually for each grade level from 22 public schools in the Pueblo 70 County School District adjacent to Pueblo that currently enrolls large numbers of white students (Pleasant View Middle, Vineland Middle, Beulah School, Craver Middle, Liberty Point International, Skyview Middle, PJ Craver Middle School, Beulah School, Pueblo County High, Pueblo West High, Rye High, Avondale Elementary, Vineland Elementary, South Mesa Elementary, North Mesa Elementary, Rye Elementary, Liberty Point Elementary, Desert Sage Elementary, Sierra Vista Elementary, Cedar Ridge Elementary, Prairie Winds, Growth Academy, McClelland School, Parkhill Academy, Pueblo Christian School, Pueblo SDA School, St John Neumann School, St Therese School, Trinity Lutheran School, Pueblo West Academy, Summit Classical Academy and Mountain Montessori School).

**Documented Service Outcomes Related to Objective 1**

- Three year reduction in racial isolation at Bessemer by at least 7% at every grade level
- Three year reduction in racial isolation at Central High by at least 2% at every grade level
- Three year reduction in racial isolation at Roncalli Middle by at least 2% at every grade level

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- Three year reduction in racial isolation at Highland Park Elementary by at least 2% at every grade level

**1-b. Performance Indicator** - The number of non-Hispanic student magnet applications from targeted **feeder** schools do not increase the overall percentage of the Hispanic student population to a level that is above the district wide average at each feeder school.

**Performance Measure** – Annual **recruitment** targeting for magnet applications from the 10 elementary and secondary PCS-60 schools with Non-Hispanic student populations that are more than 10% below the district wide average of 39% Hispanic, recruiting non-Hispanic students from the 11 private elementary and secondary schools located in Pueblo City, and recruiting students from the adjacent Pueblo 70 School District.

**Documented Service Outcomes Related to Objective 1**

- None of the PCS-60 Feeder schools will increase by more than 5% above the district student Hispanic minority percentage for grade levels Pre-K through 5, 2% in grades 3-8 and 2% above the district student minority percentage for grades 9-12.

**Goal - Students to achieve high standards while holding each project magnet school accountable for high achievement**

**2. Objective** – The participating magnet schools meet and/or exceed the 2012 district proficient and advanced percentage scores in reading, mathematics and science on the Transitional Colorado Assessment Program (TCAP).

**2-a. Performance Indicator** – By the end of the third project year, the percent of students who score proficient or advanced on TCAP tests at each of the four magnet schools will meet and/or exceed the district's 2012 score in reading.

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**Performance Measure** – Beginning with the 2013-2014 school year, student subgroups in each grade at the Bessemer PreK-8, Roncalli Middle and Central High School improve their annual reading scores on TCAP so that each meets the 2012 composite score for that grade by the end of the third project period. Highland Park Elementary will improve by 3% annually.

**Documented Service Outcomes Related to Objective 2a**

Reading		Bessemer PreK-8				Reading	Highland Park Elementary			
Grade	Required	Current	Year 1	Year 2	Year 3	Required	Current	Year 1	Year 2	Year 3
3	77.50%	57.80%	57.80%	57.80%	77.50%	77.50%	82.61%	85.61%	88.61%	91.61%
4	65.15%	50.00%	50.00%	50.00%	65.15%	65.15%	71.64%	74.64%	77.64%	80.64%
5	65.03%	36.07%	36.07%	36.07%	65.03%	65.03%	61.73%	64.73%	67.73%	70.73%
Middle School						Roncalli Middle				
6	60.85%	50.00%	54.89%	59.77%	60.85%	60.85%	46.19%	51.08%	55.96%	60.85%
7	57.84%	37.50%	40.97%	44.43%	57.84%	57.84%	47.44%	50.91%	54.37%	57.84%
8	58.62%	50.00%	53.72%	57.43%	58.62%	58.62%	47.47%	51.19%	54.90%	58.62%

Reading		Central High School			
Grade		Current	Year 1	Year 2	Year 3
9	58.70%	51.58%			58.70%
10	34.10%	58.40%			34.10%

**2-b. Performance Indicator** – By the end of the third project year, the percent of students who score proficient or advanced on TCAP tests at each of the four magnet schools will meet and/or exceed the district’s 2012 score in mathematics.

**Performance Measure** – Beginning with the 2013-2014 school year, student subgroups in each grade at the Bessemer PreK-8, Roncalli Middle and Central High School improve their annual mathematics scores on TCAP so that each meets the 2012 composite score for that grade by the end of the third project period. Highland Park Elementary will improve y 3% annually.

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**Documented Service Outcomes Related to Objective 2b.**

Math		Bessemer PreK-8				Math	Highland Park Elementary			
Grade	Required	Current	Year 1	Year 2	Year 3	Required	Current	Year 1	Year 2	Year 3
3	70.40%	40.00%	50.13%	60.27%	70.40%	70.40%	87.00%	90.00%	93.00%	96.00%
4	66.70%	35.20%	45.70%	56.20%	66.70%	66.70%	73.10%	76.10%	79.10%	82.10%
5	54.90%	23.00%	33.63%	44.27%	54.90%	54.90%	69.10%	72.10%	75.10%	78.10%
Middle School						Roncalli Middle				
6	38.60%	26.90%	30.80%	34.70%	38.60%	38.60%	27.10%	31.00%	34.90%	38.60%
7	27.70%	16.70%	20.37%	24.03%	27.70%	27.70%	16.70%	20.37%	24.03%	27.70%
8	26.90%	9.10%	15.03%	20.97%	26.90%	26.90%	18.70%	24.63%	30.57%	26.90%

Math		Central High School			
Grade	Required	Current	Year 1	Year 2	Year 3
9	17.70%	11.10%	13.30%	15.50%	17.70%
10	13.30%	6.70%	8.90%	11.10%	13.30%

**2-c. Performance Indicator** – By the end of the third project year, the percent of students who score proficient or advanced on TCAP tests at each of the four magnet schools will meet and/or exceed the district’s 2012 score in science.

**Performance Measure** – Beginning with the 2013-2014 school year, student subgroups in each grade at the Highland Park Elementary, Bessemer PreK-8, Roncalli Middle and Central High School improve their annual science scores on TCAP so that each meets the 2012 composite score for that grade by the end of the third project period.

**Documented Service Outcomes Related to Objective 2c.**

Science		Bessemer PreK-8				Science	Highland Park Elementary			
Grade	Required	Current	Year 1	Year 2	Year 3	Required	Current	Year 1	Year 2	Year 3
5	33.10%	14.80%	17.50%	20.20%	33.10%	33.10%	25.00%	27.70%	30.40%	33.10%
Roncalli Middle School										
8	26.80%	13.20%	17.73%	22.27%	26.80%					

Science	Central High School

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Grade		Current	Year 1	Year 2	Year 3
10	29.90%	21.50%	24.30%	27.10%	29.90%

**3. Objective** – Students in project magnet schools will be prepared to enter college without needing academic remediation.

**3a. Performance Indicator** – All students at every grade level in project magnet schools are on target for college by meeting or exceeding the TCAP assessment requirements in reading, writing, mathematics, social studies and science.

**Performance Measure** – All Kindergarten students at Bessemer and Highland Park meet academic readiness requirements as measured by the Readiness Test in mathematics, science, language, reading and physical development.

**Performance Measure** - Students in grades K-5 at Bessemer K-8 and Highland Park Elementary schools, grades 3-8 at Bessemer and Roncalli Middle schools and grades 9-12 at Central High school rank proficient or higher in reading, writing, mathematics, social studies and science on TCAP.

**Documented Service Outcomes Related to Objective 3a**

- A minimum of 80% of the Bessemer and Highland Park Kindergarten students taking the TS Gold Readiness Test in mathematics, science, language, reading and physical development tests will meet the readiness requirements by the end of year 1, 90% during year 2 of the project and 98% by the end of year 3.
- A minimum of 75% of the Bessemer, Highland Park, Roncalli Middle and Central High students who have participated in the MSAP magnet program for the first full year of the MSAP magnet program will score proficient or higher on all TCAP tests.

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- A minimum of 90% of the Bessemer, Highland Park, Roncalli Middle and Central High students who have participated in the MSAP magnet program for at minimum of two years will score proficient or higher on all TCAP tests by the end of year 2 of the project.
- All of the Bessemer, Highland Park, Roncalli Middle and Central High students who have participated in the MSAP magnet program for at minimum of three years will score proficient or higher on all TCAP tests at the end of year 3 of the MSAP project.

**3b. Performance Indicator** – Central High seniors are eligible for admission into Colorado colleges or universities not needing to take remedial courses.

**Performance Measure** – All 11<sup>th</sup> grade students at Central High School take and score a minimum of 20 on ACT.

**Documented Service Outcomes Related to Objective 3b**

- All Central High magnet students will take ACT each year with a minimum of 75% of students who have participated in the MSAP magnet program for the first full year will score 20 or higher on the ACT test.
- A minimum of 90% of the Central High magnet students who have participated in the MSAP magnet program for at least two years will score 20 or higher on the ACT test.
- All Central High magnet students who have participated in the MSAP magnet program for at least three years will score 20 or higher on the ACT test by the end of the project.

**Goal - Expand the magnet school's capacity to offer choice to students who attend low-performing schools by offering innovative programs that promote school choice.**

**4. Objective** – Project themes at the four magnet schools have the capacity to attract students from public and private schools throughout the Pueblo geographic area.

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**4a. Performance Indicator** –The Highland Park Elementary, Roncalli Middle and Central High STEM theme and Bessemer and Central High Renewable Energy theme are attractive to the community by providing instruction to students that address the professional and technical skills needed to compete for the large number of local professional and technical jobs available in the new and growing alternative and renewable energy industries located in Pueblo and Colorado.

**Performance Measure** –The teaching of mathematics, science and technology at every grade level addressing applied knowledge of skills needed for engineering and energy positions in the growing renewable energy industry in Colorado and the Pueblo metropolitan area.

**Performance Measure** – High-quality thematic instruction provided that addresses the use of alternative renewable energy integrated into the teaching of core subjects and shown in grade level curriculum outlines.

**Performance Measure** –Regular professional and technical expertise provided in the field of engineering and renewable energy from partner organizations.

**Performance Measure** –The provision of a highly technical resource-based classroom learning environment that addresses the use of science and mathematics in the fields including renewable energy.

**Performance Measure** – Student access to and the ability to use the most sophisticated technology available for understanding the applied use of science and mathematics in the fields of engineering and renewable energy.

**Documented Service Outcomes Related to Objective 4a**

- Each school day, all Bessemer, Highland Park, Roncalli Middle and Central High students will participate for at least 2 hours daily in mathematics, science and technology projects that

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address applied knowledge of skills needed for engineering and energy positions in the growing renewable energy industry.

- Bessemer and Central High students will participate in at least 15 hours per week of high-quality thematic instruction addressing the use of alternative renewable energy that has been integrated into the teaching of core subjects.
- Highland Park, Roncalli Middle and Central High students will participate in at least 15 hours per week of high-quality STEM thematic instruction that has been integrated into the teaching of core subjects.
- At least one professional engineer and technical expert in the field of renewable energy from each partner organization (Vestas Wind Systems Corporation, Colorado State University-Pueblo, Black Hills Energy Corporation and BP Solar Corporation) will provide at on-site instruction each semester at Bessemer and Central High schools.
- At least one professional engineer and technical expert in the field of science and/or mathematics will provide on-site instruction each semester at Highland Park Elementary, Roncalli Middle and Central High schools.

**4b. Performance Indicator** – Teachers at each magnet school create professional instructional thematic curriculum groups, who meet regularly to develop and refine thematic curriculum, investigate research-based approaches to teaching STEM and renewable energy as part of teaching core subjects, explore the use of technology and the latest instructional resources designed to excite and motivate students during their learning experience and determine how the use of thematic instruction can improve students’ knowledge.

**Performance Measure** – Magnet curriculum teams made up of faculty representatives from each magnet school meet regularly to refine the curriculum matrix that will be used by teach-

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ers at all four schools to integrate STEM and research-based instruction related to the STEM theme at Highland Park Elementary, Roncalli Middle and Central High schools and the Renewable Energy theme at Bessemer and Central High schools into classroom teaching.

**Performance Measure** – Magnet technology teams made up of faculty representatives at each school meet regularly to identify the use of the latest technology that can be used at the four magnet schools as an instructional resource for teaching thematic topics while making the instruction exciting.

**Performance Measure** – Magnet science and mathematics team meets regularly to develop applications of mathematics and science into the teaching of STEM and renewable energy resources while developing creative ways to integrated math and science into all areas of instruction.

**Documented Service Outcomes Related to Objective 4b**

- Representatives from each magnet school, consisting of magnet specialists and certified faculty representing each core subject at all four schools; the four principals; partnership representatives from the Vestas Wind Systems Corporation, Colorado State University-Pueblo, Black Hills Energy Corporation and BP Solar Corporation; and central office subject area specialists, will document a 2 hour monthly meeting during the first and second project years to develop partnership related to STEM and Renewable Energy and the involvement of the partnership in each school.
- A magnet technology team will meet 2 hours each month to identify the use of the latest technology that can be used as an instructional resource for teaching STEM topics while making the instruction exciting.

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- Technology specialists from the Highland Park, Roncalli and Central Magnet Schools; the three principals; partnership representatives with technology expertise from the Vestas Wind Systems Corporation, Colorado State University-Pueblo, Black Hills Energy Corporation and BP Solar Corporation; and central office Information Technology representatives, will document a 2 hour monthly block meeting related to the use of specialized technology.

**5. Objective** – Teachers are prepared to teach students attracted from low performing schools into the four magnet schools.

**5a. Performance Indicator** – All project magnet teachers are professionally trained to address academic disparities among students.

**Performance Measure** –Teacher Instructional Management professional development provided annually in STEM education, Personalized Learning (PLE), project based learning (PBL), teacher and student looping, school-wide academic engagement, setting high student expectations, preparing students for college, the use of increased time for learning, blended learning methods, use of teacher and student eportfolios, methods for engaging and empowering students, and setting individualized student educational goals.

**Performance Measure** –Elementary teacher training provided annually in research proven programs selected from: Leveled Literacy Intervention System (LLI), Early Reading Success (ERS), MindPlay Virtual Reading Coach, and Criterion Writing Assessment. Supplemental mathematics programs being considered for elementary students include: Pre-K Mathematics combined with DLM Early Childhood Express, the I CAN Learn®Education System, Direct Instruction Math, Journeys into Early Literacy/Math, Accelerated Math, Appalachia Model Mathematics Program, Barrett Math Program, Bridges in Mathematics, Connecting Math Concepts (CMC) mathematics program, Everyday Mathematics, FUNdamentallyMATH®, Grow-

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ing With Mathematics®, Holt Mathematics, Houghton Mifflin Mathematics, Knowing Mathematics, Math Renaissance®, MathFact, MathSteps by Houghton Mifflin, MathWings by the Success for All Foundation®, Moving with Math, New Century Mathematics, Odyssey Math, Opening Eyes to Mathematics by The Math Learning Center, Saxon Elementary School Math, Scott Foresman-Addison Wesley Elementary Mathematics, Singapore Mathematics, Thinking Mathematics, and TouchMath®.

**Performance Measure** –Annual teacher training provided in research based mathematic programs selected from: Accelerated Math, Appalachia Model Mathematics Program, Connected Mathematics Project (CMP), Connecting Math Concepts (CMC) mathematics program, CORD Applied Math, Core-Plus Mathematics Project (CPMP), Destination Math, FUNDamental-lyMATH®, Integrated Mathematics, Science, and Technology (IMaST), Key Math Teach and Practice, Larson Developmental Math Series, Mathematics in Context (MiC), MathScape: Seeing and Thinking Mathematically, Mathematics, Moving with Math® Extensions, Moving with Math®, Odyssey Math, Opening Eyes to Mathematics by The Math Learning Center, Partnership for Access to Higher Mathematics (PATH Mathematics), Saxon Middle School Math, Scott Foresman Math Diagnostic & Intervention System, Singapore Mathematics, Six Through Eighth Grade Mathematics (STEM) Project, The Expert Mathematician, Transition Mathematics, and the University of Chicago School Mathematics Project (UCSMP).

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**Documented Service Outcomes Related to Objective 5a**

<b>Instructional Management</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 2</b>
<i>Area of Training</i>	Hours	Hours	Hours
STEM education			
Personalized Learning (PLE)	12	2	2
Project based learning (PBL)	12	2	2
Teacher and student looping		9	2
School-wide academic engagement		3	2
Setting high student expectations		2	2
Preparing students for college		2	2
The use of increased time for learning		2	2
Blended learning methods		2	2
Use of teacher and student eportfolios			2
Methods for engaging and empowering students			2
Setting individualized student educational goals			2
<b>Total Annual Teacher Training Hours</b>	<b>24</b>	<b>24</b>	<b>24</b>

Year 1	Year 2	Year 2
10 hours of elementary teacher training in research proven programs	10 hours of elementary teacher training in research proven programs	10 hours of elementary teacher training in research proven programs
10 hours of teacher training in research based mathematic programs	10 hours of teacher training in research based mathematic programs	10 hours of teacher training in research based mathematic programs

**5b. Performance Indicator** – Teachers are trained to teach core subjects to heterogeneous groups of students from diverse educational backgrounds by incorporating students’ ability to understand renewable energy, address different student learning styles, understand the different approaches to teaching a diverse student body, using sophisticated technology and resource ma-

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terials that support the value of teaching renewable energy as part of a unique innovate thematic curriculum.

**Performance Measure** – All teachers participate in training that addresses the unique educational activities and practices needed to teach core subjects, which incorporate students’ understanding of STEM and renewable energy.

**Performance Measure** – All magnet teachers participate in training that addresses different student learning styles, understand the different approaches to teaching a diverse student body.

**Performance Measure** - All magnet teachers participate in training that addresses their use of sophisticated technology and resource materials that support the value of teaching STEM and renewable energy.

**Performance Measure** - Magnet teachers participate in training that addresses innovate practices related to their theme.

**Documented Service Outcomes Related to Objective 5b**

<b>Instructional Design</b>			<b>Year 1</b>	<b>Year 2</b>	<b>Year 2</b>
<i>Area of Training</i>	School	Teachers	Hours	Hours	Hours
<i>STEM education</i>					
Technology Resources	All Four	113	2	2	2
Mathematics Resources	All Four	113	2	2	2
Science Resources	All Four	113	2	2	2
<i>Learning Styles</i>					
Low income students	All Four	113	2	2	2
ELL Students	All Four	113	2	2	2
Special Needs Students	All Four	113	2	2	2
<i>Engineering</i>					
Combined Math and Science Teaching	HP, RM, CH	92	3	3	3

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Engineering Activities	HP, RM, CH	92	3	3	3
<i>Renewable Energy</i>					2
Teaching Wind Power, Passive Solar Heating and Lighting, Hydroelectric Power, Geothermal Energy and Bio-mass Technology in combination with mathematics, science and technology.	B, CH	61	3	3	3
Renewable energy and teaching of reading, English and social studies	B, CH	61	3	3	3
<b>Total Magnet Teachers All Schools</b>	<b>HP, B RM,CH</b>	<b>113</b>	<b>26</b>	<b>26</b>	<b>26</b>

**(B) are attainable within the project period**

The MSAP projects' specific objectives will focus on preparing students to be "college ready" during the three-year project period. Specific objectives are shown for addressing the purposes of the Magnet Schools Assistance Program. District staff, including the newly hired magnet schools Promotion Specialist, will implement a rigorous marketing program to inform parents and students about the innovative and exciting programs offered at the various magnet sites.

To ensure that specific outcomes will be attained during the three-year project period, the building principals and the program evaluator, in collaboration with the Director of Magnet Schools will specify timelines for formative and summative data collection. It will be consistent with the district's evaluation plan that is in the Evaluation Section of this application. Periodic reviews will be conducted by building administrators (principals and assistant principals), and the MSAP Oversight Team including Superintendent Lopez, the Director of Magnet Schools, the Assistant Superintendent of Human Resources, the Chief Financial Officer, the Executive Director of Elementary Education and Federal Programs, the Executive Director of Secondary Education/Career

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and Technical Education, the Executive Director of Exceptional Student Services and Dr. Bev Johnson, Executive Director of Turnaround Schools. Feedback from these reviews will be used to determine program modifications. As needs are identified and modifications recommended, the Executive Director of Federal Programs and Title I in the district will prepare amendments for approval to the U.S. Department of Education.

**Magnet School Management Timeline** - The primary management tasks that have been and will be undertaken by the Director of Magnet Schools, building principals, program evaluator, and other district staff over the three-year project planning and implementation period are shown with specific time frames in the Management Time Lines.

Objective Measured	Method of Measurement	Timeline
GEPR Objective – Minority group isolation will be reduced at the four project schools as the result of an increase in the number of magnet applications in the student applicant pool.	Magnet Application Pool Lists based on annual magnet student applicant results.	Spring Annual Applicant Lists
GEPR Objective –Magnet schools will meet and/or exceed the 2012 district scores in both reading and mathematics on TCAP.	TCAP COACT Mathematics, Reading and Writing, and Science	Summer 2014-2016
Objective – Students in project magnet schools will be prepared to enter college without needing academic remediation.	Student TCAP Composite Score ACT scores	August 2014-2016
Objective – Project themes at the	Pueblo County -70 and private	October enrollment data

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four magnet schools have the capacity to attract students from public and private schools throughout the Pueblo geographic area.	school Student Applications submitted to the magnet program office by parents applying to magnet schools.	Spring Student application data. Pueblo County- 70 and private school enrollment data.
Objective – Teachers are prepared to teach students attracted from low performing schools into the four magnet schools.	24 teacher training hrs. annually in STEM education, Personalized Learning (PLE), Project based learning (PBL), and specialized instruction techniques. 3 hrs. teacher training annually combined math and science teaching and engineering activities. 3 hrs. annual training in renewable energy.	Summer Annually

**(C) are measurable and quantifiable.**

The PCS-60 Board of Education believes that the district's four new magnet schools included in this application will be the primary vehicle for reducing the isolation in all schools with student populations that are mostly Hispanic. Service outcomes can be attained within the three-year grant period. Additionally, specific procedures are being implemented to provide quantifiable measurable results so that the project's progress can be compared to the intended outcomes over the three-year period of the grant. The project objectives are realistic and were developed based on input from school personnel and other educational experts. They were designed to meet the new guidelines set by the Colorado State Department of Education's Race to the Top federal grant, as well as, meeting Colorado's and the US Secretary of Education's guidelines for meeting "Common Core Standards" that are an important part of President Obama's goals for educational reform. The methods of evaluation and the instruments used to determine program progress and

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success is detailed in the Evaluation Section of this application.

Project objectives, measurement and the quantifying measures are outlined below.

All of the project objectives are measurable and quantifiable. District staff has set program goals using objectives that include three elements: (a) a timeline for completion; (b) the accomplishment to be attained; and (c) how the accomplishment will be measured. The project objectives are realistic and were developed based on input from school personnel and other educational experts. The methods of evaluation and the instruments used to determine program progress and success are detailed in the Evaluation section of this application.

**(D) can be used to determine the project's progress in meeting the intended outcomes**

The outcomes developed and listed in this project proposal can be used to measure annual program progress. Based on the information required in "Guidelines for Developing a Magnet Schools Assistance Program Application," the data collected for this multi-year project will be used to measure success. The management plan is designed to provide annual outcome expectations that will be used to report program progress using charts with quantifiable data for measuring success. Each of the project outcomes is listed with the annual expected outcomes. The progress of the project can be measured using these data.

The management plan is also effective in attaining outcomes that can be used to determine the progress of the project. Each objective has specific standards with indicators describing how those standards should be assessed. The methods and techniques for measuring each year's progress are detailed in the Evaluation Section of this document.

This project will also look to both the National Council of Teachers of Mathematics (NCTM) and the American Association for the Advancement of Science (AAAS) for challenging content

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and performance standards. NCTM and AAAS standards are being included because of the district's need to increase the performance of students in science and mathematics.

**(a) (iii) effectiveness for utilizing its resources and personnel to achieve the objectives**

PCS-60 will use its resources and personnel to complete tasks and achieve the objectives of the project as follows:

**addressing (1) the reduction of racial isolation in schools impacted by significant Hispanic**

**student populations** – The objectives in this category relate to the reduction and prevention of racial group (Hispanic) isolation at four targeted magnet sites by providing students and parent a choice of magnet programs. Active recruitment of students will occur with in-depth planning and marketing that will also help to ensure success in accomplishing these objectives. At the end of the first quarter (traditional reporting time for the district, usually around the middle to end of October), the Director of Magnet Schools will compile the ethnic/racial composition of the student populations at each site. A Magnet School Oversight Team is being formed and in collaboration with the Program Evaluator and the Director of Magnet Schools will monitor these data with support from the district's Assessment and Technology Office. During each year of the project, at least two meetings will be convened by the Director of Magnet Schools and the Program Evaluator to share and review enrollment information with the school staffs serving on the Admissions/Recruiting Committee, Magnet Oversight Team, building principals, and assistant principals. Outreach, marketing, and recruiting strategies will be reviewed to ascertain more effective strategies for recruiting students for program participation. Recommendations will be incorporated into procedures and strategies for the subsequent project year.

**Addressing (2) the provision of magnet programs that enable all students to achieve high standards while holding each project magnet school accountable for high achievement -**

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The objectives in this category relate to the collection of data on student and school assessment related to test results on the Transitional Colorado Assessment Program (TCAP). The test measures student performance in reading, writing, mathematics and science relative to the Colorado Model Content Standards. Data will be compiled and analyzed on an annual basis by the Program Evaluator in March of each year. The Director of Magnet Schools will convene a meeting with the Magnet Schools Oversight Team as well as representatives of all the district departments and divisions and building principals to review test results and to discuss recommendations and strategies for areas of remediation. The Program Evaluator will review each program's syllabus to substantiate the inclusion of these objectives into the program syllabus.

**Addressing (3) expand the magnet school's capacity to offer choice to students who attend low-performing schools by offering innovative programs that promote school Choice -** As part of the innovative methods and practices that supplement the STEM and Renewable Energy curriculum will be incorporated into each magnet program to assist students in achieving federal legislative requirements, State Reform Goals and Pueblo Strategic Plan Objectives. The Superintendent's Leadership Team members will coordinate with the Director of Magnet Schools the ongoing communication with Vestas Wind Systems Corporation, Colorado State University-Pueblo, Black Hills Energy Corporation and BP Solar Corporation about the partnerships related to professional participation in school activities at Bessemer and Central High. Each will be providing Engineers in their areas to work and teach students the knowledge in science, mathematics and technology needed to carry out specific jobs in Renewable Energy fields. Additionally, the interaction will include mentorship and job shadowing whereby students can go onsite to the different companies and learn about careers in the Renewable Energy industry.

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PCS-60 will be contracting with an outside program evaluator to assess program progress on a yearly basis. The Magnet School Oversight Committee will work with the building principals and the Program Evaluator to determine progress in developing and carrying out activities to meet objectives. The formative evaluation will interview, survey, and observe techniques to collect data needed to ensure project success.

**(a) (iv) how it will ensure equal access and treatment for eligible project participants**

The Magnet Choice Plan for PCS-60 is designed with the needs of students as the number one priority. The Pueblo City School Board adheres to non-discriminatory practices and policies that strive to provide equal opportunity for all district students as required by state and federal mandates. Once students are enrolled in magnet schools, the Magnet Program Office will maintain records and files on ethnicity, race, age, gender, and native language. The district maintains most of these databases routinely. However, establishing new databases for the magnet schools will be coordinated with the Program Evaluator and the Assessment and Technology Office.

The Magnet Schools Assistance Program Staff will work with the district's Human Resources Office to ensure that policies designed to encourage minorities and women to apply for traditionally underrepresented positions are followed. Equal opportunities in employment are encouraged for women, the handicapped and elderly, as well as all social, economic, and racial and ethnic groups. Through aggressive recruitment and campaigning, members of these groups are provided equal access throughout the system.

The district is working to mainstream students with disabilities and to provide the least restrictive environment for these students. In some classes a special education teacher is paired with a regular teacher in the classroom. This allows special needs students to have their educational needs met in the context of the regular classroom. Students with disabilities are encouraged to apply for

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magnet programs. Special counseling services and assistance is provided to interested students and parents. Heightening awareness of program offerings to the special education staff helps during the recruitment of students with disabilities at the magnet sites.

The determination of the least restrictive environment is individualized, based on the student's specific needs. When an appropriate education program is not available in the neighborhood school, a location as close as possible to the student's home is provided.

**(a) (v) recruit students from different social, economic, ethnic, and racial backgrounds**

The four PCS-60 magnet schools are designed to increase the integration among students who represent the different social and economic backgrounds served by PCS-60. A recruitment and selection process is being set up to recruit students from schools and neighborhoods that have, over the past decade, drawn the higher income non-Hispanic children away from the PCS-60 schools. Pueblo City Schools serves the school age students in 30 schools reflecting a student population that is 70% minority (non-white) with 37% of all students qualifying for free and reduced lunch programs. The district's non-Hispanic enrollment has sharply declined over the past decade primarily due to white middle-income flight to the surrounding county served by the PCS-60. That resulted in a significant decline in enrollment with a corresponding increase in the percentage of Hispanic students who are from low-income families.

The Pueblo City community is concerned about the population shift to the county Pueblo County School District – 70 (a separate school system), as well as, to private and charter schools and to home schooling. Without the intervention magnet programs, it is unlikely that the enrollment at schools in this area will become more racially balanced over time. Each one of these schools is Hispanic ethnicity impacted. By the end of year 2, the programs will not only be able to reduce the racial isolation, but also bring non-Hispanic students who have left to attend county public

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and private schools back into PCS-60. The goal is to aggressively recruit so that within the three-year grant period, the racial and ethnic balance will be more reflective of the community which is currently 45% white.

**Recruitment** - The purpose in creating magnet school programs is to diversify the student population in the four magnet schools while simultaneously providing an enriched and challenging curriculum and a unique approach to a highly academic environment that will enhance student achievement and performance. The four new magnet schools are being designed specifically to attract the non-Hispanic and African American middle-class families who live in Pueblo City and Pueblo County (a separate school system) back into the district's schools. Thus, school magnet planners, set out targeting the middle income non-Hispanic families living in middle income neighborhoods in Pueblo as well as those living in the adjacent Pueblo County (the school system surrounding PCS-60). State law allows students to live in a school district and attend schools in another. School officials are also targeting the private schools in the area. Most are located in churches, yet many parents send their children to those schools, not for religious purposes, but because they believe that the public schools are not suitable for their children. When promoted properly, the magnet schools will be able to create a student population with a diverse mixture of students from Pueblo and the surrounding county.

**Marketing** - Recruitment of students calls for in-depth planning and marketing. It begins with the Director of Magnet Schools compiling the ethnic/racial composition of the student populations at each site after the official October student count is verified. Based on the student count, by grade, by race, ethnicity and economic backgrounds, the magnet program will develop a profile of each magnet school. Based on each school's profile, the magnet office will work with an

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outside marketing agency to create a brochure for each magnet school highlighting the theme and outlining the rigorous academic program.

PCS-60 will conduct open houses during the spring and summer. Each school's Open House is designed to give parents and students an in-depth look at the specific Magnet Program offered at that school. Parents will have the opportunity to hear more about the thematic curriculum, meet teachers, students and parents currently involved with the Magnet Program, and see the school facilities. Beginning in January of each school year, school officials will address PTO meetings, speak at local organizational functions, and speak to local radio and television audiences about the magnet schools. Additionally, the Superintendent will hosts a series of town-hall meetings specifically designed to promote the magnet schools and to discuss program improvements with the audience.

Each February, PCS-60 will host a "Magnet Fair" at the Pueblo Mall Center. The three-day event will attract students and their parents from public and private schools throughout the area.

Booths will be set up where students and parents will learn about the various options. Diverse groups of students from all magnet schools will participate in the program by creating displays promoting their school's unique theme. Visitors are provided brochures and encouraged to talk with the students and their parents and ask questions about the magnet offerings.

It will be held on the Mall because there is ample parking and the Mall hallway is a good place for the public to see the thematic programs along with students and teachers from those schools.

During the Magnet Fair, interested citizens will be given a brochure along with a Magnet Program Guide, which will include the application deadline date, the rules for student selection, the location of the magnet schools, and a brief outline of each theme. Guides will also be available in all schools, libraries, shopping centers, grocery stores, and governmental offices.

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PCS-60 will include this information in advertisements in local newspapers of general circulation including local African-American and Spanish language newspapers. The date is also announced on all local television stations and on at least four local radio stations that broadcast to the largest population from different racial, ethnic, social, and economic backgrounds.

Application procedures will also be posted in local stores and provided through direct mailings to students' families. The magnet school application information will be mailed to every household in Pueblo City and County. In addition, an application form will be distributed to every elementary and secondary student at least one month prior to the application deadline date.

The marketing program will also include inviting eighth graders from Highland Park to Roncalli Middle and Bessemer to Central High School in the spring, while they are considering high school. Students will be transported to Roncalli and Central for a half-day visit that includes visiting the different thematic labs, talking with students in the different theme programs and attending some mock classes that include interesting thematic activities. Students will be invited to fill out an interest inventory providing information about their interests.

Special ongoing activities will be developed with the parents as a method of gaining their active involvement in the program. All activities will be publicized to heighten parent awareness about the programs. Parent training activities will be developed and provided as a way to involve parents in all aspects of the district's magnet programs. Parents will also be asked to serve as volunteers in a variety of capacities in the magnet school programs.

An important marketing tool will be the annual Magnet Satisfaction Survey that will be sent to parents and students in the four magnet schools. The survey will be developed using open-ended questions offering the opportunity for parents, guardians, and students to express their wishes as well as provide feedback from their perspectives on changes needed.

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Other marketing efforts include local TV and newspaper advertising, press releases, and an informational video developed during the first project year. All recruitment strategies and application processes have been designed to maximize parental choice and student participation.

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**(b) Quality Of Personnel**

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**(b) (1) qualifications of the personnel the applicant plans to use on the project**

The Plan of Operation provides information on an Effective Management Plan that identifies persons who will provide administrative and management duties for the district's magnet schools.

**(b) (2) (i) the project director is qualified to manage the project**

Mrs. Marcie Bartley, the Director of Magnet Schools, will devote 100% of her time to the PCS-60's Magnet School Project. Given the importance of this position, she has been placed at a director's level but will have direct access to the Superintendent. As part of the Magnet Selection Process, Mrs. Bartley was chosen based upon specific qualifications which included a master's degree in school administration; at least three years successful school supervisory or administrative experience with demonstrated ability to work well with people of diverse racial, cultural, and economic backgrounds; experience in developing and implementing a thematic school curriculum and knowledge of its impact on different racial, ethnic, social and economic groups; experience in working with the desegregation process, especially in the implementation of desegregation strategies that effectively eliminate, reduce and prevent racial isolation; experience in administering programs that provide for involvement of disabled persons and for the mainstreaming of special education students; experience in administering staff training programs related to effective magnet school programs and the desegregation process; knowledge of the Renewable Energy program and the administrative requirements necessary to successfully carry out the program while addressing the academic needs of a diverse student body that represents a broad spectrum of students from different racial and economic backgrounds; knowledge and use of in-

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struments for evaluating effective magnet school curriculum, teaching techniques and program strategies. Mrs. Marcie Bartley currently serves as the MSAP Project Director. Following notification of funding by MSAP, she will assume the full-time Director of Magnet Schools position and will devote 100% of her time to PCS-60's Magnet School Project. Given the importance of this position, she will continue to report directly to Superintendent Lopez.

**(b) (2) (ii) other personnel are qualified to manage the project**

All PCS-60 professional staff members involved in this project have extensive experience and training in areas related to the objectives of this project as well as knowledge of and experience in curriculum development and desegregation strategies. Nationally recognized experts have worked with the district staff in the area of TCAP and Common Core standards based curriculum development. The district continues to support extensive staff and curriculum development activities aimed at preparing staff members to work effectively in diverse school settings.

District curriculum specialists, trained in research-based instructional strategies, conduct ongoing training sessions to assist teachers in working successfully with students from diverse ethnic, racial, social and economic backgrounds in cooperative groups. The section that follows provides related background information about the personnel and key contractual persons who will have responsibilities for the planning, implementation, and evaluation of the Magnet Schools Project.

**Superintendent-** Dr. Margarita 'Maggie' Lopez was appointed Superintendent of PCS-60 in July 2010. Prior to her appointment, Dr. Lopez was the Assistant Superintendent for Learning Services and Superintendent's Liaison to the Board of Education for Academy District 20 in Colorado Springs since 2002. Dr. Lopez served as the Principal at Vera Scott Elementary in District 11 in Colorado Springs from 1997 to 2002 and Principal at D-11's Helen Hunt Elementary from

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1993 to 1997. From 1986 to 1993 she was the K-12 Gifted and Talented Program Supervisor also in D-11. Dr. Lopez began her education career as an elementary teacher in D-11 in 1977.

Dr. Lopez has held adjunct teaching positions at the University of Colorado, Colorado Springs and Colorado College. She developed the Children's Literacy Center a literacy intervention program in Colorado Springs and the Super Saturday Program for gifted children at U.C.C.S., and she has been featured in several professional education publications.

Dr. Lopez received a Doctor of Philosophy (PH.D.) from the University of Colorado at Denver; Colorado Principal License at University of Denver; Master of Arts in Education, Gifted Education from University of Colorado, Colorado Springs and Bachelor of Arts in Education, Elementary Education, Specialization in Bilingual Education at the University of Northern Colorado, Greeley.

**Assistant Superintendent - Division of Learning Services** - Dr. Brenda Krage is responsible for coordinating the articulation of the total educational program, K-12. Dr. Krage has a BS degree in Secondary Education from the University of Wyoming, a MA degree in Curriculum and Instruction from the University of Colorado at Colorado Springs, and a Doctorate of Philosophy in School Administration from the University of Denver. She also holds a K-12 Principal and Administration Certificate from the Colorado Department of Education. A copy of her resume is included in the *Resume Section*.

**Chief Financial Officer** - Joleen Schaake is the financial officer for Pueblo City Schools and is responsible for the budget, accounting, financial operations, payroll, purchasing, and financial reporting. Prior to working as the Assistant Superintendent for Pueblo City Schools, Ms. Schaake worked as the Chief Financial Officer for Falcon School District 49, in Peyton, Colorado. She

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has been a Certified Public Accountant for ten years. Ms. Schaake has her BA from the University of Kansas and a MBS from Regis University.

**Assistant Superintendent for Human Resources** - Mark "Mac" McPherson administers and supervises the human resources department, including allocation of resources. Mr. McPherson earned his M. A. in Special Education from Adams State College and a B.A. in Behavioral Sciences from the University of Southern Colorado.

**Director of Technology** - Daniel Combs manages and administers all district technical activities including wide area and local area networks, data processing services, wiring, interconnectivity, installation and support for voice, data, and video applications. Prior to his work with PCS-60, Mr. Combs was the Advanced Programs Manager at General Dynamics in Colorado Springs, CO and Enterprise Network Manager/Senior Manager at America West Airlines. Mr. Combs has a MS in Info Systems Management from Colorado Technical University and a BS in Aerospace Engineering from The University of Notre Dame. A copy of his resume is included in the *Resume Section* of e-grants.

**Director of Public Relations** - Scott Jones is the Director of Public Relations. He has worked in commercial radio and television for 30 years. He led Clear Channels Communications' southern Colorado operations. Mr. Jones has a B.A. from the University of Wyoming.

**Executive Director of Elementary Education and Federal Programs** - Rhonda Holcomb is responsible for academic achievement, specifically at the elementary level. Mrs. Holcomb has served as Director of Reading for Pueblo City Schools, as Principal of Beulah Heights Elementary School and as an elementary teacher. She has a M.A. from the Colorado State University - Pueblo, and a Masters of Arts in Educational Leadership from the University of Northern Colorado.

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**Magnet Schools Program Evaluator** - An external program evaluator will be hired for the Magnet Schools Assistance Program project. A project evaluator will be required to have extensive experience and education in the area of evaluation and research. The evaluator must have experience analyzing achievement data and addressing the issues of equity and quality. The evaluator will devote approximately 400 hours of service to the magnet schools projects. He/she will coordinate the evaluation efforts closely with the Superintendent's Leadership team and the new MSAP Oversight Team.

***Building-Level Personnel-Principals*** are critical to the success of the magnet school programs within the district. Superintendent Lopez is committed to placing and supporting school leaders who have proven records of instructional improvement and who have the ability to start the new magnet programs. School leadership is important to the success of the school district and the new magnet schools. Over 15 years ago, the effective schools research (Purkey & Smith, 1982) documented that in schools where students performed better than expected based on poverty and other demographic characteristics, a "dynamic" principal was at the helm. "Dynamic" will be the adjective used by the teams to select the principals to carry out the new STEM and Renewable Energy magnet programs.

***Principal, Highland Park Elementary School*** - After receiving his degree in Industrial Technology and teaching license from the University of Southern Colorado (presently Colorado State University - Pueblo), he taught Industrial Technology at the high school and middle school levels for the next 12 years. During this time, Mr. Berry also taught sixth grade mathematics. Mr. Berry has received a Masters Degree from the University of Northern Colorado in Educational Leadership.

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***Principal, Roncalli Middle School*** - Michael Kovac was named Principal at Roncalli this past summer. He has served as an administrator in Pueblo City Public Schools as a principal and assistant principal for the past six years. Beginning as a social studies and physical education teacher in 1992, he taught for four years before becoming an administrator. He graduated from Adams State College with a Bachelor of Arts in Physical Education, and then received a Masters of Arts in Education/Administration from the University of Phoenix in 2005.

***Principal, Bessemer PreK-8 School*** - Brenda Duran has served as a school principal at Pikes Peak Elementary School before becoming principal at Bessemer. She has been an Assistant Principal, an elementary teacher, a *Lindamood Bell* tutor, and adjunct faculty member at the University of Southern Colorado and Adams State College. Mrs. Duran has a Bachelor of Arts in Education from New Mexico Highland University and a Masters in Education from Adams State College.

***Principal, Central High School*** - Dr. Lynn Seifert has been principal of Central High School for the past year. She was as a math and computer science teacher before becoming a Principal of the optional high school K-12 ESL Coordinator, and Adopt-A School Coordinator. Dr. Seifert served as Superintendent of Schools in Ashland City, TN. She served as Principal of Silver Creek High School in Hailey, ID before becoming Principal at Central High. Dr. Seifert received her BA degree in Educational from Austin Peay State University in Clarksville, TN, a Master of Arts in Education from Tennessee State University and her Ed.D in Educational Leadership from Northcentral University in Prescott, AZ.

The positions and the qualification requirements that will be part of the grant are as follows:

**Promotion Specialist** The magnet recruiter will be required to have a Bachelor's degree preferably in communications; experience and knowledge in print, media and public relations; experi-

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ence working with community organizations, businesses, colleges and universities in the development of promotional activities; knowledge of the renewable energy industry in Pueblo; strong oral and written communication skills; knowledge of computers and computed design including development of artwork using computer; and familiarity with science and mathematics programs including the STEM initiative that is being developed for Colorado.

**Mathematics and Science Coordinators** - School officials will be seeking qualified persons who are talented and creative in the use of STEM activities in traditional elementary schools.

They will oversee the implementation of STEM related activities in all four of the project magnet schools. Part of their responsibilities will be to work with all four magnet schools to develop a curriculum that integrates STEM science, mathematics and engineering into basic courses of study. They must be able to work with staff at the Colorado State University - Pueblo as well as with scientists and engineers from Vestas Wind Systems Corporation, Black Hills Energy Corporation and BP Solar Corporation, and staff and local engineers living in Pueblo. Each must have the same qualifications and experiences as the STEM science specialists.

**Renewable Energy Specialists** - Individuals hired for these positions will need to meet the standard qualifications for certified and/or licensed staff. In addition, they will need to meet the following criteria including: Engineering Degree and/or technical knowledge in the area of magnet thematic specialty, which includes wind power energy, passive solar heating and lighting energy, hydroelectric power energy, geothermal energy and biomass technology; experience and knowledge in teaching children from different racial, ethnic, social and economic backgrounds; experience working with children with problems associated with enterprise communities; familiarity and experience in teaching methodology related to low-income children, children from single parent families, children and their families who often change schools, and children who are

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often absent from school; experience or strong interest and commitment to magnet school programs; demonstrated knowledge of the district's magnet curriculum, the Colorado content standards, and Colorado student assessment instruments; knowledge of successful programs addressing National Goals, President Obama's American Recovery and Reinvestment Act of 2009 (ARRA), Race to the Top and Secretary Duncan's new education initiatives; experience in proactive approaches to address student needs: behavioral, academic, and individual; familiarity with the use of computer technology; and flexibility in schedule to provide greater opportunities to meet student needs.

**Mathematics and Science Resource Specialists** - will be added to the program to offer expertise related to the STEM content at Highland Park, Roncalli Middle and Central High school. Each will be hired based on his/her thematic talent and ability to work with teachers in the classroom helping them to formulate new teaching strategies based on the curriculum guides developed for the program. The STEM Specialists must be able to help teachers change from the traditional teaching approach to one that supports the rigorous content standards that are part of the systemic reform initiated by the District.

For each of the three schools, school officials will also be seeking qualified **Mathematics Specialists** who are talented and creative in the use of mathematics in the classroom; have knowledge of the *Everyday Mathematics* developed by the University of Chicago and the *Mathematics Investigation Program*; are independent and disciplined; enjoy working as part of a team; have good health and stamina; and are self-confident. School officials will look for Mathematics Specialists who are good mathematics teacher and want to achieve very high standards of performance.

Additionally, for each of the three schools, school officials will be seeking qualified

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**Project Secretary/Data Clerk** - One full-time Secretary/Data Clerk will be hired to provide support for the Magnet Schools Program. The person will be hired as a 1.0 F.T.E. using Magnet Schools Assistance Program Funds. The new person will work with the Director of Magnet Schools to track grant expenditures and to provide administrative support to both the Director and Magnet Oversight Committee. The Secretary/Data Clerk will be hired in accordance with policies and procedures established by the district's Support Staff Personnel Department.

**(b) (2) (iii) teachers are qualified to teach the special curriculum of the magnet schools**

Based on reviews of the data, the most important influence on individual differences in teacher effectiveness seems to be the teachers' general cognitive ability, followed by experience and content knowledge. Specific coursework in the material to be taught is useful, particularly in more advanced subjects. Specific, curriculum-focused and reform-centered professional development appears to be important to effective instruction. The research findings are consistent with the provisions of NCLB.

As a part of determining the qualifications of teachers, teacher effectiveness will be the most important focus. First project staff will be substantially more selective in the cognitive abilities that magnet teachers must have to teach in project magnet schools. Second, pre-service and in-service training that is more focused on the content that magnet teachers will be delivering and the curriculum they will be using will be carried out regularly during the entire project. Third, district administrative staff will provide a much better context for magnet teachers to do their work. One important context is in the form of systems that link and align standards, curricula, assessment, and accountability. These policy directions are not conceptually incompatible, but each requires resources.

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All new teachers interested in working in any of the four project magnet programs must apply for the teaching positions as they become available. The teacher applicant must not only meet Colorado teacher certification requirements, but must also have experience working in a desegregated classroom.

Magnet Schools Assistance Program (MSAP) funds requested in this application will be used to support core curriculum and specialty teachers in the four magnet schools. Minimum requirements that must be met by all applicants for teaching positions include:

1. Possession of a bachelor's degree in education with concentration at the elementary/middle/secondary school level.
2. Completion of a teacher education program approved by the National Council for the Accreditation of Teacher Education (NCATE) and/or the Southeastern Association of College and Universities.
3. Attainment of a minimum grade point average of 3.0 (B).
4. Possession of an appropriate teaching certificate issued by the Colorado Department of Elementary and Secondary Education.
5. Passing of a pre-employment screening, including an interview by a panel of educational professionals.
6. Submission of a minimum of three references related to character.
7. Successful completion of a police record check.
8. In addition to the minimum requirements stated above, teachers who wish to teach in one of the District's magnet schools must:
  - a. Show exceptional talent in their theme area.

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- b. Possess a minimum concentration and/or cognate of at least twenty-one hours of upper level/graduate course work in the area of specialization.
- c. Have at least three years' teaching experience in a desegregated classroom.
- d. Be selected by the magnet school principal and faculty from the vast pool of qualified applicants, based upon the principal's assessment of the candidate's potential for enhancing the specialty theme of the magnet school.

Project Lead the Way teachers will be added to the program to offer expertise related to the teaching Engineering thematic content of a school. Each will be hired based on his/her training in Project Lead the Way and their talent and ability to work with teachers in the classroom helping them to formulate new teaching strategies based on the curriculum guides involving Engineering that will be developed for the program. The PLTW teacher must be able to help teachers change from the traditional teaching approach to one that supports the rigorous content standards that are part of the systemic reform initiated by the school district. The job description used to advertise for the specialists will be based on the following:

Specific Qualifications

- 1. Training and experience in teaching the Project Lead the Way curriculum.
- 2. Background in mathematics.
- 3. Understanding of the special needs of children from different racial, ethnic, social, and economic backgrounds represented in the inner city neighborhoods similar to Pueblo;
- 4. Ability to provide instruction to teachers as they teach;
- 5. Ability to work with parents from a diverse racial, economic, and ethnic community;
- 6. Experience and training within a specific area of study with a concentration in STEM education;

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- Colorado Certification;
- Talent in a designated area of the mathematics and/or science; and
- At least three years' teaching experience in a desegregated classroom.

Part of the responsibility will be helping to integrate the project lead the way program into the school's curriculum by integrating mathematics and science into basic courses of study, developing special activities, organizing education and training, and allocating grant funds.

Staff will be evaluated on an annual basis as related to achieving objectives specific to their assigned magnet school. The building principals will work with the Director of Magnet Schools to identify the staffing needs of each magnet site.

**(b) (2) (iv) selected without regard to race, religion, national origin, sex, or disability**

PCS-60 is committed to the goals of equity and excellence. Embracing diversity in every aspect of the district is a first step in accomplishing these goals. The district adopted board policy to demonstrate its commitment to equal opportunity and affirmative action. The policy states: "The Board complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor, the U.S. Equal Employment Opportunity Commission, and the Colorado Human Rights Commission." In accordance with this policy, this institution does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, disability, Vietnam era veteran, parental, family or marital status in admission or access to or treatment of employment in its programs and activities.

Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through the district solely by reason of disability. Supervisors will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees

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unless such accommodations impose undue hardship on the operation of district programs and activities. Annually, the Director of Magnet Schools will submit a monitoring report to the Board through the Superintendent.

The PCS-60 School Board is committed to a district employment program that results in a highly qualified and professional staff and that reflects the racial, gender, and cultural diversity of the Pueblo community and the students who attend the PCS-60 schools.

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**(c) Quality Of The Project Design**

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**(c) (1) the quality of the project design**

The four magnet project schools that were chosen for this project, offers the quality of the programs adequately and address the criteria set forth under each of the four priorities specified in the MSAP announcement. Each of the four schools will promoting science, technology, engineering, and mathematics (STEM) education by providing all students with increased access to rigorous and engaging coursework in STEM subjects while increasing each student's opportunity to receive high-quality instruction by teachers who are specifically trained to teach STEM subjects as spelled out in Priority 4.

**(c) (2) (i) magnet schools promote desegregation and increase integration among students**

The four PCS-60 magnet schools are designed not only to carry out themes designed to reduce isolation in schools with high percentages of Hispanic students, but also bring about more diversity to increase integration among students who represent the different social and economic backgrounds in all schools served by PCS-60 and the Pueblo community.

The magnet themes have been designed to be attract students from higher income neighborhoods as well as from private schools and from the surrounding PCSD-70 who have been drawn away from the PCS-60 schools. The magnet programs are designed to racially integrate students from

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different racial, ethnic, social and economic backgrounds in these schools by making enough slots available for acceptance of new students into the magnet programs, while still allowing neighborhood students to participate in the magnet program.

While working on the magnet program, PCS-60 school officials have spent a considerable amount of time talking to students in the specialty programs about what types of classroom activities and extracurricular activities help make the magnet programs attractive to students. Classroom activities that support the integration of the STEM and Renewable Energy themes into the basic programs of studies including arts, science, mathematics, communications, writing, and computer programs that support the Extracurricular activities are being developed with input from staff and advisory committee members based upon their knowledge of successful existing activities in schools, visits by school officials to other school systems with exemplary magnet programs, and from comments provided by students.

The PCS-60 magnet school project will also rely on community involvement services not only to help students from diverse racial backgrounds learn better together but also to help with the development of comprehensive community involvement in the reform of education. There are many local civic and community social agencies located in the PCS-60 City School District and surrounding communities that can provide services designed to help students and their families work together so that students come to school ready to learn. Many of the local service agencies and businesses will be available to the magnet schools for special classroom activities and/or extracurricular support activities designed to make education more appropriate, more productive, and more fun.

**Promoting desegregation and multicultural interaction by developing and designing innovative educational approaches that provide high skilled jobs for all students** - Several local

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Pueblo corporations work as a collaborative with industry, government and researchers throughout the world to improve the use of energy. The collaborative along with the Colorado State University-Pueblo (CSU-Pueblo), a state leader in the study of renewable energy, have partnered with Vestas Corporation, a local manufacturer of towers for wind turbines; Black Hills Energy Corporation, a local producer of solar power arrays and a consortium of energy based firms that are located in Pueblo. All have agreed to serve as resources for students who pursue studies in these exciting fields.

Their efforts include the promotion of education that prepares local students for highly technical and professional jobs in the area. Furthermore, faculty and staff from these institutions will be intimately involved in making the Bessemer and Central High Renewable Energy magnet program attractive to students from different racial, cultural, and economic backgrounds. As a result, the community will become more directly involved in the success of educational reform and will be able to incorporate the use of educational services into the integration of the races living in Pueblo City and for community renewal.

**Promoting desegregation and multicultural interaction by developing and designing innovative approaches that involves the community** - Community involvement is a major asset to the magnet programs. They will be used as elements of a local community and school system plan that addresses educational improvement, residential desegregation and community renewal initiatives.

**Parents** – Parents will be involved in the magnet programs through school advisory councils, the classroom volunteer program, and participation in many of the magnet school activities.

Attendance at school functions not only helps convey to the student that parents place a high value on education, but also bolsters student achievement as well as teacher morale.

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**Volunteers** – Other citizens will be involved in the magnet programs through in-and-out of school activities. Individuals such as retired teachers and university students will be recruited to help in the classroom or after school.

**Peer Involvement** – Students will be used as part of the magnet programs to work with their peers as tutors and mentors. Students will be chosen for peer involvement not only for their academic skills but also for their responsible attitudes and interpersonal skills so that they can be paired with students needing help and positive influence.

**Social Service Involvement** – As part of the comprehensive community involvement program, local service workers will work directly with students in the schools. Professionals from Pueblo's Mental Health Community, the Department of Social Services, and community service organizations will be accessible to the schools to address special needs of students.

**Targeting Programs** – The school-community integration effort will reinforce magnet education by including activities that go beyond the walls of the school. Together, parents and students may participate in activities at the District's YMCA Parent's Center that will help students meet the program objectives and reinforce what they learn in school. Magnet school personnel will work with teachers and community volunteers to offer special targeting services to students including: parent education for those who are poor readers, special parent programs designed to help them help their children do homework, homework "hotlines", and community outreach activities that integrate educational skills with recreational, athletic or career training programs.

The premise of the PCS-60 community involvement strategy is that education reform extends beyond the school and into the community. As part of the innovative approach to education in magnet schools, the project will show that involvement of home and community is not beyond

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reasonable ability or cost. Through these outreach activities, the magnet schools will join together to begin a new relationship that will become part of the foundation of education reform needed in the PCS-60 for all students to attain the rigorous new student performance standards designed to make our children “world-class students.”

**Promoting desegregation by developing and designing innovative educational approaches designed to address the Multicultural/Multi Income Background Instructional Environ-**

**ment** - The four magnet schools will also be set up structurally so that there is interaction among students from different cultures and economic groups so that students gain an understanding of the multicultural society representing a broad economic base in which they live. Instructional techniques that allow for individual differences and that add a spark of excitement to classroom activities will be used in place of traditional direct learning activities. Students will be engaged in listening, speaking, reading, writing, and thinking activities that provide opportunities for them to make decisions and solve problems (Tiedt & Tiedt, 1990).

Classroom instruction will address the different styles of learning based on a variety of family economic backgrounds and cultural upbringing. Essential for developing multicultural/diverse economic perspective to learning will be a positive and trusting classroom environment, where every student is made to feel welcome, comfortable, and respected. Strategies that will be used include: the use of a Socratic Approach developed as part of the **Paideia Learning Model**<sup>6</sup> which include techniques that involve students that allow them to respond in a way that reflects their economic and cultural diversity and that will expose their fellow students to those differences (Evans, 1991). The Paideia model also emphasizes **Group Discussions** designed to stimulate thinking. Students will be involved in discussions that examine more than one point of view,

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providing them ample opportunity to enrich and refine their understanding by helping them to view their own interpretation in the light of the interpretations of others (Alvermann, 1991).

The instructional approach will also include **Role-playing**, which is a versatile activity that allows students to express their opinions in a realistic situation (Tiedt & Tiedt, 1990). **Cooperative Learning** has been found to have strong and consistent positive effects on social relationships between culturally and economically different students. Group members become more accepting of classmates who are different (Slavin, 1982). Students will be exposed to speakers and visitors who represent various countries and languages. Students will not only gain knowledge of different countries and languages, but also have the opportunity to share with their visitors' ideas and values from other cultures (Tiedt & Tiedt, 1990).

**Promoting desegregation and multicultural interaction by supporting the academic needs of all students including special student populations (students with disabilities and English learners)** - The magnet program includes systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.

Generally, co-teaching services, means the provision of specially designed instruction and academic instruction provided to a group of students with specific disabilities and non-English speaking students. PCS-60 strongly encourages the use of integrated co-teaching services based on the needs of its students by offering such services at needed grade levels, or designated subjects.

Implementation of integrated co-teaching will be gradually phased into all PCS-60 schools. To meet the individual needs of specified students in a particular school, the PCS-60 principals will have the authority to recommend and develop a combination of services, including, but not limited to, integrated co-teaching for some classes, special class (es) for a portion of the day, a spe-

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cial education teacher or other supports in other general education classes for the remainder of the day. The specific recommendations will be indicated in the student's IEP.

The determination of whether integrated co-teaching services are an appropriate recommendation for an individual student with a disability or language barrier must be made by the individual school based on the recommendation of the principal and teachers. For some students, integrated co-teaching will be an alternative to placement in a special class with the added benefit of having both a special education and a general education teacher deliver the curriculum to the student.

For each student, whether the general education classroom is the least restrictive environment for the student to receive his or her special education services will be made in consideration of, but not limited to the following factors: the classes in which integrated co-teaching is offered and the match to the student's needs; the extent of special services the individual student needs to access, participate and progress in the general education curriculum; the similarity of needs of the other students with disabilities in the class; the potential effect of the class size on the student's learning needs; any potential benefits and harmful effects such services might have for the student or on the quality of services that he or she needs; and whether the extent of the modifications or adaptations and the professional or material resources needed for the student will consistently detract from the opportunities of other students in the group to benefit from instruction.

**(c) (2) (ii) Improve student academic achievement**

The basic structure of program delivery services is similar at all four of the participating schools. Program delivery is based on the best practices that are researched based, proven effective and designed to address the needs of each participating student. All four of the magnet programs will include instructional delivery based on the following unique and proven practices.

**Four School STEM Initiative:** Although STEM will be used as a theme for both the Highland

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Central Park Elementary and Roncalli Middle School, it will also serve as the initiative for all four magnet schools included in this proposal. Research suggests that very young children are ready to learn a broad array of mathematics content that will give them a solid base for future learning.<sup>7</sup> Six longitudinal studies showed that early math skills are the most powerful predictor of later school success. As part of the four school initiative, teachers will use the national STEM initiative approach to the teaching of all subject content, which includes integrating content, processes, skills, using the language of science, technology, engineering, and mathematics through authentic, problem-based curriculum experiences in all core subjects. Through cross-curricular content, structure, and implementation, all four project magnet schools will: increase student interest and participation in science, technology, engineering, and mathematics; increase student knowledge and understanding about careers in science, technology, engineering, and mathematics; and increase students' ability to apply science, mathematics and technology together using a project-based approach. The four magnet school STEM initiative approach to advancing student achievement includes: teachers, faculty and partners in all four schools collaborate in planning curriculum, using technology for teaching, and including integrated technology as part of basic instruction; integrating science, technology, engineering and math across all subjects; and providing all students abundant opportunities such as science competitions, use of technology for blended learning and virtual learning opportunities, project-based learning, and access to early college credit and business/industry internships.

Students in all grades will use the engineering design process to solve academic problems.

**High Student Expectations** – Every professional educator working with students in the four magnet schools will follow the philosophy set by the successful KIPP program<sup>8</sup> which tells all students regardless of their academic backgrounds that every student in the program “will” go to

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college. Teachers and administrators will continuously reinforce the expectation that each student is in the magnet program to prepare for college. Student expectations at each project magnet school will include: completing quarterly project-based exhibitions that demonstrate proficiency on Colorado academic standard; meeting individual achievement targets that are based on proficiency of State and common core content standards; completing quality assignments using pre-determined rubrics; maintaining a 100% attendance rate; following the school's code of conduct; and following a lifestyle that is based on ethical personal beliefs that are based on a strong work ethic and belief that each individual should gain the highest education and professional training possible. Each of the four magnet schools will set high expectations for students to help them as they prepare for future technical and professional careers.

**Personalized Individualized Education** - The foundation of a school-wide individualized instructional approach will be to create a personalized, relevant learning environment with the individual student at the center, empowered with the ability to take control of his/her own learning environment, while actively using a variety of technology to help control the learning pace, that propels him/her to meet college and career requirements. Through a personalized approach to learning, individual students will experience learning in more powerful and relevant ways with the matching of instructional settings and environments to personal learning styles, preferences, interests, and needs.

**Graduation Plan** - A critical element of personalized learning will be the individualized instructional plan for students from when they start at one of the four project magnet schools until their graduation from Central High School. Each student will work with their teachers to create an electronic prospectus, developed and reviewed semiannually by the student and counselor, that articulates the student's personal learning objectives and path to graduation. Counselors will ad-

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minister interest-inventories at the start of the process (beginning with the third grade). The end product will be a recommended course sequence mapped against graduation requirements and based on the student's skills and interests.

**College Preparation** - All elementary and secondary magnet students will be expected and prepared each year to score proficient on TCAP tests, meaning they are on target to enter an institution of higher education without needing remediation in any core subject. Additionally, they will be expected and prepared for the ACT college preparation test, which is administered to every 11<sup>th</sup> grade student in the school district. Every student who enrolls in the magnet programs at the elementary level at Highland Park and Bessemer will begin their preparation for taking the highest level of course offerings at Central High including biology, physics, calculus, and geometry. All students, in each of the four project magnet schools will be expected and prepared to take and meet college course requirements and be proficient in all core academic standards (reading, writing, math, science, history/social science).

**Unique Approach to Instruction** – Teachers in all four of the magnet schools will prepare students to be college ready using a variety of formats. The skilled instructional professionals at each of the four magnet schools will act as guides, develop a data-rich system of assessment and progress monitoring to drive instruction and use **Individualized Learning Plans** and/or **ePortfolios** to engage and empower students in their learning needs, goals, and plans.

Team teaching will allow us to apply targeted instruction for individual students. A Literacy Interventionist will be placed in the Teacher Team of each family and focus solely on teaching Reading and Writing skills, with special attention to high need students, through personalized learning. Within the family structure, “**Literacy and Literature Circles**” will provide individualized instruction for each child. Technology-based assessment system will be used for actiona-

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ble information to customize instruction and monitor progress (such as AIMS Web, MAP, ICAP etc.).

Students will follow their **Graduation Plan** that describes their roadmap to high school graduation, with specific instructional strategies and learning activities prescribed to attain these goals.

Classroom activities and student **heterogeneous multi-age groupings** will be based on what each individual needs to learn and the approaches that offer the best results. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the teacher (the tutor in PBL) is that of facilitator of learning who provides appropriate scaffolding and support of the process, modeling of the process, and monitoring of the learning.

Content literacy strategies will be co-taught by the Instructional Literacy Coaches and content areas teachers. The **AVID** (Advancement Via Individual Determination) college readiness system in grades 3-12 in core content areas will accelerate student learning by focusing on academic training and college entry skills including writing, critical reading and thinking and test preparation strategies.

**Problem Based Learning (PBL)** will facilitate mastery and deep exploration of academic content. PBL is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. PBL will be used to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation.

**Project Based Instruction (PBI)** also known as project based learning, is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions

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and carefully designed products and tasks. PBI will be used as an instructional approach built upon authentic learning activities that engage student interest and motivation. Instructional activities are designed to reflect the types of learning and work people do in the everyday world outside the classroom. Classroom projects will help students to encounter (and struggle with) the central concepts and principles of self-discipline using skills that include communication and presentation, organization and time management, research and inquiry, self-assessment and reflection, and group participation and leadership.

**College Prep Seminars** - Because students are selected to enter the magnet programs without regard to academic performance at all levels, those who struggle with the rigorous academic program will participate in Summer Academy or Saturday Schools to complete assignments based on college ready expectations. A Saturday School will provide students with access to support and enrichment opportunities. Saturday School will operate at least three Saturdays per month and will be staffed by highly qualified teachers who have been trained to help students meet the rigorous expectations.

**Supplemental Services** - Multi-age thematic services, developed as part of the magnet project, will be available on-line and at each magnet site. They will be designed to provide accelerated tutoring, academic enrichment, and extracurricular activities. They will extend and expand students' communication skills, reinforce basic skills, provide extensive exposure to technologies, and offer each student individual opportunities to explore new areas of interest or study a particular topic in depth. Special activities will be offered in curriculum areas that emphasize the specialization of each school.

**College Credit** – Dual credit will be an integral part of the magnet program. Based on program expectations that every student will be college ready and expected to attend an institution of

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higher education, the magnet program includes dual credit agreements with **Pueblo Community College** and the **Colorado State University-Pueblo** whereby Central High School juniors and/or seniors will enroll in a college course and simultaneously earns college credit and high school credit for the course. Partnership agreements are currently in place that enable Central High students to earn college credits before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater. Courses are offered that include both academic and career/technical courses. All of the students who transition through the elementary and middle school grades will be prepared and expected to take dual credit basic core courses in English, history, math, science and social science.

College courses offered for dual credit may be taught at the college campus or the Central High School campus by credentialed instructors; that is, instructors who have qualified according to criteria established by the Southern Association of Colleges and Schools (SACS). Courses offered for dual credit include the same content and rigor as courses taught to students at the college level, utilizing the same instructors, curriculum and policies.

Students at Central High will have access to the Early College Program (ECP) at Pueblo Community College (PCC) and the Senior-to-Sophomore (STS) College Opportunity for Reaching Excellence (CORE) program at the Colorado State University -Pueblo (UCP). ECP and UCP participants earn credits applicable toward high school graduation and college degree requirements. Sophomores will be expected to take a minimum of two courses. More advanced students will be prepared and expected to take the maximum length of either the UCP or ECP offerings, (up to four semesters for students who enter as high school juniors and two semesters for those who enter as seniors).

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**Integrated Technology** - Each student's progress will be tracked electronically using **ePortfolios**, thus allowing students to move through each instructional level, as they are ready. Instruction will be supported by high-quality digital content that will include rigorous sequential core subject curriculum, using targeted intervention programs and adaptive software - including such programs as: **Khan Academy** (a library of over 2,800 videos on everything from arithmetic to physics, finance, and history and hundreds of skills to practice, **Dreamweaver and Kidspiration** (online instructional resource elementary science instruction); **CINCH Science** (online instructional resource for Grades 3-8 science instruction); **Leveled Literacy Intervention System** (LLI) (a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction); **Virtual Reading Coach and MindPlay** (student directed lessons designed to fill those gaps in the areas of Phonic Awareness, Phonics, Comprehension and Grammar and Meaning); and Criterion Writing Assessment.

**Intervention Services Academic Intervention Services (AIS) and Response to Intervention (RtI) Initiatives** – AIS and RtI will be an integral part of the instructional process to help students achieve learning standards. AIS is designed to help all students who are at risk for not meeting grade level standards. Additionally, Response to Intervention (RtI) Initiative will be used to appropriately match student needs with specific services and resources. RtI includes a combination of responsive instruction, assessment, and evidence-based intervention. Using the RtI model, all students receive the core courses as their Tier 1 instruction. Teachers receive individual and collective training in how to differentiate instructional plans and how to manage student behavior through clear expectations and a balance of positive reinforcement, feedback and redirection. In Tier 2, students who are identified through assessments as needing more intensive

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support are provided with additional small group intervention classes (All intervention courses now have recommended entry and exit criteria).

**Highly Qualified Teachers** Classroom Teachers, Interventionists (K-5), Instructional Coaches (K-12) and Mentor Coaches (K-12) will offer the high-quality instructional methods in all four of the project magnet schools. Instructional Coaches will train Literacy Interventionists (elementary) and English and other content area teachers (middle and high schools) on how to create personalized learning environments, implement a variety of high quality and evidence-based pedagogical approaches using differentiated instruction.

**Increased School Day** - Beginning with the 2013-2014 school year, nine schools in Colorado will be part of a statewide project to expand the school year by 300 hours, for a total of 1,440 hours. As part of the magnet project, magnet school officials and representatives from the four project magnet schools will work with participants in the statewide project including the Westminster Stem 2-8 Magnet School in Adams County 50 School District, and the Angevine Middle and Centaurus High Schools located in Boulder Valley School District to develop and implement extended day schedules that duplicate those deemed successful as part of the national project. With extended time, schools could take advantage of the use of effective block scheduling, which will help increase time on task.

**Principal as Leaders** - During the summer, PCS-60 and its National Institute of School Leadership (NISL) has been providing leadership training, coaching and evaluation services to a cadre of principals and assistant principals in high-need project schools. NISL has been offering technical assistance through on-site coaching and mentoring visits, videoconferencing, Email and phone consultations. NISL staff has trained the current principals and assistant principals in the four project schools in school leadership and management skills. They will be available during

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the current school year to provide on-site coaching related to implementing the changes included in this proposal.

**Family Interaction** – At all four of the project magnet schools, parents and community volunteers will play a vital role in the educational experience of the children. Parents will be given specific responsibilities for involvement in their child's educational experience and will be made aware of the school's goals and area of specialization. Parents will be expected to attend parent conferences and share information about their child.

In school and on-line workshops and parent involvement training sessions will be planned during the school year to train parents to assist children in their schoolwork. These parent education programs will help increase parents' knowledge and effectiveness as they participate in the schooling process. By combining all the elements of these magnet programs with close home/school communication and encouragement of parental involvement in students' academic advancement, the program will provide a unique environment for developing student potential.

A **Parent Resource Center** will be set up at each school, equipped with materials for parents to check out and use with their child at home. Materials will be continuously updated. On-line and in-school mini-workshops dealing with ways to use the materials at home with their child will be offered quarterly. Parents will be encouraged to become active in the parent-teacher organizations and to volunteer their time and talents.

**Unique Themes** - The **Pueblo STEM and Renewable Energy** themes are based on the belief that academics should be taught as applied knowledge with learning focused on motivating and challenging students to connect what they learn with the world they experience. Academic course content should be made more relevant, participatory and concrete, whereby students learn better, retain more and apply learning in their lives. Teaching should offer a hands-on innovative

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teaching methodology whereby students understand the reasons for studying their subject matter by utilizing each student's natural learning inclinations and problem solving approaches.

The STEM and Renewable Energy themes developed for this project were designed to emphasize mathematics and science based on a local industry being developed in Pueblo and by dozens of Colorado companies that are actively engaged in the business of engineering and renewable energy. The communities growing interest in "green collar" jobs, the availability of local sophisticated technology, potential financial incentives and assistance programs, and growing interest by young adults in the environment not only serves to stimulate excitement among students, parents, teachers and educators but also motivates active involvement by the community.

Wind power, solar, hydro and bio energy resources will be emphasized because of an energy policy and infrastructure in Colorado that embraces and fully utilizes renewable energy and energy efficiency while creating jobs. The meaningful theme based on students' knowledge of the engineering profession as it relates to Colorado's energy industry with an emphasis on mathematics, science and technology place it in the category of magnet programs proven successful in attracting diverse populations of students into racially and economically integrated school settings.

Implementation of the programs in 2013-2014 provides an opportunity for PCS-60 to offer specialized themes that is unavailable at other schools throughout the district. The STEM and Renewable Resources programs will offer students at every grade level access to this unique program of studies for their entire elementary and secondary school career.

**Overview** - The Pueblo magnet school program forms the centerpiece of the Pueblo City District's strategy to racially, ethnically and economically diversify all the district's schools, while simultaneously providing high quality educational programs that improve student academic achievement and professional career preparedness.

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**Applying the Unique Approach to the Magnet Theme** - The vision of the Pueblo STEM and Renewable Energy Magnet themes is that students can gain a world-class education that prepares them to be college ready while gaining an understanding of the applied use of science, mathematics and technology and their use in the professional and technical fields of engineering and fields related to energy that is derived primarily from sustainable, renewable energy resources.

**The Bessemer and Central High Renewable Energy Theme** - The Renewable Energy program provides all Bessemer and Central Magnet School students with an advanced education that includes substantive knowledge of a sustainable energy future for Colorado with heightened awareness of the benefits of renewable energy and energy efficiency.

A function of a Renewable Energy magnet program that begins in Pre Kindergarten at Bessemer Magnet School and continues through 12th grade at Central High School is to allow each student to be an “energy entrepreneur.”

Why have Bessemer and Central Magnet Schools chosen renewable energy for their theme?

“Because the Renewable Energy curriculum allows students to apply scientific theories and technological processes in order to find solutions to ‘real life’ problems.” It is an exciting and innovative approach that engages children in scientific investigation, problem solving, and technology. Students research, design, construct, test, and analyze their products.

**Wind as a Renewable Energy Thematic Topic** - Wind power is now the world's fastest growing energy generation source. New wind farms serving many parts of the US are being located on farm or ranch land far from settled areas, providing steady lease income to the landowners and most significantly, increasing economic opportunity for depressed regions of the country. Colorado voters passed a milestone when they approved Amendment 27 establishing a renewable energy standard for the state’s investor owned utilities. As a result, electric utilities have in-

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creased their commitments to conservation, are seeking to establish natural gas conservation programs, and place renewable energy and energy efficiency in the forefront of the state's energy policy. Colorado's open prairies and mountains offer a significant wind resource and is a prime location for wind energy development. Currently, Colorado has two on-line utility size wind farms generating 30MW and 132MW. Xcel Energy's WindSource program, which offers consumers the choice of paying a modest premium for clean energy is the most successful program of its type in the US <sup>9</sup>

**Solar as a Thematic Topic** - Using the power of the sun for heat and light is one of mankind's oldest technology pursuits. A goal of Bessemer and Central's magnet programs will be to improve student achievement which will be accomplished through the use of innovative and interactive instructional approaches that focus on wind power and passive solar heating and lighting as the renewable energy areas of study with emphasis on math, science and technology. The program will create a comprehensive curriculum with experiment-based lesson plans using expertise and materials from solar energy,<sup>10</sup> and wind energy,<sup>11</sup> biomass energy, hydroelectric energy, and geothermal energy agencies and corporations throughout the world.

The study of energy and its application of scientific ideas to find real solutions to actual problems is the basis of this exciting curriculum, which will have broad appeal and meet the needs and interests of a diverse population of students. The exciting hands-on program will be interesting for students and lessons and activities will become relevant when students realize that the concepts, principles, and skills can be applied to everyday life.

**Hydro as a Renewable Energy Thematic Topic** - Humans have used the energy in flowing water for thousands of years. The ancient Greeks fashioned water wheels to grind grain, and the pull

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of gravity on water, effectively harnessed in hydroelectric facilities, has served as a reliable source of power for commercial and industrial activities in modern times.

The twentieth century brought great technological innovations to the electric business, and dozens of dams captured the flow of some of America's largest rivers. The U. S. Bureau of Reclamation built facilities across the country, most notably in the western states, and the electricity, water, and recreational opportunities provided by those dams fueled much of the population and economic growth of that region.

**Geothermal as a Renewable Energy Thematic Topic** - Two types of geothermal resources are being tapped commercially: hydrothermal fluid resources and earth energy. Hydrothermal fluid resources (reservoirs of steam or very hot water) are well suited for electricity generation. Earth energy, the heat contained in soil and rocks at shallow depths, is excellent for direct use and geothermal heat pumps. Direct-use applications require moderate temperatures; geothermal heat pumps can operate with low-temperature resources.

Colorado has high-temperature resources that are suitable for electricity generation. Every geothermal site has a unique set of characteristics and operating conditions.

**Biomass as a Renewable Energy Thematic Topic** - Biomass includes numerous ways of using organic matter to directly generate power, heat, be processed into fuels, or converted to organically derived chemicals and other materials. Since many types of organic matter is constantly renewed, biomass processes offer the benefit of generating oxygen while growing, and their combustion or conversion generates much less carbon and toxins than conventional fossil fuels. Biomass sources are quite varied, including agricultural food and feed crops, crop waste and residues, wood wastes and residues, dedicated energy crops and trees, aquatic plants, animal wastes, and municipal wastes.

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**Highland Park Elementary, Roncalli Middle and Central High STEM Theme** - Students at Highland Park, Roncalli and Central High will be part of the **Colorado Achievement Plan for Kids (CAP4K)**, which is an innovative program designed to evaluate students' knowledge and preparedness for post-secondary education or readiness for the workforce. At its core, CAP4K envisions PCS-60 where magnet students receive an education that prepares them to successfully pursue postsecondary education, if that is their chosen path, including career technical schools, community colleges and 4-year universities. To realize this, the state will align public education in Colorado so that early childhood, Pre K-12, and higher education function more harmoniously to deliver a seamless P-20 system and ensure that all students have the knowledge and skills they need to continue learning beyond high school.<sup>12</sup>

**Engineering** - Using Engineering challenges as the focal point for curriculum integration necessitates a project based instructional approach. Practical open-ended projects will be generated from the needs and/or interests of the young students and their teachers. Subsequent project work will address needed skills, processes, and knowledge by providing a meaningful context for this learning. Teachers will use pre-assessments to determine the strengths and weaknesses of students in core subject areas. They will use the assessment data to modify their curriculum and instructional strategies in order to meet the needs of each student.

**Children's Engineering** will be taught in grades Pre K- 3 at the Highland Park Elementary Magnet School. The Children's Engineering concept fosters the understanding of the ongoing development of man-made objects and their various uses. It also enables students to explore the effects of engineering solutions on society and helps them develop a sense of appreciation for the tools and techniques engineers use. This strong thematic emphasis will prepare students for the ever-changing, dynamic world in which they live.

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**Engineering** (Upper Grades) will be taught at Roncalli in grades 7 and 8 and at Central High using the nationally recognized program, **Project Lead the Way (PLTW)**, that provides a rigorous, vertical curriculum. PLTW is a middle and secondary school level engineering program taken in conjunction with college-preparatory courses designed to prepare students for postsecondary engineering studies. PLTW courses utilize project-based and problem-based learning that teaches middle school students how to apply what they are learning to real-life situations. These courses provide opportunities for students to understand: the scientific process, engineering problem-solving, applying technology, understanding how technologic systems work with other systems, using mathematics knowledge and skills to solve problems, and communicating effectively through reading, writing, listening, and speaking while working effectively with others.

Problem-solving skills are essential for engineers. Creating solutions for problems require engineers to work collaboratively in both small and large groups. Through hands-on group work experiences, the Roncalli Middle and Central High magnet students will not only test their scientific and mathematical skills, they will learn the various roles and personal skills that a group of successful engineers use to help build successful products emphasizing renewable energy. Students will learn the value of being group members as well as leaders. They will also learn that good listening skills can be a valuable asset to problem solving.

Engineers are disciplined and adhere to a strict code of ethics. By discussing and researching engineering “disasters” and “mistakes,” ethics can be discussed and emphasized. The students will use their critical thinking skills to determine the role that the engineer took in each disaster and who should be responsible. Not all engineering projects are successful. Through hands-on testing and experimentation, the students will learn that failure is “ok” and is a part of the learning process. Students will learn to modify their experiment and keep on trying.

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**Supplemental Resources for STEM Education** – that will be used as part of each school’s curriculum will include: **Science and Technology for Children (STC)**; **Science and Technology Concepts for Middle Schools (STC/MS)**; the **Cambridge Physics Outlet (CPO) Hands-On Curriculum**; **Colorado Mathematics, Science, Technology, and Engineering Education Coalition (COMSTEC)**; **Everyday Mathematics**; **PLATO Learning**, **Compass Learning**; **Straight Curve Mathematics**; and **GEMS**.

***Professional Participation in STEM and Renewable Energy*** - Involving the community in the lessons and fostering personal professional connections, moves Engineering from the classroom to the “real world.” By mentoring and job shadowing local engineers, the students will be able to see the skills that are necessary to be successful in this field. A one-on-one mentoring program will provide students with the necessary motivation to be successful in their chosen engineering field. Engineers from Vestas Wind Systems Corporation, Colorado State University-Pueblo, Black Hills Energy Corporation and BP Solar Corporation will offer regular classroom instruction with hands-on, inquiry-based real-life engineering lessons. Students will use the expertise of local engineers or professors to provide the teachers with professional development during the school year or in the summer. Summer workshops will be offered at Colorado State University - Pueblo or Pueblo Community College to help support and enrich the skills that the students have obtained during the school year.

***Engineering and Renewable Energy Demonstration Rooms***: A large demonstration room will be available for classroom projects, parent meetings and open houses at the engineering and renewable energy magnet schools. Projects will be designed to allow students to experiment with solar panels, motors, etc. The demonstration rooms will also include instruments to monitor a hands-on energy-related project designed to have educational, environmental and economic ben-

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efits for the school district and its students. A prime real-world assignment, the exploration of concepts related to engineering located on school property, will provide students with actual data to study, allow the school to consider ways to use the knowledge they have gained in core subject areas to applications in the real world. For example, Central High School will erect a wind turbine that will allow students at both schools to monitor the use of wind by tracking wind speeds at that location and examine the potential for construction of a wind turbine to serve a school building. If the data collected is favorable, the goal is to work with the partner Vestas Corporation to utilize wind as a major source of energy for the operation of Central High School. Students at Highland Park and Roncalli will carry out projects related to the simple workings of a hydropower plant by measuring as water flows through a dam, which turns a turbine, which then turns a generator. A demonstration hydropower plant site chosen for the project would be along the Arkansas River in Pueblo (the best surfing in Colorado). This site is complete with a pre-existing dam; however, no electric generating power is present at the moment. In order to update the design and make amendments, students would work with project partners including Vestas Corporation, Colorado State University-Pueblo (CSU-Pueblo), the City of Pueblo, and Black Hills Energy Corporation to set up a dam and monitoring instrumentation so that students can begin to understand the environment surrounding the area, as well as, the economics of the process of maintaining the dam, distributing power, and providing employment opportunities. As part of their study of geothermal energy at Bessemer, the school will set up in the demonstration room state-of-the-art energy efficient heating and cooling systems using Geothermal Heat Pumps with a centralized energy management and control system. The systems can be based on an abundance of natural springs located in the Pueblo vicinity. Colorado is known for its hot

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springs. Pueblo boasts hot vapor caves and thermal spas including Poncha Springs and Pagosa Springs, which have clusters of hot thermal springs that are a special treat to visit in the winter. The system will include a water loop for energy exchange from one of the nearby hot springs, with a supplemental cooling tower combined in a hybrid system. Students will audit their school buildings along with existing utility distribution, cooling and heating systems will perform to confirm and optimize design concepts for the new Geothermal Heat Pump systems.

All four schools could set up demonstration rooms that include a PE Dome for the study of biomass technology. Biogas is a form of energy flammable biogas that can be collected using a simple tank. The PE Dome will be a ready-made 'off the shelf' plastic dome set outside the school building adjacent to the demonstration room. The dome is made from Polyethylene (PE) with the resins blended to give good material strength, thermal properties, etc. The dome provides the warm, wet conditions favored by the bacteria that make the methane. Students will be able to study how biogas is used to heat and light homes, to cook, and even to fuel small engines.

**(c) (2) (iii) encourage greater parental decision-making and involvement**

As a part of this magnet school development process, parents, students, community partners, and district staff have been working together to select the themes for the district's most racially isolated schools so that a better racial balance of students by race and ethnicity can be attained.

During fall 2012, PCS-60 magnet schools committed staff to work toward the development of innovation plans and school improvement activities that included parents, teachers, administrators, support staff, and community partners. Contacts with potential community partners have included Colorado State University – Pueblo, University of Colorado at Colorado Springs, Intelitec, Colorado Technical University, Pueblo Community College, and the U.S. Forest Service.

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A representative parent will be part of Magnet School Advisory Committee. Contact with potential community partners has included Colorado State University Pueblo, University of Colorado at Colorado Springs, Intellitec, Colorado Technical University, Pueblo Community College, U.S. Forest Service and Project Lead the Way.

**Parent Engagement** - PCS-60 has been searching for innovative ways to increase parent and community participation based on the needs of our diverse population. As a result, the number of parent-teacher conferences has been increased with a focus on student-lead conferences to link students, parents and teachers together in supporting the learning process. Parents have suggested that several initiatives should be started to increase parent and community participation. They include: conduct parent needs assessment surveys (these are being developed and will be available via the school website); increase the recruitment efforts for each Parent Teacher Organization; create Parent Universities that will build parent capacity surrounding STEM; and develop stronger wrap-around services utilizing school and community resources.

A Magnet School Advisory Committee is being set up that consists of parents from schools throughout the school district including business and organizational leaders from Pueblo City. The committee's primary purpose is to provide an avenue for parents from all schools throughout the district to participate in the discussion and development of the magnet school programs. The Magnet School Advisory Committee will be reflective of the district's racial/ethnic compositions. As was the case in the planning process, the group will have students, parents from the school, PTO committees, teachers, administrators, and representatives of local agencies, businesses, organizations, and government as members. The committee will review program evaluation data, make recommendations for modifications and program expansion, and provide input as the magnet project unfolds.

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During the initial year of magnet program implementation, the advisory committees will meet at least quarterly, and more often if needed, to review program data provided by the program evaluator and to make changes as needed.

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**(d) Budget And Resources**

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**(d) (1) the adequacy of the facilities that the applicant plans to use**

**Bessemer PreK-8 Renewable Energy Magnet** - Named after Sir Henry Bessemer, who was the son of an engineer, the Bessemer school is appropriately designated to include a Renewable Energy magnet theme that includes the study of engineering. The Bessemer's process, also called the pneumatic conversion process, was patented in 1853.

The Bessemer facility is approximately 75 years old but was renovated seven years ago. The school has 22 classrooms, a cafeteria, auditorium, and a large library/media center. The classrooms are large and have sound-softening ceilings, painted block walls, carpeted floors, and natural finish oak trim. Plans include the modification of a classroom for a Renewable Energy Demonstration Room. In preparation for the magnet program, the science laboratory has been updated. Chemical cabinets and storage cabinets specifically designed for physics and chemistry equipment and materials are being set up in the school.

**Central High Renewable Energy STEM Magnet High School** - Central High School has the appropriate facilities to carry out the Renewable Resource and STEM magnet components. The original Central High School building; the "Stone Schoolhouse" was added to the National Register of Historic Places in 1979. The school has large grounds, classrooms, laboratories, and auditoriums that are equal to those at other high schools throughout the district. All buildings and grounds have been appropriately maintained through the years. Recently, classrooms in the building were remodeled with new network wiring, access to distance learning via a fiber net-

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work, furniture to accommodate computers and other technology, new lighting, and fresh paint.

The library has been expanded over the years to accommodate the large number of books available to students. The science lab is modern and includes science workstations equipped with water and gas outlets and computer terminals. The rooms designed for computer labs have been completely remodeled with fiber optic wiring, computer furniture and new lighting.

**Highland Park STEM Magnet School** - is an older facility that has large classrooms, laboratories, and an auditorium. It was built in 1955 and has a gymnasium, library, auditorium, and a spacious cafeteria with a beautiful courtyard, which was added several years ago. The school building and grounds have been appropriately maintained through the years. Recently, classrooms in the building were remodeled with fiber optic wiring, furniture to accommodate computers and other technology, new lighting, and fresh paint. The library has been expanded over the years to accommodate the large number of books donated to the school. The school also has enough rooms to be converted to specialty areas.

**Roncalli STEM Magnet School** - The building has 25 classrooms, a gymnasium, and a cafeteria that is also used as a student activities center. The facility lends itself to the unique requirements of hosting the STEM magnet program with a few modifications. The school has a state-of-the-art library media center with up-to-date reference materials, both traditional and electronic, to support the magnet theme. It has a large room that can be used to accommodate the science and mathematics laboratories that will be added as part of the magnet component. In addition, special power outlets will need to be installed so that students will be able to collaborate on interdisciplinary projects. All four schools meet the Disabilities Act (ADA), the Occupational and Safety and Health Act (OSHA), and the Colorado Occupational Safety and Health Act (COSHA) re-

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quirements. Special needs students will be addressed thus ensuring equal access to and safety in each facility for all students and staff.

**(d) (2) the adequacy of the equipment and supplies that the district plans to use.**

The equipment and supplies to operate a successful magnet program at the four magnet school sites will be more sophisticated than much of the equipment and materials generally offered as part of a regular school program. The district is asking for financial assistance in meeting the initial cost of the very expensive specialized equipment and supplemental materials needed for the renewable energy magnet programs. The wind turbines and geothermal dome that are being requested as part of this grant are necessary to carry out specific magnet activities. The special equipment purchased with grant funds will be used to provide students with special instruction in thematic areas that support elementary science, mathematics STEM, and PLTW and Renewable Resource requirements as well as for special thematic presentations.

The district follows the State's bid process when purchasing its supplies and equipment, regardless of its funding sources. The bid process results in most items being purchased from the lowest bidder. All textbooks and consumable supplies are provided at no cost to students. Students in four magnet and non-magnet schools receive similar instruction in special education, compensatory education, gym, music and art. The district has already included the cost of those instructional materials and equipment in the general operation budget.

The equipment and supplies to operate a successful magnet program at the four magnet school sites will be more sophisticated than much of the equipment and materials generally offered as part of a regular school program. The school district has already planned and budgeted for the cost of preparing sites to accommodate the new equipment including fiber optic wiring necessary for computers and instructional technology. The computers that are also being requested as part

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of this grant are those necessary to carry out specific magnet activities. Most classrooms already have the computers for regular classroom and remedial instruction. The computers purchased with grant funds will be used to provide students with special instruction in thematic areas that support Renewable Energy/STEM requirements as well as for special thematic presentations. For example, teachers will be using interactive video as part of their instruction and students will be using networked computers for research and for interaction with students throughout national on-line services.

In addition to classroom supplies, several field trips that do not include transportation related to the STEM and Renewable Energy magnet themes will be included. The Pueblo Board of Education provides transportation and allocates the cost of such transportation in its local budget, with no cost to students. During all three years of the project, the magnet school sites will continue to have general fund dollars for the general operation of the school sites. These funds will not, however, be sufficient to continue developing the technological infrastructure for expansion in years two and three.

**(d) (3) adequacy and reasonableness in relation to the objectives of the project.**

The budget presented in this application is adequate and reasonable and will be of great benefit in supplementing the district's magnet program objectives. Each of the four magnet sites will continue to receive district funds for operating its programs during each year of the project, with each site receiving a per-pupil allocation of funds. The funds include costs for books, supplies, library resources, and limited audiovisual and other equipment.

While these funds will support to some degree the ongoing operational needs, they will not support all of the costs for initial implementation or for program expansion. Since additional students will be enrolled each year, additional costs are expected. In addition, due to the number of

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magnet programs proposed by the district, the costs to fully implement each magnet program will not be available during the first year of implementation for each site. As a result, during each year of implementation and expansion, funds will be needed to continue developing the technological infrastructure to adequately address the large numbers of students served.

MSAP funds, as presented in this application, will provide state-of-the-art renewable energy technology and equipment that will make these programs attractive to students of diverse backgrounds. Once the technological infrastructure is in place, the most expensive costs are eliminated. The district will then assume responsibility for upgrading and maintaining the equipment.

MSAP funds will also be used to provide supportive tutorial and enrichment services to ensure success for students participating in the magnet programs. MSAP funds will also be used to assist with marketing, promotional, and recruiting activities. Given the potential to attract students from private schools, it is important that promotional materials are attractive and intriguing so that parents and youth inquire about the programs. Materials will also need to be translated into several different languages to reach the language of minority communities.

Training is one of the most important keys to unlocking the potential in the four proposed Renewable Energy and STEM magnet schools. The multi-media formats proposed through the Educational Management Group will begin to expand the boundaries of the classroom while increasing student retention of information and simultaneously making learning fun and exciting. While the cost of training depends on a number of factors such as the size of the group and the location of workshop sites, the district must plan for professional development as an ongoing cost during the implementation and application period as well as after authorization.

Affording students opportunities to have field experiences outside of the classroom is also important to enriching magnet educational experience. Part of the requirements for these programs

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includes student community service. MSAP funds will be used to pay for students to participate in community programs and admissions fees to special events. However, no MSAP funds will be used to pay any transportation costs related to field trips. The district, partners, or students will assume those and other project costs. Teachers specialized in certain areas of education will be important to ensure the highest quality of instruction at each magnet site. For this reason, funds are allocated to ensure that teachers with specialized skills and knowledge are included in the magnet program. Employment of the Director of Magnet Schools is important to ensure effective program implementation of the Board's Magnet Choice Plan to reduce, prevent, or eliminate racial isolation. The Director will also coordinate all aspects of the programs from planning and implementation, to expansion.

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**(e) Evaluation Plan**

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**(e) (1) includes methods that are appropriate for the project**

The evaluation plan will include both formative and summative components for each of the three years to document progress toward achievement of the three MSAP purposes published with the December 21, 2012 announcement. The project objectives are consistent with Government Performance and Results Act (**GPRA**) and with the program reporting requirements specified in **ED 524b**. Each of the objectives shows specific program measurements that will be attained and the expected outcome. The project's objectives are tailored to provide evidence through annual review by an independent evaluator that the project is demonstrating substantial progress toward meeting the objectives and program performance measures. Data collected will show the U.S. Department of Education that the project is on track and that it is as successful as outlined. Qualitative data will be obtained through classroom observations, interviews, meetings, and surveys of community partners, parents, students, audits of enrollment and retention, and academic

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achievement testing to ensure that the project is achieving its objectives as stated in this application. This information will be used to identify problems encountered in program implementation, thereby identifying problems needing immediate resolution. Also, these observations will serve to produce recommendations that may be useful in making needed changes to facilitate program improvements. Survey instruments and consistent interview protocols will be developed prior to implementation. Surveys will include both scale items and open-ended questions. A schedule of periodic reviews of both the formative and summative data will be included in the evaluation plan and established for each site pending notification of grant award.

The formative evaluation will assess the effectiveness of the recruitment phase, the placement phase, and the implementation phase of the Magnet Schools Project. The formative evaluation will be conducted during all aspects of the project with the goal being to create feedback loops to staff and others for the purpose of improving all aspects of programming. In addition, ongoing assessments will be conducted to ascertain the extent to which the MSAP Project is sound educationally and is addressing student needs.

**(e) (2) will determine how successful the project and (e) (3) includes methods that are objective and produce data that are quantifiable.**

The evaluation plan is designed to provide data pertinent to effective school desegregation and to student improvement and elementary, middle and high school student achievement based on innovative teaching approaches and methods. There are four specific objectives addressed by the evaluation plan that include: 1) Minority group isolation will be reduced each year in each of the four project magnet schools, 2) Students in project magnet schools will be prepared to enter college without needing academic remediation, 3) Project themes at the four magnet schools have the capacity to attract students from public and private schools throughout the Pueblo geographic

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area, and 4) Project themes at the four magnet schools attract students from low performing schools. The evaluation process for the program includes appropriate instruments that measure how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement.

By using interview methodology, the MSAP Director of Magnet Schools, building principals, and the magnet outreach coordinators will be requested to delineate outreach, recruitment and placement activities and perceived outcomes based on the recruitment phase. Interviews will seek to determine the extent to which recruitment strategies are consistent with the primary objective of preventing minority group isolation in the magnet schools, the variables associated with effective or ineffective recruitment, and the extent to which consistent procedures are in place to ensure student retention. Students and parents will be surveyed to determine the extent to which the student's placement is an appropriate match for her path to college and to determine student and parent satisfaction with placement in the magnet program they have chosen. Enrollment data will be collected after school begins in the fall and the enrollment stabilizes to determine the degree to which the objective of reducing Hispanic isolation is being achieved. Feedback will be provided to program staff and the Magnet Oversight Committee to ensure that needed program modifications are implemented.

Formative data collection techniques will include site visitations to observe school and classroom implementation. Samples of faculty, staff, and students will be randomly selected and interviewed on site to determine if program implementation is proceeding effectively. Program faculty and staff will be surveyed to determine the extent to which the project is being implemented as proposed. It will be important to include items on the survey related to their support of the Magnet Schools Project mission, Goals and objectives, as well as their support of specific program

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policies. The Director of Magnet Schools will be interviewed and administered surveys to determine from her perspective those factors associated with effective implementation.

An audit and analysis of the curriculum will be used to determine the scope and sequence of all course offerings and to ascertain if they are adequate to achieve the objectives of the project. The audit and analysis are designed to measure whether a large majority of students are making significant gains in achievement and that all students are exposed to curriculum content that presents information on career awareness, employability skills, and labor market information.

The audit and analysis of the curriculum will also be useful in determining the extent to which course offerings can enhance student retention in the magnet school programs.

Survey and interview data will be collected from the assistant superintendents; directors of the elementary, middle, and high school divisions who will be providing organizational support for the project; the Director of Magnet Schools and building principals. These data will be analyzed to determine necessary program modifications.

The formative evaluation will also use a myriad of strategies to obtain other qualitative and quantitative indicators of program progress to ensure that implementation is congruent with the Magnet Schools Project's mission and goals and to ensure that the four primary objectives are achieved. Data will also be collected from teachers and other educational staff, parents, and students directly involved in the project. Included in the evaluation schedule will be planned monthly meetings between the Director of Magnet Schools and the Program Evaluator to review data and to revise the evaluation plan as needed to meet the demands for new data or information about the program. Information will be disseminated and discussed at periodic intervals with the school board, district administrators, the Director of Magnet Schools, and building principals.

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The summative aspect of the evaluation will focus on the collection of enrollment data at the end of school years 2013-2014, 2014-2015 and 2015-2016. The evaluation will measure attainment of the objectives to prevent Hispanic minority group isolation and on the compilation of academic achievement data during this same period. Evaluation instruments will measure whether the majority of students are making gains in achievement.

Quantitative evaluation measures will contribute to program improvements by: defining characteristics of the population being served; facilitating decisions about the adequacy of program services for participants; providing information about the adequacy of the objectives, thereby facilitating modifications to reflect more realistic expectations, if necessary; generating recommendations that will be helpful in making needed changes for future programs, thereby resulting in improvements in programs which are in other settings; and providing information that will be useful in informing appropriate audiences about project outcomes.

Plans for data collection will be coordinated with the Management Information Systems Office.

The district already has a sophisticated highly coordinated plan in place for data collection related to measuring student performance using the TCAP, which is Colorado's standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents and the community. Additionally, Colorado provides for all 11<sup>th</sup> grade students to take ACT tests, which includes multiple-choice tests in English, mathematics, reading, and science.

The evaluation will include data related to the state's ACT Composite score that will be provided to the school by the state each spring. Students at Central High will also take the ACT Plus Writing, which measures the writing skills students have acquired in their high school English courses. The testing programs will provide opportunities to make achievement comparisons of students in the magnet program against the criteria proposed in this application during each project

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year. Data will be gathered on all program participants and an analysis of the test results will be used to revise curriculum as needed at each site.

While enrollment counts, retention rates, and test scores are summative in nature, they will also provide valuable information for planning each subsequent program year.

Written evaluation reports will be submitted to the funding source as requested. These reports will also be provided by the Program Evaluator to appropriate district personnel.

The strategies that the district will use to evaluate outreach, recruitment, placement, and program implementation and the strategies for assessing subsequent enrollment and achievement results have been described for the three-year period of the grant. The overall evaluation component will be incorporated into the organization of the magnet school programs to ensure that a system of monitoring with checks and balances continues beyond the life of federal funds thus resulting in quality magnet programs and education for students in PCS-60.

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**(f) Commitment And Capacity**

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**(f) (1) likely to continue magnet school activities after assistance is no longer available**

The district, through the effort and commitment of the total staff, community agencies and organizations, and universities, has moved forward and continued to refine and enhance the magnet program offerings in Pueblo. Over a five-year period, district officials created three racially balanced effective magnet schools. The PCS-60 Board has continuously showed strong commitment to their success. Each of the three existing magnet schools has been balanced by race, ethnicity, and gender over the years of operation. Planning and developing the four magnet schools has not been easy for the district. The financial responsibilities have been overwhelming during the economic downturn period that has affected state resources to all Colorado school districts. Despite this fact, the school board and superintendent are firmly committed to these programs.

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Given the success of the first set of magnet schools, the Pueblo City School Board authorized Superintendent and district staff to continue exploring the possibility of expanding the magnet school concept to other district sites. After an extensive amount of planning and exploration, the school board has adopted a Diversity Resolution as part of a new Magnet Choice Plan to improve the racial composition of four of its schools with high concentrations of Hispanic students.

The district has committed general operating funds and bond funds to maintaining innovative and challenging programs at each existing locally supported site as recommended by district staff and members of the planning committees.

District personnel plan to use program funds supplemented with local funds to prepare magnet teachers to use innovative instructional approaches designed to meet the new rigorous Colorado Colorado Common Core Content Standards proposed by Race to the Top guidelines. Students throughout the district who choose to attend a magnet program will have transportation provided at district expense if they live 1.5 miles from school or have a special need. The district will also make a special effort to provide activity buses so students can be involved in a variety of extra-curricular activities. At the end of the third project year, the district will be able to assume on-going program costs out of local tax levy funds. This application was designed to project costs that are reasonable to assume after year 3 of the program. Most of the items included in the MSAP program budget are for specialized thematic equipment and supplies and for the training of regular teachers to carry out the thematic activities using the new equipment and materials. These will continue to be available at the end of the project and the teachers will be prepared to use them. After federal support ends, the district will pay from local funds for the maintenance and replacement costs of equipment and materials.

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**(f) (2) (i) is committed to the magnet schools project**

The Pueblo City Board of Education is committed to a diversity effort to substantially reduce the Hispanic isolation that has developed in too many of the district's schools. The diversity plan is also designed to address the exit of many Caucasian families who believe that PCS-60 schools do not provide the desired education desired for their children. Based on the extensive work carried out by school officials and the bi-racial Community Strategic Planning Committee over a three-year period, a comprehensive magnet school program has been designed to promote successful desegregation in the city's schools that struggle to deal with a high percentage of Hispanic students who come from lower income families.

The Board understands that MSAP funds will be provided for only the next three years to meet the extraordinary high expectations set for the four participating project schools. The Board also understands that the federal assistance is designed to help districts with the unusually high start-up costs that are required to begin sophisticated magnet school programs. Therefore, the federal-funded project is designed to provide expensive equipment and materials that needs only maintenance and replacement after the funds end. District personnel plan to use program funds supplemented with local funds to prepare magnet teachers to use innovative instructional approaches designed to meet the new rigorous Colorado TCAP curriculum and the new Common Core Content Standards proposed by Race to the Top guidelines. This application was designed to project costs that are reasonable to assume at the end of the program. Most of the items included in the MSAP program budget are for specialized thematic equipment and supplies and for the training of regular teachers to carry out the thematic activities using the new equipment and materials. These will continue to be available at the end of the project and the teachers will be

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prepared to use them. After federal support ends, the district will pay from local funds for the maintenance and replacement costs of equipment and materials.

During the grant period, the district is committed to providing teachers with extensive training and participation in curriculum development, in which all teachers working in the program must agree to participate. By the end of the first project year, all magnet teachers, principals, and instructional support staff will have participated in 60 hours of required training annually. As a result of the training, magnet teachers will have participated in the development of the unique magnet theme curriculum and will be trained to carry out the rigorous thematic program using innovative teaching practices designed to provide children an education using newly developed state curriculum content standards. The same level of in-service will not be necessary each year. Only those teachers and staff joining the program after the project period will need such intensive training. They will follow the training requirements developed during the grant period. The district will assume the costs of reviewing and modifying magnet curriculum that is developed and revised after federal funds are no longer available.

**(f) (2) (ii) has identified other resources to continue support for the magnet school activities**

Currently, PCS-60 levies the maximum allowable local taxes. The district is prepared to assume the extra costs associated with the continuation of the magnet programs currently funded under the MSAP grant and is committed to continue the magnet programs presented in this application by assuming the costs of personnel, maintaining specialized equipment and facilities, developing unique curricula, and providing necessary in-service training activities. The District is also committed to the continued use of contributions from educational partnerships, state grants, and local/national foundation monies to provide necessary additional support for magnet schools and programs addressed in this proposal. There can be no question that, with such a tremendous

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amount of financial and human commitment to establishing magnet schools and programs, the District will continue its support of magnet schools and programs after financial assistance under MSAP has ended. These programs are providing and will continue to provide students from diverse backgrounds with opportunities for choice in their educational endeavors and are providing a viable avenue for the district to address desegregation through positive and educationally productive processes.

As a result of the three-year grant, teachers will be prepared to carry out the unique thematic magnet project without supplemental assistance. In order to do this, a special magnet school training component for teachers has been included as part of the Project Design section of the grant. During the first three years, teachers in the magnet schools will receive intensive training designed to make them better teachers and prepare them to teach a diverse racial and socio-economic group of students, many who have traditionally not been addressed in school. Each summer during the three-year grant period, magnet teachers will be prepared to carry out new teaching methodologies by experts in research-based approaches proven effective for instructing students from diverse racial and socio-economic groups. Those who have proven outstanding will become part of school leadership teams, whose members will serve as mentor trainers of new teachers hired into the magnet program after the initial training. The Leadership Team in each school will oversee the preparation of all new teachers coming to the magnet schools each year. They will also serve as mentors to teachers who are having trouble carrying out the unique teaching methodology. The Team approach to training guarantees the success of the magnet school long after the federal grant comes to an end.

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**Endnotes**

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<sup>1</sup> Pueblo 60 School District. Accountability Report to the Community, December 2008. Pg.v.

<sup>2</sup> McPherson Breyfogle, Daveline & Goodrich, PC, Certified Public Accountants. PSC-60 Annual Financial Report, June 30, 2006. Pg. viii.

<sup>3</sup> Ibid. pv.

<sup>4</sup> Pueblo City Schools. Adopted Budget – July 1, 2012 through June 30, 2013: page 15.

<sup>5</sup> Pueblo City Schools. Guide to the Strategic Plan. Pueblo City Schools Board of Education, 2007.  
<http://www.pueblocitieschools.us/modules/cms/pages.phtml?pageid=22823&sessionid=29f201ca90c918395cc4872af3db1f95>.

<sup>6</sup> Paideia includes Socratic instruction that takes place after students have engaged with classroom material. Usually, the teacher asks an initial question about a text, and students participate in an open conversation. Instead of controlling the conversation, the teacher acts as a facilitator, leading students to discovery about their perspectives and encouraging them to challenge what others might have to say. For example, if the class is reading a piece of literature in a language arts course, the teacher can use the seminar to challenge students to think of alternative perspectives on the piece or discuss how historical events may have impacted or influenced the work. Exposure to other points of view assists in the development of active listening and discussion skills.

<sup>7</sup> Duncan, G, Dowsett, C., Claessens, A., Magnuson, K., Huston, A., Klebanov, P., Pagani, L., et al. (2007) **School Readiness and Later Achievement**. *Developmental Psychology*, 42, 1428-1443

<sup>8</sup> KIPP trains educators to develop a rigorous college-preparatory curriculum, with achievement and support that is designed to prepare and expect educationally underserved students to succeed in top quality high schools, attend colleges and universities, and be competitive in the world beyond.

<sup>9</sup> The Colorado Public Utilities Commission (PUC) made the historic decision, concluding that a wind powered electric plant should be added to Xcel Energy's portfolio of new generation to meet growing electricity demand. The power plant, rated at 132 megawatts (MW) was built in southeast Colorado near Lamar. At the time, it was the largest wind power plant in the Rocky Mountains, and the first to be included in a utility's "rate base" or its standard portfolio of power generation.

<sup>10</sup> Solar Energy Resources: American Solar Energy Society (ASES) (<http://www.ases.org>), Smart Energy Living (<http://www.energyscience.org>) , Colorado Solar Energy Industries Association (<http://www.coseia.org>), Interstate Renewable Energy Council (IREC) (<http://www.irecusa.org>) , Million Solar Roofs Initiative. (<http://www.millionsolarroofs.org>) , National Renewable Energy Laboratory (NREL) (<http://www.nrel.gov>) , National Center for Photovoltaics. (<http://www.nrel.gov/ncpv>), Sandia National Laboratories Photovoltaic Division. (<http://www.sandia.gov/pv>), Solar Electric Power Association (SEPA) (formerly the Utility PhotoVoltaic Group) (<http://www.solarelectricpower.org>), Solar Energy Industries Association (SEIA) (<http://www.seia.org>) , Solar Rating and Certification Corporation (SRCC) (<http://www.solar-rating.org>) , Southwest Energy Efficiency Project (<http://www.swenergy.org/>), U. S. DOE's Energy Efficiency and Renewable Energy Network (<http://www.eere.gov>) , Western Resource Advocates (<http://www.westernresourceadvocates.org/>) , International Solar Organizations, Enersol (<http://www.enersol.org>) , Greenstar (<http://www.greenstar.org>), International Solar Energy Society (ISES) (<http://www.ises.org>) , SELCO (<http://www.selco-india.org>).

<sup>11</sup> Wind Energy Resources: American Wind Energy Association (<http://www.awea.org>) NREL's National Wind Technology Center (<http://www.nrel.gov/wind>), U. S. DOE Wind and Hydropower Program (<http://www1.eere.energy.gov/windandhydro>), Wind Powering America (<http://www.windpoweringamerica.gov>), The Gentle Wind Project (<http://www.apologeticsindex.org/g/g12ac.html>) Alliance to Save Energy ([www.ase.org](http://www.ase.org)) American Solar Energy Society (ASES) ([www.ases.org](http://www.ases.org)), The American Wind Energy Association (AWEATM), Cape & Islands Renewable Energy Collaborative ([www.cirenew.org](http://www.cirenew.org)) Federal Energy Management Program (FEMP) Renewable Energy Requirement Guidance for EPAct, ([http://www.fedcenter.gov/Bookmarks/index.cfm?id=9248&pge\\_prg\\_id=8752&pge\\_id=1857](http://www.fedcenter.gov/Bookmarks/index.cfm?id=9248&pge_prg_id=8752&pge_id=1857))

<sup>12</sup> Colorado Achievement Plan for Kids (CAP4K): <http://www.coloradokids.org>

# **Resumes of Principals to Become Magnet Schools**

**Bio for Brenda Duran – *PreK-8 Principal, Bessemer Academy***

Bessemer Academy is a Title I School in Pueblo City Schools. Currently we have 472 students enrolled at Bessemer Academy with an 88% free and reduced. My building exited out of Turnaround status to Priority Improvement with 9/10 of a point away from Improvement. We are located in a low socio-economic area with high diverse population of Hispanic students. We are unique in that we are one of the two schools in Pueblo that is a Pre-K through 8 school.

## Brenda Duran

brenda.duran@pueblacityschools.us

### WORK HISTORY

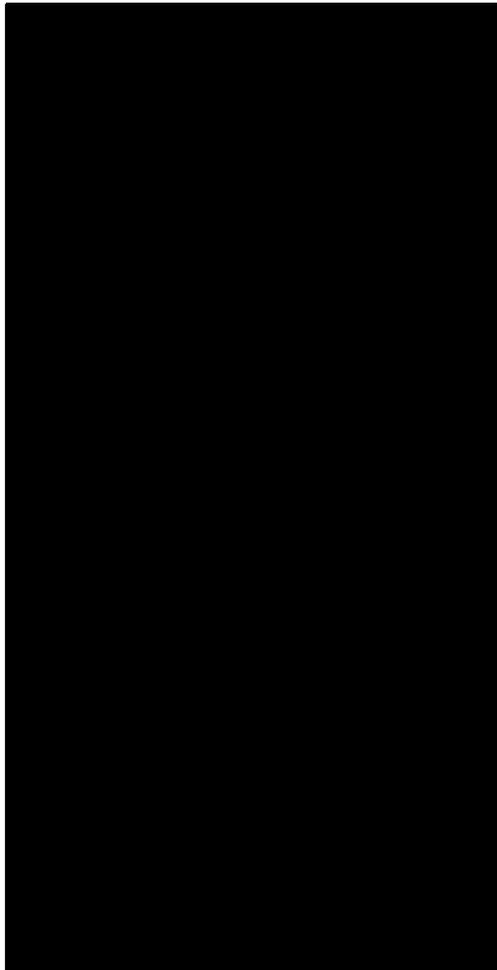
- July 2011-Present*     *PreK-8 Principal, Bessemer Academy*  
Bessemer Academy is a Title I School in Pueblo City Schools. Currently we have 472 students enrolled at Bessemer Academy with a 88% free and reduced. My building exited out of Turnaround status to Priority Improvement with 9/10 of a point away from Improvement. We are located in a low socio-economic area with high diverse population of Hispanic students. We are unique in that we are one of the two schools in Pueblo that is a Pre-K through 8 school.
- July 2006-July 2011*     *Elementary Principal, Pikes Peak Elementary*  
Pikes Peak Elementary School is a Title I School in Harrison School District #2. Currently we have 377 students enrolled at Pikes Peak Elementary with a 87% free and reduced population (313 students), 4% (16 students) of the student population is identified as gifted and talented, 25 % (103% students) are identified as English Language Learners, and 50% (192 students) are on an ILP, and 11% (35 students) are on an IEP.
- July 2004-2006*     *Assistant Principal, Jordahl Elementary*  
Special Education Building Facilitator, Site-Based Team member, Staff Development, Accreditation Team Building Facilitator, Crisis Management Building Facilitator, Building Leadership Team, Phi-Delta Kappa Organization.
- 1996-2004*     *Fourth Grade Teacher, Fifth Grade Teacher, Math Resource Teacher, Baca Elementary*  
Responsibilities include following and implementing State Standards, District 60 curriculum, and administration of CSAP and Terra Nova Assessments. Involvement of committees included: Site-Based-4 years, Teacher-in-Charge-4 years, Team Leader-4 years, Articulation-2 years, Accountability-1 year, Mentor-2 years and Standards Cluster Group-1 year.
- Spring 2003*     *Aspiring Administrator's Internship Program, Pueblo School District #60*  
Selected out of twenty-five candidates to complete an internship at Heaton Middle School assuming all responsibilities of an administrator at the secondary level, including analysis review of CSAP assessment data. Familiar with disciplinary infractions, AS400, scheduling, and teacher evaluations.
- Summer 2001*     *Lindamood Bell Tutor, Pueblo School District #60*  
Responsibilities included working with intensive groups for a three-week session using the LIPS and V/V components of the Lindamood Bell Program.
- Fall 2001*     *Adjunct Faculty, University of Southern Colorado*  
As one of the instructors of the Frameworks Course, I was given the responsibility of preparing students, entering the field of education, for administering CSAP/Terra Nova Assessments, Quarterly Analysis and Reporting, and other documenting procedures currently required of teachers.
- Summer 2000*     *Lindamood Bell Tutor, Baca Elementary*  
Responsibilities included working with intensive groups for remedial intervention during a six-week period. Through the use of the LIPS and V/V strategies, pre and post assessment demonstrated student gains and the effectiveness of the Lindamood Bell Program.

- Summer 1999*      *Principal, South Central BOCES Migrant Summer Program*  
As Principal of the BOCES Migrant Summer Program, responsibilities included the development of staff orientation, placement of teaching staff according to grade levels, bus routing, parent communication, field trip arrangements and dealing with discipline issues.
- Spring 1999*      *Adjunct Faculty, Adams State College*  
As one of the Evaluating Instructors for the ESL Endorsement Program, mentoring and evaluating 14 District #60 teachers required pre/post and formal observations, critique of completed program portfolios, and submission of letter grades into Education Department of Adams State College. Job also required collaboration with other ESL Supervisors and Director of the Education Department at Adams State College
- 1995-1996*      *ESL Tutor, South Central BOCES*  
Tutor responsibilities included delivering ESL strategies to students whose second language was other than English. Forty-five minute sessions were delivered to students enrolled at Bradford, Fountain, Risley, and East High School.
- 1995-1996*      *ESL Consultant, McRel*  
As an ESL Consultant, workshops were delivered to different school districts, giving teachers ESL strategies that could be used in the classroom for students whose language was other than English. The ESL portion was in conjunction with other presenters as well as individuals from the Office of Civil Rights.
- 1992-1995*      *Third Grade Bilingual Teacher, Mapleton School District*  
Responsibilities as a bilingual teacher included delivering district and state curriculum in English and in Spanish. Mandatory achievement of bilingual degree was accomplished within two years. Other duties included team leader of the third grade group.
- 1991-1992*      *Third Grade Teacher, Sierra Grande Public School*  
Responsibilities included delivering district and state curriculum to third grade students. Team collaboration with other third grade teacher occurred consistently and effectively. Culture awareness of Asian population was necessary while working with students, staff, and community.
- Summer 1991*      *Preschool Team Leader, San Luis Valley BOCES*  
As team leader of the toddler age group, duties included following preschool rules and regulations of teaching centers, nutrition, and communication with parents in English and Spanish. Other duties required transporting toddlers and other students to and from the migrant school building.
- 1990-1991*      *Kindergarten Teacher, Antonito Public Schools*  
Responsibilities included following and delivering district and state curriculum to kindergarten students. As a whole day kindergarten program, engagement of on task strategies occurred daily as well as the implementation of holiday programs and field trips.
- 1988-1990*      *Third Grade and Kindergarten Teacher, Dulce Public Schools*  
Responsibilities included following New Mexico district and state curriculum and outcomes. Knowledge of the Jicarilla culture and the diverse needs of the students were necessary in administering a positive role as a teacher and communicator with parents.

EDUCATION

- 1998-2000 *Type D Certification, University of Phoenix*
- 1995-1997 *Masters in Education, Adams State College*
- 1992-1994 *Bilingual Certificate, Metropolitan State College of Denver*
- 1983-1987 *Bachelor of Arts in Education, New Mexico Highland University*
- 1980-1983 *High School Diploma, Centauri High School*

REFERENCES



## **Bio – Alan R. Berry – Principal Highland Park Elementary**

After receiving his degree in Industrial Technology and teaching license from the University of Southern Colorado (presently Colorado State University – Pueblo), he taught Industrial Technology at the high school and middle school levels for the next 12 years. This included developing and delivering an innovative cross-curricular program for middle school students combining science and industrial technology to form an applied physical science experience for students. During this time, Mr. Berry also taught sixth grade mathematics.

In the next chapter of his career, Mr. Berry received a Masters Degree from the University of Northern Colorado in Educational Leadership and started his administrative experience as an assistant principal at the middle school level for three years. This was followed by the assignment of principal at the elementary level. For the next seven years, he led an under-performing school to one of the highest performing in the district in the state. His skills were then to be tested with a new assignment back at a failing middle school; however, bad timing with the implementation of a federal turnaround grant forced his reassignment after only one year, to yet another underperforming elementary school.

Currently, Mr. Berry is principal of a now high-performing school. Over the last three years, he has witnessed his school's population increase; it is now the largest PK-6 elementary school in the district housing over 600 students. This population increase has allowed him to add several new teachers, including a full-time science resource teacher for the school. Over last two years, this school has been rated as a "performance" school - the highest rating assigned by the state. The school continues to grow in numbers as well as in achievement with a current achievement growth trajectory placing his school as the top achieving school in the district by 2014.

# **ALAN R. BERRY**



## **PROFESSIONAL EXPERIENCE**

**Pueblo City Schools, Pueblo, CO**  
**Principal, Highland Park Elementary School**  
**June 2010 - Present**

Responsibilities: Ongoing data analysis, alignment of curriculum, instructional modification according to achievement and growth data. Write Tools implementation, student scheduling, student discipline, suspensions, CSAP, TCAP, and Galileo test administration, develop School Improvement Plan, synthesize and communicate research, grant writing, building technology plan, implementation of Exceptional Student Services guidelines and laws, 504 implementation, student attendance, student count procedures, truancy court reporting, implementation of RTI process, Department of Social Services reporting and caseworker/student relations, grade level PLC meetings coordinating building scope and sequence, curriculum articulation, selection and placement of staff, staffing of teachers, supervision of pre-school, classified and certified evaluations, building level professional development, Building Leadership Team, Building Accountability Committee, Scheduling Committee, Building Crisis Team, PTSO, building master schedule, duty schedules, facilities management, staff and student safety/crisis plan, handbooks, weekly schedules, parent newsletters, bell schedule, building and grant budgets.

**Pueblo City Schools, Pueblo, CO**  
**Principal, Pitts Middle School**  
**June 2009 - June 2010**

Responsibilities: Develop the Building Leadership Team, implement school wide discipline plan, develop master schedule based on student-needs, communicate urgency for improved teaching and learning, develop/administer/implement school improvement grant, ongoing data analysis, alignment of curriculum, instructional modification according to assessment data, oversee assistant principal, CSAP and Galileo test administration, develop school improvement plan, synthesize and communicate research, building technology plan, restructure of Exceptional Student Services guidelines according to laws, student attendance, re-structure accurate student count procedures, grade level PLC meetings, Title I and general fund budget development and implementation, coordinating building scope and sequence, curriculum articulation, selection of staff, staffing of teachers, classified and certified evaluations, building level professional development, Building Accountability Committee, Scheduling Committee, Building Crisis Team, PTSO, duty schedules, facilities management, safety/crisis plan,

technological communication, handbooks, weekly schedules, newsletters, bell schedule. Implementation of Federal School Turnaround procedures.

**Pueblo City Schools, Pueblo, CO**  
**Principal, Heritage Elementary School**  
**June 2002 - June 2009**

Responsibilities: Ongoing data analysis, alignment of curriculum, instructional modification according to assessment data and value-added student achievement measures, Lindamood-Bell Learning Process implementation, Writing Alive implementation, student scheduling, student discipline, suspensions, CSAP and Terra Nova test administration, conflict resolution, Lindamood-Bell intensive reading teacher, develop school improvement plan, synthesize and communicate research, grant writing, building technology plan, implementation of Exceptional Student Services guidelines and laws, 504 implementation, student attendance, student count procedures, truancy court reporting, implementation of RTI process, Department of Social Services reporting and caseworker/student relations, school accountability report, ILP, CBLA, and NCLB documentation, grade level assessment data meetings, Title I implementation, coordinating building scope and sequence, curriculum articulation, selection of staff, staffing of teachers, supervision of pre-school, classified and certified evaluations, building level professional development, Site Council Committee, Scheduling Committee, Building Crisis Team, PTSO, building master schedule, duty schedules, facilities management, staff and student safety/crisis plan, technological communication, handbooks, weekly schedules, newsletters, bell schedule, building and grant budgets.

**Pueblo City Schools, Pueblo, CO**  
**Assistant Principal, Corwin Middle School**  
**July 1999-June 2002**

Responsibilities: LBLP implementation, building master schedule, student scheduling, grade input, report cards, student discipline, suspensions/expulsions, CSAP and Terra Nova test administration, conflict resolution, implementation of school-wide Title I, implementation of Exceptional Student Services guidelines and laws, 504 implementation, student attendance, student count procedures, truancy court reporting, Department of Social Services reporting and caseworker/student relations, selection of staff, staffing, certified evaluations, supervision of School Resource Officer and security, Site Council Committee, Discipline Committee, Scheduling Committee, Building Crisis Team, facilities management, athletics, handbooks, bell schedule, supervision and implementation of Project Stay, supervision of Academic Learning Academy.

**Pueblo City Schools, Pueblo, CO**

**Teacher, Freed Middle School**

**September 1990-July 1999**

Responsibilities: Industrial Arts Teacher, Technology Teacher, Math Teacher, Discipline Committee, Building Crisis Team, Site Council Budget Officer, Scheduling Committee, Odyssey of the Mind Coach, Science Olympiad Coach, Colorado Department of Education G.E.M.S. Teacher trainer, facilitator of N.A.P.E. test.

**Pueblo City Schools, Pueblo, CO**

**Teacher, Centennial High School**

**September 1987-September 1990**

Responsibilities: Industrial Arts Teacher, District Writing Committee-Industrial Arts Curriculum, freshman class sponsor.

## **PROFESSIONAL PREPARATION**

University of Denver, Denver, CO  
Graduate Studies in Educational Administration  
Superintendent Licensure Program

University of Northern Colorado, Greeley, CO  
Master of Arts: Educational Leadership and Policy Studies  
Principal Licensure Program  
Completion: August 1998

University of Southern Colorado, Pueblo, CO  
Bachelor of Science: Secondary Education  
Teacher Licensure Program  
Completion: May 1985

## **DISTRICT INITIATIVES**

Insurance Committee, curriculum review team K-2, national and local teacher recruitment, district negotiations team for PEA, PPEA, PESPA and Preschool, charter school application review team, aspiring administrator candidate review team, mentor for aspiring principals, Administrator Evaluation Committee, Full-day Kindergarten Committee, Strategic Planning Committee

## **PROFESSIONAL DEVELOPMENT**

National Institute for School Leadership – Instructor Training – Pueblo City Schools  
Alpine Achievement – Pueblo City Schools  
Applitrack – Pueblo City Schools  
Infinite Campus – Pueblo City Schools  
Rubicon Atlas – Pueblo City Schools  
Galileo Assessments – Pueblo City Schools  
Interest Based Bargaining – Federal Mediation and Conciliation Service  
RTI Series – Southeast Regional Professional Development Council  
Mentor Principal - Pueblo City Schools  
New School Leadership Strand I and Strand III – Dr. Tom Bellamy  
Superintendent Internship – Pueblo City Schools  
TCAP Site Assessment Coordinator – Pueblo City Schools  
Colorado Basic Literacy Act – Colorado Department of Education  
Lindamood-Bell Learning Process: Full Basic, Implementation  
ScholarsMart – Pueblo City Schools  
Masterminer - Colorado Department of Education  
Writing Alive – Pueblo City Schools  
Staying Current with the Fair Labor Standards Act – Allen Taggart  
Licensed Personnel Recruitment Strategy – Jack Kronser  
Educator Supply and Demand AAEA – BJ Bryant  
What Works in Classroom Instruction – Debra Pickering  
What Works in Schools – Dr. Richard Marzano  
School Leadership That Works – Dr. Tim Waters  
Value-Added – Dr. William Sanders

## **GRANTS / AWARDS**

Colorado Department of Education School Improvement Grant - \$300,000.00  
Colorado Department of Education Commissioner's Cup Award in recognition of  
Closing the Achievement Gap  
Colorado Department of Education Read to Achieve totaling over \$105,000.00

## **LICENSURE**

Colorado Department of Education  
Professional Administrator License- expired January 10, 2012 – renewal pending  
Professional Principal License- expires March 3, 2017

## **PROFESSIONAL ORGANIZATIONS**

Colorado Association of School Executives  
Association of Supervision and Curriculum Development

**Bio – Michael J. Kovac – Principal Roncalli Middle School**

During the summer of 2012, I was given the opportunity to move into the role of principal at Roncalli Middle School. Roncalli is a school that has been through a lot of transition with staff, students, and administration. I had previously been an assistant principal at South High School, where the majority of Roncalli students feed into. The move was a good chance to help students make a connection as to what preparation they would need to successfully transition into high school. This was also a chance to increase the rigor and achievement in a school that had experienced multi years of decreasing academic achievement.

Throughout the first year as principal it became apparent that some changes needed to be made to increase student engagement and relevance with their learning. The school chose to look at innovation status from the state to work through some barriers that effect student opportunities to be successful academically. The school district focused on the Science, Technology, Engineering, and Math (STEM) model as part of the middle school realignment for Roncalli Middle School. As a school, the Building Accountability Committee has looked at integrating a STEM curriculum through Project Lead the Way (PLTW) as part of the instructional changes for the 2013-2014 school year.

# Michael J. Kovac

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**Objective** Continue career opportunities in education and contribute skills and experience to an innovative, progressive educational system.

**Experience** **2012-2013** **Roncalli M.S.** **Pueblo, CO**

**Principal**

- Creating Innovation plan for 2013-2014 school year with innovation team.
- Leading professional development for staff.
- Writing and implementing the USIP.
- Working with state and district as part of Turnaround School status.
- Supervise students, extracurricular events, and assemblies.
- Interviewing and hiring of new staff members.
- Teacher and classroom observation and evaluation.
- Research and evaluation of curriculum and program development.
- Collecting and analyzing all data for school improvement, and data on student achievement.
- Facilitating and implementing district initiatives.
- Implement and enforce Pueblo City Schools policies, rules, and procedures.
- Oversee and manage general budget, Title I budget, and TIG grant.
- Lead and facilitate meetings with community, parents, and stakeholders of Roncalli Middle School.
- Create procedures for the following drills: Fire, Tornado, Secure Perimeter, Lock-Down, Threat in Building, and Bomb Threat.
- Supervise, meet and work with teachers, building security guards, Pueblo Police Department SRO, custodial staff, secretarial staff, cafeteria staff, and support staff.
- Implementation and evaluation of Capturing Kids Heart training.

**2007-2012** **South H.S.** **Pueblo, CO**

**Assistant Principal**

- Implement and enforce Pueblo City Schools policies, rules, and procedures.
- Assist in resolving concerns and conflicts with students, parents, and staff members.
- RTI district leadership team and building coordinator.
- Assist in working to secure a safe school environment.
- Developing and implementing a master schedule for students and faculty.
- Supervise students, extracurricular events, and assemblies.
- Assist in interviews and hiring of new staff members.
- District ICAP implementation committee.
- Experience working in Professional Learning Communities (PLC) (Quality Schools – SMART Data training).
- Teacher and classroom observation and evaluation.
- Research and evaluation of curriculum and program development.
- Policy and procedures chairperson.
- Collecting and analyzing all data for school improvement, and data on student achievement.
- Member of district and South High School site-based committee.
- Coordination of teacher/staff professional development trainings.
- Student discipline, attendance, suspensions, and expulsions.
- District member of student discipline committee.
- NISL- Successful Completion of the National Institute for School Leadership (NISL) Executive Development Program, a nationally acclaimed and accredited program for School Leaders and NISL Internship (2012).

**2006-2007 School Year**

**Corwin M.S.**

**Pueblo, CO**

**Acting Assistant Principal**

- Assist in resolving concerns and conflicts with students, parents, and staff members.
- Reduced suspension by 35% from the previous school year.
- Assist in working to secure a safe school environment.
- Assist in developing and implementing a master schedule for students and faculty.
- Supervise students, extracurricular events, and assemblies.
- Assist in interviews and hiring of new staff members.
- Responsible for athletic scheduling and budget matters.
- Assist with the Positive Behavior Support program.
- Member of PLC Corwin Leadership Team.
- Participated in Colorado Association School Executives(CASE) leadership training.

**2000 – 2006**

**Corwin M.S.**

**Pueblo, CO**

**Social Studies/Math/ Physical Education Teacher**

Instructed and assessed students in the following:

- 7<sup>th</sup> grade Social Studies (highly qualified).
- 6<sup>th</sup> and 8<sup>th</sup> grade Saxon Math.
- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Physical Education and Health.
- Administrative Internship 2005(South High School) and 2006 (Corwin Middle School).

**1992- 2000**

**Sproul Junior High**

**Colorado Springs, CO**

**Social Studies Teacher/Physical Education**

Instructed and assessed students in the following:

- 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade American History, Civics, and Geography
- 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade Physical Education and Health

**1992- 2004**

**Interscholastic Coach**

- Football, Baseball, Wrestling, Basketball, and Softball

**Education**

**2003 – 2005**

**University of Phoenix**

**Colorado Springs, CO**

Master of Arts in Education/Administration and Leadership

**Adams State College**

**Alamosa, CO**

Bachelor of Arts – Physical Education K-12

Minor – Social Studies

## Lynn E. Seifert

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### PROFESSIONAL SUMMARY

A highly experienced, self-motivated **education administration professional** with a proven track record of achievement and:

- Strong fiscal responsibility with proven budget preparation and management skills
- Outstanding leadership and problem-solving ability
- Strong public speaking skills
- Excellent communication and mediation abilities
- A unique combination of vision and attention to detail
- The ability to inspire and motivate others
- A dedicated love for children and the desire to see them achieve

### EXPERIENCE

**PUEBLO SCHOOL DISTRICT #60,**  
7/2012 – NOW

#### *Principal of Central High School*

I was hired to continue and refine the turnaround work being accomplished at Central High School, a high poverty, urban high school in Pueblo, Colorado.

**BLAINE COUNTY SCHOOL DISTRICT, 118 W. BULLION STREET, HAILEY, ID**  
7/2009 – 6/2012

#### *Principal of Silver Creek High School*

I was hired to transform/restart an optional high school and rework it into a vibrant high school that serves students with specific academic and social-emotional needs. Within the first year, I was able to triple our enrollment without the addition of any new staff simply by utilizing better scheduling practices. I introduced virtual classes that enabled our students to have a full range of course offerings and credit recovery. In the 2010-11 school year, Silver Creek High School offered its first dual enrollment classes. This school year, the number of dual enrollment classes has more than doubled. In a nutshell, in working with the staff, we now have increased rigor, an accredited school, a school climate indicative to learning and students who enter college upon graduation.

#### **Specific Achievements:**

- In 2012, Silver Creek High School earned the highest rating (5 star) offered by the Idaho Department of Education. It was the only school in Blaine County to earn the 5 star rating.
- Obtained International Baccalaureate Middle Years Program Head of Schools certification
- Became a train the trainer for the 7 Habits of Highly Effective People program
- Sought and received school accreditation
- Served as a vital member of a district-wide program audit committee and made recommendations for budget streamlining without negatively impacting student achievement.

- Served on the strategic planning committee for district-wide technology.

**CHEATHAM COUNTY BOARD OF EDUCATION**, 102 Elizabeth Street, Ashland City, TN.  
1979 – 6/30/2009

*August 2004 — June 2009 Superintendent/Director of Schools, retired.*

As the chief executive officer of the school district, I was responsible for working with the Board of Education and implementing policy established by the Board as well as responsibilities for the day to day operations of the school district. In that role, I derived policy options for addressing challenges for effective and efficient advancement of education in the county, and I provided those options to the Board for its consideration. As the chief executive, I supervised all principals at 13 county schools, including 3 middle and 4 high schools with a district-wide attendance of approximately 7000 students, 500 certificated staff and 350 classified staff, as well as responsibilities for a \$45 million budget.

#### **Specific Achievements:**

- Mid-Cumberland (TN) region “Superintendent of the Year” for 2008
- Begin a policy review committee consisting of administration, teachers, and parents that provided recommendations to the Board of Education on all policy changes
- Serve as education liaison between the Cheatham County Commission and its various committees
- Implemented Professional Learning Communities concept with Dr. Bob Eaker and arranged for early dismissal times throughout the year to provide time for collaboration
- Re-developed a kindergarten registration process to be consistent across all schools in the county
- Developed job descriptions and an effective and responsive organization structure
- Developed successful balanced budgets and budget options for Board of Education
- Implemented and led a Parent Advocacy Group, which promotes parental involvement in the budget process and helps gain community support for school funding)
- Worked with the Board’s finance director to create and implement a salary schedule for classified employees
- Working with an assigned task force, created the Board’s first employee handbook
- Formulated and put into practice the first-ever substitute teachers’ handbook and training—trained the first group of substitute teachers and then trained the new trainer to take over the task
- Introduced and implemented monthly staff trainings for classified personnel
- Initiated supervisors’ meetings to foster collaboration and sharing of ideas on new programs
- Initiated and led supervisor’s weekly ‘lunch and learn’—topics to date include: professional learning communities and differentiated instruction (supervisors then replicated this practice with principals)
- Planned and directed Board of Education retreats for annual orientation, goal setting and strategic planning
- Re-mastered the Principal Evaluation Model
- Formed, and participated in, the Multi-Hazard Safety Committee and Family-Friendly School’s team
- Developed the Aspiring Administrators Academy, which assists the school system in identifying future leaders and trains teachers wishing to transition from teaching to district leadership roles
- Implemented successful transition of the current transportation program from dual to a single bus route
- Oversaw construction and renovation projects from concept through planning and completion (new elementary school, re-modeled elementary school, re-modeled high school)
- Successfully led the district through a transition from contracted maintenance to in-house maintenance

- Member of a task team to establish the first satellite post-secondary technical school in Cheatham County
- Member of the Public Chapter 708 Advisory Council, a statewide committee that formulates healthy food choices for schools.

*1996 — 2004: Principal of the optional high school  
K-12 ESL Coordinator, and  
Adopt-A-School/Education Edge/Job Shadowing Coordinator*

**Responsibilities/Achievements:**

- Developed and began the Optional High School, an alternative learning school for students in grades 9-12 who wish to earn a regular high school diploma
- Developed and implemented programs which increased Cheatham County's high school graduation rates to one of the highest in the state.
- Served as liaison between the school system and the county's business community
- Implemented the system's first adult ESL classes and compiled the curriculum used by the All-Adult High School.
- Appointed by the Commissioner of Labor and Work Force Development to serve on the North Tennessee Workforce Board (a responsibility that continued until retirement)

*1979 - 1996: Teacher*

**Responsibilities/Achievements:**

- Reviewed secondary-level computer textbooks for West Publishing Company, 1992.
- Distinguished Teacher Award, Sycamore Jr. High School, Pleasant View, TN, 1989.
- Helped develop "Computer Skills Next," a statewide computer curriculum for middle school students, 1984 – 1987.
- Taught math and computer classes in grades 7-9

## EDUCATION

**NORTHCENTRAL UNIVERSITY**, Prescott, AZ  
EdD in Educational Leadership, 6/30/2009

**VANDERBILT UNIVERSITY**, Nashville, TN  
6 hours toward doctoral program, 2003  
Courses were in special education reading

**TENNESSEE STATE UNIVERSITY**, Nashville, TN  
Master of Arts, Education, 1988

**TREVECCA UNIVERSITY**, Nashville, TN  
Elementary Education Certificate, 1979

**AUSTIN PEAY STATE UNIVERSITY**, Clarksville, TN

Bachelor of Arts, Education, 1979

### PROFESSIONAL AFFILIATIONS

**TENNESSEE ASSOCIATION OF ADULT AND COMMUNITY EDUCATION**, 1986 – 2009  
*Vice President*, 2004 – Present; *Treasurer*, 2003 – 2004; *Secretary*, 2002 – 2003

**CHEATHAM COUNTY COMMUNITY FOUNDATION**, 1998 – Present  
*President*, 1998 – 2001; *Trustee*, Lifetime recognition

**CHEATHAM COUNTY CHAMBER OF COMMERCE**, 1996 – 2009

**NORTH TENNESSEE WORKFORCE BOARD**, 2001 – 2009  
*Chairperson*, Community Relations Committee, 2002 – 2009

**KIWANIS CLUB**, 2008 – 2009

### COMMUNITY INVOLVEMENT

**CHEATHAM COUNTY COMMUNITY FOUNDATION**, 1998 – 2009  
*Chairman*, *Cumberland Ball Committee*

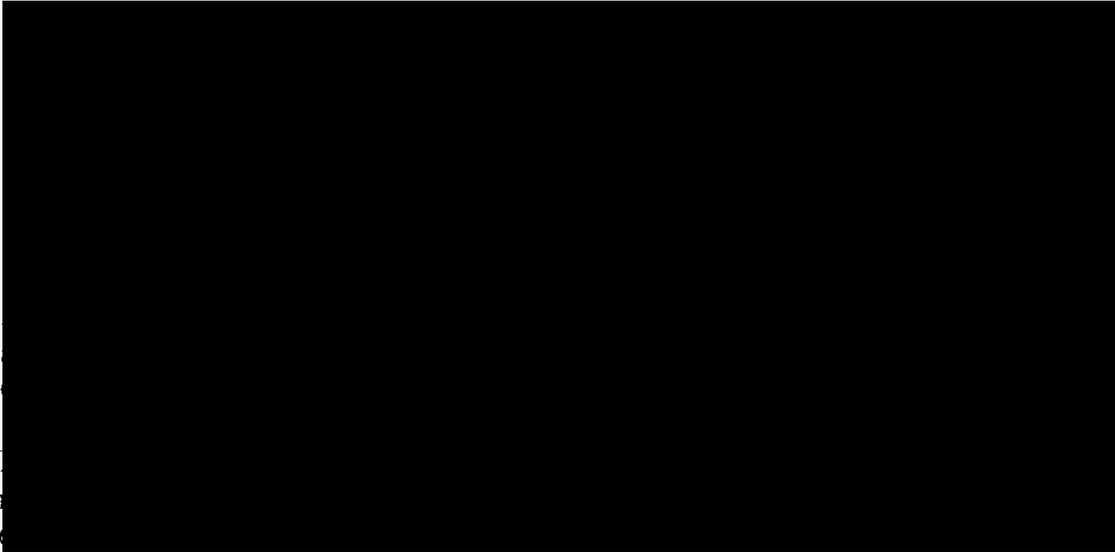
-Implemented the now-annual fundraiser that awards scholarships to Cheatham County students

**CHEATHAM COUNTY LITERACY COUNCIL**, 1996 – 2009  
*Founder*

-Established the Council as an IRS 501(c)(3) charitable non-profit organization, making it eligible for grants available to non-profits

### REFERENCES

Please feel free to contact:



# Resumes of Central Office Personnel

## VITA

**Margarita “Maggie” Lopez, Ph.D.**



**Work: (719) 549-7103**



**Email: [maggie.lopez@pueblocitieschools.us](mailto:maggie.lopez@pueblocitieschools.us) (Work)**

### EDUCATION

2003 - Doctor of Philosophy (PhD) - University of Colorado at Denver; Denver, CO

1991 - Colorado Principal License – University of Denver; Denver, CO

1987 - Master of Arts in Education (MA) - Gifted Education - University of Colorado, Colorado Springs, CO.

1977 - Bachelor of Arts in Education (BA) – Elementary Education; Specialization in Bilingual Education - University of Northern Colorado; Greeley, CO. Completed degree in 3 years

### PRIMARY PROFESSIONAL EXPERIENCE

**2010 – Present      Superintendent for Pueblo City Schools, Pueblo, CO**

**2002 – 2010      Assistant Superintendent for Learning Services and Superintendent’s Liaison to the Board of Education, Academy School District Twenty, Colorado Springs, CO**

- Restructured Learning Services Department inclusive of re-alignment of staff responsibilities, service delivery model, program evaluation model, curriculum review cycle
- Provide leadership and supervision for instructional programs in the district
- Supervise and evaluate principals and Learning Services staff
- Responsible for NCLB Consolidated Grant writing which has resulted in funding for assessment coaches, professional development, math coaches, cultural diversity training, online assessments, mini grants for schools to address achievement gaps, safe and drug free schools parent nights, and summer institute for professional development
- Developed and implemented at risk programming including an alternative middle school program, online credit recovery program, at risk student coaching program, expelled students services and a GED pilot program.

- Oversee departments in Learning Services to include Professional Development, SPED, Assessment, Curriculum/Instruction, Gifted and Talented, Career/Technical Education, Summer School/Enrichment, Expulsion Program, At Risk Programs, Home School Academy
- Oversee Title I Programs
- Serve as the liaison for the Superintendent to the BOE
- Serve as the support to the BOE on matters relating to monitoring reports, BOE meetings, agenda planning, Board development, Policy Governance
- Facilitate the District Accountability Committee

**1997 - 2002**                      **Elementary Principal, Vera Scott Elementary School**, Colorado Springs School District Eleven, Colorado Springs, CO

- Oversaw new school construction
- Hired all staff to start new school
- Facilitated selection and implementation of all curriculum and instructional programs
- Developed and implemented service learning program
- Developed and implemented literacy and math enrichment programs

**1993 – 1997**                      **Elementary Principal, Helen Hunt Elementary**, Colorado Springs School District Eleven, Colorado Springs, CO

- Restructured literacy and math curriculum/ instruction programs
- Implemented a school wide student discipline program including school uniforms for all students
- Implemented reading and math professional development and coaching funded through two Goals 2000 grants
- Started a Family Literacy Center
- Implemented Hispanic Mentor Program
- Implemented school reconstitution
- Implemented tutorial program with local hometown newspaper

**1988 – 1993**                      **K-12 Gifted and Talented Program Supervisor**, Colorado Springs School District Eleven, Colorado Springs, CO

- Restructured K-12 Gifted and Talented programs and magnet school programs inclusive of staff and service delivery models
- Supervised and evaluated K-12 gifted program staff
- Supervised gifted magnet programs
- Restructured student identification process
- Planning Team for International Baccalaureate Program
- Created and implemented a Super Saturday Program for Gifted Youth in partnership with the University of CO, Co Springs
- Created and implemented arts enrichment program for incarcerated youth at local detention center
- Created and implemented a math/science enrichment program for Red Cross Homeless shelter students

- Created and implemented Infusions enrichment program for elementary minority students

**1986 – 1988**            **K-5 Gifted and Talented Resource Teacher** - Colorado Springs School District Eleven.

**1977 – 1986**            **Elementary Teacher – Roosevelt (Grade 6), Audubon (Grade 2), Steele (Grade 1), Longfellow (Grade 1), Stratton (Grade 2), Carver Elementary (Grade 3)**, Colorado Springs School District Eleven, Colorado Springs, CO

### **ADJUNCT TEACHING EXPERIENCE**

**2005-2008**            **Internship Supervisor**, University of Colorado, Colorado Springs, CO. Supervise District Twenty Principal Licensure Cohort interns.

**2004-2008**            **Adjunct Professor**, University of Colorado, Colorado Springs, CO. Instructor for District Twenty Principal Licensure Cohort Program

**1995**                    **Adjunct Professor**, Colorado College, Education Department, Colorado Springs, CO.  
Instructor for colloquium on multicultural education for graduate level students

### **EDUCATIONAL PROGRAM DEVELOPMENT**

**1991 – 1995**            **Children’s Literacy Center**, Colorado Springs, CO  
Developed and implemented a literacy intervention program for struggling readers. The Children’s Literacy Center is a non-profit organization that provides students in need of literacy intervention free one-on-one tutoring. The program serves the Pikes Peak region and has now expanded to several other states in the U.S.

**1985 – 1987**            **Super Saturday Program Developer and Coordinator**,  
**University of Colorado at Colorado Springs**, Colorado Springs, CO  
Developed and implemented Super Saturday Program for Gifted Children at University of Colorado at Colorado Springs. Students attend class at the university. The program presently serves grades PK-8.

### **AWARDS**

**2001**                    **Hispanic Chamber of Commerce Award** – Colorado Springs, CO.  
Recipient of Educational Leadership in the Community Award

**1999**                    **Colorado Distinguished Principal Award** – Nominee

- 1999**                    **Women’s Health Service Award**, Super Women Supper
- 1996**                    **Olympic Torch Relay**, Participant in Colorado Springs Torch Relay
- 1996**                    **Hispanic Arts Council Award**
- 1996**                    **University of Colorado, Denver School of Education Doctoral Fellowship**
- 1994**                    **Milken Family National Educator Award**, Colorado Recipient of Outstanding Educator Award
- 1994**                    **Jefferson Foundation National Service Award** –Outstanding National Volunteer Award
- 1987**                    **Outstanding Graduate Student Award-** University of Colorado at Colorado Springs

#### **PROFESSIONAL ORGANIZATIONS**

- 2006-2008**            **Youth Assessment Center Board-Member**
- 2007-Present**        **Air Academy Federal Credit Union Board-Member**
- 2004 - Present**        **Challenger Learning Center of Colorado Springs Board- Member**
- 2003- Present**        **American Association of School Administrators – Member**
- 1993 - Present**        **Colorado Association of School Executives - Member**
- 1993 – 1998**            **Colorado Academy of Gifted and Talented Educators – Member**
- 1994 - 1995**            **Urban League Board - Member**
- 1992 - 1995**            **Colorado State Board of Education Gifted and Talented Advisory Committee – Member**
- 1992 - 1993**            **YMCA Metropolitan Board – Member**
- 1991 – 1993**            **Children’s Literacy Center Board – Member, Past Board President.**

## **PUBLICATIONS**

Lopez, M. (2003) The behaviors of effective urban school principals. Dissertation, University of Colorado, Denver; Denver, Co

Lopez, M. (2001) Safe schools: An old fashioned approach. *Principal Magazine*, 80(3), 53-54.

Lopez, M. (1998) Changing violent behavior in high risk schools *Education Digest*, 63(9), 39-40.

Lopez, M. (1998) Changing violent behavior in high risk schools *Principal Magazine*, 77(9), 60-61.

Lopez, M., Bailey, J., Kuezwara, H., McElraft, D., Murphy, M., Muth, R., Ortega-Eriksen, Y. (1997) Emerging from the policy soup: Colorado policy on expulsion. Paper presented at American Educational Research Association Conference, Chicago, IL.

Lopez, M., C'de Baca, J., Muth, R., Napier, L.A., Ortega-Eriksen, Y., Rooney-French, A., Rajae-Moore, L. (1997, March). Developing an alternative perspective on leadership Paper presented at American Educational Research Association Conference, Chicago, IL.

Lopez, M. (1995, February 26). Our principal focus should be education. *Gazette Telegraph*, editorial

Lopez, M. (1995) At risk principals: Strategies for survival. *Principal Magazine*, 75(2), 27-29

Lopez, M. (1993) Infusing our Future. *Think Magazine*, 10(10), 22-29.

Lopez, M. (1987) A conference for gifted kids; *Gifted; Child Today*, 15(2), 39-40

## **References**



# Joleen Schaake



## EXPERIENCE

### **Chief Financial Officer, July 2011-Current Pueblo City Schools, Pueblo, Colorado**

Responsible for informing and advising the superintendent and school board on financial and budget matters of the district. Prepare and administer the district budget in compliance with state laws and in alignment with district goals. Direct and supervise all business/finance functions including accounting, payroll, budgeting, grants, accounts payable, purchasing, warehousing, and transportation contract management. Direct the receipt and management of investments and expenditures of the district's funds to insure proper and maximum returns on these funds. Forecast short- and long-range cash requirements and obligations as a basis for sound financial funding mechanisms. Provide leadership for the development, maintenance, enhancements and continual improvement to the district's comprehensive financial data systems. Serve on the superintendent's cabinet and leadership teams. Assure protection of the assets of the district by enforcing and promoting internal controls, internal auditing, and ensuring proper insurance coverage. Provide financial information and advice on the district's negotiations with employee groups to allow negotiation settlements to be within budget. Serve on the district's negotiation team.

- Guiding the district through over \$12m in funding reductions over the past 2 years. Most of this budget reduction has been accomplished by working closely with the Board of Education, Superintendent, District Leadership and Budget Committee members. Cuts have been made with students in mind, keeping cuts as far away from the classroom and core mission of the district as possible.
- Maintaining a fund balance over 10% (including TABOR). Cuts have been made each year in central office and auxiliary services departments in non-personnel and personnel spending. Pueblo City Schools is one of only a few districts along the front range without an operating-fund mill levy override, therefore, any cuts passed along from the state were not offset by local revenues. Per Pupil Revenue (PPR) has fallen over the past two years to close to the 2007-08 level of PPR funding.
- Guiding the district's turnaround schools budget process as they work towards their goals of becoming schools of innovation.
- Guiding the district's relationship with the company that is now providing student transportation to the district, First Student. The Board's decision to outsource transportation was in response to the dire financial cuts that have been required in our district due to the global, national, and statewide recession.
- Researching, revising and updating all board policies that are finance related (D policies, et al). Some of these policies have not been reviewed or revised for over 10 years.
- Brought Employee Portal online (an electronic program allowing employees to view payroll, leave, and withholding information on the district's intranet). This has reduced the costs associated with distributing paper paystubs to employees (either through the pony or through the US mail).

**Budget Supervisor, March 2011-June 2011**  
**Pueblo City Schools District 60, Pueblo, Colorado**

I was responsible for informing and advising the CFO and Superintendent on financial and budget matters of the district. Helped prepare and oversee the district budget in compliance with state laws in alignment with district goals while staying current with school finance legislation and CDE regulations. Prepared fund balance forecast predictions. Directed and supervised budget and grant functions and personnel for the district. Worked with district staff to ensure spending and budgeting were in alignment with the budget across all funds. Oversaw all grant reimbursement requests to ensure timely receipt of grant funds. Reviewed and maintained control of funding sources for positions and the associated salary and benefits budget. Provided input for the development, maintenance, enhancements and continual improvement of the district's comprehensive financial data systems. Assured protection of the district's assets by collaborating with the CFO and Accounting Supervisor to improve internal controls and internal audit procedures. Served on several of the district's negotiation teams to help ensure that agreements with employee groups fell within budget constraints. Serve on the extended leadership team as well as any other ad hoc committees as necessary.

**Chief Financial Officer, November 2008-January 2011**  
**Falcon School District 49, Falcon, Colorado**

Responsible for informing and advising the superintendent and school board on financial and budget matters of the district. Prepared and administered the district budget in compliance with state laws and in alignment with district goals. Directed and supervised all business/finance functions including accounting, payroll, budgeting, grants, accounts payable, nutrition, purchasing, and warehousing. Guided the development of long-term capital financing methods. Directed the receipt and management of investments and expenditures of the district's funds to insure proper and maximum returns on these funds. Forecasted short- and long-range cash requirements and obligations as a basis for sound financial funding mechanisms. Provided leadership for the development, maintenance, enhancements and continual improvement to the district's comprehensive financial data systems. Served on the superintendent's cabinet and leadership team. Assured protection of the assets of the district by enforcing and promoting internal controls, internal auditing, and ensuring proper insurance coverage. Provided financial advice on the district's negotiations with employee groups to allow negotiation settlements to be within budget. Served on the district's negotiation team.

- Guided the district through over \$5m in funding reductions over the past 4 years. Most of this budget reduction was accomplished by working closely with the superintendent and the executive director of human resources to eliminate over 120 positions (out of a staff of approximately 1450) and placing those staff members into other positions throughout the district when possible. Cuts were made with students in mind, keeping cuts as far away from the classroom and core mission of the district as possible.
- Maintained a fund balance over 10% (including TABOR) per board policy. Cuts were made each year in central office and auxiliary services departments in non-personnel spending as well in order to maintain the fund balance requirement. Falcon is one of only a few districts along the front range without an operating-fund mill levy override, therefore, any cuts passed along from the state were not offset by local revenues.
- Researched, revised and updated all board policies that were finance related (D policies, et al) over the past year and a half. Some of these policies had not been reviewed or revised for over 10 years.

- Brought P-card purchasing to the district, reducing the costs associated with the purchase requisition and paper check process (which averages \$50-\$150 per paper check in labor and materials). The P-card process also created a new revenue stream attached to the rebate of 1% per year received from the bank on all purchasing done via P-cards.
- Brought Employee Portal online (an electronic program allowing employees to view payroll, leave, and withholding information on the district's intranet). This reduced the costs associated with distributing paper paystubs to employees (either through the pony or through the US mail).
- Brought electronic timekeeping online for the district which reduced the cost and human error associated with the paper timesheet process.
- Ultimately reduced the per pupil cost of the finance department down from \$76.55 per student FTE to \$72.33 (even with flat enrollment)
- In the 4.5 years I worked in Falcon I served 5 superintendents (3 of whom were interim).

**Finance Director, August 2006-November 2008**

**Falcon School District 49, Falcon, Colorado**

Supervised the accounting staff, prepared state and federal grant financial reports, prepared documents and provided financial information for the external financial audit, performed ADE submissions to CDE to report district year-end financial information, managed cash for operating and investment accounts, oversaw reconciliation of all bank and investment accounts, prepared financial documents and managed financial relationships with 4 district charter schools, analyzed district financial data, prepared the district budget, provided advice and direction to building and department staff on Colorado state laws governing spending, prepared monthly financial reports to the Board, oversaw day-to-day operations and accounting functions, and served on a variety of district committees (such as the Employee Involvement Committee, the Transportation Action Committee and Department Leadership Committee) as a representative of the finance department.

**Director of Finance and Operations, Nov. 2003-August 2006**

**Monument Academy, Monument, Colorado**

Was responsible for the development and oversight of the budget and supervised the finance, human resources, and technology department staff. Was a member of the leadership team working with the school staff, administrators and board members to develop policies and procedures, and served as a point of reference on inquiries and problems associated with the operation of the school. Provided training to the administrative and teaching staff on business and human resources procedures; worked closely with District 38 Superintendent, Board, CFO, finance, and human resources departments to develop and provide required documentation as contractually specified and as specified by the state of Colorado; worked with appropriate agencies to gather revenue and grant information and documentation. I gathered, interpreted, and disseminated short-term financial reports and created pro forma budgets. I determined budgetary constraints, parameters for financial expenditures, and allocation of funds; compiled and participated in the discussion of monthly management financial reports.

**Business Specialist, December 2002-November 2003**

**Edison Schools, Inc., New York, NY and Colorado Springs, Colorado**

Business oversight for all Edison schools in Colorado; development and monitoring of budgets; ensure adherence to standards for securing competitive bids and RFPs; oversight to ensure compliance with supply chain management regulations and LEA procurement standards for each school and its

corresponding district; administration of all contracts and agreements for goods, equipment and services for each school; responsible for establishing and maintaining a record-keeping system on financial transactions; assisted auditors in yearly external audits; reviewed actual versus budgeted expenditures monthly; participated in monthly teleconferences with New York finance department personnel; reported annual grant expenditures to granting agencies; traveled to school sites to train personnel in business procedures; worked closely with school administrators on business decisions; and met quarterly with finance department national managers in New York.

**Business Services Manager, December 2000-December 2002**

**Edison Schools Inc., New York, NY and Academy Edison Elementary, Colorado Springs**

Duties: Managed the school budget, business operations, facility, and human resources departments; was a member of the leadership team. Developed local policies and procedures; served as a point of reference on issues associated with the operation of the school site; provided professional development to the administrative and teaching staff for business processes and procedures; worked closely with District 20 finance and human resources departments to develop and provide required documentation as contractually specified; worked with appropriate agencies to gather revenue and grant information and documentation; was accountable for gathering, interpreting, and disseminating short-term and long-term budget information to the Operations V.P., Edison NY central office finance department, and the school principal; determined budgetary constraints, parameters for financial expenditures, and allocation of funds; compiled and participated in the discussion of management estimate reports. Was responsible for procurement, receiving, payment, vendor relationships, district relationships, and reporting structures; acted as the liaison between the teaching and administrative staff and the appropriate human resources and payroll departments; risk manager; was the point of contact for employees in the building with human resources issues.

**Library Media Specialist, July 1998-December 2000**

**Academy Edison Elementary, Academy District 20, Colorado Springs, Colorado**

**Substitute Teacher, March 1996-May 1998**

**Academy School District 20, Colorado Springs, Colorado**

**Human Resources Specialist, November 1994-March 1996**

**Cook Communications Ministries, Colorado Springs, Colorado**

**EDUCATION**

MBA, emphasis in Finance and Accounting, graduated with honors, December 2005, Regis University, Denver, Colorado (completed an additional 15 credit hours in undergraduate finance and accounting courses before entering the MBA program in finance and accounting)

BA, May 1980, University of Kansas, Lawrence, Kansas

## Daniel E. Combs

Work: (719) 549-7290

(Danny)

E-mail: Daniel.Combs@PuebloCitySchool.us

**Summary of Qualifications:** A team builder with proven and consistent excellent performance, education credentials, strong business acumen and technology expertise.

- *Twenty-three years of experience managing large and small teams, and multi-million dollar projects in all phases of the technical business process.*
- *Seventeen years in computer networking, database systems, and development and maintenance of distributed computing systems.*
- *Fifteen years experience in strategic planning including cost and scheduling, budgeting, contract management, technology implementation, and business process reengineering.*
- *Five plus years as a cabinet level administrator in a large public school district.*

**Education:** *PhD, Leadership, Policy, & Research, Univ. Colorado at Col. Springs, end first year M.S., Info Systems Management, Colorado Technical University, Dec 96, 4.0 GPA B.S., Aerospace Engineering, University of Notre Dame, May 89 Diploma, Northridge High School (Dayton, Ohio), May 85, Valedictorian*

### Other Professional Training:

- National Institute for School Leadership (NISL) Leadership Development Program
- Information Technology Infrastructure Library (ITIL) Master Trained
- Project Management Institute (PMI) Risk Management
- US Air Force Squadron Officers School graduate
- Numerous professional training courses including leadership, employee development, security, Total Quality Management (TQM), Capability Maturity Model (CMM), and technical topics.

### Awards and Honors:

- Raised federal technology funding to record levels, second highest in Colorado – 2007-2010
- Managed business growth with General Dynamics over 25% annually, seven years – 1999-2007
- One of two IT managers companywide to achieve ITIL Masters level - 2005
- Recognized for design / development of innovative business tracking metrics and tools - 2004
- Promoted to Senior Manager at America West Airlines after only five months – 1998
- Officer of the Quarter twice - 1996
- Officer of the Year and runner up Air Force Space Command officer of the year – 1993
- First ever dual certified operator in mission critical positions - 1992

### Experience:

#### Pueblo City Schools, Pueblo, CO – July 2007 to present

Director of Technology – *Superintendent's Department Leader Team member*

- **Leadership** – Developing the individuals and teams to leverage the districts' technical resources in support of our educational goals.
- **Partnering** - Partnering with all district administrators and district stakeholders to promote student achievement and progress toward goals in the district's strategic plan
- **Management** - Managing a heterogeneous combination of internal systems, staff, vendor support services, outsourced systems, and key district stakeholders from all levels of the organization for the optimal management and use of information and communication systems
- **Instruction** – Assisting in the development of Education Technology and Information Literacy (ETIL) standards, curriculum and assessments for 21<sup>st</sup> century student development

- **Process Improvement** – Design policies and procedures and ensure compliance for the use of IT systems and data to promote student achievement and operational efficiency
- **Budgeting** – Establishing and managing budgets for all technical services and equipment for the entire district of over 17,000 students, 2000 employees and 36 buildings.
- **Operations** - Responsible for the reliable operation of all district technology systems
- **Information Sharing** - Ensure the successful and secure sharing of accurate district data between various district interests including the Colorado Department of Education (CDE), district charter schools, the Colorado judicial systems, and various district vendor providers
- **Design** - Ensuring world class technology systems and operations to support the district's community developed strategic plan
- **Development** - Developing an enterprise data system and data mining tools to support data driven decision making and the ability to focus limited resources for maximum effect

### General Dynamics, Colorado Springs, CO – November 1999 to July 2007

Advanced Programs Manager - *as the deputy to the VP of Network Operations and Systems Development*

- **Team Building** – Building formal and informal teams of personnel from across the company to solve technical challenges, propose solutions to new business opportunities, improve internal business processes, and continually improve customer and employee satisfaction
- **IT Vision** – Worked with business area manager to develop vision for leveraging current product line web technologies in other technical domains
- **Executive Communication** – Forming business relationships with senior company executives to ensure bi-directional communication on all business matters
- **Strategic Planning** – Aid executive leadership team developing strategic business plan to maximize growth, profitability, and customer satisfaction
- **Financial planning and reporting** – For our Network Operations, and later, Space Systems Development line of business
- **Budget and Contracts** - Created simplified database tools for contract managers and finance administrators to more accurately and responsively manage contract performance
- **Program Management** – Consultation, training and support to our contract managers
- **Business Development** – New business sales, capture, bid and proposal activity to grow our line of business at well over 25% annual growth rate for seven years running
- **Quality Process Expert** – Developing, training, and assisting contract managers with the implementation of Capability Maturity Model (CMM) Level 3 and 4 standard processes to improve productivity and repeatability and to reduce cost and risk
- **Performance Improvement** - Created revolutionary data tracking systems for visualization of financial metrics to improve business performance
- **Requirements Definition** – Working with internal and external customers to fully define requirements for new systems and services
- **Technical Certification** - One of two Advanced Programs experts to become ITIL Masters level trained to support business recapture of the company's largest contract
- **System Development** - Managed the development and execution of a web based collaboration portal to support program management and customer communication

### America West Airlines, Tempe, AZ – Nov, 97 to Sep, 99

Nov, 97 – Sep, 99 Enterprise Network Manager / Senior Manager Enterprise Services: Responsible for all facets of the nationally distributed computing environment including budget and schedule planning, technology evaluation and selection, standards setting, 24x7 networked systems support, strategic planning, Y2K compliance, vendor management and staff management. Promoted into role after only after only five months of outstanding performance as Enterprise Network Manager.

- **Leadership** - Led staff of 12-25 full time employees, contractors, consultants & vendors

- **Technology Management** - Managed all aspects of the airline's distributed systems including data networks, Windows NT servers, and PCs.
- **Planning** - Strategic planning of network architecture and distributed systems based on business needs and constraints, providing clearer direction to systems analysts and financial planning department.
- **Financial Management** - Cost center head responsible for budget planning, forecasting, and budget compliance
- **Financial Management** - Implemented new PC standards drastically reducing Total Cost of Ownership (TCO)
- **Systems Management** - Managed Y2K program for all distributed computing systems
- **Business Process Reengineering** - Provided business and process consulting for all newly proposed systems including process analysis, requirements definition, and systems design
- **Operations Management** - Selected, implemented, and managed all systems and network management tools and processes reducing downtime and improving customer service
- **Operations Management** - Supported corporate WAN utilizing Internet Protocol (IP) and other multi-protocol traffic consisting of 15+ sites and 3000+ seats in three countries and growing
- **Systems Design** - Led large team of system engineers and project managers designing and implementing 70+ projects from Wide Area Network (WAN) connectivity to corporate email
- **Systems Design** - Analyzed and improved fault tolerance and disaster recovery for corporate WAN with centralized and secure internet connectivity
- **Project Management** - Migrated corporate LANs from Token Ring to Gigabit Switched Ethernet and consolidated Windows NT domain architecture from a fully distributed into just two domains
- **Project Management** - Implemented various enterprise level Microsoft solutions companywide including Systems Management Server (SMS) 2.0, SQL Server 7.0 for enterprise wide asset management and software distribution, Exchange 5.5, Outlook 98, and Office 2000

US Air Force Dec, 89 to Sep, 97: Officer in various scientific and technical leadership roles.

Oct, 94 – Sep, 97 Team Leader / Operations Manager, USAF, Falcon AFB, CO

Oct, 90 – Oct, 94 Team Leader / Project Manager, USAF, Cheyenne Mountain Air Station

- **Leadership** - Led eight operators/database analysts providing tasking to four organizations worldwide performing continuous, all-weather satellite tracking.
- **Leadership** - Managed team of three database analysts improving network performance.
- **Operations** - Led team of five "system experts" developing system and database improvements on a client server Wide Area Network (WAN).
- **Operations** - Supervised the daily operational tasking of 26 worldwide sensors to obtain 70,000 positional observations on 8,000 satellites.
- **Security** - Managed all security, and safety matters for Top Secret facility.
- **Resource Management** - Managed scheduling of all personnel, two operations facilities, and computer networks for a one-year test of new hardware and software upgrades.
- **Development** - Developed successful database application to manage procedural changes.
- **Development** - Developed first electronic library in preparation for an Intranet.
- **Development** - Developed scripting and database tools to automate data collection and provide the first ever network performance metrics on sensor effectiveness.
- **Support** - Coordinated Local Area Network (LAN) and software issues for 60+ person group.
- **Training** - Trained users in and various desktop computer operating systems and applications
- **Technology** - Integrated an early artificial intelligence prototype into daily operational use.
- **Efficiency** - Reduced data flow 10% while improving database accuracy to record levels.
- **Excellence** - Became first dual certified operator in two positions relieving a personnel shortage.

## *MARK A. MCPHERSON*

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### *SUMMARY*

An instructional leader with over thirty years of progressive education and leadership experience at corporate and independent organizational levels. Documented success at directing services to foster a collaborative culture that gains its strength from professional growth. Experience in developing curricula and instructional programs to include teaching at the baccalaureate, middle and high school levels.

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### *LICENSURE*

- Initial Administrator, Colorado, exam passed 11/17/07
- Professional Principal, Colorado #0388111
- Professional Teacher, Secondary Science, Colorado #0292917

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### *EDUCATION*

- Principal Licensure Program, University of Phoenix, Arizona, July 2005
- Masters of Education with Honors, Regis University, Denver, Colorado, 2003
- Masters of Public Administration, Syracuse University, New York, 1993
- Bachelors of Science, Biology, Central State University, Oklahoma, 1982

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### *PROFESSIONAL EXPERIENCE*

#### **Assistant Superintendent for Human Resources Pueblo, CO**

**2012-Present**

Serves as a **cabinet level administrator** reporting directly to the Superintendent of schools with responsibility for all human resource activities in a school district with over 2000 employees providing educational services for over 15,000 students in 33 buildings. Directly responsible for planning, coordinating, directing, managing, and supervising all functions of the district related to human resources. Directs and participates in collective bargaining teams and negotiations; oversees compensation and benefits; manages employee relations; directs recruitment, employment, demotion and dismissal of personnel; supervises professional development programs; and interprets, implements, and enforces personnel policies and regulations.

#### **Independent Education Leadership Consultant Colorado Springs, CO**

**2011-Present**

Serves as an Educational Leadership Consultant specializing in Human Resource Systems and Management for educational organizations for both private and public K-12 school systems. Advises and assist's in Human Resources system program management, training, design, implementation and evaluation.

- Provided consultation of Human Resources Management for an urban school district advising in Human Resources Management specifically: staffing design; school closure and staff impacts; negotiated contracts with the District and various associations; human

- resource management services contracts and provides mentor /training services to the Director of Human Resources.
- Past projects include advising various small rural school system's on individual personnel issues concerning employee discipline, contract development, requests for proposal's in technology systems, collective bargaining teams and negotiations; compensation and benefits; employee relations; recruitment, demotion and dismissal of personnel; and general personnel policies.

**Executive Director for Human Resources  
Falcon School District D49, Peyton, CO**

**2008-2011**

Served as a **cabinet level administrator** reporting directly to the Superintendent of schools with responsibility for all human resource activities in a school district with over 1500 employees providing educational services for over 14,500 students in 22 buildings. Directly responsible for planning, coordinating, directing, managing, and supervising all functions of the district related to human resources. Directs and participates in collective bargaining teams and negotiations; oversees compensation and benefits; manages employee relations; directs recruitment, employment, demotion and dismissal of personnel; supervises professional development programs; and interprets, implements, and enforces personnel policies and regulations.

- Served as the principle **advisor to the Superintendent** and cabinet for all personnel matters within the district as a key member of the Superintendent's Leadership Team.
- Analyzed, allocated and monitored the **District's personnel budget** and staffing through position control at all district sites by measuring needs against qualified staff, assigning/reassigning staff to buildings/departments and guiding hiring processes.
- As a cabinet member, assisted with guiding the District through over **\$5,000,000 in funding reductions** over the past 3 years. Much of this budget reduction was accomplished by working closely with the Superintendent and the Chief Financial Officer to **eliminate over 100 FTE positions** out of a staff of approximately 1500.
- Analyzed regional hiring trends and kept abreast of legislative developments and new innovations to effect sound recruitment and retention of staff. Directed and managed a comprehensive district recruiting effort both in and out of state to provide a highly qualified staff.
- Ensured that all employees maintain necessary qualification regarding **licensure**, certification, technical skills, legal status and met the requirements for **highly qualified status** under No Child Left Behind.
- Selected and deployed a **new online application process** to enhance recruiting processes for all staff.
- Developed, reviewed and/or revised every **job description** within the District.
- Reviewed and **updated the District's evaluation system** in preparation for requirements under the teacher effectiveness requirements of **SB 191**.
- Developed and deployed a system that tracks personnel actions relating to the replacement and hiring of new personnel. This system was non-existent upon arrival.
- Researched, revised and **updated all "G-Personnel" Board of Education policies** in a single year ensuring that all policies meet state guidelines and statutes. Some of these policies had not been reviewed or revised in over 10 years.
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- Realigned and **right sized the Human Resources Department** to streamline operations, focus, and improve the quality of customer service to district personnel.
- Served as the **compliance and hearing officer** for employee grievances and harassment cases and as liaison between the District and the Department of Justice and Office of Civil Rights on equity and compliance issues.
- Managed the coordination of the district's workers' compensation program; represented the district in hearings with the Colorado Department of Labor; consistently protected all interests during cases of discipline, termination or non-renewal of employees.
- Served as the **Superintendent's liaison and chief negotiator** for employee negotiations on the Employee Involvement Committee, the employee group charged with the development of the Memorandum of Agreement between the Board of Education and the district employee's.

### Administrator

2005-2008

#### Woodland Park School District, RE-2 Woodland Park, CO

Served as an **Administrator and Assistant Principal** at the high school in a school district of 4000 students. Assisted the principal in the organization, discipline, supervision and general operations of the school. Worked with the Principal and staff as a goal-setter, planner, coordinator, evaluator and change-agent primarily responsible for the operating decisions required to conduct the present and future programs of the school. Supervised assigned departments specifically math and science, and other subjects of instruction. Evaluated certified and classified staff. Represented the Principal in her absence.

- Co-authored a **\$975,000 grant** awarded over a four year period to develop and implement services for at-risk and expelled students. Designed and supervised the implementation of an alternative education program located off-site that delivers educational services to extremely high risk students.
- Designed a pilot program that is a **“school within a school”** program to ease transition for incoming freshman. Services specifically targeted deficient areas and are designed to significantly decrease the failure rate.
- Served on several committees to include the building and district accountability committees responsible for the district wide **accreditation process**. Additionally served as an administrative representative during the meet and confer negotiation process.
- Collaboratively created and managed a school environment that **decreased every category of discipline** by over 50 percent.
- **Analyzed data** to identify instructional gaps. Worked with departments to realign curriculum and improve delivery of instruction through a collaborative effort of all staff. Particular emphasis was placed on the **re-alignment of both math and science curriculum** to enhance instruction and decrease recognized gaps according to state assessments.
- Managed **special education and Response to Intervention (RTI)** programs to enhance service delivery to our students. Additionally served as case manager for students with 504 plans.
- Managed the successful development of the master schedule and registration processes during all three years. Designed and developed a dual semester schedule consisting of a combination of block and traditional periods to accommodate a school within a school program.
- Supervised the **building technology program** to include budget development, innovative systems delivery, and allocation of technology resources. Coordinated training for staff as

- required. Additionally responsible for the budget planning process working collaboratively with district tech and high school tech committees to ensure the availability of the appropriate and desired technology systems for the classrooms.
- Co-chaired the district wide **21<sup>st</sup> Century Committee**. This PreK-12 think tank is comprised of representatives from all building levels to include administrators, staff, community members, and students. It is designed to discuss and propose ideas that enhance education and assist our students in meeting the skill sets required of a 21<sup>st</sup> Century graduate.
- Assisted the Principal with the **budget development and budget management**. Identified funding priorities to include capitol reserve projects and managed resource allocation throughout the budget cycle each year.

#### **Educator/Administrative Intern**

**2003-2005**

##### **Hanover School, District 28, Hanover CO**

Served as a high school **science teacher** in a rural school district. Teaching duties consisted of secondary science courses to include biology, chemistry, physical science, forensics, and environmental science. Major additional duties include **head coach** of the junior high wrestling team, varsity wrestling team, student council sponsor and District Technology Director.

- Wrote and received a **\$2,500 grant** to implement a new science curriculum. Funds were used to purchase equipment to develop and teach a Forensics Science Course.
- Re-aligned the 7-12 **science curriculum**, replaced and updated old programs, and led the implementation of new programs.
- Began planning to integrate and **transition** the 6<sup>th</sup> grade into the junior high forming a middle school in its place.
- Working with BOCES, re-aligned the **district technology plan** and priorities to enhance available technology. Brought in Channel One and Direct-TV educational programs and equipment at no cost to the district. Enhanced classroom instruction district wide through the development of technology programs such as United Streaming and various software programs.

#### **Educator**

**1999-2002**

##### **Hanover School, District 28, Hanover CO**

Served as a junior high **math and science teacher** in a rural school district. Teaching duties consisted of secondary science courses to include life science and physical science. Math courses included general math, algebra, and geometry. Major additional duties include head coach of the junior high wrestling team, varsity wrestling team, student council sponsor and Technology Coordinator for the district.

- As the only math and science teacher in the Junior High, **re-aligned math and science** curricula to provide instruction that is supported by Colorado Model Content Standards.
- Used innovative units such as model rocketry and science fair participation to enhance **student motivation**.
- Working with the junior high team, devised and implemented a plan that **increased test scores** of junior high students on the CSAP resulting in recognition from the governor's office as one of the most improved schools in El Paso County during the 2001/02 school year.

**Director, Health Care Operations and Strategic Planning  
Evans Army Hospital, Fort Carson, Colorado**

1998-1999

Directed and coordinated operations of a Health Maintenance Organization's plan for care to over 41,000 beneficiaries. Developed marketing plans, supervised and assisted with implementing marketing strategies to include meeting with consumer groups, other government agencies and interested parties. Performed strategic studies and market research to identify opportunities for growth. Developed official statements, press releases, speeches and advertising.

**Executive Administrator**

1997-1998

**Office of The Army Surgeon General, Washington DC**

Executive Administrator and advisor to the Deputy Surgeon General of the Army Medical Department which operates 8 Medical Centers, 47 hospitals, 73 separate clinics, 172 dental clinics, 14 biomedical research academies, employing 74,000 employees with an operating budget of over \$5 billion annually. Reviewed and provided advice on policies prior to implementation. Coordinated executive management of staff including budget development, personnel and manpower activities, logistics, and managed care operations. Prepared and reviewed correspondence to include testimony before congressional committees and other federal and civilian agencies as required.

- Coordinated the executive staff management of departments involved in the highly successful development of the corporate 5 year, \$5 billion budget projection.
- Conducted analysis of budget, manpower, and logistics issues providing key information to the Chief Operating Officer to enhance the decision making process.

**Chief Executive Officer**

1995-1997

**US Army Ambulatory Care Center, Schofield Barracks, Hawaii**

Reporting directly to the Chairman of the Board, **directed and managed** the operation of a free standing primary care facility comprised of 19 clinics and 6 ancillary support services including a 24 hour Emergency Service with ambulance service and 2 additional geographically separated health clinics with ambulance service. Managed a **\$10.5 million annual budget and 240 full time equivalent employees** (supporting 30 physicians and 15 physician assistants) providing comprehensive healthcare to 40,000 beneficiaries, with over 300,000 outpatient visits, and 500,000 prescriptions annually in a 17 building complex.

- Forged a **strategic plan** that included the implementation of a **Total Quality Management (TQM)** program including the development of mission and vision statements, a quality council, an 8 hour employee training program and the creation of work section quality improvement teams.
- Managed a **\$25 million renovation project** that involved renovation of two buildings at a time without interruption or degradation of services.
- Served as the catalyst for successful clinical/administrative staff interaction by establishing collaborative, supportive relationships between physicians, nurses and administrators.

**Facility Construction/Planning Project Manager**  
**Tripler Army Medical Center, Honolulu, Hawaii**

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1993-1995

Directed a \$185 million Department of Defense and Veterans Administration joint venture hospital construction project consisting of a new 105 bed acute care facility, 60-bed long term care facility, renovation of 144,00 square foot wing for occupation by the VA regional office, 5-level parking garage and a child care facility.

- Developed and implemented a three-tier management system recognized as a superior management system at the Department of Defense level that successfully tracked all issues and adjudicated all concerns through negotiation and arbitration.
- Supervised teams consisting of engineers, administrators and clinicians in coordinating construction requirements in accordance with established budget allocations.

**Chief of Personnel**

1989-1992

**Walter Reed Army Hospital, Washington DC**

Directed and supervised the Human Resources Division while accountable for the administration and personnel management of over 3,500 personnel to include determining requirements and priorities for assignment, training, reassignment, staff reductions, pay issues, union negotiations and all other personnel matters.

- Anticipated, identified and shifted resources to cover critical personnel shortages effectively allowing for continued provision of quality healthcare through turbulent staffing shortages.
- Designed and implemented several administrative systems that dramatically reduced the processing time from weeks to days for personnel actions including awards, pay actions and personnel evaluations.

**Army Commanding Officer and Various  
Federal Executive positions**

1982-1992

**Enlisted Combat Medic/Soldier**

1975-1979

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***ADDITIONAL INFORMATION***

- Serves as President, Hanover D28 Board of Education
- Served as President, Hanover Community Parks and Projects Incorporated, a 501(c)(3) non-profit organization dedicated to the improvement of community facilities.
- Previous experience listed as an adjunct professor for the Teacher Education Program in the School of Professional Studies for Regis University.

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***ADDITIONAL QUALIFICATIONS***

- CompTia A+ Certified for computer repair, proficient in Infinite Campus, MS Word, Excel, PowerPoint, and other software.

Bio- Patrick Krumholz

In my role as Executive Director of Secondary/Career and Technical Education, I serve and support the district's middle schools and high schools. During the school year I meet with each principal on a weekly basis in order to have an understanding of what support or guidance is needed. I conduct walkthroughs at each site, and offer advice on how they can best serve their students and teachers. Monthly meetings have been established to ensure consistency at the secondary level. At the end of the year, I will collect all the data from the year and evaluate the secondary principals.

# Patrick J. Krumholz



- Objective** To obtain a position in School Leadership
- Experience** 2001- Present Pueblo City Schools Pueblo, CO
- 2011- Present Office of Secondary Education  
**Executive Director of Secondary Education/CTE**
- Oversee middle and high schools
  - Evaluate principals
  - Develop and refine educational programs
  - Maintain budgets
  - Oversee on-line programming
  - Oversee career and technical programming
  - Evaluate educational programs
  - Teach leadership classes
  - Evaluate and provide guidance to the Director of Facilities
  - Provide program audits
  - Facilitate level principal meetings
  - Oversee middle and high school course description guides
  - Coordinate post-secondary enrollment
  - Maintain relationships with post-secondary partners (Colorado State at Pueblo, and Pueblo Community College)
  - Participate in weekly department leader meetings
  - Provide support and guidance to the superintendent
- 2007-2011 Pueblo South High School  
**Principal**
- Develop and maintain school improvement plan
  - Oversee faculty and staff
  - Collaborate with department chairs to improve instruction
  - Analyze student achievement data
  - Evaluate faculty to improve instruction
  - Lead school level professional development
  - Chair school-level grant writing team
  - Oversee professional learning communities
  - Work with faculty to implement the new State Curriculum Standards
  - Participate in the National Institute of School Leadership program
  - Oversee the school budget

- Facilitate faculty and department chair meetings
- Participate in several district level committees
- Chair high school principal monthly meetings
- Implemented a block schedule
- Achieved AYP at SHS for the first time in over six years
- Earned the ranking of performance from CDE in 2010
- Serve on the South High School Alumni Board
- Host monthly parent meetings
- Served as President of the South Central League- 2008-2010

2001-2007 Pueblo South High School

**Assistant Principal**

- Assisted principal in all everyday operations
- Administered discipline
- Evaluated faculty and staff
- Developed master schedule
- Chaired the North Central Accreditation committee
- Collaborate with department chairs to improve instruction
- Chaired the Policy and Procedures Committee

1999-2001 Las Animas High School Las Animas, CO

**Dean of Students/Athletic Director**

- Counseled students on college and career opportunities
- Taught U.S. History
- Oversaw athletic programs
- Developed and maintained athletic budget

1997-1999 Arkansas Valley Alternative Center La Junta, Co

**Lead Teacher**

- Taught social studies and language arts
- Developed and implemented social studies and language arts curriculum

**Education**

2008-2011 University of Colorado, Colorado Springs, CO

- PhD. in Leadership, Policy, and Research
- Graduated December, 2011

1999-2002 University of Colorado, Denver, CO

- M.A. in Administration, Supervision, and Curriculum Development
- Graduated May, 2002

1996-1997 University of New Mexico, Albuquerque, NM

- Secondary Education Teaching Certification, Social Studies

- 1991-1995    Coe College,                      Cedar Rapids, Iowa
- B.A. in Business Administration
  - Graduated May, 1995

### **Volunteer Work**

- Special Olympics
- South High School Alumni Association

### **Memberships**

- National Association of Secondary School Principals (NASSP)
- American Educational Research Association (AERA)
- American Association of School Administrators (AASA)
- Colorado Association of School Executives (CASE)
- Pueblo Association of School Executives (PASE)

**BRENDA K. KRAGE, PHD**

brenda.krage@pueblocitieschools.us

**PROFESSIONAL EXPERIENCE**

Pueblo City Schools (District 60), Pueblo, CO

**Assistant Superintendent Division of Learning Services**

July 2011 -- Present

**Acting Assistant Superintendent Division of Learning Services**

September 2010 -- 2011

**Executive Director** Secondary Education / Career & Technical Education

July 2007 – 2010

**Interim Director of School Leadership**

(US Department of Education \$3.5M Leadership Capacity Grant)

September 2008 -- 2010

**Assistant Principal** Central High School

**Director** Career & Technical Education, AVEP

**Director** Health Academy 9-12 (*A District Magnet*)

June 2005-2007

**Director** Career & Technical Education, AVEP

**Director** Health Academy 9-12 (*A District Magnet*)

August 2003-2005

**Planning Principal** Technology High School (2004-2005)

**Specialist** High School and Career & Technical Education, AVEP

**Director** of Health Academy 9-12 (*A District Magnet*)

August 1998-2003

Career Path **Coordinator and Instructor**, Pueblo Technical Academy (*A District Magnet*)

August 1995-June 1998

Stillwater Area High School, Stillwater, MN

Vocational Director, Tech Prep **Facilitator and Instructor**

August 1994-June 1995

Minnesota Riverland Technical College, Faribault, MN

Computer Lab **Instructor**, Carl Perkins Project Coordinator -- MN Correctional Facility

March 1991-August 1994

Business Education **Instructor** -- Main campus

July 1990-March 1991

Parks Junior College, Denver, CO

Business Education **Instructor**

Spring 1990

## PROFESSIONAL PREPARATION

University of Denver, Denver, CO

**Doctor of Philosophy:**

Educational Administration

Superintendent Licensure Program

Completion: June 2004

Continuing Education

Adams State College, Alamosa

University of Southern Colorado, Pueblo

University of Colorado at Colorado Springs, CO

**Master of Arts:** Curriculum and Instruction

Principal Licensure Program

Completion: May 1997

National Institute School Leaders (NISL)-

**Certified Trainer**

University of Wyoming, Laramie, WY

**Bachelor of Science:** Secondary Education

Completion: December 1989

## LICENSURE

Colorado Department of Education

Administrator

K-12 Principal

Secondary Teacher Certification

Colorado Community College System

CTE Director

Secondary Business

## PROFESSIONAL ORGANIZATIONS

American Association of School Administrators

Colorado Association School Executives

National Association of Secondary School Principals

Colorado Association of Career and Technical Administrators

Association of Supervision and Curriculum Development

North American Council for Online Learning

American Educational Research Association, 2000-2006

Phi Delta Kappan, 2000-2006

International Society for Technology in Education

International Center for Leadership in Education

## PROFESSIONAL DEVELOPMENT

Adaptive Schools Model: Developing and Facilitating Collaborative Groups

Cognitive Coaching

Collaborative Inquiry: Data Driven Dialog

Lindamood Bell Learning Processes: Full-Basic, Implementation

Sanders Value-Added model: 3 years and Tennessee school site visit

Colorado Reading Summit – 2 years

Step Up to Writing, Expository Writing, and Six + 1 Trait Writing

ASCD National Conference -- Assessment in the Learning Organization

Academic Excellence through Career and Technical Education

Rigor and Relevant Instructional Strategies Model

Applying the Logic of High Reliability Organizations to Discipline Practices in Schools, Dr. Horner  
 What Works in Schools and What Leadership can do to Support these Practices, Dr. Marzano  
 What Works in the Classroom, Debra Pickering  
 Understanding the Framework of Poverty, Dr. Ruby Payne  
 Conflict Resolution  
 Effective School Systems, Miles 2004, 2005  
 Palm Handheld Basics for school administrators  
 ScholarsMart (Data warehouse)  
 Sexual Offender Legislative Changes  
 Colorado Summit for High School Reform  
 Principal Leadership Series: Breaking Ranks-Leadership for High School Reform  
 Balanced Leadership Framework: School Leadership that Works, Dr. Tim Waters  
 Balanced Leadership with Micheal Fullan (Tri-level System Approach)  
 CDE Aspiring to the Superintendency  
 Positive Behavior System- New Team Leadership  
 CDE District Assessment Coordinator, Site Assessment Coordinator  
 Pearsons Master Schedule Building, Fall 2006  
 NovaNET Administrators Training  
 Strengthen Student Learning in Block Schedule Classes with Cutting-Edge Ideas and Interactive  
 Strategies (Grades 6-12), Fall 2006  
 International Center for Leadership in Education Institute: 2006-07 Leadership Network  
 Master(*ful*) Scheduling Building with Infinite Campus, February 2007  
 Model Schools Conference with Dr. Daggett, July 2007  
 Magnet Schools of America, May 2007  
 National Institute of School Leaders (NISL)- Certified Trainer (Fall 2008)  
 Emergency Management Institute: Intro to Incident Command System, Nat'l Management System  
 Implementing Response to Intervention—Rocky Mountain Summer Institute (2008, 2009)  
 North American Council for Online Learning 2008  
 FRISK Model for Effective Employee Evaluation Processes  
 ALIO Accounting Systems  
 Standards Based Systems, Westminster 50 with Dr. Marzano, 2009

### COMMUNITY INVOLVEMENT

Colorado State University-Pueblo Presidents Leadership Program, 2012  
 Pueblo Swim Club Board of Directors, Appointed 2004, Board President 2008  
 Pueblo Education Consortium (PEC), district representative  
 State of Colorado Technical Education Credentialing Advisory Committee, 2000-2005  
 Colorado Community College System Program Approval/Renewal Process Task Force, 2000  
 Pueblo Community College Hospitality Program Advisory Committee, 2000-Present  
 North Quadrant Partners in Education, 2000-2003  
 Pueblo Community College Technical Advisory Committee, 1998-2000  
 Junior Achievement Volunteer, 2001-2003  
 Belmont Elementary Parent Committee, 1998-2002  
 Start-Up Education, Board Member, 1999-2001  
 Pueblo Community College Kids College Advisory Council, 1999-2005  
 Joint Education Committee of the Pueblo and Latino Chambers of Commerce, 1995-2002  
 Building Bridges (Business/Education Collaboration Committee), 1996-2002  
 Pueblo Business and Economic Development Task Force, 1995-1996  
 Pueblo Education Extravaganza Task Force, Chair 1997-1998; Member 1995-1999

Leadership 21 and Leadership Pueblo- Educational Planning Task Force, 1997-1999 Pueblo School to Career Steering Committee, 1998-1999

### **DISTRICT 60 INVOLVEMENT**

Construction Technology Program – Habitat for Humanity Partnership  
Health Academy – St. Mary Corwin Medical Center, Parkview Hospital, and AMR partnerships  
Response to Intervention Leadership Task Force, 2008  
Strategic Planning Core Planning Team, 2007 (Objective two: International Standards)  
City Council and Pueblo City Sister project – foreign student exchange  
Student Information System Task Force  
Chair: HS Graduation Requirements Task Force  
Chair: MS Promotion Policy Task Force  
High School Assistant Principal Math Leadership Team  
8<sup>th</sup> grade transition into high school, 2005 task force  
Pueblo City Schools Division of Instruction , 1998-present  
South High School Site Based Council, 2004-2005  
NCLB High School Parent Involvement Plan, 2005  
District Accreditation Process 2002-present  
Facilitated: Language Arts Curriculum Alignment Through Post-Secondary/College Entrance Exams  
Technology Design Committee  
Elementary Educational Facility Specification (Bond preparation)  
Strategic Planning Committee, 2001

### **AWARDS, RECOGNITIONS, AND GRANTS**

Colorado Community College System – *For Real* Recognition for use of Carl Perkins Funds  
Gateway to College National Network: Gateway to College Grant –*Dropout Retrieval*  
US Department of Education: Teaching American History Grant Award  
US Department of Education: Small Learning Communities Submitted  
CDE Summer School Intensive Programs Award  
CDE Corrective Action Grant Award  
Lindamood Bell Learning Processes Leadership Award  
Colorado Community College System- CVA Audit Commendation  
Colorado Small School Initiative-two time grant recipient supporting high school reform initiatives  
Caring for Colorado-two time recipient supporting District Health Academy (facility needs)  
Recognition for District Strategic Planning  
Commendation for Division of Instruction Grant Writing Assistance and Support  
Gibson Report Commendation for Organizational Effectiveness and Efficiency, 2000  
Education Trust Foundation Conference Presenter, Keystone CO 1999  
School to Career Region 3 Mini Grant recipient – Job Shadowing  
School to Career Region 3 Mini Grant recipient – Context Learning Strategies  
Tech Prep Grants – Eight-time recipient  
EXCELL: Job Skills for the Incarcerated  
Carl Perkins Grant recipient - Interest Inventory of Vocational Skills  
US West Innovative Teaching with Technology grant recipient  
Meritorious Award Riverland Technical College/MN Correctional Facility

## **SCOTT D. JONES**

### **Biography**

**Scott Jones** is the Director of Public Relations for Pueblo City Schools, having begun this responsibility on September 10, 2012. Jones oversees the media and community relations for the school district, which includes 32 schools and over 17,000 students.

Prior to joining Pueblo City Schools, Jones ' professional career spanned nearly 30 years in the commercial radio and television business, primarily in sales and management capacities. Most recently, Jones led Clear Channel Communications' Southern Colorado operation to record-setting revenue achievements and market share improvement, while providing leadership during a period of significant personnel reductions and operational restructuring.

Jones received his Bachelor of Arts from the University of Wyoming.



# Scott D. Jones

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## Executive Profile

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Highly motivated, productive executive with over 30 years of media and marketing experience in corporate and local settings. A proven leader and supervisor with in-depth knowledge of public relations operations at all levels. Community-oriented professional with demonstrated proficiency in sales, branding and strategic partnership development.

## Skill Highlights and Core Competencies

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- Leadership and communication skills
- Risk and crisis management
- Trusted partner and confidante
- Community engagement
- Negotiation and conflict resolution
- Event management and promotion
- Organizational restructure and change
- Budget development and management
- Presentation and production skills
- Strategic planning and brand development
- Team player and motivator
- Culture development and execution

## Professional Experience

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### Vice President, Development and Community Relations

November 2011 to Current

**Center for American Values, Inc.** – Pueblo, CO

Guided nonprofit's fundraising plan, while implementing a comprehensive awareness campaign to strengthen its profile.

### General Manager

June 2009 to September 2011

**Clear Channel Communications** – Pueblo, CO

Accountable for all aspects of radio station operation, including revenue generation and expense management.

### General Sales Manager

January 2009 to June 2009

**Clear Channel Communications** – Colorado Springs, CO

Successfully led sales organization through a period of significant personnel reductions and operational restructuring.

### Director of Sales

April 2006 to January 2009

**Clear Channel Communications** – Colorado Springs, CO

Built strategic alliances with sales team and clients, resulting in record-setting revenue achievements.

### Local Sales Manager

March 2001 to April 2006

**Clear Channel Communications** – Colorado Springs, CO

Responsible for overseeing the growth of local sales team, delivering accomplished market share revenue improvement.

**Community**

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Current Vice-Chair, Board of Directors Member, El Pueblo...an Adolescent Treatment Community  
Representative, Pueblo City Center Partnership  
Former President, Colorado Broadcasters Association  
Former President, Wyoming Association of Broadcasters

**Education**

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**University of Wyoming** 1982  
Laramie, WY  
Comprehensive Broadcasting (emphasis: sales & marketing)  
Bachelor of Arts

**References**

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## **Beverly Ashenden Johnson, Ph.D**



### **Career Objective:**

To communicate effectively and translate my educational vision of student achievement by working with others to provide the best academic environment for students, regardless of academic level and ability.

### **Summary of Qualifications:**

A variety of educational experience in various settings as central and building level administrator, teacher leader, researcher, classroom teacher, teacher trainer, psychometrist, parent trainer and consultant.

### **Duties and responsibilities included:**

- Specialist in educational reform strategies and implementation using systematic continuous improvement processes;
- Specialist in accreditation and compliance procedures associated with No Child Left Behind and Accreditation;
- District wide responsibility for program design, implementation, management and evaluation focused on student achievement , specializing in Technical Assistance processes;
- Teaching children and adults in preservice, in-service, post-secondary and school settings;
- Building and central administration as Center Director, Principal, Director of Curriculum & Instruction, Executive Director of Assessment, Research and Curriculum Alignment;
- Curriculum writing and development
- Fiscal and physical responsibilities
- School climate and culture development
- Education Diagnostician & data analysis;
- Parent/Community involvement
- Special Education Administration

### **Professional Experience:**

2010-present

Director, Turnaround and Transformational Schools  
Pueblo City Schools  
Pueblo, Colorado

Served two years a district support for the Turnaround Management Organization; served the 3<sup>rd</sup> year as leadership coach and state contact for remaining School Improvement Grants. Assisted with

management and support for 6 schools who had been classified as "turnaround" or transformational" schools within the district- 4 middle schools, 1 high school and 1 elementary school.

2008-2010 Consultant- Provided technical assistance for schools in "turnaround" status in Nevada and Colorado. Served as a coach for turnaround strategies and leadership support for principals and districts.

2006-2008 Bureau Chief- Priority School  
New Mexico Public Education Department  
Santa Fe, NM.

Responsibilities included providing support and technical services for public and charter schools not meeting the requirements of No Child Left Behind legislation. There are approximately 780 schools and 89 school districts in New Mexico, with over half not meeting federal requirements. This department of 12 professionals and 2 assistants focused on providing monitoring, professional development and support to assist districts and schools in meeting these requirements. In addition the department supported the legislative committee requests for documentation and statistics regarding school reform and results of improvement efforts. ( This department has since been reorganized)

2004-2006 Executive Director – Department of Assessment, Research and Curriculum Alignment  
El Paso School District # 11  
Colorado Springs, CO

As a result of reorganization: Responsible for 2 segments of the Instructional Technology Division- Assessment, Research and Evaluation Office and Curriculum Alignment which includes 18 professional and paraprofessional staff. Department focus is assessment, research, program evaluation, curriculum alignment, development & implementation of district common assessments, administration of district, state and national academic measures, including training for administration, management and distribution. Job responsibilities include budgetary and programmatic decisions as a support organization for Instruction & Operations, with a department budget over \$3,000,000.00. Successfully developed and implemented aligned standards based curriculum k-8 and standards based quarterly common district assessments. Responsibility also included all facets of compliance reporting for NCLB and State Accreditation including working with the District Advisory Committee and the District Advisory Accountability Committee. Developed and implemented a comprehensive Technical Assistance system for use in schools that fail

to meet requirements in Accreditation and AYP. This plan met the NCLB requirements for technical assistance and included school and district level needs assessments, data presentation and analysis; development of remediation plans (School Improvement Plans) to remedy the academic deficiencies; and a coaching model to implement and deliver these services at the school level. Responsible for the development of the District Improvement Plan in collaboration with other departments and the community representatives.

2003- 2004

Executive Director- Department Assessment, Research and Technical Services

Colorado Springs School District # 11

1115 North El Paso

Colorado Springs, CO

Responsible for two departments – Technical Support Services and Assessment, Research and Evaluation. Services focused on support services to enhance student achievement through data management, assessment and technical services. As the need for data became more apparent, the department was reorganized to focus on supplying data and services for instructional decision making from central office programmatic and budgetary decisions to classroom instructional decisions.

2000-2004

Director, Curriculum and Instruction

Colorado Springs School District # 11

1115 North El Paso

Colorado Springs, CO

Responsible for Literacy, staff development and the implementation of an Instructional Management System designed to provide an electronic data management system for teachers. This included facilitation of the literacy coach role; supervision of curriculum specialists; development of standards based report card at elementary level; and the systematic process of accreditation of schools, in compliance with state statute. The work group contained 5 personnel for direct evaluation purposes

1997-2000

Elementary Principal

Patrick Henry Elementary School

Colorado Springs School District # 11

1315 Lehmberg Street

Colorado Springs, CO

Duties over a three year period included complete renovation of the school; size reduction from over 800 students to maximum capacity of 500 students; community and school focus on rebuilding the school as

a learning community. This included a staff of professionals and paraprofessionals totaling 44 people, with an associated day care facility.

1995-1997

Elementary Principal  
Sierra Vista Elementary School  
Pueblo School District # 70  
Pueblo West, CO

Duties over the two year period involved building a primary school from the beginning. Responsible for all activities associated with the planning and building of a new elementary school. After opening, responsible for the full operation of a primary school in a rapidly growing area west of Pueblo. The building housed prekindergarten through 2<sup>nd</sup> grade, with 380 children and 33 professional and classified staff.

1987-1997

Grade Level Principal  
Eagleview Middle School  
Academy School District # 20  
Colorado Springs, CO 80919

Grade level principal for a school within a school model middle school. Responsibilities included staff evaluation of all three levels, as the students progressed through the grades 6,7, and 8; administration of Talented and Gifted program and Special Educational Programs; building accountability liaison; staff development; testing coordinator; discipline for grade levels; Accountability Reports; and district committees as assigned. The school population was over 1000 students in three grade levels. Eagleview was a national Blue Ribbon School winner.

1982-1987

Elementary Principal  
Jackson Elementary School  
Fremont County School District # 25  
Riverton, Wyoming 82050

Total responsibility for a k-5 site with a staff of 34 professional and paraprofessionals. During tenure completed a completed renovation and building addition on physical plant. Housed the district severely handicapped students class.

1975-1982

Educational Resource Facilitator  
Albany CO ERC  
Laramie, Wyoming 82070

ERC/Facilitator and Diagnostician; responsible for providing training and technical service to implement Special Educational legislation 94-142, Education for All Act.

Prior Experience included Center Director for Emotionally Handicapped Students, Special Education Teacher and Preschool teacher.

#### **Education and Certificates:**

Ph.D.	Educational Administration	University of Wyoming, 1986
M.Ed.	Special Education/Ed Psychology	University of Hawaii, 1972
B.A.	Psychology	University of Hawaii, 1969
Colorado	Type D	Elementary Principal
	Type B	Secondary Principal
		Educationally Handicapped
New Mexico	Level 3B	Pre K-12 Administrative License
	Level 3A	Instructional Leader
	Level 3A	Pre K-12 Special Education

#### **Related Professional Experience:**

1993- 2006	University of Colorado Springs	Instructor of Record
1990 – Present		National Conference Presenter ASCD, National Middle Schools, National Elementary Principal's Association; fall 2006 National Quality Education Conference

#### **Current Training & Experience:**

##### **McRel Balanced Leadership & What Works**

Continuous Quality Improvement ( Baldrige In Education)

Ruby Payne **Frameworks of Poverty** (previous) Trainer

Stiggins **Assessment into Practice** Trainer

Dufour : Professional Learning Communities & Developing Pyramid of Interventions

##### **Understanding By Design**

Cognitive Coaching

Data Dialog & Data Drives Instruction (Lipton, Barnard)

TESA

Conflict Resolution/Mediator

Instructional Training into Practice (ITIP)

# **Resume of Faculty at Highland Park Elementary School**

**MICHAEL ANTHONY LATINO**

**e-mail address: [michael.latino@pueblocitieschools.us](mailto:michael.latino@pueblocitieschools.us)**

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**POSITION OBJECTIVE:**

To secure an administrative position that will support and further my goal of being an efficient, effective, conscientious, responsible, and respected educational leader.

**EDUCATION:**

2012: Successfully completed National Institute of School Leadership (NISL) principal internship program.

- 1 of 5 principal interns selected district-wide.
- Worked alongside mentor principals in various capacities during an 8-week internship.
- Attended NISL quarterly academies and completed internship projects, including instructional coaching, formative assessments, school safety/supervision/bully awareness and prevention.

2012: Successfully completed Leadership Experiences for Aspiring Principals (LEAP) training program.

2010: Successfully completed National Institute of School Leadership (NISL) program.

- Designed and created a vision and an interactive standards-based instructional system mural for Highland Park Elementary as a culminating NISL project.
- Received national recognition for project from Dr. Glenn Smartschan, NISL representative from Pittsburgh, Pennsylvania.

2000-2002: Graduate student of the Master's program in education and human resource studies with principal licensure at Colorado State University-Fort Collins.

- 4.0 GPA.
- Program emphasis: leadership courses, educational law and curriculum, seminars, workshops, and internships.
- Professional portfolio selected as an exemplary model and presented to the Colorado Department of Education.
- Chosen by administrative staff review committee to represent cohort in an interview with the national accreditation team.
- Graduated December 20, 2002.

1996: B.S. in Kinesiology/Education K-12, Colorado State University-Pueblo (University of Southern Colorado).

- Selected as Who's Who Among American Colleges and Universities.
- Cumulative 3.15 GPA (3.7 GPA in major/minor courses).

1992: Honors Silver Cord Graduate of Pueblo East High School.

- Selected as Who's Who Among American High School Students (2 consecutive years).
- National Honor Society (2 years).
- Fellowship of Christian Athletes (2 years).

- Future Business Leaders of America (2 years).
  - Earned letters in baseball (3 years), basketball (2 years), cross country (1 year), and participated in football (1 year).
- 1985-1988: Attended Heaton Middle School.  
 1979-1985: Attended Belmont Elementary School.

**SKILLS AND ABILITIES:**

**Teaching/Administrative Experiences:**

- Assistant Principal at Highland Park Elementary from June 2012 to present.
- Principal Intern at Goodnight School and Highland Park Elementary in 2012.
- Teacher in Charge/Acting Principal at Highland Park Elementary from 2006-2012.
  - Extensive experience with preparing, revising, and presenting the **master schedule** to the principal and staff.
- Physical Education Instructor at Highland Park Elementary from 1999-2012.
  - Prepare miscellaneous school schedules, standards-based and cross-curricular lesson plans, assessments, and **manage a class budget** for approximately **500 students** each year.
  - Instructing grades K-5 and adaptive classes for special needs students.
  - Provide a comprehensive newsletter and syllabus to staff, parents, and administration at the beginning of each school year in regard to standards, policies, procedures, and planned curriculum.
  - Previously developed precise, individual mid-term grade reports and current grading rubrics for students in grades K-5.
  - **Extracurricular activities which include:** Stallion Stampede through Colorado Geographical Mileage Program, involving public relations throughout the city and state, with extensive community and community leader involvement; Coordinate and Promote Highland Park Student/Staff/Parent Participation in the Pueblo Chieftain's Annual Spring Runoff (Highland Park won the school contest for most participants for 6 years of the one-mile youth race from 2006-2011). **These two programs were recognized by the Pueblo Chieftain and News First 5.** Positive Behavior Incentive Events; Holiday Programs; School-Wide Activities; Culture Days-which helps to develop and promote multicultural awareness and respect; Plan, Develop, Coordinate, and Supervise Activities for Field Days, Student/Staff End of the Year Activities and Field Trips; President's Challenge-National Physical Fitness Testing Program; Jump Rope for Heart and Health Nation-Wide (raised approximately \$3,000 for the American Heart Association in 2011 and 2012); and Jump Rope for Fitness Club.
  - Served as a **mentor** and **evaluator** for several student teachers from 2004-present, new teachers in the induction program in Pueblo City Schools, and supervising teacher for previous Physical Education instructors and several college students in the teacher education program at Colorado State University-Pueblo.
  - Selected to participate in numerous interview committees as part of the hiring process for Highland Park Elementary School.

- **Provide comprehensive documentation and representation** in numerous staffings for **Exceptional Student Services (ESS)** and **Response to Intervention (RtI)**.
- Served as a member of the School Grounds, Discipline, and Safety Committees.
- Helped plan, develop, and oversee construction of new grounds areas, including necessary implementation of equipment and safety features.
- **Chaired the committee** in developing a **school-wide discipline plan** and **led the planning and implementation of Positive Behavioral Interventions and Supports (PBIS)**.
- Planned, prepared, and presented a power point of PBIS for school-wide implementation and staff training throughout the spring and summer of 2006.
- Attended PBIS workshops in 2006 and 2007.
- Served as **chairperson** and **facilitator** of monthly **PBIS** meetings from September 2005 to present, providing agendas and minutes for each meeting.
- Provided assessment and transition schedules, including teaching PBIS behavior expectations for classroom and non-classroom areas at the beginning of each school year and reviewing throughout the year on a regular basis.
- Served as **chairperson** for **School Climate and Culture Committee** as part of our school improvement and strategic planning process.
- Serve on the newly created **Building Leadership Team (BLT)** and assisted with the development of a unified improvement plan.
- Attended **Professional Learning Communities (PLCs)** training in June 2011 and assisted with staff presentation.
- Served on the planning committee for the **Olweus Bully Prevention** program and assisted with staff trainings and implementation.
- Participated on a regular basis in **professional development** opportunities throughout the **school** environment, **school district**, and **state** of Colorado.
- Participated in **autism training** for professional development during the summer of 2006 and fall of 2010.
- Participated in Successmaker Enterprise training during the summer of 2007.
- Served as a **staff representative** for Highland Park Elementary's Parent Teacher Association (PTA).
- Served as one of **PTA's fundraising coordinators** for the 2006-2007 school year.
- **Administrator** in charge of the **community-wide** annual carnival.
- Worked collaboratively with, and periodically substituted for, the Teacher in Charge for several years.
- Assigned full **Teacher in Charge** duties from 2006 to present. This includes assuming school administration when the principal is absent and additionally being delegated **student office discipline referrals and staff relations** on a regular basis.
- Served as **Acting Principal** on numerous occasions.
- Attended CSAP training and served as **CSAP coordinator and proctor**.
- Served as a member of the **CSAP Data and Assessment Committee**,

- attending district-wide trainings.
- Worked closely with the principal in various **administrative capacities**, including **strategic plan development and implementation**, site-based and **school accountability profile reports**, DIBELS, CSAP, and Terra Nova administration, schedules, and procedures.
- Worked to develop **Emergency Crisis Action Plan** and serve as **Incident Commander**.
- Attended Pueblo City Schools training for Infinite Campus in 2008.
- Attended Randy Sprick's **Safe and Civil Schools Interventions Workshop** in 2008.
- Attended Education Summer Institute at Metro State College in 2007.
- Attended new **Colorado Academic Standards (CAS)** trainings in 2011.
- **Duty Supervisor**-responsibilities include but are not limited to:
  - Providing a safe and secure environment in the cafeteria, hallways, and on school grounds during lunch, before and after school, and transportation centers.
  - Before and after school **supervision**, including crossing duties and directing traffic to ensure student safety and adult cooperation, bus boarding, and **discipline issues**.
  - Serving as an immediate supervisor, **scheduling, planning, modeling, evaluating, and providing oral and written communication** to several high school students and adults that served as school ground monitors.
  - Preparing **duty and lunch schedules** for all staff members and students.
- **Shadowed various administrators** at the **elementary, middle, and high school** grade levels.
- Selected as **Who's Who Among American Teachers** for two consecutive School years: 2005-2006 and 2006-2007.
- **High School Mathematics Teacher** at the **Keating** Educational Center Summer Academy in 1997.
- Physical Education Teacher at Highland Park and Belmont Elementary Schools during the 1997-1998 and 1998-1999 school years.
- Long-Term Permanent Substitute Teacher for Physical Education and Health Education at Pueblo East High School during the second semester of the 1996-1997 school year.
- Substitute Teacher for Pueblo City Schools (Pueblo School District 60) during the first semester of the 1996-1997 school year, instruction in all core curricular areas.
- Successfully completed 15 weeks of student teaching at Franklin Elementary and Heaton Middle Schools during the second semester of the 1995-1996 school year.
- Taught swim lessons and held a Water Safety Instructor license.
- Taught fitness/strength training classes at the Pueblo YMCA for youth, adults, and senior citizens, and have acted as a strength training instructor and personal trainer for individuals.

### Coaching Experiences:

- Assistant varsity baseball coach at Pueblo East High School: 2001-2007. Also, served as associate varsity baseball coach and head junior varsity coach. Coordinated fundraising activities, assisted with managing the budget, and continue to provide detailed statistics for Pueblo East High School, Pueblo Chieftain, and Max Preps.
- Head baseball coach for Pueblo East High School Legion B team during the summers of 2002-2004, providing instruction as well as scheduling for practices, games, and transportation.
- Assistant football coach at Heaton Middle School in 2000.
- Coached teams and organizations at the elementary level from 1997-2002.
- Coached in the **1995 Special Olympics** basketball tournament.
- Coached various youth sports.
- Successfully completed coaching and officiating courses at the college level.

### Interpersonal Skills:

- As a teacher, “hands-on” experiences in interpersonal, oral and written communication skills with students, parents, staff, administrators, business leaders, and community members.
- Sales associate at Target stores from 1992-1997.
- Background as a fitness/strength training instructor.
- Swimming instructor, with ages ranging from youth to adults.
- Mentor/counselor for student-athletes.

### Knowledge of School/Community, Safety, Procedures, and Equipment:

- Assisted in the development of **school policies and procedures**.
- Trained in the **Nonviolent Crisis Intervention Training** program.
- **Bully Prevention Training**.
- Trained in **Teenage Health Modules**.
- Skilled in core training equipment/techniques, youth through adults.
- Trained in using strength training and cardiovascular equipment.
- Knowledge of motor learning skills, techniques, evaluation, and equipment.
- Held Water Safety Instructor (WSI) certificate.
- **Maintain annual CPR/First Aid certificates**.
- Knowledgeable in general youth injury/stabilization procedures.

### WORK HISTORY:

2012-present	Assistant Principal at Highland Park Elementary.
2012	Principal Intern at Goodnight School and Highland Park Elementary.
2006-2012	Teacher in Charge at Highland Park Elementary School.
1999-2012	Physical Education Instructor at Highland Park Elementary School.
1997-1999	Physical Education Instructor at Highland Park and Belmont Elementary Schools.
1997	Mathematics Teacher at the Keating Educational Center.
1997	Long-Term Permanent Substitute Teacher for Physical Education and Health Education classes at Pueblo East High School.

- 1996-1997 Core Curricular Area Substitute (Math, Language Arts, Science, and Social Studies) for Pueblo City Schools (Pueblo School District 60).
- 1996 Student Teacher at Franklin Elementary and Heaton Middle Schools.
- 1996 Fitness/Strength training instructor, Pueblo YMCA.
- 1992-1993 Transportation Specialist, Colorado State Fairgrounds.
- 1992-1997 Sales Associate, Target Stores.
- 1991 Restaurant Assistant, Gaetano's Italian Restaurant.

**PROFESSIONAL:**

- **Valid Professional Principal License K-12.**
- **Valid Professional Teaching License K-12.**
- **Master's Degree** in Education and Human Resource Studies.
- National Institute of School Leadership (**NISL**) Certification.
- Coordinator/Supervisor of various educational programs and events.
- Nonviolence Crisis Intervention Training.
- New Colorado Academic Standards (**CAS**) Training.
- Professional Learning Communities (**PLC**) Training.
- Understanding by Design (**UbD**) Training.
- Transitional Colorado Assessment Program (**TCAP**) and Colorado Alternative Assessment Program (**CoAlt**) Training.
- **TCAP** proctor/assisted with coordination, distribution, and organization.
- **Section 504** and Response to Intervention (**RtI**) Training.
- Colorado Association for Health, Physical Education, Recreation, and Dance (**COAHPERD**) Membership.
- Elementary/Secondary Health Training.
- Experience with Positive Behavior Interventions and Supports (**PBIS**), Olweus Bully Prevention Program, **CSAP**, Terra Nova, **Content Area Standards**, Benchmarks, **Curriculum Development**, Successmaker Enterprise Training, Scholars-Mart, **DIBELS**, **School Profile and Accountability Reports**, and Site-Based Shared Decision Making.
- Valid CPR/First Aid Certification.
- Water Safety Instructor Certification.
- Trained in the Lindamood-Bell Learning Processes, Writing Alive, and comprehensive background with **preparing master schedules, budgeting, fundraising, and community relations.**
- Participated in 13-month, bi-weekly business meetings for planning and developing a community indoor sports facility, including incorporating needs-based surveys, interviews, and work sessions with community and city officials.

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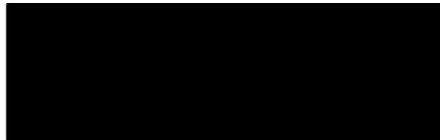
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# Jacqueline Phillips



[jacqueline.phillips@pueblacityschools.us](mailto:jacqueline.phillips@pueblacityschools.us)

## Core Strengths

- Energetic, organized, positive and self-motivated with the ability to speak and write effectively
- Unique ability to adapt quickly to challenges and changing environments
- Personable, articulate, and professional; compassionate and positive towards achieving curriculum goals
- Demonstrate experiences with developing student and staff rapport

## Professional Teaching Experience

**Instructional Coach** 2011-Present

Highland Park Elementary School

- Support the philosophy and vision of Pueblo City Schools
- Facilitate Professional Learning Communities
- Create positive relationships with teachers and administrators
- Communicate and demonstrate research-based instructional practices that result in increased student performance

**Classroom Teacher**

**4<sup>th</sup> Grade Teacher** 2010-2011

Highland Park Elementary School

**3<sup>rd</sup> Grade Teacher** 1999-2009

Highland Park Elementary School

**2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade Teacher** 1985-1999

Beulah Heights Elementary School

- Planned and instructed each subject area using a wide variety of teaching aids and strategies
- Established a learning environment to meet and enhance the children's needs of emotional, intellectual, social and creative strengths
- Built and maintained a positive home/school relationship with parents

**Math Coach** 2009-2010

Highland Park Elementary School



# Marie Schwager



## Education

Master of Arts – History      2011  
Colorado State University – Pueblo; Pueblo, CO

Teaching Certification      1996  
Regis University; Denver, CO

Bachelor of Science      1995  
University of Southern Colorado; Pueblo, CO

## Certification

Elementary Education  
Secondary Social Studies

## Related Experience

August 2012 – Present      Highland Park Elementary  
Science Teacher

- Provide science planning, implementation, and instruction for nearly 400 students in grades 2-6.
- Supplemented district curricula and materials with lessons to meet state standards.

August 2002 – August 2012      Highland Park Elementary  
4<sup>th</sup> Grade Teacher

- Taught students of varying abilities and strengths including Gifted and Talented, students with cognitive and physical disabilities, English language learners, and students with autism.

August 2000 – August 2002      Bradford Elementary  
3<sup>rd</sup> Grade Teacher

- Successfully taught at Title 1 school.

December 1998 – June 1999      East High School  
Social Studies Teacher

- Taught United States History, Colorado History, and Civics.

## **Committees and Honors**

- Space Foundation Teacher Liaison
- Colorado Alliance for Environmental Education Teacher Liaison
- Gilder-Lehrman and National Endowment for Humanities program participant.
- Served on extensive school and district level committees including curriculum development and mapping in science, language arts, social studies; science representative, RTi.
- Numerous professional development hours in science, reading instruction, exceptional students.
- Sponsored many school groups including Rocketry Club, robotics group, Student Council, and Amnesty International.
- Member of NSTA, NCSS, CCIRA, NCHF
- Secretary of Old Historic Northside Organization, Board of Historic Preservation Committee for City of Pueblo (2012).

# **Resume of Faculty at Bessemer PreK-8 School**

**Bio for Brenda Duran – *PreK-8 Principal, Bessemer Academy***

Bessemer Academy is a Title I School in Pueblo City Schools. Currently we have 472 students enrolled at Bessemer Academy with an 88% free and reduced. My building exited out of Turnaround status to Priority Improvement with 9/10 of a point away from Improvement. We are located in a low socio-economic area with high diverse population of Hispanic students. We are unique in that we are one of the two schools in Pueblo that is a Pre-K through 8 school.

WORK HISTORY

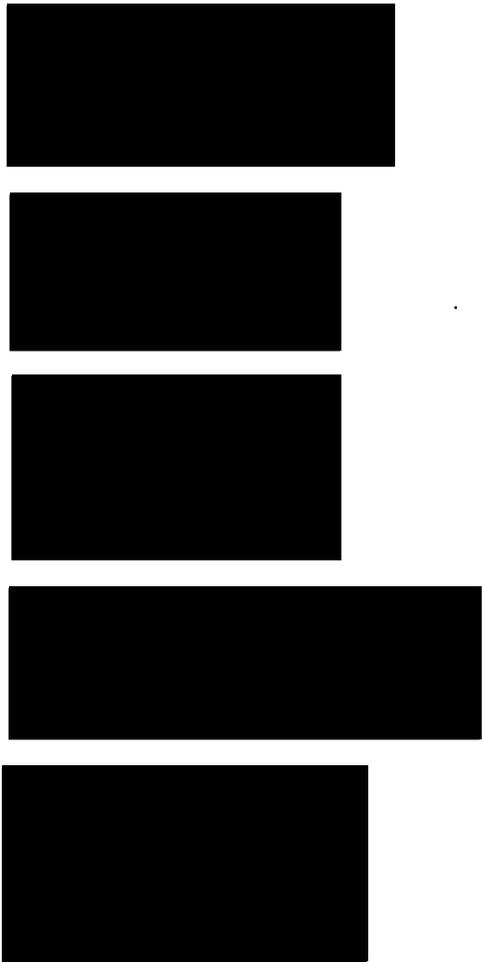
- July 2011-Present*     *PreK-8 Principal, Bessemer Academy*  
Bessemer Academy is a Title I School in Pueblo City Schools. Currently we have 472 students enrolled at Bessemer Academy with a 88% free and reduced. My building exited out of Turnaround status to Priority Improvement with 9/10 of a point away from Improvement. We are located in a low socio-economic area with high diverse population of Hispanic students. We are unique in that we are one of the two schools in Pueblo that is a Pre-K through 8 school.
- July 2006-July 2011*     *Elementary Principal, Pikes Peak Elementary*  
Pikes Peak Elementary School is a Title I School in Harrison School District #2. Currently we have 377 students enrolled at Pikes Peak Elementary with a 87% free and reduced population (313 students), 4% (16 students) of the student population is identified as gifted and talented, 25 % (103% students) are identified as English Language Learners, and 50% (192 students) are on an ILP, and 11% (35 students) are on an IEP.
- July 2004-2006*     *Assistant Principal, Jordahl Elementary*  
Special Education Building Facilitator, Site-Based Team member, Staff Development, Accreditation Team Building Facilitator, Crisis Management Building Facilitator, Building Leadership Team, Phi-Delta Kappa Organization.
- 1996-2004*     *Fourth Grade Teacher, Fifth Grade Teacher, Math Resource Teacher, Baca Elementary*  
Responsibilities include following and implementing State Standards, District 60 curriculum, and administration of CSAP and Terra Nova Assessments. Involvement of committees included: Site-Based-4 years, Teacher-in-Charge-4 years, Team Leader-4 years, Articulation-2 years, Accountability-1 year, Mentor-2 years and Standards Cluster Group-1 year.
- Spring 2003*     *Aspiring Administrator's Internship Program, Pueblo School District #60*  
Selected out of twenty-five candidates to complete an internship at Heaton Middle School assuming all responsibilities of an administrator at the secondary level, including analysis review of CSAP assessment data. Familiar with disciplinary infractions, AS400, scheduling, and teacher evaluations.
- Summer 2001*     *Lindamood Bell Tutor, Pueblo School District #60*  
Responsibilities included working with intensive groups for a three-week session using the LIPS and V/V components of the Lindamood Bell Program.
- Fall 2001*     *Adjunct Faculty, University of Southern Colorado*  
As one of the instructors of the Frameworks Course, I was given the responsibility of preparing students, entering the field of education, for administering CSAP/Terra Nova Assessments, Quarterly Analysis and Reporting, and other documenting procedures currently required of teachers.
- Summer 2000*     *Lindamood Bell Tutor, Baca Elementary*  
Responsibilities included working with intensive groups for remedial intervention during a six-week period. Through the use of the LIPS and V/V strategies, pre and post assessment demonstrated student gains and the effectiveness of the Lindamood Bell Program.

- Summer 1999*      *Principal, South Central BOCES Migrant Summer Program*  
As Principal of the BOCES Migrant Summer Program, responsibilities included the development of staff orientation, placement of teaching staff according to grade levels, bus routing, parent communication, field trip arrangements and dealing with discipline issues.
- Spring 1999*      *Adjunct Faculty, Adams State College*  
As one of the Evaluating Instructors for the ESL Endorsement Program, mentoring and evaluating 14 District #60 teachers required pre/post and formal observations, critique of completed program portfolios, and submission of letter grades into Education Department of Adams State College. Job also required collaboration with other ESL Supervisors and Director of the Education Department at Adams State College
- 1995-1996*      *ESL Tutor, South Central BOCES*  
Tutor responsibilities included delivering ESL strategies to students whose second language was other than English. Forty-five minute sessions were delivered to students enrolled at Bradford, Fountain, Risley, and East High School.
- 1995-1996*      *ESL Consultant, McRel*  
As an ESL Consultant, workshops were delivered to different school districts, giving teachers ESL strategies that could be used in the classroom for students whose language was other than English. The ESL portion was in conjunction with other presenters as well as individuals from the Office of Civil Rights.
- 1992-1995*      *Third Grade Bilingual Teacher, Mapleton School District*  
Responsibilities as a bilingual teacher included delivering district and state curriculum in English and in Spanish. Mandatory achievement of bilingual degree was accomplished within two years. Other duties included team leader of the third grade group.
- 1991-1992*      *Third Grade Teacher, Sierra Grande Public School*  
Responsibilities included delivering district and state curriculum to third grade students. Team collaboration with other third grade teacher occurred consistently and effectively. Culture awareness of Asian population was necessary while working with students, staff, and community.
- Summer 1991*      *Preschool Team Leader, San Luis Valley BOCES*  
As team leader of the toddler age group, duties included following preschool rules and regulations of teaching centers, nutrition, and communication with parents in English and Spanish. Other duties required transporting toddlers and other students to and from the migrant school building.
- 1990-1991*      *Kindergarten Teacher, Antonito Public Schools*  
Responsibilities included following and delivering district and state curriculum to kindergarten students. As a whole day kindergarten program, engagement of on task strategies occurred daily as well as the implementation of holiday programs and field trips.
- 1988-1990*      *Third Grade and Kindergarten Teacher, Dulce Public Schools*  
Responsibilities included following New Mexico district and state curriculum and outcomes. Knowledge of the Jicarilla culture and the diverse needs of the students were necessary in administering a positive role as a teacher and communicator with parents.

EDUCATION

- 1998-2000 *Type D Certification, University of Phoenix*
- 1995-1997 *Masters in Education, Adams State College*
- 1992-1994 *Bilingual Certificate, Metropolitan State College of Denver*
- 1983-1987 *Bachelor of Arts in Education, New Mexico Highland University*
- 1980-1983 *High School Diploma, Centauri High School*

REFERENCES



# Lisa M. Casarez

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- Objective** Teacher Leader seeking a leadership position in the Profession of Education
- Education** Spring 2008 to Summer 2009 University of Southern Colorado Pueblo, CO  
**Masters in Education**
- Linguistic Diverse Education
  - Summa Cum Laude
- Fall 1997 to Spring 2001 University of Southern Colorado Pueblo, CO  
**Bachelor of Science**
- Major: Social Science
  - Minor: Education (K-6)
  - Cum Laude
- Fall 1989 to Summer 1993 University of Southern Colorado Pueblo, CO  
**Bachelor of Science in Business Administration**
- Majors: Accounting and Business Management
- Professional Experience** Aug 2001 to Present Pueblo City Schools Pueblo, CO  
**Literacy Coach (2012-2013 school year)**
- Support and Coach Classroom Teachers with Literacy
  - Conduct Grade Level Professional Learning Community meetings
  - Write Unified School Improvement Plan
  - Building Galileo Assessment Coordinator
  - Coordinate Family Engagement Activities for Title I
  - Positive Behavior/Olweus Bully Prevention Program Coach
- Family Engagement Teacher (2009-2010 school year)**
- Coordinate Family Engagement Activities for Title I
  - Write School Improvement Plan
  - Translate for Teachers and Parents (Spanish)
  - Positive Behavior/Olweus Bully Prevention Program Coach
  - Support Classroom Teachers
- Elementary School Teacher (K-6 endorsed)**
- Taught 1<sup>st</sup> and 3<sup>rd</sup> grades (2001-2009) and (2011-2012)
  - Educated students in Language Arts, Math, Science, Social Studies, and Citizenship
  - Developed weekly lesson plans and unit plans
  - Communicated with parents—conferences and other meetings
  - Participate in professional development frequently
  - Provided professional development (2008-2009/2009-2010/2010-2011 school years)
  - Supervised student teacher and work study students

**Secretary, Accounting Assistant, Accounting Data Technician**

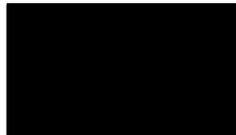
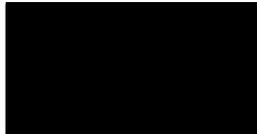
- Typed documents, answered telephone, and filed
- Balanced accounts, cashiered, and counted deposit
- Accounts Payable, data entry, and printed reports

**Volunteer experience**

Tutor, English as a Second Language Adult Program, 1992—Risley Middle School, Pueblo, Colorado

Sangre de Cristo Arts and Conference Center Children's Museum—Docent

**References**



## YVETTE KNOX

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<b>OBJECTIVE</b>	To obtain a leadership position
<b>EDUCATION</b>	Master of Arts: Educational Leadership Adams State College, Alamosa, CO, July 2007 Bachelor of Arts: Elementary Education Adams State College, Alamosa, CO, May 1997 Associate of Arts: Liberal Arts Trinidad State Junior College, Trinidad, CO, May 1995
<b>TEACHING EXPERIENCE</b>	<b>Literacy Interventionist – 2012-Present</b> <b>Kindergarten – 2011-2012</b> <b>Student Success Advocate – 2009-2011</b> Bessemer Academy, Pueblo, CO <b>Principal Internship- 2007</b> Pueblo City Schools (Fountain, Baca, Minnequa, & Beulah Heights) <b>Kindergarten – 2008-2009</b> Park View Elementary School, Pueblo, CO <b>Kindergarten - 2001-2008</b> <b>Third Grade/Lindamood Bell Reading Teacher – 2001-2002</b> Fountain Elementary School, Pueblo, CO <b>Kindergarten – 1999-2001</b> <b>First Grade – 1998-1999</b> Eckhart Elementary School, Trinidad, CO <b>Substitute Teaching – 1997-1998</b> Long-Term Substitute (four months)-Advanced English Center High School, Center, CO <b>Student Teaching – January-May, 1997</b> Hoehne School District, Hoehne, CO
<b>PROFESSIONAL DEVELOPMENT</b>	NISL (National Institute for School Leadership) Kagan Strategies Colorado Reading First Training SuccessMaker Enterprise Training Writing Alive / Curriculum Writing Six Traits +1 Writing and Reading Step Up to Writing Read Naturally Lindamood Bell Parent Involvement Plan-The Colorado Statewide Parent Coalition Singapore Math Various Assessment Trainings (DIBELS, PPVT, GORT, BEAR, PHELPS, CSAP, PKBS, Phonological Awareness Skills test, etc.) Additional Classes and Various Trainings and Workshops (Available from Portfolio)

**COMMITTEES/  
COORDINATOR**

District Accountability Member  
Building Leadership Team  
Title I – Family Nights  
Mentor Teacher  
Positive Behavior Support (PBS)  
School Assessment Coordinator (SAC)

School Budget Committee  
Technology Committee  
RTI Committee  
Cooperating Teacher  
Gifted & Talented (G/T)  
PLC Facilitator

**REFERENCES**

Furnished upon request

**REFERENCES**



# Sheryl A. Smith

Email: [sheryl.smith@pueblocitieschools.co.us](mailto:sheryl.smith@pueblocitieschools.co.us)

**Education:** Master of Arts Degree Date of Graduation: Aug. 1999  
Adams State College – Alamosa, CO  
Major: English as a Second Language

Bachelor of Arts Date of Graduation: May 1990  
University of Southern Colorado – Pueblo, CO  
Major: English  
Emphasis: Teacher Certification in Elementary Education

Associate in Applied Science Degree Date of Graduation: May 1984  
University of Southern Colorado – Pueblo, CO  
Major: Computer Science

**Experience:** Sixth Grade Teacher: 2011 - present  
Bessemer Academy (Pueblo, CO)

Third Grade Teacher: 2008 - 2011  
Bessemer Academy (Pueblo, CO)

Implemented and taught the Sixth Grade Program: 2000 - 2008  
Bessemer Academy (Pueblo, CO)

Title I Teacher on Special Assignment (TOSA): 1999 - 2000  
Pueblo City Schools (Pueblo, CO)

Fifth Grade Classroom Teacher: 1996 - 1999  
Bessemer Academy (Pueblo, CO)

Fourth/Fifth Multi-Age Classroom Teacher: 1995 - 1996  
Bessemer Academy (Pueblo, CO)

Title I Math Teacher, Grades 4 and 5: 1993 - 1995  
Bessemer Academy (Pueblo, CO)

Implemented and taught the Title I Math Program: 1990 - 1992  
Kindergarten through Fifth Grade  
Rocky Ford School District R-2 (Rocky Ford, CO)

**Professional Development:** NISL Cohort (National Institute for School Leadership)  
Kagan Cooperative Learning Structures Training  
CHAMPs: A Proactive and Positive Approach to Classroom Management  
Writing Right Training  
Curriculum Mapper Support – Mathematics Training  
Designing Effective School Wide Behavior Support Systems  
Evaluating the Standards-Based Classroom  
Lindamood-Bell Reading Processes Training  
Reading and Writing Across the Curriculum

**Sheryl A. Smith**

Email: [sheryl.smith@pueblocitieschools.co.us](mailto:sheryl.smith@pueblocitieschools.co.us)

## REFERENCES

[Redacted Reference]

[Redacted Reference]

[Redacted Reference]

# **Resume of Faculty at Roncalli Middle School**

# Jacqueline Armenta

## Education:

Elementary Licensure	Pueblo, CO
Colorado State University-Pueblo	Graduate '10
Johnson & Wales University (J&W)	Denver, CO
Bachelor of Science, Sports, Entertainment, Event Management	Graduate '06
Concentrations: Hospitality Sales & Meeting Management, Leadership Studies	

## Licensure:

State of Colorado Initial Teacher Licensure	May 2011
State of Colorado Added Endorsement- Business Marketing	May 2011
State of Colorado 3 Year Substitute Licensure	Expires 1/1/2014

## Teaching Experience:

<u>Technology Teacher</u>	Pueblo, CO
Roncalli Middle School	8/11-Present

- Developed technology curriculum from scratch
- Piloted and introduced the Common Sense Media Digital Literacy and Technology Curriculum to Pueblo City Schools.
- Integrates project based learning that directly aligns to the ISTE technology standards
- Teaches Microsoft Office suite including Word; Excel; PowerPoint, and Publisher
- Teaches Keyboarding Technique using a combination resources
- Fosters warm, positive and safe learning environment for pupils to learn and grow
- Head of Social Committee
- Assists with Student Council
- PBIS Team member
- Attended Lego Robotics Seminar at Colorado State University Pueblo
- Attended Professional Development seminars focusing on SMART Boards, Clickers, and Mobi's.

<u>Paraprofessional</u>	Pueblo, CO
Pleasant View Middle School	2/11-Present

- Used modifications and accommodations to best meet the needs of each student
- Provided support to core teachers as well as students in the building
- Proctored CSAP testing for students with language needs

<u>Student Teacher, 1<sup>st</sup> Grade</u>	Pueblo, CO
South Mesa Elementary School, Pueblo District 70	Fall 2010

- Assisted primary teacher with coordinating daily lessons and activities
- Implemented an integrated unit covering five parts of a story
- Successfully used clicker system and utilized technology of Promethean Boards
- Designed hands-on project based bulletin boards

## Field Experience

- East High School, Field Experience for Teaching Diverse Students
- South High School, Field Experience for Content Area Literacy
- Parkview Elementary School, Field Experience for Foundations of Education

# Jacqueline Armenta

- Parkview Elementary School, Field Experience for Frameworks of Teaching
- Pleasant View Middle School, Field Experience for Teaching Elementary Science and Health
- Highland Park Elementary, School Field Experience for Teaching Social Studies
- Carlile Elementary School, Field Experience for Teaching Reading and Language Arts
- Avondale Elementary School, Field Experience for Integrated Methods
- North Mesa Elementary School, Field Experience for Teaching Elementary Math
- Avondale Elementary School, Field Experience for Integrated Methods
- Volunteer Junior Achievement Teacher, 3 years
- Volunteer, Sign Language Teacher at North Mesa Elementary

## Highlights of Qualifications:

### Skills/ Qualifications

- Highly proficient with Smart Boards, Promethium Planet, "Clicker Systems," Internet Explorer, Microsoft office- Word, Excel, PowerPoint, Publisher, Movie Maker, etc...
- Employs various methodologies to accommodate pupils of all interests and abilities
- Easily presents in front of students of all ages
- Superb organizational skills
- Works well independently and as team player
- Excellent communication skills
- Displays willingness to take on new and innovative challenges

### Leadership

- Sponsor, South Mesa Elementary School Student Council
- Volunteer, DECA Fashion Show South High School
- Volunteer, DECA at East High School Mock Districts
- Volunteer, District 9 DECA Districts Competition
- Volunteered with Teacher Education Association Reading Aloud at the library
- Volunteer, Miss Colorado and the Miss America Organization
- Miss Southern Colorado 2007
- Traveled to Canada with FOCUS Training as a Team Leader assisting DECA students in achieving excellence through interactive team training.
- Founding Sister and Recruitment Director of Alpha Sigma Tau Sorority- Delta Psi
- At-Large Senator of Student Government, Johnson & Wales University
- Campus Activity Board Member Johnson & Wales University
- Orientation Leader, Johnson & Wales University, 3 years
- DECA District 9 State Officer- Regional Vice President
- Pueblo County High School Accountability Committee- Vice President

## Professional Organizations:

Alpha Sigma Tau Sorority-Alumna	present
Teacher Education Association	2007
IAAM (International Association of Assembly Managers)	2002-2003
HSMIAI (Hospitality Sales Marketing Association International)	2005-2006
DEX (Delta Epsilon Chi)	2002-2006



## Marci Imes

**Objective** My goal is to obtain the position of as Truancy/Academic and Family Support Specialist for Pueblo City Schools where I can provide support and leadership in the education of all students in order to facilitate the academic and personal potential they each possess.

**Teaching  
Experience**

July 2010-Present	Roncalli Middle School	Pueblo City Schools
<b>Literacy/Curriculum Coach</b>		
March, 2010-July 2010	Fox Meadow Middle School	Harrison School District 2
<b>21<sup>st</sup> Century Grant Site Coordinator</b>		
Aug. 2007- June 2010	Fox Meadow Middle School	Harrison School District 2
<b>Literacy Coach/Reading Interventionist and Reading Department Chair</b>		
2004–2007	Freed Middle School	Pueblo School District 60
<b>Lindamood-Bell Intervention Facilitator and Literacy Coordinator</b>		
2002–2004	Freed Middle School	Pueblo School District 60
<b>Lindamood-Bell Intervention Facilitator</b>		
2000–2001	Freed Middle School	Pueblo School District 60
<b>Sixth Grade Reading and Language Arts/ Lindamood-Bell Intervention Teacher</b>		
1999–2000	Freed Middle School	Pueblo School District 60
<b>Sixth Grade Reading and Language Arts Teacher</b>		
1997–1999	John Neumann Catholic School	Pueblo, CO
<b>Kindergarten Teacher</b>		
1996–1997	Heritage Elementary School	Pueblo School District 60
<b>Permanent Substitute--Fourth Grade</b>		
Summer 2001, Summer 2002, Summer 2003, Summer 2004, Summer 2007		Pueblo School District 60
<b>Summer School Coordinator for Lindamood-Bell Intervention Programs.</b>		

**Education**

2008-2009	University of Colorado at Colorado Spring	Colorado Springs, CO
<b>Completion of Principal Licensure Program</b>		
2002–2003	Adams State College of Colorado	Alamosa, CO
<b>M.A., Education Emphasis in Literacy and Reading</b>		
1994–1997	University of Southern Colorado	Pueblo, CO
<b>B.A., Psychology (Emphasis in Educational Psychology) Elementary Education Minor.</b>		

2003—Present I have obtained an additional 36 credit hours from various Colleges and Universities including Adams State College, San Diego University, UC Denver, CSU Pueblo, UCCS Colorado Springs, Harrison Middleton University, in the areas of **Reading, Writing, Technology and Leadership**

## **Relevant Experience**

- Teach and Facilitate Lindamood-Bell Reading Processes (LBLP)
- Facilitated/Coordinated LBLP summer school programs which involved testing, grouping, scheduling and tracking treatment hours for all students as well as training teachers to utilize the LBLP strategies, preparing and maintaining daily mentor meetings, and mentoring teachers in their pursuit of facilitator certification.
- Provided Staff Development at Freed Middle School for Reading and Writing instructional strategies including: Literature Circles, Guided Reading, Guided Writing, LBLP integration for comprehension, variety of vocabulary strategies.
- Collaborated with ESS teachers to write appropriate reading and writing goals as well as instructional strategies and alternative assessments for ESS students
- Developed content area transition classes for students struggling with reading and writing in the content area.
- Member of PBS Team at Freed Middle School
- Member of Parent Team Committee at Freed Middle School
- Served as Reading Department Chair at Freed Middle School from August 2004-June 2007 and at Fox Meadow Middle School from August 2007 to June 2010
- Member of Leadership Committee at Fox Meadow Middle School
- Member of PBS Team at Fox Meadow Middle School
- Member of Parent Team at Fox Meadow Middle School
- Presenter at Middle School Case Convention, June 2008, Breckinridge, Colorado
- Presenter at Middle Level Administration Convention, Aug 2008, Alamosa, Colorado
- Member of Curriculum and Development Steering Committee, Aug 2008-July 2010
- Member of Curriculum Based Measurement Development Committee, August 2008-July 2010
- Member of Leadership Team at Roncalli Middle School, August 2010-present
- RTI facilitator at Roncalli Middle School, August 2010-present

**Other  
Experiences  
/Training**

- Six Trait Writing
- Six Trait Reading
- Writing Alive
- Step Up to Writing
- Write Tools
- Language!
- PLC Training
- Lindamood-Bell Facilitator Qualified
- New School Leadership Project
- Critical Friends Training
- RTI Training
- Kagan Structures
- Intel Teach to the Future
- Member of Southern Colorado Reading Council
- Positive Behavior Support Training
- Harrison School Dist 2  
LeadershipAcademy
- CORE
- OLWEUS
- Opposite Strengths
- DataWise
- Ruby Payne-Teaching under-resourced students

**References**

Mrs. Cheryl Madrill-Stringham



Mr. Eric Decesaro



Ms. Karen Newton



Mr. Michael Horton



Mrs. Lizz Maybrey



719-549-7458 (work)

**PROFESSIONAL OBJECTIVE**

To continue working for and with youth in a counseling, supportive, or administrative position designed to enhance their 21<sup>st</sup> Century Skills and ensure academic and personal success.

**EMPLOYMENT**

**1994 – Present**

Pueblo City Schools District No. 60, Pueblo, CO 81004  
Roncalli Middle School (2000-Present), Risley Middle School (1994-2000)

Position: Counselor

Involved in design and implementation of comprehensive and developmental counseling programs within this diverse district. Position involves all aspects of program and services. Assist with administrative duties as necessary. Serve on Building Leadership Team, PBIS Committee, Innovation Plan Team, School Assessment Coordinator, and have served as GT Coordinator and Site Based Member.

**Prior Positions:**

La Junta High School, La Junta, CO 81050

Position: Counselor and Department Chair

Involved in design and implementation of a comprehensive and developmental counseling program in this 500+ student school. Position involved all aspects of program and services.

Las Animas High School and Middle School

Las Animas, CO 81054

Position: Counselor

Involved in implementing and conducting a counseling/guidance program in this rural school district. Involved with group, individual family counseling around academic and personal issues. Position involved programmatic implementation, consultation, referral, coordination, of services and professional development.

Arkansas Valley Board of Cooperative Educational Services (AVBOCES)

La Junta, CO 81050

Position: Educational Consultant/Counselor

Involved in addressing the needs of exceptional children and their families within academic and social communities. Involved with all exceptionalities in grades K-12 with special expertise in emotional and behavioral disorders. Responsibilities included identification and assessment, counseling, social work, coordination of services, report writing, record keeping and the monitoring of all special education students in assigned buildings over three county area.

The University Center Hospital

Ann Arbor, MI 48197

Exit Position: Supervisor of Counseling Staff/Human Resources Director

Entry Position: Staff Counselor

Involved in designing and administrating therapeutic treatment and recreational therapy programs and in supervising their implementation within this residential psychiatric facility for adolescents. Involved in conducting family therapy and in the hiring and training of staff.

**Prior Positions (continued):**

Ann Arbor and Ypsilanti School Systems  
Ann Arbor, MI 48197  
Position: Secondary Teacher/Substitute

Prior: Details on request: includes diverse jobs to finance an education and include  
Free lance writing and radio broadcasting

**EDUCATION**

Graduate School

University of Phoenix, Colorado Springs, CO  
Endorsement program in school administration, K-12

Eastern Michigan University, Ypsilanti MI  
M.A. Degree in Guidance and Counseling Psychology

Several non-degree graduate classes at various Colorado Universities

Undergraduate School

Eastern Michigan University, Ypsilanti, MI  
B.S. Degree: Psychology major, Political Science minor  
Secondary teaching certificate

High School

Redford High School, Detroit, MI

**PROFESSIONAL CERTIFICATION**

Colorado Professional Licenses: Teacher, Special Services, and Principal

**PROFESSIONAL ASSOCIATIONS**

American Counseling Association, American School Counselor Association, Colorado  
Counseling Association, Colorado School Counselor Association, National Education  
Association, Colorado Education Association, American Mental Health Counselor Assn.

**PROFESSIONAL INVOLVEMENTS**

Where Everybody Belongs (WEB) training and coordinator  
Why Try Program Training  
Capturing Kids Hearts Training  
Middle School Restructuring Committee  
Roncalli Building Leadership Team  
Roncalli Gifted and Talented Coordinator  
Roncalli Testing and Assessment Coordinator  
AVID Training  
Carnegie Grant Committee, Carnegie Leadership Team (chair)  
Learn & Serve Colorado Regional Action Team, K-12 Representative  
Risley Site Based Decision Making Team President  
American School Counseling Association National Conference On-Site Committee  
Southern Colorado Leadership Development Institute; Middle School Liaison  
Turning Points Schools/Terrific Teachers Making a Difference/Calesa Foundation  
Centennial Task Force for Drug Free Youth  
Rocky Mountain Youth to Youth Association  
Colorado School Counselor Association: President Elect, President, Past-President,  
Regional Representative, Public Relations Chair, Inter-Professional Relations Chair  
American School Counselor Association: Public Relations Committee, American  
College Testing (ACT) Advisory Council, Family Communication Project: "Families  
Talk About Sexuality" certified group leader and trainer

Certified by the National Board for Certified Counselors, Inc.

**PROFESSIONAL INVOLVEMENTS (continued)**

Colorado School Counselor Association Legislative Task Force  
National Elementary and Middle School Conference Planning Committee  
State Peer Counseling Conference Planning Committee  
Service Learning Conference Planning Committee  
Colorado State University Faculty Affiliate, Department of Education  
Adams State College Adjunct Faculty Member, Department of Psychology

**Boards**

Pueblo Family Center Board of Directors  
Pueblo Boys and Girls Club Board of Directors  
Pueblo Community Compact  
Otero County Coalition for the Prevention of Teen Pregnancy  
Task Resources for Youth  
Department of Social Services Child Protection Team  
La Junta Chamber of Commerce Education Committee (chair)  
AVBOCES Special Education Advisory  
Arkansas Valley community Center for the Developmentally Disabled  
Pathfinders Chemical Dependency Program Advisory

**PROFESSIONAL AWARDS**

Colorado School Counselor Association Past President's Award  
Colorado Secondary School Counselor of the Year Award (runner-up)  
CESDA Exemplary Counselor Award

**PROFESSIONAL PRESENTATIONS**

Priority One Staff Development	Working With High Risk & First Generation
Behavior Management in the Classroom	Advisor/Advisee: A Relationship
Family Communication & Sexuality	Public Relations & Marketing for Schools
Gifted and Talented Program Development	Rights of Exceptional Students
Crisis Management in Schools	Community Service Learning
Child Abuse and Neglect	Cults and Satanism
Peer Counseling Program Development	Parents and Counselors Together
Nonviolent Crisis Intervention	Drug and Alcohol Education
Working Effectively with Families	Financial Aid and Scholarships
TCAP preparation	Master Schedule Development

**ACTIVITIES AND INTERESTS**

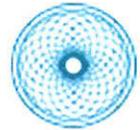


**REFERENCES**

References and Letters of Recommendation are available on request

«Email»

brian.repola@pueblocitieschools.us



# BRIAN DAVID REPOLA

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## **Experience:**

### **Media Specialist / Technology Specialist Roncalli Middle School Pueblo Co August 2011-Present**

As the Media and Technology specialist for Roncalli Middle school I am responsible for the maintenance and upkeep of over 200 desktop and laptop computers. I am also responsible for the building internet network as well as the building website. I am also the primary trainer for all technology hardware and software for a staff of 42 instructors. I also oversee the morning news announcements that are broadcast to the entire school population each morning, as well as the yearbook club and the coach of the National Academic League.

I also take on the role of the "Teacher in Charge" filling in as a third administrator in the office helping with the day to day running of the school and student discipline issues. I am also a member of the Building Leadership Team, School Improvement Plan team, as well as part of the team who wrote the Innovation Plan to turn Roncalli into a S.T.E.M. (Science, Technology, Engineering and Math) school.

For the past two years in addition to my building position at Roncalli, I also have a district wide position as the primary Web Administrator for all of Pueblo City Schools. That includes over 30 Elementary, Middle and High School websites. I am the primary point of contact for teachers needing help with their classroom websites and I am also in charge of professional development for the teachers who are the website administrators for each school site. During the 2012-2013 school year I was tasked with transferring the entire school district website from the School Fusion platform to the Google Site platform. I created a template both for school and classroom websites, an online video tutorial, as well as several day long professional development trainings for the entire district. Along with website development and training I am also a district trainer for other Instructional Technology programs including the use of Apple I-Pads in the classroom, Google Forms, Google Docs etc. in the district.

## **Experience:**

### **Assistant Principal, Corwin International Magnet School, Pueblo, Co - 2009-2011**

For two years it was my honor and privilege to be part of the leadership team at one of Pueblo City Schools top schools. Corwin International Magnet School has students 4th through 8th grade and was reconstituted as a new school 3 years ago. The primary programs of the school include the International Baccalaureate program with the (PYP) Primary years Program in the elementary grades and (MYP) Middle Years Program for the Middle School grades. Corwin International is also a one to one technology school, each student has their own laptop, many classrooms have Promethean Boards, all teachers are expected to integrate technology in their lesson plans. As the Assistant Principal at Corwin International I was the primary facilitator of the following school programs and job duties:

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### **Discipline:**

- Two years as the Lead Disciplinarian overseeing the discipline and behavior programs for 650 students (4th-8th). Helped develop a behavior program which empowers teacher's, emphasis's student reflection and has reduced student discipline referrals by half in one years time.
- Created an online referral form, for student discipline that can be easily accessed by teachers, instantly notifies the office and provides essential data for the school leadership team.
- Created a Tardies Sweep procedure that has decreased tardies between passing periods by more then 75% in less than one years time and has increased teacher participation.
- Established a productive working relationship with the Pueblo Police department and the building SRO
- Testified on numerous occasions at Municipal Court for cases involving students.
- 1 suspension overturned out of 70 plus suspensions the last 2 years.
- Weekly dress-code sweeps
- Facilitate Behavior Modification Contracts for students and meet with parents.
- Maintained records and documentation files for all 650 students for referrals, suspensions and attendance issues

### **Instruction / Curriculum:**

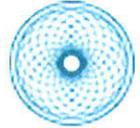
- Attended 2 PLC's per week (1 PYP 1 MYP)
- Supervise and Administer the Computer Wheel and Tech Lab curriculum and instruction
- Helped create I.B. Unit planners for Technology / Utilize the "Design Cycle" for IB Authorization and Quality implementation of the IB Programme
- Study Island Training facilitation
- Trained teachers in the use of the Long distance Learning Lab
- Teacher Evaluations: Walk through evaluations of 35 staff members, Formal evaluation of 12 teachers each of the last two years.
- Infinite Campus report card printing, open close grade window,
- Member of Building USIP team
- Member of Team Leadership for I.B. Authorization
- Attended IB ARMS Training at Keystone Heads of School / I.B. Coordinator Training
- Kagan Cooperative Learning Training Days:1- 4
- NISL- Successful Completion of the National Institute for School Leadership (NISL) Executive Development Program, a nationally acclaimed and accredited program for School Leaders.
- Coordinate CSU-Pueblo education students Practicum and Student Teachers for the building.
- RTI team, ESS staffing team

### **Technology:**

- Developed various technology programs: School Web Page development
- Created International Baccalaureate Unit Plans for Technology

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- Integrating Technology in the classroom by facilitating staff/ teacher training in technology both at Connect Charter and Corwin International
- Developed Technology Lesson Plans for Computer Wheel and Technology Lab classes at Corwin International
- Oversaw the Long Distance Learning Lab (Video Conferencing) program at Corwin International and helped train other schools throughout the district.

### **Monitoring:**

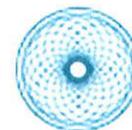
- Before and after school Duty 30 minutes each day
- Create schedule for teachers/security guard and staff for before and after school duty
- Lunch duty 2 hours each day- 4 lunches 675 students
- Create schedule and monitor lunch duty staff
- Create procedures for students to follow for lunches
- No physical fights during lunches for 2010-2011
- Inventory and track playground equipment checkout
- Between classes / Tardy and Uniform Sweeps /
- After School Sporting events
- After School activities/clubs/concerts

### **Athletics:**

- Building Athletic Director 2 years
- Attend monthly athletic director meetings
- Pre-Screen, Interview and hire Athletic Coaches for all sports
- Evaluate all coaches / pre-season meeting / post-season evaluation
- Supervise student eligibility system
- Attend all pre-season Parent informational meetings
- Maintain school website with sports schedule information
- Communicate with office staff/custodial staff on all athletic events and building needs
- Create bus manifests
- Collect and maintain athletic uniform/equipment inventories
- Order equipment for all sports each season
- Support and attend after season sports banquets
- Supervise all home athletic events, monitor student athletes, coaches, officials, crowd control.
- Attend and help all district sports finals- Runyon Field, State Fair Events Center, and Dutch Clark Stadium

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### **Building Facilities:**

- Supervise, meet and work with building custodial staff
- Supervise, meet and work with building security guard and Pueblo Police Department SRO
- Create procedures for the following drills: Fire, Tornado, Secure Perimeter, Lock-Down, Threat in Building, and Bomb
- Schedule practice drills, evaluate and work with staff to improve performance of drills
- Classroom inventory
- Teacher furniture and equipment needs
- Teacher/classroom technology needs
- Prepare all audio/ video equipment for assemblies in the gym, auditorium or outside

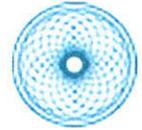
### **Experience**

#### **Assistant Principal, Connect Charter School, Pueblo, Co - 2007-2009**

For two years was my honor and privilege to be part of the leadership team at one of Colorado's premiere middle schools. The Connect Charter School was the first Charter School in the state of Colorado, established over 15 years ago. The Connect School has scored "Excellent" on CSAP tests for 8 years in a row and according to CDE statistics is the 5th ranked Middle School out of 468 middle schools in the state of Colorado 2008. As the Assistant Principal / Building Facility Manager/ Director of Technology at Connect I was the primary facilitator of the following school programs and job duties:

#### **Instruction / Curriculum:**

- A working knowledge and the ability to evaluate and plan for the following academic programs at Connect: Junior Great Books Reading series, Literary Side Notes, Socratic Seminar, Nancy Atwell Writing Process, Saxon Math, Singapore Science, Social Studies, Educational



Technology program, Exhibitions Research project, National History Day Competition, Science Olympiad Competition

- Lead Facilitator in the School Wide Leadership Program
- Lead Facilitator Leadership Competitions: Manners Competition, Chess, Cleaning Olympics, Geo-bee, Marsville, Hot Air Balloons etc.
- Lead Facilitator / Curriculum developer for Friday Morning Technology Classes: Data Analysis, Adobe Photoshop, Website Development, Movie Making, Podcasting, music composition, Power Point presentations etc.
- Track and follow up with all students on the homework make up list
- Responsible for tracking and following up weekly with all students on the Academic monitoring list by meeting with those identified students to discuss their plans of action for improvement in areas of need so that they could be removed from the list for the following week.
- Monitor and create schedules for students in tutoring
- Help oversee and facilitate the Study Island CSAP tutoring program
- Implement Literacy testing for students on ILP: Tower, Dibles, QRI-3
- Enter data for students with an ILP or ALP on the Alpine Data Website

### **Staff Development**

- Walk Through Evaluations
- Product evaluation
- Facilitate department team meetings
- Teacher Support
- Staff Development training in technology equipment and programs

### **8th Grade Registration for High School**

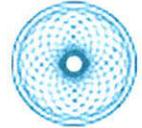
- Gather registration materials from all Pueblo City Schools and District 70 High Schools.
- Schedule visits by High School Counselor's for students and parents to help register for Freshman classes

### **Discipline:**

- While at Connect I have handled all student discipline issues, facilitated meetings with students, parents and staff when necessary. Determined disciplinary actions, created behavior plans followed up on any disciplinary actions given by teachers to students. Understood and enforced the following: After School Policy, Late Work Policy, District #70 Discipline Policies, Dress Code Policies

### **Monitoring**

- Before / After School
- Between Classes
- Lunch
- Skating and Bowling
- Field Trips



### **Technology:**

- Computer upkeep and maintenance for 140 Machines
- Inventory and update computer systems and networks
- Update / maintain Connect School Website : Public / Student Research Site
- Coordinate Computer Labs use and calendar for staff
- Teacher trainings / inservice for computer programs
- Set up computers and digital presentation equipment for Exhibitions Day at the Art's Center
- Quality control as well as creation of DVD's for documentaries and CD's for websites for Regional, State and National History Day
- Science Olympiad teacher/consultant for "Compute This" competition
- Set up and maintain computer based report cards as well as train staff how to use the report card program.
- Publish final version of 8th grade video and create DVD's for distribution

### **Special School Events:**

Prepare School, gather materials, delegate job responsibilities for students and staff for the following events: Open-House, Winter Dance, Exhibitions, CSAP Prep and Testing, Parent Conferences, Spring dance, Awards Assembly, 8th Grade Graduation, field trips, guest speakers, Science Olympiad Competition days, State History Day Competition Days, 5th grade parent meeting

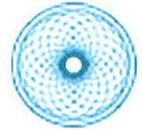
### **Extra Curricular:**

- Yearbook: chose yearbook committee members, have overseen the creation of yearbook, sales, billing, quality control, distribution, Set up contract and terms with yearbook company.
- Sports: YMCA girls Volleyball and Rangers Soccer. Contact person with coach's for both teams, distribute and collect any paperwork/fees needed for team. Evaluated coaches and staffs and monitor athletic events.

### **Building Facility Manager:**

- Contact person with all utility companies associated with the building: Power, Maintenance, Com-cast, waste disposal
- Was in charge of ordering all instructional supplies for staff
- Ordered all desks, whiteboards, bulletin boards, teachers desks, chairs etc.
- Track and order custodial supplies
- Help create and monitor custodial work plans for school year

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- School safety: Fire Drills, Lock-down Drills
- Building Grants writer and coordinator
- School representative for District Bond Issue.

### **Other:**

For two years students in the CSU-Pueblo education program have come to visit, tour and work with the Connect School technology program as part of their required "Integrating Technology in the Classroom" course, I have been in charge of these visits and feel that it has been a benefit for these aspiring educators.

### **Experience:**

#### **Teacher, Vineland Middle School; Pueblo, Co - 1999 -2007**

Prior to my time at Connect as an administrator I was previously a teacher at Vineland Middle School for eight wonderful years. Over my time at this school, great gains were made every year in regards to the school's CSAP scores. I do feel as one of the lead teachers in the school that I did help contribute to that success that continues on to this day. Vineland also had a high percentage of students on free and reduced lunches along with a population that was unique in its economic demographics as a whole. This allowed me to realize that although not every student is created equally in the opportunities or social standing they and their families may have available to them, but regardless of this every student is equally teachable and can be successful.

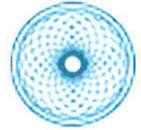
While at Vineland Middle I taught the following subjects: World History, U. S. History, Computer Technology and yearbook. I also was an athletics coach and in my tenure at Vineland I coached the following sports: Football 4 years, Basketball 2 years Track 7 years. Clubs sponsored: Student Council- 3 years, FCA - 2 years, Technology Club - 1 year , Yearbook 3 years.

### **Additional Duties:**

- Teacher with Authority to Suspend- 4 years
- Technology Coach / Building Support- 2 years

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- Member and Co-Chair District 70 Curriculum Alignment team for secondary Social Studies 4-years
- District 70 Athletic Coaches / Activities Council - 2 years
- District Technology Council - 2 years
- Vineland Discipline Committee / Vineland No Bullying Committee 3- years
- Member of over-site committee for the \$1 Million Dollar “Teaching American History” Grant
- Vineland Accountability - 1 year
- ESL PArEnt involvement Seminar in conjunction with CSU Pueblo

### **Additional Training**

- Brain Research Theory
- Integrated Thematic Instruction
- Multi (Scientific Research Based Instruction) Phase One
- Step to Reading / Step up to Writing
- Crisis Prevention Intervention

### **Experience:**

#### **Teacher, La Veta High School, La Veta, Co - 1996-1999**

For my first three years as an educator I had the unique honor of getting to come home to the High School I had attended and teach alongside the same teachers and administrators who touched my life as a student. It is the smallest classification of School with less than 100 students in the entire High School. It was a great place to start and I will never regret the experiences I gained there. Being such a small school I was the History Department for the entire school, I coached multiple sports year round, sponsored 3 clubs, sponsored a Prom and a senior Class Trip, and even at times drove the School Bus.

#### **Classes Taught / Sports Coached/ Clubs Sponsored**

Colorado History, Civics, Geography, World History, U.s. History, American Government, Psychology, Physical Education; High School Football, Volleyball, Girls and Boys Basketball, High School Girls Golf; Ski Club, Student Council, FCA, Junior Senior Prom, Class Sponsor

### **Education:**

Colorado Type D Principal’s License Program - University of Phoenix (January 2003) G.P.A. 3.97 / 4.0

M.A. Educational Technology - Lesley University (May 2002) G.P.A. 3.97 / 4.0

B.A. Adams State College (May 1996) Major: History/Government/ Social Studies;

Minor Psychology ; G.P.A 3.7 / 4.0

# Jonathon Stevens



OBJECTIVE: To obtain an English teaching position to pass on key skills and academic interest

## EMPLOYMENT

2012- Present GT Coordinator/Teacher, Roncalli Middle School (Pueblo City Schools)

- Member of Innovation Exploration Team
- Building GT coordinator
- Involved in raising 8<sup>th</sup> grade language arts achievement

2011- 2012 Dean of Students/Teacher, H SPA (Colorado Springs Dist.2)

- Administered student discipline and monitored student attendance
- Testing Coordinator for AS2
- Raised student achievement for retained eighth graders

2008- 2011 Teacher, Mitchell High School (Colorado Springs Dist.11)

- Raised proficiency rate from 55% to 63%
- Organized combined social studies and language arts curriculum
- Participated in 21<sup>st</sup> Century Educator program
- Instructed junior English and dual-credit English courses with CU-Denver

2007-2008 Teacher, Lorraine Secondary School (El Paso Co. Dist. 8)

- Taught middle and high school English in an alternative school environment
- Led Discovery course, a study skills and personal development course

2002-2007 Teacher, Rivercrest HS (South Mississippi SD)

- Taught language arts at all levels: mainstream, remedial and college-prepatory
- Developed Drama and Oral Communication curriculum
- Raised proficiency levels from 17% to 50%

## EDUCATION

2000-2002 M.A.: Creative Writing, University of Northumbria at Newcastle

- Submitted 20 poems, 10 short stories and 1 novel
- Met contemporary authors: Andrea Badenoch, Geoff Rhyman, etc.

1999-2000 30 hours master's work, University of Sunderland

- Coursework covered English literature from Renaissance to Romanticism
- Studied text from various time periods, analyzing the text themselves and writing papers in response to them
- Analyzed critical essays from -reviewed journals

1995-1999 B.S.E. English, Arkansas State University

- Graduated with 3.93 average
- Majored in English secondary education, minoring in Philosophy with additional coursework in French and Sociology

2009-2011: Additional Classes, UCCS

- Completed 27 credit hours in art history
- Additional coursework in language arts and psychology
- Maintained a 3.91 GPA

2005-2007: Literacy Lab, Harding University

- Certification in the Literacy Lab offered by Harding University and the Arkansas Department of Education.
- Coursework equals six post-graduate hours in literacy

# **Resume of Faculty at Central High School**

Perry A. Gridley



**Professional** I have over twelve years of experience teaching math at Central High School including courses that range from Algebra 1 and Math Intervention to Advanced Placement Statistics and Calculus. I have served as the math department chairperson for six years, math coach for one year, and worked one year at central administration as a math specialist. I have eight years of applied mathematics experience in the high-tech semiconductor industry using basic math skills, algebra, statistics and calculus as an engineer and in a management position.

**Employment History**

Aug. 2010 to Current Math Department Chair Central High School  
Pueblo, CO

In addition to teaching, assisted in placing students in proper math courses, determined class assignments for math teachers, redistributed information from administration, and facilitated professional development.

Aug. 2009 to Aug. 2010 Math Teacher Central High School  
Pueblo, CO

Courses taught include: Algebra 1, Algebra 2, Trigonometry, Ramp Up to Algebra, Advanced Placement Calculus and Advanced Placement Statistics.

Aug. 2008 to Aug. 2009 Math Coach Central High School  
Pueblo, CO

Supported math teachers by collaborating on lesson plans, reviewing data collected either in the classroom or on state/national tests, and helped set up common assessments with the regular curriculum and intervention courses.

Aug. 2007 to Aug. 2008 Math Specialist Pueblo City Schools  
Pueblo, CO

Assisted in placing students in proper math courses for secondary schools, determined math curriculum / intervention for K-12, and facilitated math intervention discussions and implementation plans.

Jan. 2003 to  
Jun. 2007      Math Department Chairperson      Central High School  
Pueblo, CO  
Assisted in placing students in proper math courses, determined class assignments for math teachers, redistributed information from administration, and facilitated professional development.

Jan. 2000 to  
Jan. 2007      Math Teacher      Central High School  
Pueblo, CO  
Courses taught include: Algebra, Intermediate Algebra, College Algebra, Interactive Mathematics Program (IMP) years 1, 2 and 3, and Advanced Placement Statistics (four years).

May 2001 to  
Aug. 2001      Adjunct Math Teacher      Pueblo Community College  
Pueblo, CO  
Instructed a Statistical Methods for Manufacturing class for 20 students during the summer. Prepared lesson plans, assigned and corrected all homework and created all exams used for the course.

June 1990 to  
Sept. 1998      Failure Analysis Engineer/Manager      Micron Technology, Inc.

**Education**      Master of Arts, 2004      Technology in Education  
Lesley College      Boston, MA.  
  
Teacher Certification, 2001      Secondary Mathematics  
University of Southern Colorado      Pueblo, CO  
  
Bachelor of Science, 1990      Mathematics  
Bachelor of Arts, 1990      Physics  
Whitworth College      Spokane, WA

## **Morganlee Kempf**

[morganlee.kempf@pueblocitieschools.us](mailto:morganlee.kempf@pueblocitieschools.us)

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### **OBEJECTIVE:**

#### **Secondary Science Education**

My focus is to teach secondary science by providing students the guidance and leadership to actively learn the science process through both hands-on and “minds-on” experiences; by teaching students how to think like scientists and learn the skills to master science through the processes of observing, inferring, and experimenting. These goals will be accomplished by the successful integration of technology as a form of teaching, learning, and assessing students to prepare them to be globally competitive in the twenty-first century.

### **EDUCATION:**

#### **Colorado State University-Pueblo**

##### **Pueblo, Colorado**

Master’s in Education M.Ed

Area of Emphasis: Instructional Technology

Successful Completion of M.Ed Summer 2012

#### **Colorado State University-Pueblo**

##### **Pueblo, Colorado**

Teacher Education Program: Secondary Science

Successful Completion of Student Teaching Spring 2011

#### **Colorado State University-Pueblo**

##### **Pueblo, Colorado**

B.A. Degree- May 2007

Major: Biology with Chemistry Minor

Area of Specialization: Biology

### **CERTIFICATION:**

M.Ed- Instructional Technology Emphasis

Teacher Licensure - Colorado Department of Education

Teacher Certification- Colorado State University-Pueblo Spring 2011

Teacher Education Program-Secondary Science Endorsement

Instructional Technology Specialist- Pending CDE 2013

## **QUALIFICATIONS:**

Secondary Science Education Certification  
Colorado State University-Pueblo

Instructional Technology Endorsement  
Colorado State University-Pueblo

Science Department Head 2012-2013  
Pueblo Central High School

Building Leadership Committee (BLT) 2012-2013  
Pueblo Central High School

## **COURSE HIGHLIGHTS:**

- FETC Florida Educational Technology Conference 2013-  
International Conference
- Colorado Global Climate Conference (CGCC)
- Fort Collins Alliance Member
- Instructional Technology Upper Division Courses
- Teaching and Managing Technology
- Instructional Technology Integration
- Software Evaluation Management
- Technology and Diverse Learners
- Technology and Assessment
- Hardware and Networking with Technology
- Website Construction/ Web Quest Construction
- Wiki Construction and knowledge
- Experiences with Distance Education- Developing Distance Ed.  
Course
- Upper Division Courses in Microsoft Word Programs
- Upper Division Biology Courses
- Upper Division Chemistry Courses
- Completion of 18 credit hours in college mathematics
- Educational Psychology- Child Development
- Promethean Board Trained
- Experience with Fulfillment of Grant- Math and Family Science  
Night
- Organized Math and Family Science Night for 200 people
- Prepared Schedule and Advertisement for Math and Science  
Night
- Experience with Internet Based Programs- Power School,  
Infinite Campus

**WORK HISTORY:**

**Secondary Science Teacher**  
Pueblo City Schools  
Pueblo Central High School  
August 2011- current

**Student Teaching**  
Vineland Middle School District #70  
February 14, 2011- May 26, 2011

**Grant Assistant**  
Colorado State University-Pueblo  
August 2010-December 2010

**Tutor/Mentor/Volunteer**  
Study Hall- Judicial Court Building

**Store Management**  
Claire's Boutique Apollo Inc.  
November 1998- August 2008

**REFERENCES:**

*(Attached)*

**LETTERS OF  
RECOMMENDATION:**

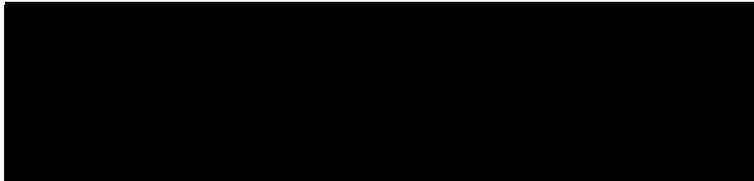
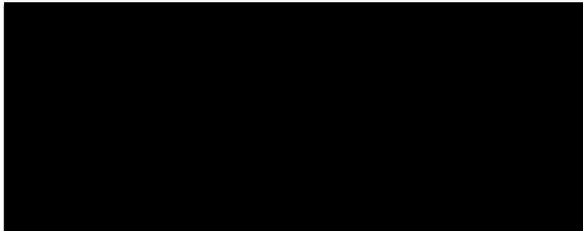
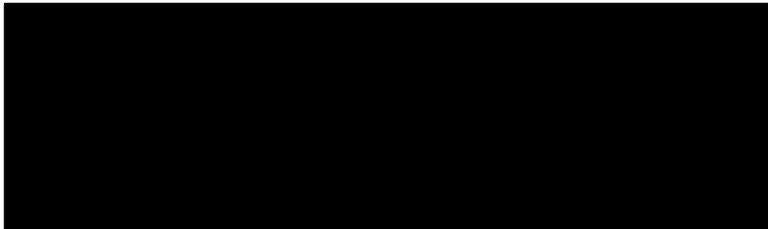
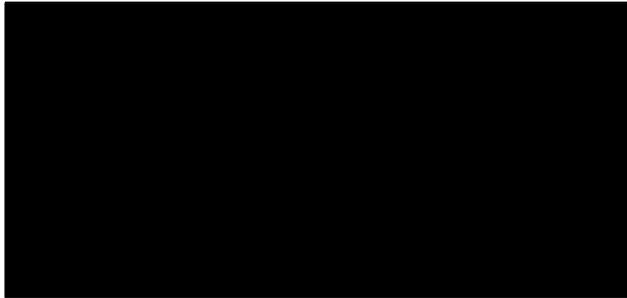
*(Available upon request)*

## References for Morganlee Kempf



E-mail: [morganlee.kempf@pueblocitieschools.us](mailto:morganlee.kempf@pueblocitieschools.us)

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# Jeffrey Dean Kochenberger



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## Experience

- Pueblo City Schools (Central High)**, Pueblo, Colorado (1996 to Present)
- Teacher: Mathematics, Computer Programming, Basketball Coach, and Boys/Girls Golf Coach
  - Courses taught: Pre- Algebra, Algebra, Geometry, Trigonometry, Precalculus, Computer Programming, Web Page Design
- Pueblo City Schools (Central High)**, Pueblo, Colorado (2011 to 2012)
- Instructional Coach Mathematics.
- Pueblo City Schools**, Pueblo, Colorado (2007 to 2008)
- Interim District Athletic Director; responsible for High School and Middle School athletics and activities.
- Colorado State University-Pueblo** (1998 to 2010)
- Senior-to-Sophomore instructor for Precalculus course at Central High
- Unisys Corporation**, Pueblo, Colorado (1985 to 1996)
- **Sr. Systems Engineer / Manager**, Data Systems Engineering, (1992 to 1996)
  - **Systems Engineer**, Systems Department, (1988 to 1992)
  - **Programmer/Analyst**, Systems Department, (1986 to 1988)
  - **Programmer Associate**, Material Quality, (1985 to 1986)

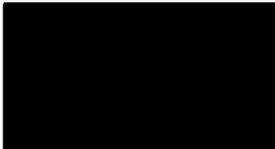
## Education

Colorado State University-Pueblo, Pueblo, Colorado  
Bachelor of Science in Computer Science, 1985  
Minors: Mathematics, Business Administration

Colorado State University-Pueblo, Pueblo, Colorado  
Certificate in Secondary Education, 1991  
Endorsement: Mathematics

Grand Canyon University, Phoenix, Arizona  
Masters in Education Administration, October of 2009

**References**



## Thomas Patrick Murray

Work (719) 253-6420

Email: [thomas.murray@pueblacityschools.us](mailto:thomas.murray@pueblacityschools.us)

### Education

**May 2007 Bachelor of Science Degree Colorado State University – Pueblo,**  
**Major: Chemistry Minor: Education**

**Licensure:** Colorado Initial Teacher License #0455795 Exp. 13 July 2014  
Endorsement Secondary Science

### Experience

**Science Instructor Pueblo Central High School**  
2007 – Present Working with a low socio economic demographic with a high at risk population. Courses taught include Chemistry 1, Physics 1 Honors, Conceptual Physics, Integrated Physical, Earth and Space Sciences. Current sponsor of MESA club and Newman Club

**Instructor Pueblo Community College High School Diploma Program**  
2005-2008 Worked in a second chance high school program for dropouts and students at risk of dropping out.

**Lead Instructor Pueblo WorkForce Youth Health Academy**  
2005-2007 Worked with at-risk youth and young adults in a program to enhance their education and introduce the participants to opportunities in the health fields.

### Additional Training

Workshop: Mentor Teacher Professional Development Course in Science Technology Engineering & Math STEM Summer Session 2011 and 2012

Group Study: Science and Mathematics Education: Weather and Climate for Educators Summer Session 2009 and 2011

Students in Poverty-Perception and Reality - June 2007

### Professional Memberships

American Chemical Society  
American Association of Physics Teacher  
National Science Teachers Association

### References

Available upon request

# MARCIE BARTLEY

## PERSONAL DATA



## EDUCATION

MA	University of Northern Colorado - Greeley, Colorado	1988
BA	University of Northern Colorado - Greeley, Colorado Fine Arts	1974
	University of Southern Colorado - Pueblo, Colorado Elementary Education Endorsement	1980
	University of Florence - Florence, Italy	1973

## CERTIFICATIONS

Administration:  
Elementary School Principal Endorsement, 1988  
Secondary School Principal Endorsement, 1989

Teaching:  
Elementary Education, 1980  
Secondary Art, 1974

## ADMINISTRATIVE EXPERIENCE

Liaison to Superintendent Pueblo City Schools 2013-Present  
Director of Pueblo City Schools International Baccalaureate Schools 2013-2013  
Executive Director Continuous Quality Improvement – Colorado Springs District No. 11, Colorado Springs, Colorado (2003 – 2008)  
Executive Director of School Leadership - Colorado Springs District No. 11, Colorado Springs, Colorado (2000-2003)  
Elementary Principal, Haaff Elementary School - Pueblo District No. 60, Pueblo, Colorado (1993-2000)  
Curriculum Specialist/Center for Teaching and Learning - Pueblo District No. 60, Pueblo, Colorado (1990-1993)  
Principal Internships: Pueblo District No.60  
Mr. Frank DeLeon - Freed Middle School (1989)  
Mr. Sam Pantleo - Central High School (1989)  
Ms. MaryAnn Roldan - Somerlid Elementary (1988)  
Mr. John Garnett, Executive Director - Human Resources (1989)

## TEACHING EXPERIENCE

Elementary - Pueblo District No.60, Pueblo, Colorado  
Beulah Heights Elementary, Grades 4 and 5 (August 1987-1990)  
Columbian Elementary, Grades 1 and 5 (January 1983-August 1987)  
Substitute Teacher, Grades K-12, (1981-1983)

Middle School - Seamon School District, Topeka, Kansas  
Northern Hills Junior High School, Grades 7-9, Art Instructor (1975-1977)  
High School - Topeka Unified School District, Topeka, Kansas  
Topeka West High School, Grades 10-12, Fine Arts

University - University of Southern Colorado, Pueblo, Colorado  
Adjunct professor, Health Education (1984)  
Adjunct professor, Art Instructor (1982)

Private School - McClelland School, Pueblo, Colorado  
Enrichment programs (1982)

Community - Sangre DeCristo Arts Center, Pueblo, Colorado  
Art Workshop Instructor (1980-1981)

## PROFESSIONAL MEMBERSHIP

(ASQ) American Society for Quality  
(PASP) Professional Administrative School Personnel  
Pueblo School District No.60 - President  
President, Vice-President, Secretary

(CASE) Colorado Association of School Executives  
(NAESP) National Association of Elementary School Principals  
(ASCD) Association for School Curriculum Development  
(CAFE) Colorado Alliance for Environment  
Pueblo Charter Lions Club

## RECOGNITIONS

Academic Achievement Award - School awarded \$3,000  
Pueblo School District No.60, Pueblo, Colorado  
Haaff Elementary, 2000

PR/Award # U165A130042

Academic Achievement Award -  
Haaff Elementary, \$1,000 - 1999  
Haaff Elementary, \$5,000 - 1998  
Pueblo School District No. 60, Pueblo, Colorado

Governors Award  
CSAP top ten Colorado schools above 90% - fourth grade  
Haaff Elementary, 2000

Colorado Association of School Educators (CASE)  
Training Video on Standards Implementation (May, 1999)

Doug Reeves and Associates  
Standards Conversation Training Video (January, 1998)

Academic Award -Pueblo Latino Chamber  
Haaff Elementary (December, 1997)

Academic Achievement Award  
National Education Trust Conference, Washington D.C. (November, 1996)

Scholarship Award - Marine Resources Foundation  
(NOAA) National Oceanic Atmospheric Administration - Science Research  
Key Largo, Florida (July, 1991)

Graduate Award - University of Northern Colorado  
Graduate Dean's Citation for Excellence (December, 1988)

Teacher Recognition:  
Pueblo School District No.60  
Outstanding Employee, Classroom at the Mall (January, 1989)

Recipient of Computer Whizzes computer for the classroom (September, 1989)

## PUBLICATIONS

Council for Basic Education, Washington, D.C.  
Standards Principles for Principals: Building a Standards-Based Elementary  
One Step at a Time. (February 1999)

Principal Magazine  
"What Principals Need to Know about Standards"  
(November 1998)

Education Week  
Standards Implementation (January, 1997)

National Public Broadcast Radio  
Interviewed at Haaff Elementary (October, 1997)

## PRESENTATIONS

Baldrige training – District/School Sites  
Colorado Springs School District No. 11

BOCES Workshop, Pueblo, Colorado  
Standards Education and Evaluation (May, 2000)

Education Summit, University of Southern Colorado, Pueblo, Colorado  
Standards Based Classrooms (April, 2000)

Education Trust Conference, Washington D.C.  
Comprehensive School Reform Grant: Standards Work  
with a Middle School (November, 1999)

Education Trust Conference, Keystone, Colorado  
Co-presenter: teacher evaluation/data (June, 1999)

Colorado Education Legislative Committee  
Testified on Standards Staff Development (January, 1999)

Education Trust Conference, Washington D.C.  
What is a Standard? Haaff Elementary School (November 1996 and 1998)  
Pueblo Latino Chamber Dinner Program - hosted by Haaff Elementary  
Presentation of Dr. LaSerooge and Standards Work (December, 1998)

Educations Summit, Keystone, Colorado  
Implementing Standards (June, 1997)

Alignment of Standards to Content Curriculum Visitation Site:  
Educators throughout 15 states on-site visit. (February, 1997)

University of Northern Colorado, Greeley, Colorado  
Meeting Standards Through Literacy Conference (November, 1996)

# **Notes on School Meetings Related to Developing a MSAP Grant Application**

Minute Review of BLT/Accountability Meeting held on February 8, 2013.

During our meeting the STEM grant was reviewed with staff members and where we were in the process with Dr. Lerch and the District. We all understand that the grant is in the process of being submitted. If granted, the planning stages of STEM will begin the Fall of 2013.

BLT/Accountability Member	Ethnicity
Lisa Casarez	[REDACTED]
Yvette Knox	[REDACTED]
Kelly Wyatt	[REDACTED]
JoAnn Kuzniak	[REDACTED]
Carlos Arriaga	[REDACTED]
Wade Kliesen	[REDACTED]
Carmen Romero	[REDACTED]
Brenda Duran	[REDACTED]
Laura Maldonado	[REDACTED]
Sharla Markus	[REDACTED]

**Overall Purpose**

To work collaboratively to expand our own capacity and knowledge in order to continuously improve student learning and achievement. We will design our agendas to engage in collective inquiry around these four learning questions:

**Date:**

9/26/2012

**Members Present:**

5th grade team, Jacquie Grace, Alan, Marie

- "What do we want students to know (content) and be able to do (skills)?"
- "What will we accept as evidence that each student knows the content and skills?"
- "How will we know when each student has learned the content and skills?"
- "How will we respond when students either don't know (or already know) the content and skills?"

**Meeting Purpose:**

- Focus Instructional Planning on Standards
- Data-Dialogue
- Adjustments to Instruction

**Math Focus**

Multiplication of decimals  
Place Value  
Algorithms

**Agenda:**

1. Reconciling Time for Beulah and Science time.
2. Alpine reports
3. Printing concerns from computers
4. <sup>No</sup> Public transportation issues for Rawlings Library Field Trip  
(Oct. 17 Starting at 11:00)

**Reading Focus**

Main Idea

Beulah less rigor - know vocab. before they go  
 Beulah lets Biology so just Beulah doesn't work  
 Is Beulah what we need? → STEM Grant will change how we deliver instruction in Science  
 physical science - pictures & solutions

**Writing Focus**

Narratives, personal and fictional  
Science statements- complete sentences  
Planning for writing- Jacquie to come in and teach writing to demo to Amber and Kara?

**Team Notes :**

Non fiction summaries use flooding, time align instr to standards  
 Paul not hooked to any printer  
 No access to printers in hall  
 Mon 11-

**Other**

<p><b>Overall Purpose</b></p> <p>To work collaboratively to expand our own capacity and knowledge in order to continuously improve student learning and achievement. We will design our agendas to engage in collective inquiry around these four learning questions:</p>	<p><b>Date:</b></p> <p>17 10/15/12</p>	<p><b>Members Present: (?)</b></p> <p>Doverspike Festerling Robinson Leonard Phillips</p>
<ul style="list-style-type: none"> <li>• "What do we want students to know (content) and be able to do (skills)?"</li> <li>• "What will we accept as evidence that each student knows the content and skills?"</li> <li>• "How will we know when each student has learned the content and skills?"</li> <li>• "How will we respond when students either don't know (or already know) the content and skills?"</li> </ul>	<p><b>Meeting Purpose:</b></p> <p><input type="checkbox"/> Focus Instructional Planning on Standards</p> <p><input type="checkbox"/> Data-Dialogue</p> <p><input checked="" type="checkbox"/> Adjustments to Instruction</p>	
<p><b>Math Focus</b></p> <ul style="list-style-type: none"> <li>○ Understanding and Comparing the relationship between decimals and fractions. Addition and subtraction of decimals.</li> </ul>	<p><b>Agenda:</b></p> <p>■ Smart Goal We completed the SMART Goal for reading. We used the benchmark testing data and chose the lowest score. We thought this goal would be good to use because we are focusing our extra support on summarizing and main idea and details. We are still facing the obstacle of how the test questions are written on benchmark question.</p> <p><i>* Remember to work with non-fiction pieces integrating Science / Social. All This will also help us to adjust instruction for STEM Grant</i></p>	
<p><b>Reading Focus</b></p> <ul style="list-style-type: none"> <li>• Theme of a story, inferences about setting, characters and plot, compare and contrast</li> </ul>	<p><b>Team Notes :</b></p> <p><i>Cody - how is class looking - ask Grace little lost in math and uncommon place value pocket to tenths organization get ready, transition classroom management</i></p>	
<p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• Think of some things you have learned outside of school. For example, you learn from pet care, television, or grandparents. Explain what you have learned.</li> </ul>		
<p><b>Other</b></p>		

<p><b>Overall Purpose</b>          To work collaboratively to expand our own capacity and knowledge in order to continuously improve student learning and achievement. We will design our agendas to engage in collective inquiry around these four learning questions:</p>	<p><b>Date:</b>           10/24/2012</p>	<p><b>Members Present:</b>          Kara Seder, Amber Trout, Paul Zschokke, Alan Berry, Jacque Phillips, Mike Latino</p>
<ul style="list-style-type: none"> <li>• "What do we want students to know (content) and be able to do (skills)?"</li> <li>• "What will we accept as evidence that each student knows the content and skills?"</li> <li>• "How will we know when each student has learned the content and skills?"</li> <li>• "How will we respond when students either don't know (or already know) the content and skills?"</li> </ul>	<p><b>Meeting Purpose:</b></p> <p><input type="checkbox"/> Focus Instructional Planning on Standards</p> <p><input type="checkbox"/> Data-Dialogue</p> <p><input checked="" type="checkbox"/> Adjustments to Instruction</p>	
<p><b>Math Focus</b></p> <p>Decimal Division          2 digit divisor division          properties</p>	<p><b>Agenda:</b></p> <ol style="list-style-type: none"> <li>1. Compare/Contrast writing questions</li> <li>2. SMART Goals clarification for Kara</li> <li>3.</li> </ol> <p>ILP - look over &amp; create new one          SMART GOAL - short, concise          Science grades - Marie will input          SMART GOAL for science written in conjunction with Marie          align with standards          STEM Grant - remember change how we instruct</p>	
<p><b>Reading Focus</b></p> <p>Main Idea          Fact/Nonfact          Characters          Story elements</p>	<p><b>Team Notes :</b> align to standards          integrate nonfiction rdg. with science</p>	
<p><b>Writing Focus</b></p> <p>Compare/Contrast</p>		
<p><b>Other</b></p> <p>Vocabulary          Spelling</p>		

<p><b>Overall Purpose</b></p> <p>To work collaboratively to expand our own capacity and knowledge in order to continuously improve student learning and achievement. We will design our agendas to engage in collective inquiry around these four learning questions:</p>	<p><b>Date:</b></p> <p>12/19/2012</p>	<p><b>Members Present:</b></p> <p>4<sup>th</sup> Grade Team Jacque and Alan</p>
<ul style="list-style-type: none"> <li>• "What do we want students to know (content) and be able to do (skills)?"</li> <li>• "What will we accept as evidence that each student knows the content and skills?"</li> <li>• "How will we know when each student has learned the content and skills?"</li> <li>• "How will we respond when students either don't know (or already know) the content and skills?"</li> </ul>	<p><b>Meeting Purpose:</b></p> <p><input checked="" type="checkbox"/> Focus Instructional Planning on Standards</p> <p><input type="checkbox"/> Data-Dialogue</p> <p><input type="checkbox"/> Adjustments to Instruction</p>	
<p><b>Math Focus</b></p> <hr/> <p><b>Reading Focus</b></p> <hr/> <p><b>Writing Focus</b></p> <hr/> <p><b>Other</b></p>	<p><b>Agenda:</b></p> <p>Look over Rubric to see "New" alignment of standards to writing (Info./Explanatory, Narrative, Argumentative) ** standards indicated for each unit → Intro. Mastery, Application</p> <p>50% nonfiction/fiction - writing</p> <p>Incorporate Science, Soc. St. into the writing/reading</p> <p>* Change the way we are instructing</p> <p>STEM Grant will naturally flow into our Rubric</p>	
	<p><b>Team Notes :</b></p> <p>lets you know how in depth to teach</p>	

Highland Park Elementary School  
Site Accountability Committee  
2012-2013

Alan Berry – Principal

Mike Latino – Assistant Principal Committee Chair

Jacque Phillips – Instructional Coach

Grace Leonard – Teacher

Kelsi Vigil – Teacher

Denise Hamm – Teacher

Patti Elizondo-Zinanti – Counselor

Jalyn Robinson – Teacher

Stacy Mooney – Teacher

Vivian Jesik – Teacher

Brenda Madic – Parent

Evelyn Clayton – Parent

Tracy Trujillo – Community member

## Roncalli Innovation Planning Team

**Goal Statement:** Roncalli Innovation Middle School is committed to prepare Pueblo, Colorado middle school students to be lifelong learners in the 21st century. Together with our families and community, Roncalli Innovation School will support relationships which create a positive and safe school environment and engages all students in STEM opportunities. Both will foster rigorous and relevant academic work resulting in high levels of achievements.

**Outcome:** As an innovation school, Roncalli will address its ability to engage its students. One of the best teaching strategies to engage culturally diverse students is to utilize as many instructional modes as possible. A Science, Technology, Engineering and Math (STEM) curriculum structured through Project Lead the Way and instruction through project-based interdisciplinary learning meet this criteria. Second, the STEM focus also supports long-range individual goal setting for academics and careers. Additionally, structured advisory classes will provide a focus on student academic and social emotional needs in a differentiated model. The goal is to develop relationships that support safe, caring and respectful learning communities for children and adults.

Innovation Team Members	Affiliation	Signature
Michael Kovac	Principal	
Reina Montez	Assistant Principal	
Michael Horton	Counselor	
Kelly Mondragon	Parent	
Tiffany Sanchez	Teacher PE teacher/ PBIS coordinator	
Shannon Montano	Math teacher/PEA Building Rep.	
Jonathan Stevens	Language Arts Teacher/GT Coordinating	
Teresa Sanchez Booth	Reading Intervention Teacher	
Sharon Mertes	Science Teacher	
Regina Panion	Social Studies Teacher	
Kathleen Kemling	Math teacher/PEA Building Rep.	
Victoria Bauer Hazlett	Special Education Teacher	
Barbara Clemente	PEA	
Alex Trujillo	Instructional Coach	
Brian Repola	Media Specialist/ Building IT Specialist	
Marci Imes	Instructional Coach	

Julie Schwartz

Language Arts

Action Steps	Dates
Introduction to Innovation Status and vote to move forward with developing of	October 7th, 2012
Initial Planning Work Session	October 24th, 2012
Innovation Planning Work Session: Innovation Application Review	October 30th, 2012
Innovation Planning Review of Process with Roncalli BLT	November 6th, 2012
Innovation Planning Work Session: Innovation Application Review	November 7th, 2012
Innovation Planning Work Session: Develop Mission and Vision Statements and	November 10th, 2012
Innovation Planning Review of Process with Roncalli BLT	November 13th, 2012
Innovation Planning Work Session: Innovation Application Review	November 14th, 2012
Innovation Planning Work Session: Begin Draft 1	November 15th, 2012
Innovation Planning Work Session: Continue with Draft	November 16th, 2012
Official Innovation Plan School Vote to proceed with planning process	Novemeber 17th, 2012
Innovation Planning Work Session: Meet with Project Lead the Way Coordinator	November 20th, 2012
Innovation Planning Review of Process with Roncalli BLT	November 28th, 2012
Innovation Planning Work Session: Innovation Application Review	December 3rd, 2012
Innovation Planning Work Session: Beging to develop template for Innovation	December 4rd, 2012
Innovation Planning Work Session: Complete Statement of Needs and	December 5th, 2012
Innovation Planning Work Session: Review Barriers and Possible Solutions to	December 7thrd, 2012
Innovation Planning Work Session: Discuss and Create Engagement Plann for	December 10th, 2012
Innovation Planning Work Session: Detail Innovation Programs Detail	December 17th, 2012
Innovation Planning Work Session: Changes to Program, Policies, etc.	December 21st, 2012
Innovation Planning Work Session: Program Evaluation Plan	December 21st, 2012
Innovation Planning Work Session: Develop Student and Parent Surveys	December 21st, 2012
Innovation Planning Work Session: Develop Innovations School Schedule and	December 10th, 2012
Innovation Planning Work Session: Meet with Margaret Deiotte to discuss	December 17th, 2012
Innovation Planning Work Session: School Calendar	December 29th, 2012
Innovation Planning Work Session: Meet with US Forest Servicie	December 20th, 2012
Review of Innovation Plan with plan entire staff	January 11th 2013
Innovation Planning Work Session: Review/Revise Draft and Attachments	January 14th 2013
Innovation Planning Work Session: Review/Revise Draft and Attachments	January 15th 2013
Innovation Planning Work Session: Review/Revise Draft and Attachments	January 16th 2013
Innovation Planning Work Session: Review/Revise Draft and Attachments	February 1st, 2013
Review of Innovation Plan with plan entire staff	January 25th, 2013

# **Roncalli Middle School**

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## **BAC MEMBERS 2012-2013**

**Michael Kovac-Principal**  
**Reina Montez-Assistant Principal**  
**Alex Trujillo-Instructional Coach**  
**Marci Imes- Instructional Coach**  
**Mike Horton-Counselor**  
**Shannon Montano-8<sup>th</sup> Math teacher**  
**Julie Schwartz-7<sup>th</sup> ELA**  
**Gina Panion-6<sup>th</sup> Social Studies**  
**Sharon Mertes-8<sup>th</sup> Science**  
**Victoria Bauer-Hazlett-7<sup>th</sup> ESS**  
**Tiffany Sanchez-Physical Education**  
**Brian Repola-Media/IT Specialist**  
**Kelly Mondragon-Parent**  
**Sharol McCluskey-Parent**  
**Dave Caporicci-Parent**  
**Nick Pannunzio-Parent**

Central High

School Accountability Committee Minutes

Meeting held on December 12, 2012

Those in attendance include:

- Lynn Seifert
- Monica Moore
- Jeannine Mora
- Margaret Keel
- Peg Pecheck
- Lois Conatore
- Paula Trevithick
- John Armstrong
- Danielle Osborn

Monica provided us with an overview of the new Central High School Peer Mentor Program. Here are some of the highlights of the program:

- Training was conducted the first week of December for the Juniors and Seniors involved in the program. We are still in need of Juniors and Seniors for the program.
- There is a Resource Mentor Guide available that outlines the program in detail. Dates are planned out for the entire school year so the involved parties understand what is expected. The Resource Mentor Guide is an excellent reference tool for the students to have in the event they have questions about the program.
- Mentor program was structured to allow students some flexibility so that it is personable.
- Two of our teachers ( Ms. Johnson & Ms. Keel) will also be available to mentors in the event the mentors need assistance.
- Mentors will receive credit towards their community service hours along with a letter of recommendation identifying that they were key players in the implementation of this program. Remind students that this is a great program to mention on resumes and when applying for scholarships.
- Staff is currently identifying candidates for the peer program.
- Reflection & feedback survey will be distributed to those involved so that the program can continue to evolve.
- Program launches January 11, 2013

Lynn updated us on the following:

- First CAT (Central Advisory Team) meeting was held on Tuesday, December 11<sup>th</sup> at 6pm. Focus of meeting is to get parent's feedback and suggestions on how to improve attendance and academic performance at Central. Invitations were sent out to every 10<sup>th</sup> parent. Out of all the invitations sent, we only received 7 parents in attendance. Great feedback was provided by the parents and faculty in attendance. Consensus was to create a Parent University. Recommended classes were topics on how to read transcripts, understanding graduation requirements, how to utilize the parent portal, dealing and reporting issues with bullying. It was also recommended that Central utilize free resources from SRDA and for parents to bring another parent with them to the next meeting.
- Lynn provided an update on the STEM grant that the district is pursuing. The targeted focus will be on renewable energy.
- Lynn reviewed the data from unit assessments that have been completed. It is important to note that not every class has a unit assessment. Data supports that significant improvement has been made. Re-teaching will be done on areas where we have received lower scores. Tests will be tweaked after teachers have provided feedback.
- Lynn also outlined the list of students who are failing courses. These are broken down by week and by course. Largest ratio continues to be with our Freshmen.
- Apex courses don't seem to be making any improvement with our 10<sup>th</sup> graders. Some suggestions to improve performance were not to mix Freshmen, Sophomores, Junior and Seniors in make-up courses, adding a Life & Study skills course for Freshmen, bring back a Consumer Math program, students who are not passing Algebra the first semester should not be able to move on since this courses entails a curriculum that builds upon tasks learned in the first semester. Other suggestions made by the committee to help with performance include reaching out and meeting with parents in their community (i.e., Fulton Heights, St. Francis Church, etc.), offering 8<sup>th</sup> grade parents the opportunity to come over to Central to learn more about the school, expectations and assistance available to incoming Freshmen.
- Kudos to Monica and Paula for their excellent work!

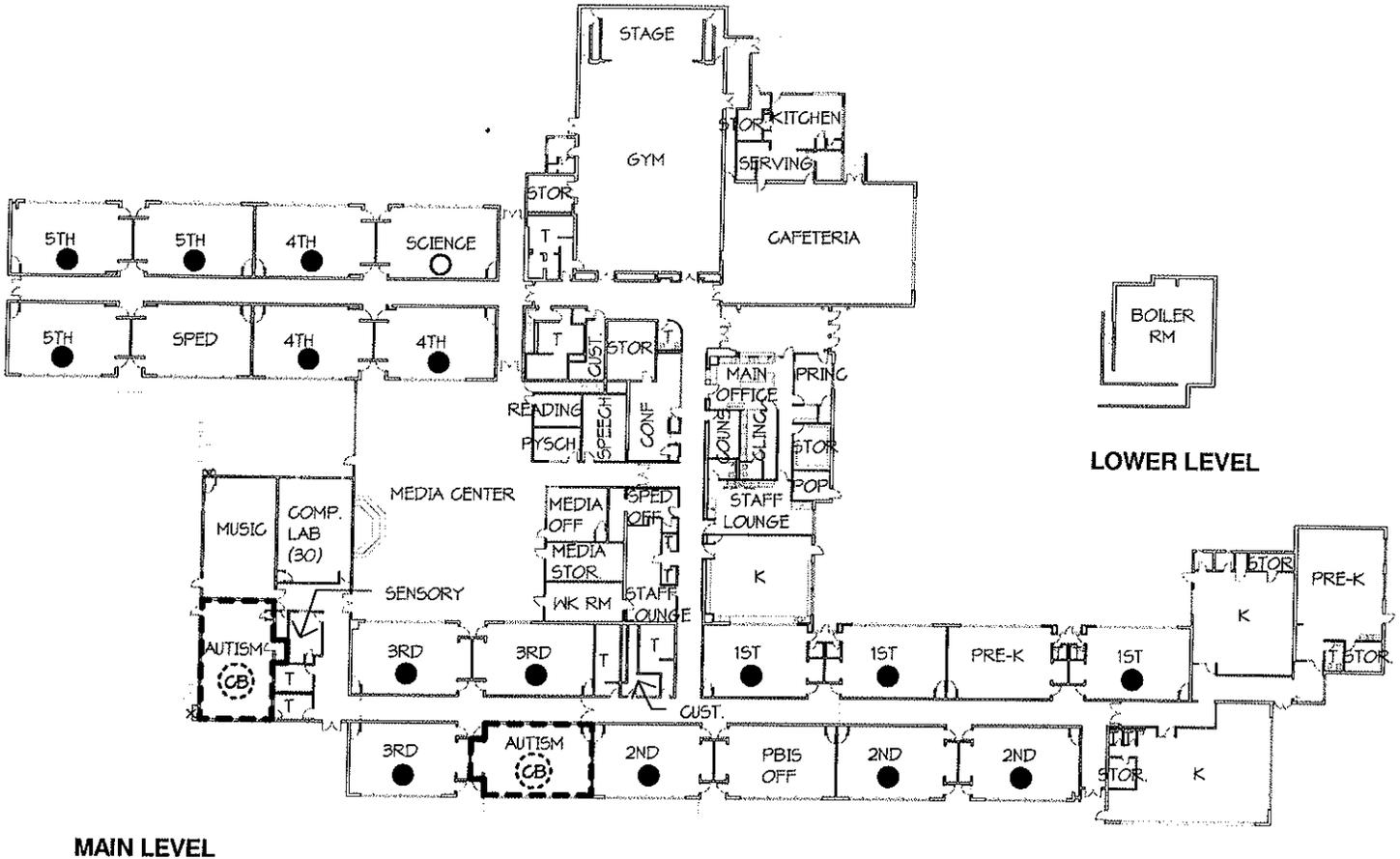
Our next meeting will be held on Wednesday, February 13, 2013 at 3:30 pm.

# Layout of Buildings to Become Magnet Schools

# "WORK-IN-PROGRESS"

## HIGHLAND PARK ELEMENTARY CAPACITY

2010-2011



### 2010-2011 Capacity

- K All Day: 2 X 21 = 42
- Classrooms: 14 X 26 = 364
- 10-11 Capacity 406**

### Core Capacity

- Lockers: 0 (use hooks?)
- Cafeteria: 2,366 SF
- 12 SF/student
- 197 cap/student**

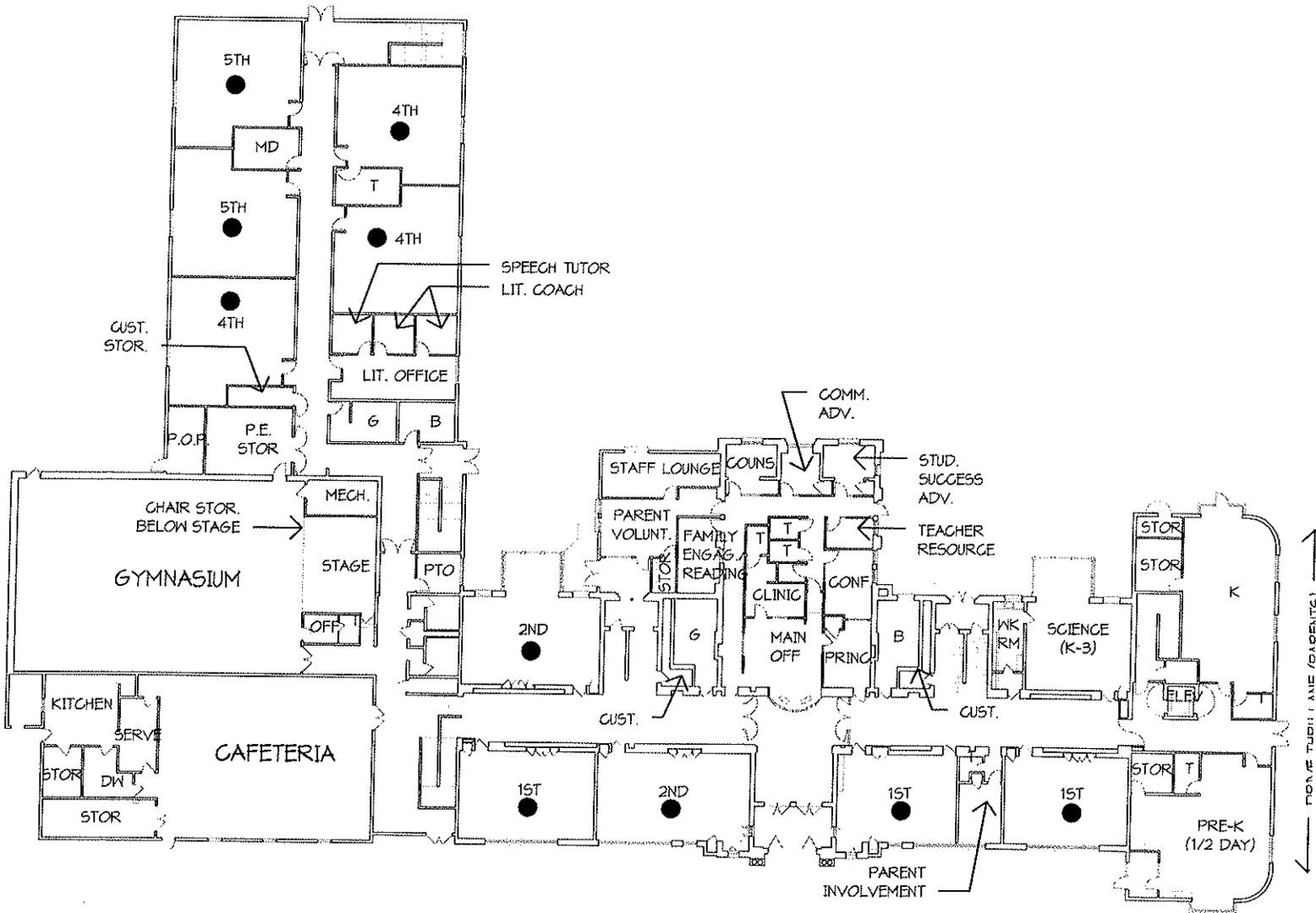
### Potential Capacity

- K All Day: 2 X 21 = 42
- Classrooms: 14 X 26 = 364
- Potential Classrooms: 1 X 26 = 26
- ⊙ Center-Based: 2 X 26 = 52
- Potential Capacity 484**

# "WORK-IN-PROGRESS"

## BESSEMER ACADEMY CAPACITY (KINDERGARTEN-8TH GRADE)

2010-2011



**MAIN LEVEL**

**Core Capacity**

Lockers: 0 (use hooks?)  
 Cafeteria: 2,080 SF  
12 SF/student  
**173 cap/student**

**CENTRAL QUADRANT**

**2010-2011 Capacity**

- K All Day: 3 X 21 = 63
  - Classrooms: 14 X 26 = 364
  - ⊙ Teaching Stations: 5 X 27 X .8 = 108
- 10-11 Capacity 535**

**Potential Capacity**

- K All Day: 3 X 21 = 63
- Classrooms: 14 X 26 = 364
- ⊙ Teaching Stations: 5 X 27 X .8 = 108
- Potential Classrooms: 1 X 26 = 26
- ⊙ Center-Based: 2 X 26 = 52

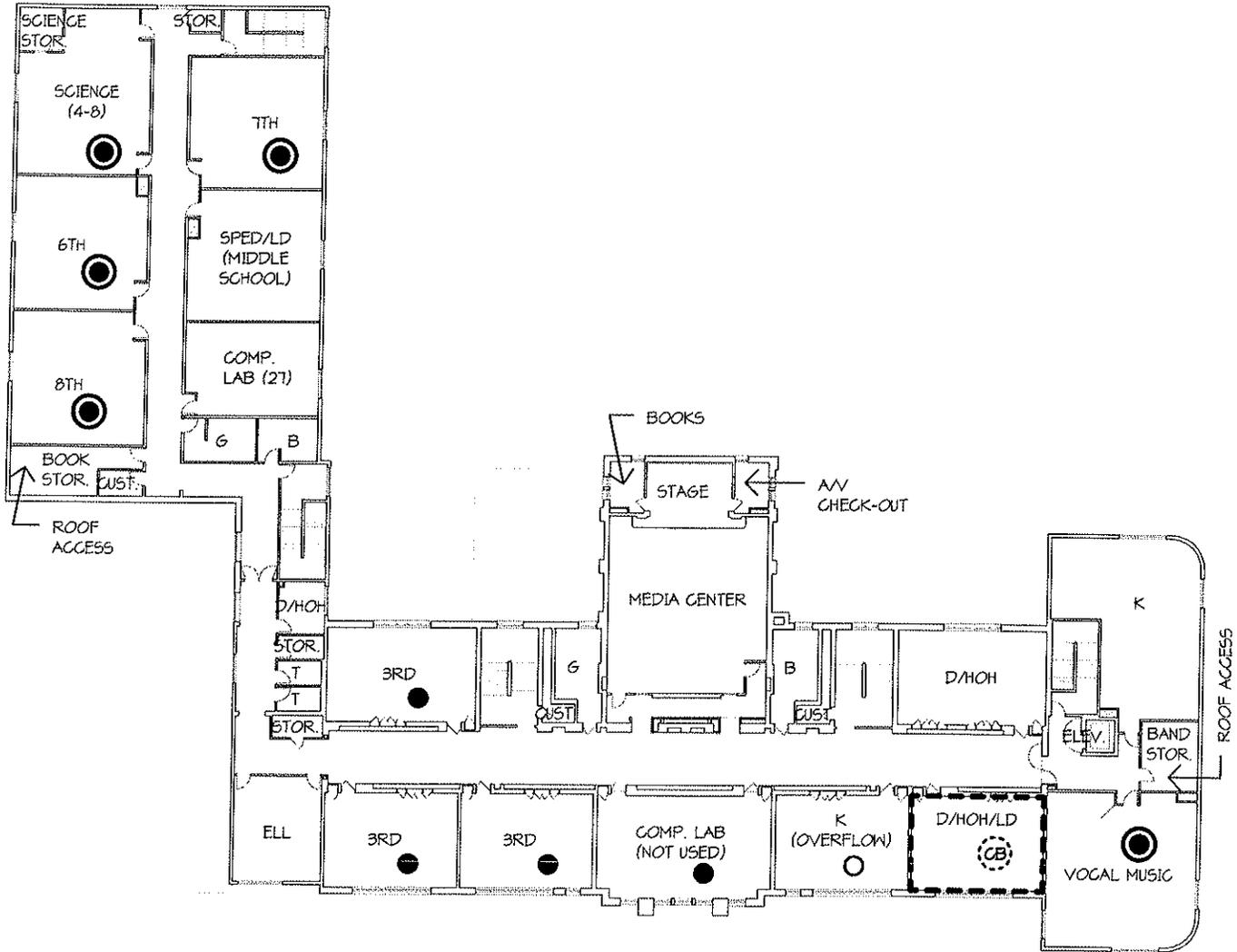
**Potential Capacity 613**

Commission No. 105002

# "WORK-IN-PROGRESS"

## BESSEMER ACADEMY CAPACITY (KINDERGARTEN-8TH GRADE)

2010-2011



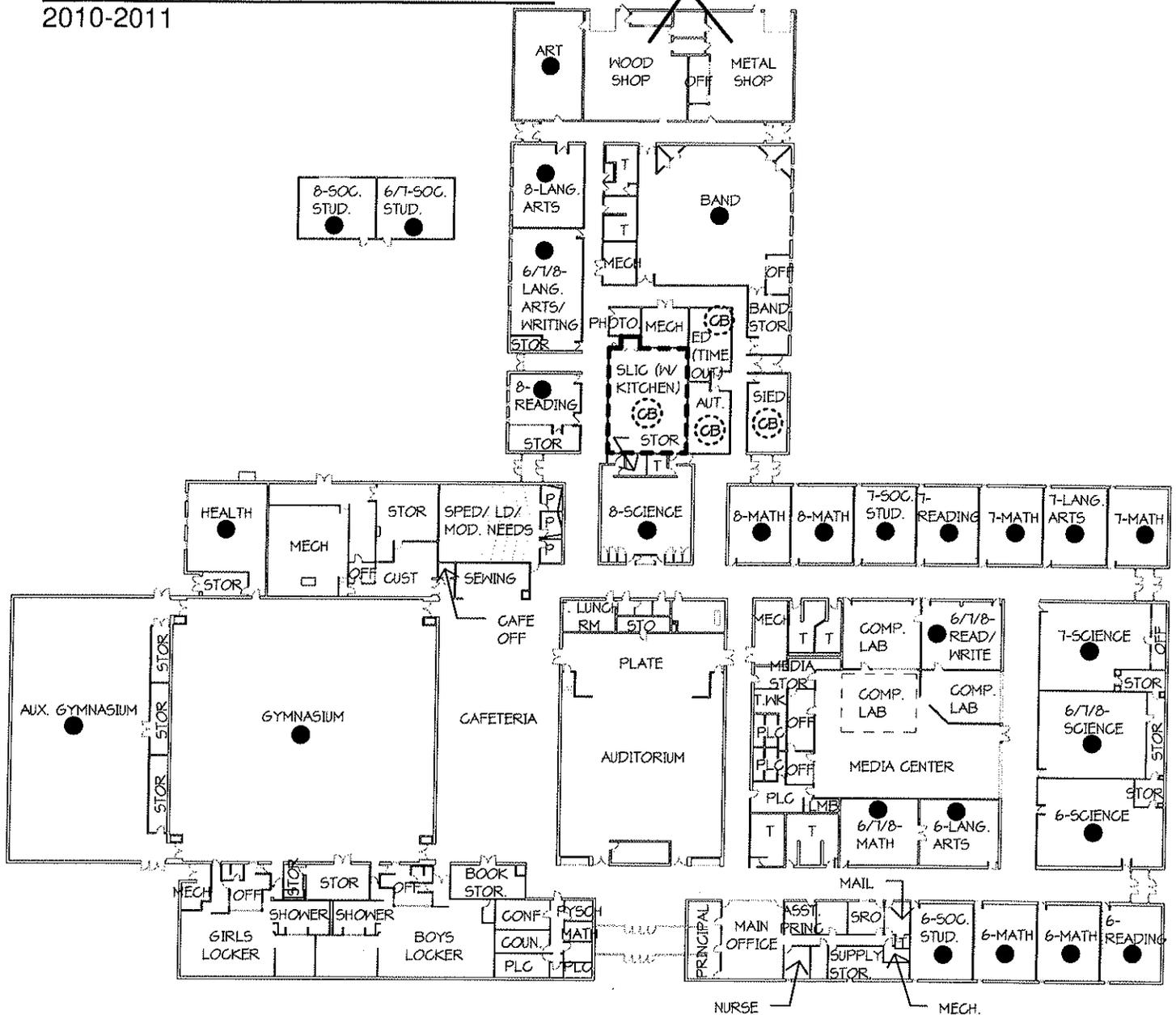
UPPER LEVEL

CENTRAL QUADRANT

Commission No. 105002

# "WORK IN PROGRESS"

**RONCALLI MIDDLE SCHOOL CAPACITY**  
2010-2011



**MAIN LEVEL**

**2010-2011 Capacity**

- Teaching Stations: 29 X 27 = 783
- Efficiency: X .8
- 10-11 Capacity 626**

**Core Capacity**

Lockers: ?  
Cafeteria: 4,737 SF  
12 SF/student  
**394 cap/student**

**Potential Capacity**

- Teaching Stations: 29 X 27 = 783
- Potential Stations: 0 X 27 = 0
- ⊙ Center-Based: 1 X 27 = 27
- Efficiency: X .8

**Potential Capacity 648**

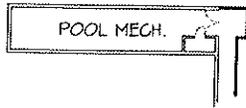
**SOUTH QUADRANT**

Commission No. 105002

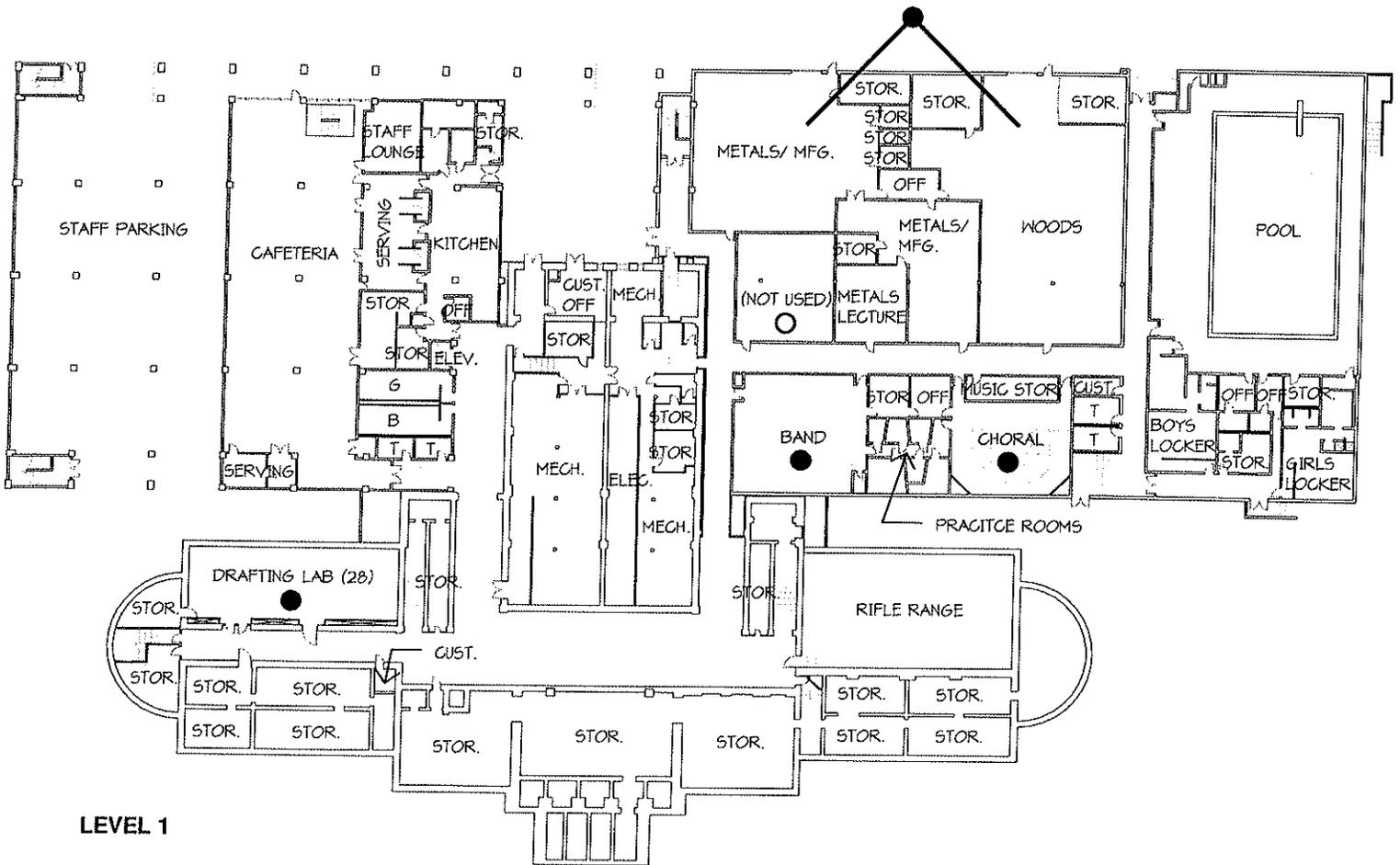
# "WORK-IN-PROGRESS"

## CENTRAL HIGH SCHOOL CAPACITY

2010-2011



### LOWER LEVEL



### LEVEL 1

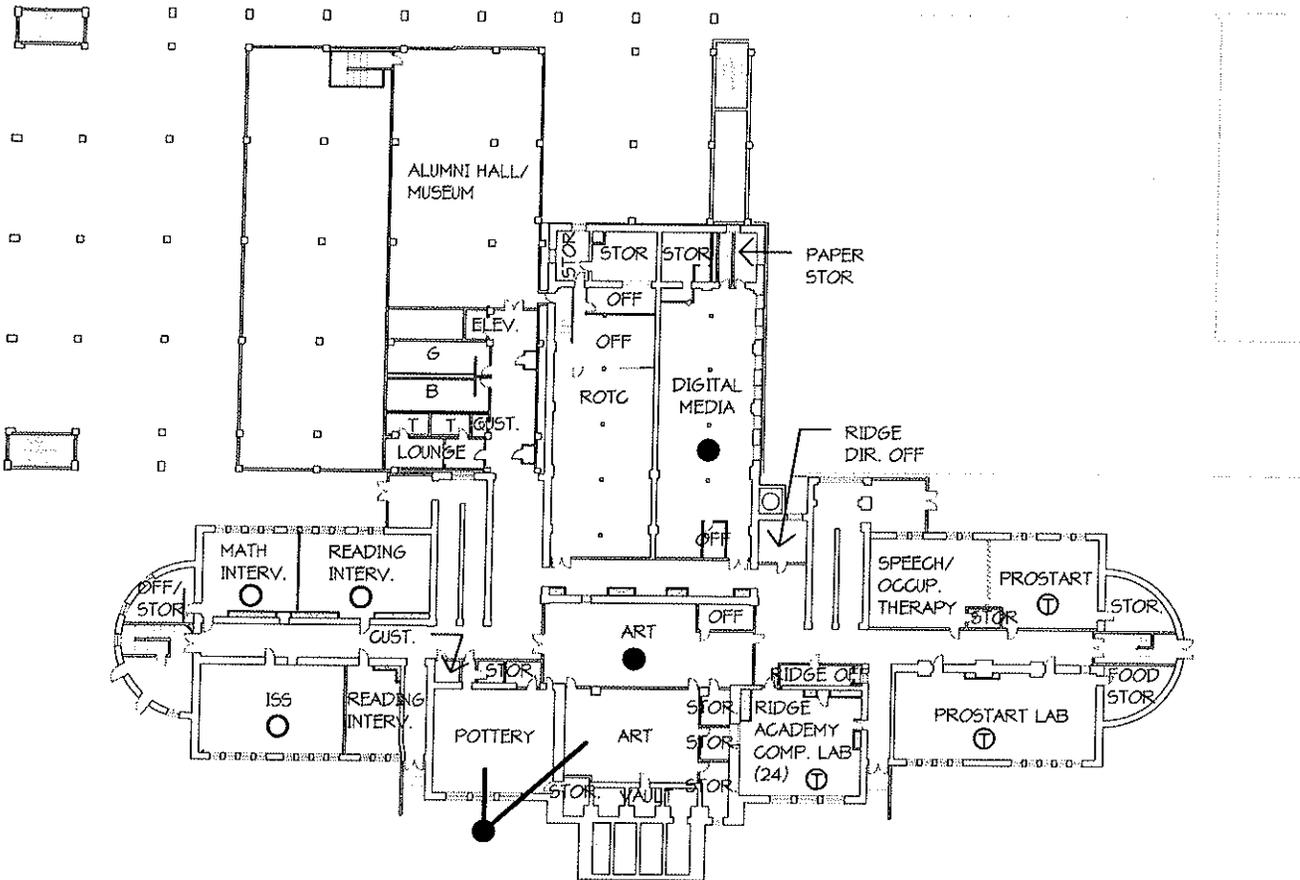
### CENTRAL QUADRANT

Commission No. 105002

# "WORK-IN-PROGRESS"

## CENTRAL HIGH SCHOOL CAPACITY

2010-2011



LEVEL 2

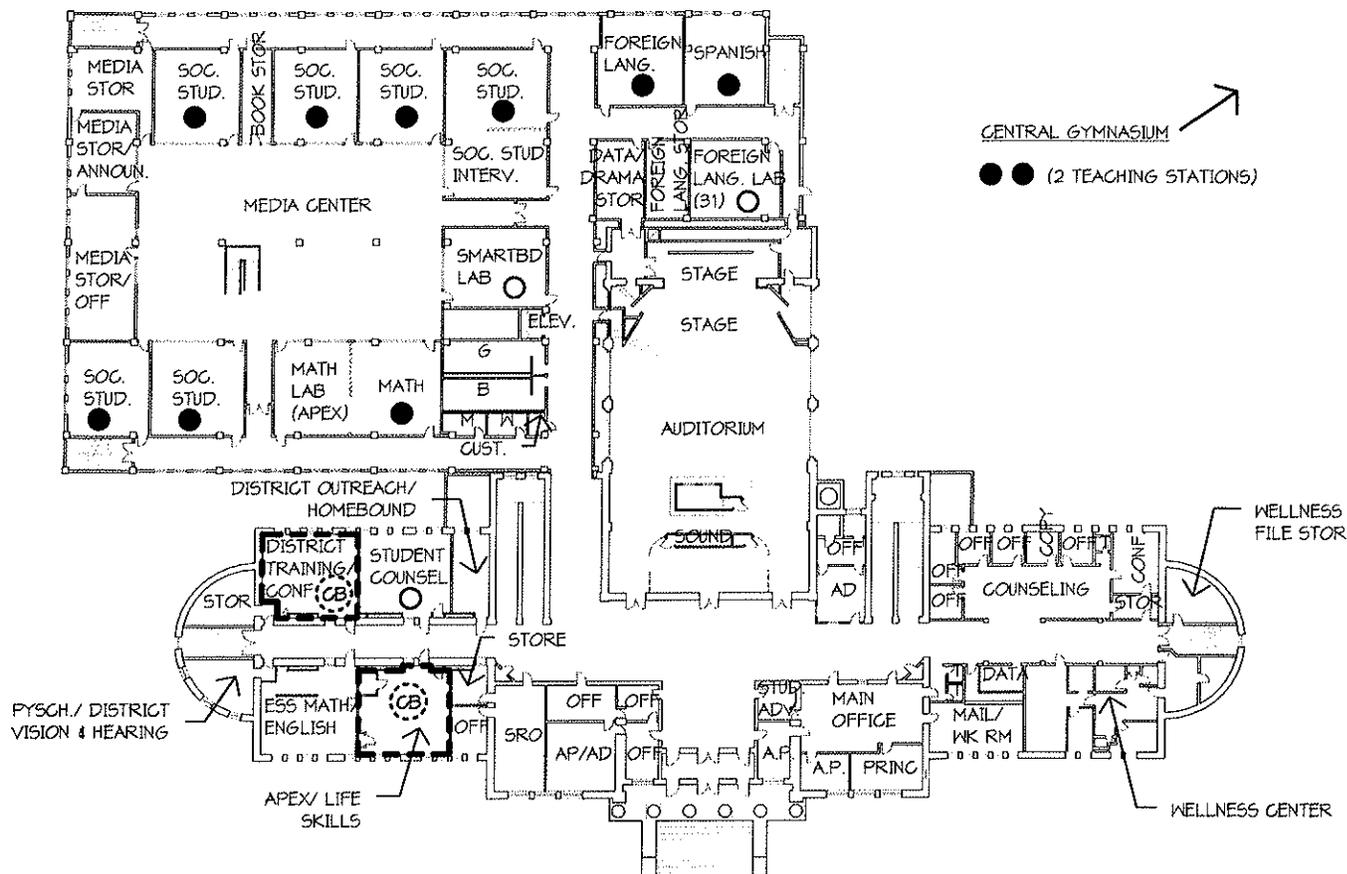
CENTRAL QUADRANT

Commission No. 105002

# "WORK-IN-PROGRESS"

## CENTRAL HIGH SCHOOL CAPACITY

2010-2011



**MAIN LEVEL**

**2010-2011 Capacity**

● Teaching Stations: 47 X 28 = 1316  
 Efficiency: X .8  
**10-11 Capacity 1053**

**Core Capacity**

Lockers: ?  
 Cafeteria: 4,965 SF  
12 SF/student  
**413 cap/student**

**Potential Capacity**

● Teaching Stations: 47 X 28 = 1316  
 ○ Potential Stations: 10 X 28 = 280  
 ⊙ Center-Based: 4 X 28 = 112  
 Efficiency: X .8  
**Potential Capacity 1366**

Ⓣ **Potential W/ Tenant 1433**

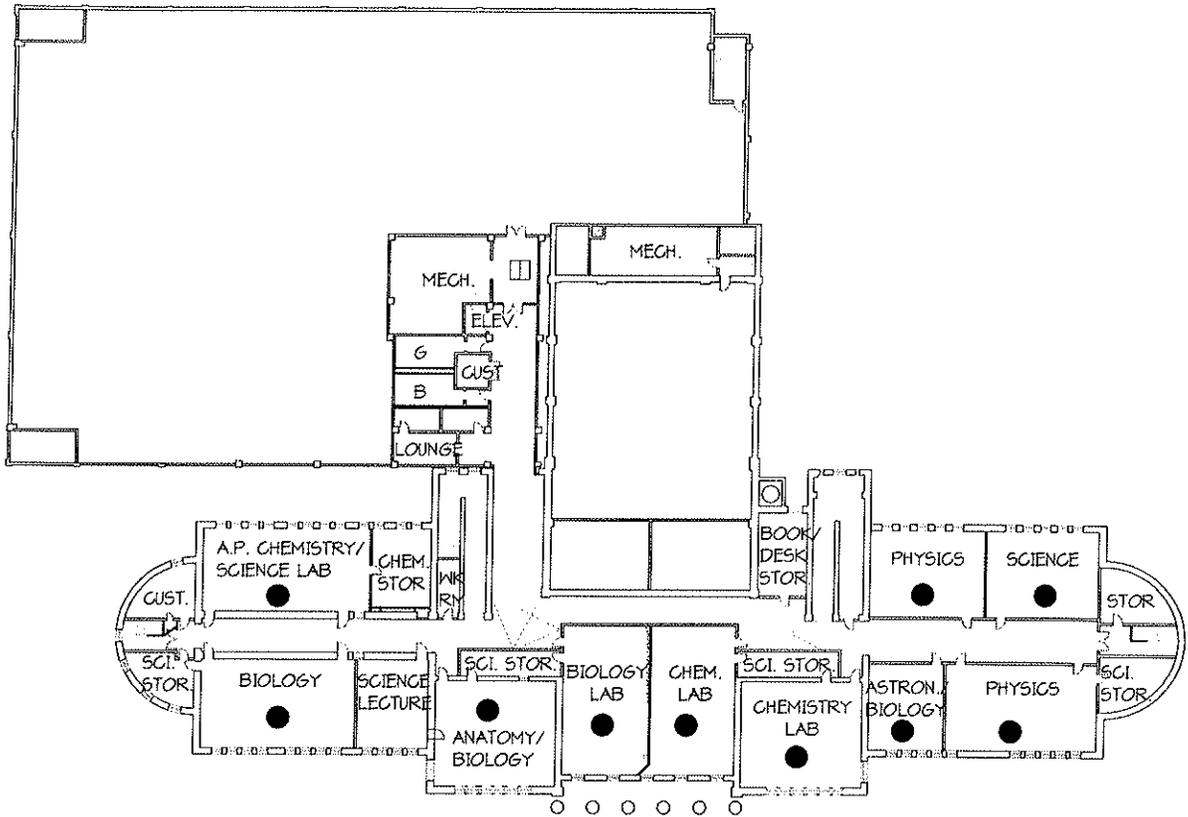
CENTRAL QUADRANT

Commission No. 105002

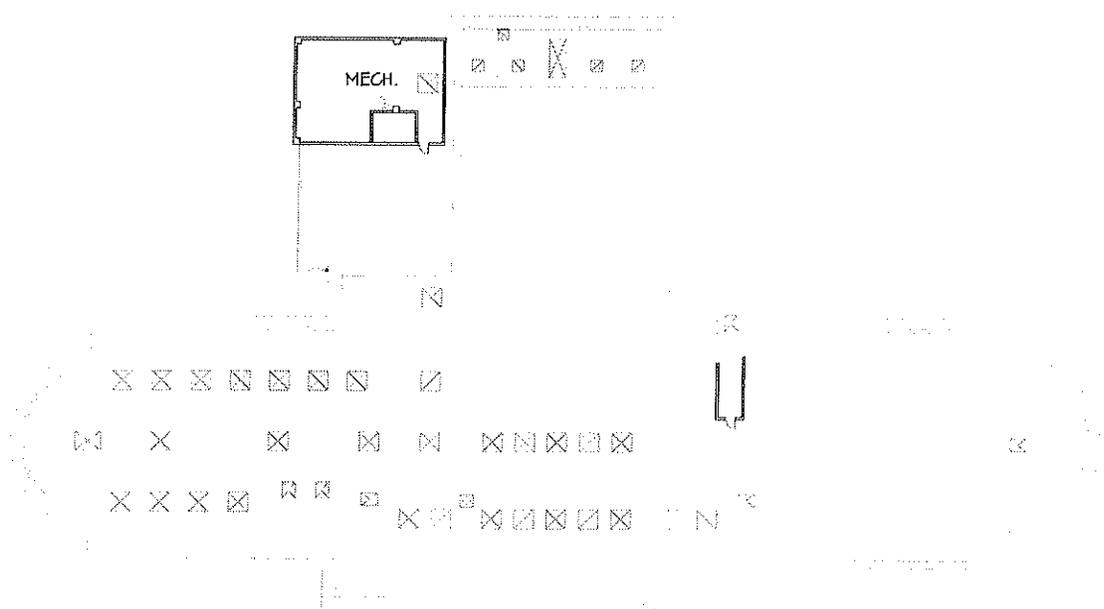


# "WORK-IN-PROGRESS"

CENTRAL HIGH SCHOOL CAPACITY  
2010-2011



LEVEL 5



LEVEL 6

CENTRAL QUADRANT

Commission No. 105002

## United States Senate

WASHINGTON, DC 20510  
February 19, 2013

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to write this letter on behalf of Pueblo School District No. 60 (Pueblo City Schools) (DUNS: 076465285) located in Pueblo, Colorado. Pueblo City Schools is working to secure federal funding through the Magnet School Assistance (CFDA: 84.165A) competitive grant program administered by the Office of Innovation and Improvement in the U.S. Department of Education.

Pueblo City Schools serves approximately eighteen thousand students with thirty-two schools. They manage seventeen elementary schools, five middle schools, two kindergarten through eighth grade schools, four high schools, three magnet schools and two charter schools. Seventy percent of the students are minorities and sixty-seven percent of the students qualify for the free and reduced lunch program. The school district's mission is to "guarantee a world-class education that prepares graduates to succeed in a global society."

With the funds received through the Magnet School Assistance grant, Pueblo City Schools plans to development and implement systemic reforms that will provide opportunities for increased student achievement. These activities will be conducted at following Pueblo City Schools: Bessemer Academy, Highland Park Elementary, Roncalli Middle School and Central High School. They hope to implement these actions over the next three years. Pueblo City Schools' larger strategy is designed to meet their mission statement and prepare their students to graduate and succeed in the increasingly global society. Additionally, they plan to partner with institutions of higher education, local business, and the State of Colorado, among others.

I ask that you give the grant application submitted by Pueblo City Schools every appropriate consideration consistent with all applicable laws and regulations. Thank you for your attention, and please notify my office of any funds awarded.

Sincerely,



Mark E. Udall  
United States Senator

MEU/jb

MICHAEL F. BENNET  
COLORADO

COMMITTEES:  
AGRICULTURE, NUTRITION, AND FORESTRY

FINANCE

HEALTH, EDUCATION, LABOR,  
AND PENSIONS

United States Senate

WASHINGTON, DC 20510-0609

WASHINGTON, DC:  
458 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
(202) 224-5852

COLORADO:  
1127 SHERMAN STREET  
SUITE 150  
DENVER, CO 80203-2388  
(303) 455-7600

<http://www.bennet.senate.gov>

February 21, 2013

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to support Pueblo City Schools' application for the U.S. Department of Education's Magnet School Assistance Program Grant. If approved, funds will be used to enhance and improve their student's academic performance in four new magnet schools.

Specifically Central High School and Bessemer Pre K – 8 will engage their students in renewable energy topics. In addition, Roncalli Middle and Highland Park Pre-K-6 will focus more of their curriculum on STEM subjects. All schools will utilize research-based approaches, specialized curricula and highly trained educators to boost academic achievement.

Their community partnerships include Vestas Corporation, Black Hills Energy Corporation and Colorado State University-Pueblo, among many others. This grant will help ensure their students are ready to compete in today's 21<sup>st</sup> century global economy.

I encourage you to give Pueblo City Schools' application every appropriate consideration consistent with all applicable laws and regulations. Thank you for your consideration, and please notify my office of any funds awarded.

Sincerely,



Michael F. Bennet  
United States Senator

AGRICULTURE  
NATURAL RESOURCES  
SMALL BUSINESS

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-0603

February 8, 2013

Arne Duncan, Secretary of Education  
U.S. Department of Education  
400 Maryland Ave.  
Washington, D.C. 20202

RE: CFDA # 84-165A

Dear Secretary Duncan:

I am pleased to write this letter on behalf of the Pueblo City School District. The district is working to achieve federal support for FY13-FY16 through the Magnet School Assistance Program.

For over 140 years, students have been served by in one capacity or another by what is now the Pueblo City School District. The district now provides education to approximately 18,000 students at 32 schools including: 17 elementary schools, 5 middle schools, 2 K-8 schools, 4 high schools, 3 magnet schools and 2 charter schools. The student body is approximately 70% minority students. Additionally, 67% of students qualify for free or reduced lunch programs.

Providing federal support to Pueblo City Schools would assist with improving education in some of the district's lowest performing and highest minority impacted schools and allow four of these schools to make the transition to become magnet schools. I am extremely pleased that there is local support for this effort and that community partnerships include: Vestas, MREL, CSU-Pueblo, Xcel energy as well as many other local government agencies and companies.

I recognize the significant budget challenges faced by the Department of Education. However, I would encourage you to keep in mind the significant contribution Pueblo City School District makes in providing students with a great education that prepares graduates to succeed in a global economy.

Sincerely,



Scott Tipton  
Member of Congress

LARRY W. CROWDER  
State Senator

State Capitol, Room 274  
200 E. Colfax Avenue  
Denver, Colorado 80203  
303.866.4875  
larry.crowder.senate@state.co.us



COMMITTEES  
Member of:

Health and Human Services  
State, Veterans, and Military Affairs

**SENATE  
STATE OF COLORADO  
DENVER**

February 8, 2013

RE: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003

Dear Mr. Secretary:

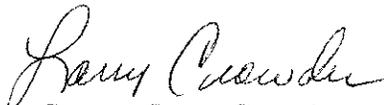
I am supporting Pueblo City Schools' application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The new magnet schools will enhance and improve students' academic performance in two of the district's lowest performing and highest minority enrollment schools.

Central High School and Bessemer Pre-K – 8 will study and engage in renewable energy thematic topics using innovative research-based approaches and state-of-the-art technologies, specialized curricula, highly trained educators, and involves many community-based resources. Two other schools, Roncalli Middle and Highland Park Pre-K – 6 will focus on a STEM theme designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applications. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in twenty-first-century career fields.

I appreciate your consideration of this request.

Sincerely,

  
Senator Larry Crowder



Angela Giron  
Senate District 3

State Capitol Building  
200 E. Colfax Avenue  
Denver, CO 80203  
Office 339

(303) 866-4878  
angela.giron.senate@state.co.us



**SENATE  
STATE OF COLORADO  
DENVER**

COMMITTEES

Chair  
State, Veterans, and Military affairs

Vice-Chair  
Agriculture, Livestock, & Natural Resources

Member  
Capital Development

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Re: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003  
CDFA Number 84-165A

February 12, 2013

Dear Honorable Arne Duncan,

I am writing in support of the Pueblo City Schools District's application for federal assistance under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education. The MSAP grant would help to create four new magnet schools serving grades Pre-K through twelve that will substantively enhance and improve students' academic performance in the district's lowest performing and highest minority impacted schools: Highland Park Pre-K - 6, Bessemer Pre-K - 8, Roncalli Middle, and Central High Schools. The program supports capacity development and the ability for a school to help all of its students to meet more challenging standards through professional development and other activities.

Bessemer and Central High will implement a Renewable Energy theme based on creation of an energy policy and infrastructure in Pueblo that embraces and fully utilizes renewable energy and energy efficiency while creating jobs within the Pueblo community. Students will study and engage in renewable energy thematic topics including wind power, passive solar heating and lighting, hydroelectric power, geothermal energy, and biomass technology using innovative research-based approaches and state-of-the-art technologies, specialized curricula and highly trained educators.

Highland Park, Roncalli Middle and Central High will focus on a STEM (Science, Technology, Engineering, Math) theme designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The program supports instruction that strengthens students' knowledge of academic subjects and their grasp of tangible and marketable vocational skills as well as develops exciting themes that will be attractive to students while simultaneously benefitting the Pueblo community.

Angela Giron  
Senate District 3

State Capitol Building  
200 E. Colfax Avenue  
Denver, Colorado 80203  
JBC Capitol: (303) 866-4878  
Capitol FAX: (303) 866-4543

E-mail: [angela.giron.senate@state.co.us](mailto:angela.giron.senate@state.co.us)



**SENATE  
STATE OF COLORADO  
DENVER**

**COMMITTEES**

Finance  
Vice-Chair

Agriculture, Livestock, & Natural Resources  
Member

Judiciary  
Member

Appropriations  
Member

The newly developed thematic magnet programs and the systems to support them have been designed to provide participating students a world-class education that will prepare them to succeed in a global society. With the city of Pueblo becoming the region's renewable energy capital, the new magnet schools are able to partner with many community-based organizations that have agreed to serve as resources for students who pursue studies in their respective fields. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, and Xcel Energy Company, along with other local government agencies and companies. The magnet schools will prepare students for college studies or post-secondary technical training while setting career objectives as decision-makers in the renewable energy fields.

I appreciate your time and consideration for this request and look forward to working with the Pueblo City Schools in making this a model for our state and others.

Sincerely,

Senator Angela Giron  
Colorado District 3

State Representative  
LEROY M. GARCIA  
Colorado State Capitol  
200 East Colfax Avenue, Room 271  
Denver, Colorado 80203  
Office: 303-866-2968  
Email: leroy.garcia.house@state.co.us



Member:  
Agriculture, Livestock, &  
Natural Resources Committee  
Local Government Committee

**COLORADO**  
**HOUSE OF REPRESENTATIVES**  
State Capitol  
Denver  
80203

February 11, 2013

Honorable Arne Duncan  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington D.C 20202

Dear Honorable Arne Duncan,

On behalf of myself, Colorado State House Representative to House District 46, who is actively involved in key energy initiatives for the State of Colorado, we are supporting the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education

The Scope of this grant to create the new magnet schools will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K—8 will study and engage in renewable energy thematic topics including: wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art technologies, specialized curricula, highly trained educators, and involves many community based resources. Two other schools, Roncalli Middle and Highland Park Pre-K—6 will focus on a STEM theme (Science, Math Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty first century career fields.

As the State Representative of this district I appreciate your consideration for this request and look forward to working with the Pueblo City Schools in making this a model for our state and others.

Sincerely,

Leroy M. Garcia  
State Representative  
House District 46

# STATE OF COLORADO

---

**OFFICE OF THE LIEUTENANT GOVERNOR**

130 State Capitol  
Denver, Colorado 80203-1792  
Phone: (303) 866-2087



## Contact/Grant Information

February 22, 2013

Re: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003

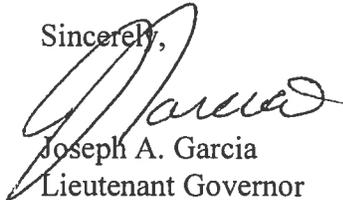
Dear Honorable Arne Duncan,

We write to express support for the Pueblo City Schools District's application for federal assistance with four new magnet schools under the Magnet School Assistance Program.

Colorado is committed to providing a college- and career-ready K12 education to every student in the state and we believe that these schools can help advance that shared goal. The magnet schools' thematic emphasis on STEM and renewable energy, and their partnerships with local businesses and organizations will make these students globally competitive and yet responsive to the region's unique economic landscape.

We appreciate your consideration for this application and to support the students of Pueblo City Schools.

Sincerely,



Joseph A. Garcia  
Lieutenant Governor

# STATE OF COLORADO

## COLORADO ENERGY OFFICE

1580 Logan Street, Suite 100  
Denver, CO 80203-1625  
Phone: (303) 866-2100  
Fax: (303) 866-2930  
[www.colorado.gov/energy](http://www.colorado.gov/energy)



John Hickenlooper, Governor

February 20, 2013

Re: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools, Pueblo, CO 81003

Dear Honorable Arne Duncan,

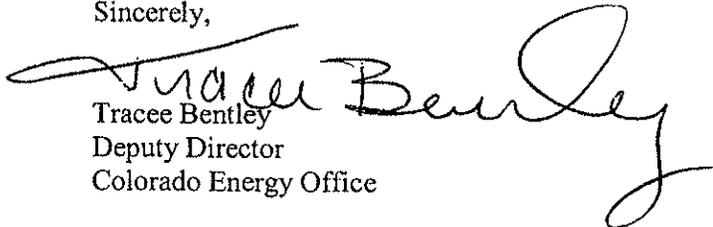
On behalf of Pueblo City School District who is actively involved in key energy initiatives for the State of Colorado, we are supporting the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The Scope of this grant to create the new magnet schools will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K – 8 will study and engage in renewable energy thematic topics including: wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art-technologies, specialized curricula, highly trained educators, and involves many community based resources. Two other schools, Roncalli Middle and Highland Park Pre-K-6 will focus on a STEM theme (Science, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty first century career fields.

The Colorado Energy Office appreciates your consideration for this request and look forward to working with the Pueblo City Schools in making this a model for our state and others.

Sincerely,

  
Tracee Bentley  
Deputy Director  
Colorado Energy Office

TERRY A. HART  
CHAIRMAN  
DISTRICT 1

LIANE "BUFFIE" MCFADYEN  
CHAIR PRO TEM  
DISTRICT 2



SAL PACE  
COMMISSIONER  
DISTRICT 3

PETER BLOOD  
INTERIM COUNTY  
ATTORNEY

## BOARD OF PUEBLO COUNTY COMMISSIONERS

February 12, 2013

Honorable Arne Duncan:

We are very pleased to write this letter of support on behalf of Pueblo City School District, who is applying for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The scope of this grant, to create the new magnet schools, will enhance and improve individual student's academic performance in two of the district's lowest performing and highest minority impacted schools.

The following schools will be participating in the PSAP grant: Highland Park Pre-K through 6<sup>th</sup> grade; Bessemer Pre-K through 8<sup>th</sup> grade, Roncalli Middle and Central High. These schools were selected to become magnet schools because of the focus on STEM (Science, Technology, Engineering and Math) and Renewable Energy.

Central High School and Bessemer Pre-K through 8 will study and engage in renewable energy thematic topics including: wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art-technologies, through specialized curricula taught by highly trained educators, and involves many community based resources.

Roncalli Middle and Highland Park Pre-K-6 will focus on a STEM theme (Sciences, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty-first century career fields.

The office of the Board of Pueblo County Commissioners appreciates your consideration of this request and looks forward to working with Pueblo City Schools in making this a model for our state.

Sincerely,

Terry A. Hart,  
Chair

Liane "Buffie" McFadyen,  
Chair Pro Tem

Sal Pace,  
Commissioner

PUEBLO COUNTY COURTHOUSE  
215 W. 10TH ST., PUEBLO, CO 81003-2992

(719) 583-6000  
PR/Award # U165A130042  
FAX: (719) 583-6549  
Page e261  
www.county.pueblo.org

Stephen G. Nawrocki  
President

Chris Nicoll  
Vice-President



Edward Brown  
Sandy Daff  
Chris K. Kaufman  
Eva E. Montoya  
Ami Nawrocki

## OFFICE OF THE CITY COUNCIL

February 11, 2013

RE: Letter of support for grant application  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003

Dear Honorable Arne Duncan:

On Behalf of the City of Pueblo, Colorado, who is actively involved in key energy initiatives for the State of Colorado, we are supporting the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The Scope of this grant to create the new magnet schools will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K-8 will study and engage in renewable energy thematic topics including: wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art technologies, specialized curricula, highly trained educators, and involves many community-based resources. Two other schools, Roncalli Middle and Highland Park Pre-K-6 will focus on a STEM theme (Science, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty-first century career fields.

The Pueblo City Council appreciates your consideration for this request and looks forward to working with the Pueblo City Schools in making this a model for our state and others.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephen G. Nawrocki", written over a circular blue stamp or seal.

Stephen G. Nawrocki  
President of the City Council



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302 N. Santa Fe Ave. • Pueblo, CO 81003 • (719) 542-1704 • (719) 542-1624 fax • [www.pueblochamber.org](http://www.pueblochamber.org)

February 20, 2013

Dear Honorable Arne Duncan:

The Greater Pueblo Chamber of Commerce strongly supports Central High School, Bessemer Academy and Pueblo City Schools in their efforts to obtain and implement a magnet grant to focus on renewable energy engineering. This grant will provide the best up-to-date education in awareness and application of renewable energy. Students who pass through the magnet schools will find themselves positioned to enter the work force in all sectors and be prepared to think critically about renewable energy industry.

Colorado has become a leader in renewable energy jobs with the Colorado Energy Office and the National Renewable Energy Laboratory in Golden leading the way in attracting new jobs to our state. Pueblo has become a hub of renewable energy industry with the opening of our new City-County Health Building that features LEED planning and construction techniques.

We thank you for your consideration of this request and I am confident that it will prepare our young people for jobs that are in our community and will help us to attract more renewable energy jobs for Pueblo and the State of Colorado

Sincerely

Rod Slyhoff  
President & CEO



February 18, 2013

Re: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO. 81003

Dear Honorable Arne Duncan,

On behalf of the Pueblo 2020 Commission who is actively involved in many aspects of the Community including energy initiatives for the State of Colorado, we are supporting the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The Scope of this grant to create the new magnet school's will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K-8 will study and engage in renewable energy thematic topics including: wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using inovative research-based approaches and state-of-the-art-technologies, specialized curricula, highly trained educators, and involves many community based resources. Two other schools, Roccalli Middle and Highland Park Pre K-6 will focus on a STEM theme (Science, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Balck Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these the nty first century career fields.

The Pueblo 2020 Commission serves as a community voice to educate, advise, and influence public and private sectors on issues of community concern. The 2020 Commission is also committed to guiding implementation of the Communities of Pueblo County Strategic Plan along with maintaining Pueblo as a cummyunity that is a proud place to live and the best place to raise a family.

The Pueblo 2020 Commission appreciates your consideration for this request and look forward to working with the Pueblo City Schools in making this a model for our State and others.

Sincerely,

*Michael L. Cuppy*

Michael L. Cuppy PE, LSI  
Pueblo 2020 Commission Chair



KEVIN PRATT  
Renewable Resources Manager  
Colorado Electric  
Kevin.Pratt@blackhillscorp.com

105 S. Victoria Ave  
Pueblo, CO 81003  
P: 719.546.6472  
F: 719.562.5427

February 1, 2013

Re: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003

Dear Honorable Arne Duncan,

On behalf of Pueblo City Schools, who is actively involved in key energy initiatives for the State of Colorado, we are supporting the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The Scope of this grant to create the new magnet schools will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K – 8 will study and engage in renewable energy thematic topics including: Photovoltaic energy, wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art-technologies, specialized curricula, highly trained educators, and involves many community based resources. Two other schools, Roncalli Middle and Highland Park Pre-K-6 will focus on a STEM theme (Science, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty first century career fields.

The Pueblo area, through the Black Hills Energy solar power program, has one of the highest concentrations of solar power amongst its customers in the country and provides learning and career opportunities for students desiring to pursue renewable energy technologies.

Black Hills Energy appreciates your consideration for this request and look forward to working with the Pueblo City Schools in making this a model for our state and others.

Sincerely,

A large black rectangular redaction box covering the signature of Kevin Pratt.

*Improving life with energy*

www.blackhillscorp.com  
PR/Award # U165A130042

Page e265



**Board of Water Works**  
**of Pueblo, Colorado**

P.O. Box 400 - Pueblo, CO 81002-0400 - 719/584-0250 - [www.pueblowater.org](http://www.pueblowater.org)

February 1, 2013

U.S. Department of Education  
Attention: Secretary Arne Duncan  
400 Maryland Ave. SW  
LBJ Education Building, 7W311  
Washington DC 20202

Dear Honorable Arne Duncan,

The Board of Water Works of Pueblo (the Board) is actively involved in key energy initiatives for the State of Colorado via active involvement with the Pueblo County Sustainability Planning Committee and through pursuit and achievement of gains in energy efficiency in our own operations. The Board strongly supports the Pueblo City School District's application for federal assistance with four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The scope of this grant to create new magnet schools will enhance and improve students' academic performance in two of the district's lowest-performing and highest-minority impacted schools.

Students at Central High School and Bessemer Pre-K – 8 will study and actively engage in renewable energy thematic topics including wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology, using:

- research-based approaches
- state-of-the-art technologies
- specialized curricula
- highly-trained educators
- community-based resources.

Two other schools, Roncalli Middle and Highland Park Pre-K – 6, will focus on a Science, Technology, Engineering and Math (STEM) theme designed to address the nation's initiative to substantially improve all students' knowledge and applied use of the STEM curriculum. Active community partners include Vestas Corporation, Black Hills Energy Corporation, Colorado State University-Pueblo and Xcel Energy Company. Other local government agencies and companies have agreed to serve as resources in support of students studying twenty-first century career fields.

The Board of Water Works of Pueblo appreciates your consideration of this request, strongly encourages its approval and looks forward to working with the Pueblo City Schools in making this a model for our state and beyond.

Sincerely,

Paul Fanning  
Public Relations and Legislative Administrator



February 16, 2012

RE: Letter of Support for MSAP Grant Application  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, Colorado 81003

Dear Honorable Arne Duncan,

On behalf of Pueblo Community College (PCC), I am pleased to write this letter to express our support for the Pueblo City Schools 2013-2016 Magnet School Assistance Program (MSAP) grant proposal. A two-year community college accredited by The Higher Learning Commission (a member of the North Central Association), PCC is a member of the Colorado Community College System, the fastest-growing education system in Colorado. We understand that working together allows for a better use of resources than doing it alone. PCC's mission is *"to foster higher learning, student success, and service to our communities."*

The scope of this grant to create the new magnet schools will enhance and improve the academic performance of students in the District's lowest performing and highest minority impacted schools. In support of this effort, and in coordination with the proposed MSAP program, PCC is excited about the opportunity to collaborate and support Pre-K-12<sup>th</sup> grade study that engages students at Pueblo's Central High School and Bessemer School in renewable energy thematic topics that include wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art equipment. Focusing on a STEM (Science, Math, Engineering, and Technology) theme, two other schools, Roncalli Middle School, and Highland Park Pre-K-6 programs proposed address the nation's initiative to improve substantially all students' knowledge in the STEM areas and their applied use. Serving as resources for students to continue their studies in these twenty-first century career fields, partnerships formed in allegiance to the program include active community collaboration with Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University – Pueblo, Xcel Energy Company and other local government agencies and companies.

The proposed program represents a great opportunity for students and PCC is appreciative of the opportunity to collaborate on this exciting project. Looking forward to working with the District and Schools, Pueblo Community College appreciates your consideration of this request.

Sincerely,

  
Patty Erjavec, MNM  
President

**Pueblo Campus**  
900 W. Orman Ave.  
Pueblo, CO 81004  
719.549.3200

**Southwest Colorado Community College**  
701 Camino del Rio | Durango, CO 81301  
970.247.2929  
33057 Hwy. 160 | Mancos, CO 81328  
970.565.7496

**Fremont Campus**  
51320 W. Hwy. 50  
Cañon City, CO 81212  
719.296.6100



2200 BONFORTE BOULEVARD  
OFFICE OF THE PRESIDENT

PUEBLO, COLORADO 81001-4901  
719-549-2306  
FAX: 719-549-2650

February 15, 2013

Re: Letter of support for grant application:  
Pueblo Magnet Schools STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003

Dear Honorable Arne Duncan,

On behalf of Colorado State University – Pueblo who is actively involved in key energy initiatives for the State of Colorado, we are supporting the Pueblo City School District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The scope of this grant to create the new magnet schools will enhance and improve students' academic performance in two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K – 8 will study and engage in renewable energy thematic topics including wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art technologies, specialized curricula, highly trained educators, and involves many community based resources. Two other schools, Roncalli Middle and Highland Park Pre-K – 6 will focus on a STEM (Science, Math, Engineering and Technology) theme designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. Other active community partnerships include Vestas Corporation, Black Hills Energy Corporation, and Xcel Energy Corporation, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty first century career fields.

Please feel free to call me if I can be of further assistance in support of this grant application.

Sincerely,



Lesley D. Mare, Ph.D.  
President



COLLEGE OF SCIENCE AND MATHEMATICS

2200 N. BONFORTE BLVD.  
PUEBLO, CO 81001-4901  
PH: 719 549-2340  
FAX: 719 549-2732

February 7, 2013

Re: Letter of support for grant application  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo CO 81003

Dear Honorable Arne Duncan,

Colorado State University Pueblo College of Science and Mathematics is lending its full and strong support to the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

Pueblo is currently taking the lead in southern Colorado in developing initiatives, training and implementation in the areas of renewable energy and STEM, and this proposal would provide a major benefit to the community and the university in supplying the next generations of students with the interest and expertise in these important fields. CSU-Pueblo has shown its leadership in these areas through such things as the construction of one of the nation's largest solar arrays on a university campus (a 6800 panel, 1.2 megawatt system) as well as numerous grants and projects that involve the community and K-12 students including but not limited to:

- An NSF IGERT Grant in the areas of biofuels and biorefining which provides M.S. student and research support.
- A biodiesel project with a rural southeast Colorado county to develop algae that will convert glycerol into a useable fuel.
- Work with a regional feedlot in developing alternative sources of fuel from feedlot manure.
- The American Chemical Society Project SEED which provides summer chemistry research opportunities for economically disadvantaged, underrepresented minorities from the local high schools, including Central High which would be one of the new magnet schools.

In addition to the ongoing projects, two very recent grant submissions are pending, one is an NSF MSP (Math Science Partnership) to help increase the number of teachers in rural areas who specialize in STEM. This proposal would work closely with the magnet schools proposed (and others) to recruit students as future STEM teachers to go back to rural areas and areas with underrepresented populations. The other is an NSF STEP (Science Talent Expansion Program) proposal that, in part, would award select high school students interested in STEM, research assistantships to work with university undergraduate fellows on STEM projects in the College of Science and Mathematics. Magnet schools such as those proposed will provide an excellent source of well-prepared students to participate in such programs.

I am very excited that through this proposal, four of the lower-performing schools in the district will be turned around to create a learning environment that will not only foster an increased interest and ability in STEM and renewable energy, but provide a model for other schools in the district to emulate. As an interim administrator at CSU-Pueblo and normally the department chair for chemistry, I look forward to seeing these students working toward their bachelor's or master's degree and I look forward to personally working with the magnet school graduates on research in chemistry. I welcome the opportunity to partner with the magnet schools in making this model work by providing experiences, faculty, and resources as available for students to continue their studies in the STEM fields.

Sincerely,



Dr. David Lehmpuhl  
Interim Dean, College of Science and Mathematics



February 12, 2013

The Honorable Arne Duncan  
Secretary of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Mr. Duncan:

As the Dean of the College of Education, Engineering, and Professional Studies at Colorado State University-Pueblo, I am strongly in support of the Pueblo City School District's application for federal assistance with the four proposed magnet schools under the Magnet School Assistance Program through the U.S. Department of Education. The proposal calls for the establishment of two magnet schools focusing on Science, Technology, Engineering, and Mathematics (STEM) and two other schools applying STEM disciplines thought renewable, sustainable energy topics such as wind power, geothermal energy, biomass technology, and hydroelectric power. Support from the Department of Education will greatly assist in insuring that these schools use state-of-the-art technologies, specialized curricula, and highly trained educators.

The STEM focus of these programs is particularly important for this community for numerous reasons including the increase of energy and high technology companies in this community such as Vestas Corporation, Black Hills Energy, and United Technologies Aerospace Systems. In addition, the community of Pueblo is a high minority community with a significant Hispanic population so this type of education has the added benefit of bringing an applied STEM education to some of the district's lowest performing schools.

We in the College of Education, Engineering, and Professional Studies appreciate your consideration and support for this request for funding. We look forward to collaborating with Pueblo City Schools in implementing this project and improving education for our community and the state of Colorado.

Sincerely,



Hector R. Carrasco, Dean  
College of Education, Engineering,  
and Professional Studies



February 25, 2013

Re: Letter of support for grant application:  
Pueblo Magnet School STEM/Renewable Energy  
Pueblo City Schools Pueblo, CO 81003

Dear Honorable Arne Duncan,

On behalf of Xcel Energy who is actively involved in key energy initiatives for the State of Colorado, we are supporting the Pueblo City Schools District's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 84.165A) through the United States Department of Education.

The Scope of this grant to create the new magnet schools will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools.

Central High School and Bessemer Pre-K – 8 will study and engage in renewable energy thematic topics including: wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art-technologies, specialized curricula, highly trained educators, and involves many community based resources. Two other schools, Roncalli Middle and Highland Park Pre-K-6 will focus on a STEM theme (Science, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships include Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty first century career fields.

As the largest wind provider in the United States for the last 7 years, Xcel Energy looks forward to participating in strengthening renewable energy knowledge.

Xcel Energy appreciates your consideration for this request and looks forward to working with the Pueblo City Schools in making this a model for our state and others.

Sincerely,

A solid black rectangular box redacting the signature of Kathy D. Worthington.

Kathy D. Worthington  
Area Manager, Southern Colorado



**Frances Alexander**  
People & Culture  
Manager  
**Vestas Towers America**  
100 Towers Drive  
Pueblo, CO 81004  
(719) 288-2200  
faalex@vestas.com

February 26, 2013

The Honorable Arne Duncan  
Secretary United States Department of Education

Re: Pueblo Magnet School STEM/Renewable Energy Project  
CFDA Number: 84-165A

Honorable Duncan:

It is a pleasure to submit this letter of support for Pueblo City School's pursuit to sponsor Magnet school programs in the area of STEM and Renewable Energy. Vestas Towers America produces towers for Wind Turbines in Pueblo, CO for the North American Market. There are other Vestas entities in Colorado related to the design and production of the Nacelle, and the Blades of our turbines. A large part of the success of our business is our access to a trained and educated workforce. We have initially partnered with Pueblo Community College and Colorado State University – Pueblo, but it immediately became apparent the pipeline of students into their related programs was not enough. Too many young students don't link the importance of math, science, technology, and reading skills to today's manufacturing jobs at all levels.

To date Vestas Towers, as part of the local Manufacturing Council, has partnered with Heaton Middle School and Pleasant View Middle School to provide tours of our facility, mentorship program support, and supported summer development programs aimed at exposing middle school students to today's manufacturing and what an engineer really does all day, how logistics is like an air traffic controller with huge consequences, how finance and human resources professionals overlap with engineering. Most important, we illustrate the importance of reading, math, and science and technology regardless of the position one might hold at our factory. We look forward to the opportunity to partner with the new Magnet Schools and provide the same level of support as well as develop new opportunities.

Thank you for the opportunity to share Vestas Towers support of this program. This type of program is much needed in the Pueblo Community and a win win for education and business.

Sincerely,

Frances A. Alexander  
Manager, People and Culture

Wind. It means the world to us.



**Latino Chamber of Commerce of Pueblo, Inc.**  
**"Your Business Connection"**

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February 25, 2013

**Re: Letter of support for grant application:  
Pueblo Magnet School Stem/Renewable Energy  
Pueblo City Schools ~ Pueblo, Colorado 81003**

Dear Honorable Arne Duncan,

On behalf of the Latino Chamber of Commerce of Pueblo, it is with pleasure to provide this letter of support for Pueblo City School's application for federal assistance with the four new magnet schools under the Magnet School Assistance Program (CFDS 81.165A) through the United States Department of Education.

The Scope of this grant to create the new magnet schools will enhance and improve student's academic performance in the two of the district's lowest performing and highest minority impacted schools in Pueblo, Colorado.

Central High School and Bessemer Pre-k – 8 will study and engage in renewable energy thematic topics including; wind power, passive solar heating and lighting, hydroelectric power, geothermal energy and biomass technology using innovative research-based approaches and state-of-the-art-technologies, specialized curricula, high trained educators, and involves many community based resources. Two other schools, Roncalli Middle and Highland Park Pre-K-6 will focus on STEM theme (Science, Math, Engineering, Technology) designed to address the nation's initiative to substantially improve all students' knowledge in the STEM areas and their applied use. The active community partnerships included Vestas Corporation, Black Hills Energy Corporation, MREL, Colorado State University-Pueblo, Xcel Energy Company, along with other local government agencies and companies to serve as resources for students to continue their studies in these twenty first century career fields.

It is our hope that you award Pueblo City School's with their grant request as we believe their proposal can serve as a model for other School Districts across the State of Colorado and the Nation.

Sincerely,

[Redacted Signature]

Sandy Gutierrez  
President & Chief Executive Officer

## Other Attachment File(s)

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LEA Name Pueblo City School District #60 Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires 6/30/2013

Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Actual Enrollment (Current School Year—October 1, 2012)														Projected Enrollment (Year 1 of Project—Oct 1, 2013)										
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number)	Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	Two or more race (Number)	Two or more race (%)	Total Students									
K	5	0.3%	4	0.3%	26	1.8%	1040	70.1%	393	25.7%	2	0.1%	13	0.9%	1483									
1	9	0.6%	6	0.4%	26	1.8%	1009	70.0%	371	24.8%	1	0.1%	19	1.3%	1441									
2	5	0.4%	13	0.9%	24	1.7%	972	69.6%	362	25.4%	5	0.4%	16	1.1%	1397									
3	13	1.0%	9	0.7%	31	2.3%	892	67.5%	360	26.4%	2	0.2%	15	1.1%	1322									
4	11	0.8%	9	0.7%	31	2.3%	915	69.2%	338	25.3%	5	0.4%	13	1.0%	1322									
5	13	1.0%	9	0.7%	31	2.2%	950	68.9%	357	25.6%	1	0.1%	19	1.4%	1379									
6	5	0.4%	11	0.9%	17	1.4%	942	73.7%	289	22.5%	2	0.2%	13	1.0%	1279									
7	8	0.7%	9	0.7%	22	1.8%	860	71.2%	290	23.6%	1	0.1%	18	1.5%	1208									
8	6	0.5%	8	0.7%	28	2.3%	854	70.2%	309	25.3%	1	0.1%	11	0.9%	1217									
9	10	0.8%	7	0.6%	29	2.4%	807	66.2%	355	29.0%	1	0.1%	10	0.8%	1219									
10	2	0.2%	9	0.8%	39	3.2%	783	65.7%	350	29.3%	1	0.1%	9	0.8%	1192									
11	8	0.7%	5	0.4%	31	2.8%	658	58.8%	407	36.3%	1	0.1%	9	0.8%	1119									
12	14	1.2%	5	0.4%	36	3.0%	693	56.8%	461	37.8%	1	0.1%	10	0.8%	1220									
<b>Total</b>	<b>109</b>	<b>0.7%</b>	<b>104</b>	<b>0.6%</b>	<b>371</b>	<b>2.2%</b>	<b>11376</b>	<b>68.1%</b>	<b>4,553</b>	<b>27.3%</b>	<b>24</b>	<b>0.1%</b>	<b>175</b>	<b>1.0%</b>	<b>16712</b>									

Table 1: (continued) Enrollment Data-LEA Level OMB-1855-0011

Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment (Year 2 of Project—October 1, 2014)														Projected Enrollment (Year 3 of Project—October 1, 2015)																	
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 (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more race (Number)	Two or more race (%)	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 (%)	White (Number)	White (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	Two or more race (Number)	Two or more race (%)	Total Students
<b>K</b>	5	0.3%	4	0.3%	28	1.8%	1037	69.3%	2	0.1%	408	27.3%	13	0.9%	1497	<b>K</b>	5	0.3%	4	0.3%	29	1.9%	1034	68.5%	423	28.0%	2	0.1%	13	0.9%	1510
<b>1</b>	9	0.6%	6	0.4%	28	1.9%	1004	69.0%	1	0.1%	388	26.7%	19	1.3%	1455	<b>1</b>	9	0.6%	6	0.4%	30	2.0%	999	68.0%	405	27.6%	1	0.1%	19	1.3%	1469
<b>2</b>	5	0.4%	13	0.9%	25	1.8%	968	68.9%	5	0.4%	372	26.5%	16	1.1%	1404	<b>2</b>	5	0.4%	13	0.9%	27	1.9%	964	68.3%	381	27.0%	5	0.4%	16	1.1%	1411
<b>3</b>	13	1.0%	9	0.7%	34	2.5%	896	66.5%	2	0.1%	379	28.1%	15	1.1%	1348	<b>3</b>	13	0.9%	9	0.7%	37	2.7%	900	65.5%	397	28.9%	2	0.1%	15	1.1%	1373
<b>4</b>	11	0.8%	9	0.7%	35	2.6%	913	68.7%	5	0.4%	344	25.8%	13	1.0%	1330	<b>4</b>	11	0.8%	9	0.7%	39	2.9%	911	68.1%	349	26.1%	5	0.4%	13	1.0%	1337
<b>5</b>	13	0.9%	9	0.6%	32	2.3%	954	68.5%	1	0.1%	364	26.1%	19	1.4%	1392	<b>5</b>	13	0.9%	9	0.6%	34	2.4%	958	68.2%	371	26.4%	1	0.1%	19	1.4%	1405
<b>6</b>	5	0.4%	11	0.9%	19	1.5%	944	73.5%	2	0.2%	290	22.6%	13	1.0%	1284	<b>6</b>	5	0.4%	11	0.9%	20	1.6%	946	73.4%	292	22.7%	2	0.2%	13	1.0%	1289
<b>7</b>	8	0.7%	9	0.7%	22	1.9%	853	70.7%	1	0.1%	295	24.4%	18	1.5%	1206	<b>7</b>	8	0.7%	9	0.7%	23	1.9%	846	70.3%	299	24.8%	1	0.1%	18	1.5%	1204
<b>8</b>	6	0.5%	8	0.7%	30	2.4%	860	70.0%	1	0.1%	313	25.5%	11	0.9%	1229	<b>8</b>	6	0.5%	8	0.6%	32	2.6%	866	69.8%	317	25.5%	1	0.1%	11	0.9%	1241
<b>9</b>	10	0.8%	7	0.6%	30	2.4%	805	66.0%	1	0.1%	357	29.3%	10	0.8%	1219	<b>9</b>	10	0.8%	7	0.6%	30	2.5%	803	65.9%	358	29.4%	1	0.1%	10	0.8%	1219
<b>10</b>	2	0.2%	9	0.7%	41	3.4%	787	65.5%	1	0.1%	353	29.4%	9	0.7%	1202	<b>10</b>	2	0.2%	9	0.7%	44	3.6%	791	65.3%	356	29.4%	1	0.1%	9	0.7%	1212
<b>11</b>	8	0.7%	5	0.4%	35	3.1%	657	58.4%	1	0.1%	410	36.5%	9	0.8%	1125	<b>11</b>	8	0.7%	5	0.4%	38	3.4%	656	58.1%	413	36.5%	1	0.1%	9	0.8%	1130
<b>12</b>	14	1.1%	5	0.4%	37	3.0%	696	56.8%	1	0.1%	462	37.7%	10	0.8%	1225	<b>12</b>	14	1.1%	5	0.4%	37	3.0%	699	56.9%	463	37.7%	1	0.1%	10	0.8%	1229
<b>Total</b>	<b>109</b>	<b>0.6%</b>	<b>104</b>	<b>0.6%</b>	<b>396</b>	<b>2.3%</b>	<b>11374</b>	<b>67.2%</b>	<b>24</b>	<b>0.1%</b>	<b>4734</b>	<b>28.0%</b>	<b>175</b>	<b>1.0%</b>	<b>16915</b>	<b>Total</b>	<b>109</b>	<b>0.6%</b>	<b>104</b>	<b>0.6%</b>	<b>420</b>	<b>2.5%</b>	<b>11373</b>	<b>66.8%</b>	<b>4824</b>	<b>28.3%</b>	<b>24</b>	<b>0.1%</b>	<b>175</b>	<b>1.0%</b>	<b>17029</b>

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

School Name	1	2	3	4
Highland Park Elementary School				
Bessemer PreK-8 School				
Roncalli Middle School				
Central High School				
First Year as a Magnet School	2013	2013	2013	2013
School Name	5	4	5	6
First Year as a Magnet School	5	4	5	6



**Table 3 (cont'd): Enrollment Data-Magnet Schools**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment (Year 2 of Project—October 1, 2014)													Projected Enrollment (Year 3 of Project—Oct 1, 2015)																			
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
																K	0	0.0%	0	0.0%	2	4.3%	33	70.2%	0	0.0%	12	25.5%	0	0.0%	47	
																1	2	3.3%	1	1.7%	1	1.7%	45	75.0%	0	0.0%	9	15.0%	2	3.3%	60	
																2	0	0.0%	1	1.4%	4	5.7%	50	71.4%	0	0.0%	15	21.4%	0	0.0%	70	
																3	0	0.0%	0	0.0%	5	9.4%	35	66.0%	0	0.0%	13	24.5%	0	0.0%	53	
																4	1	2.0%	0	0.0%	1	2.0%	33	67.3%	0	0.0%	14	28.6%	0	0.0%	49	
																5	0	0.0%	2	3.3%	2	3.3%	45	75.0%	6	10.0%	5	8.3%	0	0.0%	60	
																6	1	2.0%	0	0.0%	1	2.0%	40	81.6%	0	0.0%	7	14.3%	0	0.0%	49	
																7	0	0.0%	0	0.0%	1	2.9%	25	71.4%	0	0.0%	9	25.7%	0	0.0%	35	
																8	1	3.7%	0	0.0%	2	7.4%	21	77.8%	0	0.0%	3	11.1%	0	0.0%	27	
																9																
																10																
																11																
																12																
																Total	5	1.1%	1	0.2%	19	4.2%	327	72.7%	6	1.3%	87	19.3%	2	0.4%	450	

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 06/30/2013**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name		Pueblo City School District #60																																
School Name		Highland Park Elementary School																																
Actual Enrollment (Current School Year—October 1, 2012)										Projected Enrollment (Year 1 of Project—Oct 1, 2013)																								
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students			
	K	0	0.0%	2	2.6%	0	0.0%	54	71.1%	0	0.0%	19	25.0%	1	1.3%	76	K	0	0.0%	2	2.6%	0	0.0%	54	71.1%	0	0.0%	19	25.0%	1	1.3%	76		
	1	0	0.0%	0	0.0%	1	1.2%	61	71.8%	0	0.0%	23	27.1%	0	0.0%	85	1	0	0.0%	0	0.0%	1	1.2%	61	71.8%	0	0.0%	23	27.1%	0	0.0%	85		
	2	0	0.0%	4	5.3%	0	0.0%	46	60.5%	0	0.0%	24	31.6%	2	2.6%	76	2	0	0.0%	4	5.3%	0	0.0%	46	60.5%	0	0.0%	24	31.6%	2	2.6%	76		
	3	1	1.2%	0	0.0%	2	2.4%	51	61.4%	0	0.0%	28	33.7%	1	1.2%	83	3	1	1.2%	0	0.0%	2	2.4%	51	61.4%	0	0.0%	28	33.7%	1	1.2%	83		
	4	0	0.0%	0	0.0%	2	2.2%	69	76.7%	1	1.1%	18	20.0%	0	0.0%	90	4	0	0.0%	0	0.0%	2	2.2%	69	76.7%	1	1.1%	18	20.0%	0	0.0%	90		
	5	0	0.0%	2	2.5%	1	1.3%	57	71.3%	0	0.0%	19	23.8%	1	1.3%	80	5	0	0.0%	2	2.5%	1	1.3%	57	71.3%	0	0.0%	19	23.8%	1	1.3%	80		
	6	0	0.0%	0	0.0%	1	1.7%	45	77.6%	0	0.0%	12	20.7%	0	0.0%	58	6	0	0.0%	0	0.0%	1	1.7%	45	77.6%	0	0.0%	12	20.7%	0	0.0%	58		
	7																7																	
	8																8																	
	9																9																	
	10																10																	
	11																11																	
	12																12																	
	Total	1	0.2%	1	0.2%	7	1.3%	383	69.9%	1	0.2%	143	26.1%	5	0.9%	548	Total	1	0.2%	1	0.2%	7	1.3%	383	69.9%	1	0.2%	143	26.1%	5	0.9%	548		

**Table 3 (cont'd): Enrollment Data-Magnet Schools**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment (Year 2 of Project—October 1, 2014)											Projected Enrollment (Year 3 of Project—Oct 1, 2015)																						
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students		
																K	0	0.0%	2	2.5%	2	2.5%	55	68.8%	0	0.0%	20	25.0%	1	1.3%	80		
																1	0	0.0%	0	0.0%	1	1.2%	60	72.3%	0	0.0%	22	26.5%	0	0.0%	83		
																2	0	0.0%	4	5.2%	2	2.6%	44	57.1%	0	0.0%	25	32.5%	2	2.6%	77		
																3	1	1.2%	0	0.0%	2	2.4%	48	58.5%	0	0.0%	30	36.6%	1	1.2%	82		
																4	0	0.0%	0	0.0%	3	3.5%	61	70.9%	1	1.2%	21	24.4%	0	0.0%	86		
																5	0	0.0%	2	2.5%	2	2.5%	55	67.9%	0	0.0%	21	25.9%	1	1.2%	81		
																6	0	0.0%	0	0.0%	2	3.2%	48	77.4%	0	0.0%	12	19.4%	0	0.0%	62		
																7																	
																8																	
																9																	
																10																	
																11																	
																12																	
																Total	1	0.2%	1	0.2%	14	2.5%	371	67.3%	1	0.2%	151	27.4%	5	0.9%	551		

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 06/30/2013**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name		Pueblo City School District #60																																	
School Name		Roncalli Middle School																																	
Actual Enrollment																		Projected Enrollment																	
(Current School Year—October 1, 2012)																		(Year 1 of Project—Oct 1, 2013)																	
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students				
K																K																			
1																1																			
2																2																			
3																3																			
4																4																			
5																5																			
6	1	0.8%	0	0.0%	1	0.8%	83	70.3%	0	0.0%	31	26.3%	2	1.7%	118	6	1.1%	1	0.2%	9	1.6%	399	71.0%	0	0.0%	140	24.9%	5	0.9%	562					
7	3	1.3%	2	0.9%	4	1.7%	159	68.2%	0	0.0%	62	26.6%	3	1.3%	233	7	1.3%	2	0.9%	4	1.7%	159	68.2%	0	0.0%	62	26.6%	3	1.3%	233					
8	2	0.9%	1	0.5%	4	1.9%	157	74.4%	0	0.0%	47	22.3%	0	0.0%	211	8	0.9%	1	0.5%	4	1.9%	157	74.4%	0	0.0%	47	22.3%	0	0.0%	211					
9																9																			
10																10																			
11																11																			
12																12																			
Total	6	1.1%	1	0.2%	9	1.6%	399	71.0%	0	0.0%	140	24.9%	5	0.9%	562	Total	6	1.1%	1	0.2%	9	1.6%	399	71.0%	0	0.0%	140	24.9%	5	0.9%	562				



**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 06/30/2013**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name		Pueblo City School District #60																																	
School Name		Central High School																																	
Actual Enrollment (Current School Year—October 1, 2012)														Projected Enrollment (Year 1 of Project—Oct 1, 2013)																					
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students				
K																																			
1																																			
2																																			
3																																			
4																																			
5																																			
6																																			
7																																			
8																																			
9	1	0.5%	0	0.0%	6	2.8%	155	73.1%	0	0.0%	48	22.6%	2	0.9%	212																				
10	1	0.5%	0	0.0%	8	4.2%	140	72.9%	0	0.0%	43	22.4%	0	0.0%	192																				
11	1	0.4%	0	0.0%	13	5.5%	167	70.5%	0	0.0%	53	22.4%	3	1.3%	237																				
12	8	3.3%	0	0.0%	13	5.4%	165	68.2%	0	0.0%	56	23.1%	0	0.0%	242																				
Total	11	1.2%	1	0.1%	40	4.5%	627	71.0%	0	0.0%	200	22.7%	5	0.6%	883																				

**Table 3 (cont'd): Enrollment Data-Magnet Schools**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment (Year 2 of Project—October 1, 2014)													Projected Enrollment (Year 3 of Project—Oct 1, 2015)																			
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
																K																
																1																
																2																
																3																
																4																
																5																
																6																
																7																
																8																
																9	1	0.4%	0	0.0%	7	2.8%	175	70.0%	0	0.0%	65	26.0%	2	0.8%	250	
																10	1	0.5%	0	0.0%	8	3.7%	155	72.4%	0	0.0%	50	23.4%	0	0.0%	214	
																11	1	0.4%	0	0.0%	15	5.9%	180	70.6%	0	0.0%	56	22.0%	3	1.2%	255	
																12	8	3.1%	0	0.0%	12	4.7%	175	68.6%	0	0.0%	60	23.5%	0	0.0%	255	
																Total	11	1.1%	1	0.1%	42	4.3%	685	70.3%	0	0.0%	231	23.7%	5	0.5%	974	





## Table 5: 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.

LEA Name **Pueblo City School District #60**

Magnet School(s) **Bessemer PreK-8, Highland Park Elementary, Roncalli Middle and Central High School**

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

Student Selection will be done centrally for all schools. Student selection will be done electronically using the student selection process reviewed and approved by the Office for Civil Rights. Student selection will be carried out during the spring of each project period. The process is as follows:  
 Eligibility - Anyone who is eligible to attend Pueblo City Schools may apply for admission to the magnet school programs. A student must be a legal resident of Colorado on the day the magnet application is submitted. See following page.

Magnet School(s):

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

## Table 5: Selection of Students-Competitive Preference

### Admission Criteria

Admission is based on interest only. There are no criteria for entrance and any student who is interested in a magnet program may apply. However, only individuals who complete the application form for the desired school and program and submit it on or before the application deadline date will be considered. Applications must be postmarked or registered on or before the application deadline date.

Students attending the magnet school do not need to apply each school year. New students applying for slots that become available at each grade level will be selected in a manner that ensures that the use of race is done only in a narrowly tailored manner. Applicants will be admitted into the magnet program using a computerized random selection process.

### Race Neutral Priorities

After categorizing, applications will be grouped by priority as follows:

Priority 1: Applicants who are siblings of students enrolled in the school housing the magnet program.

Priority 2: Applicants who live within one and one half miles of the magnet school.

Priority 3: Applicants living in Designated Neighborhood Zones.

Priority 4: The sibling of an applicant who applied for the same magnet program.

### Waiting Pool - List

There will be no waiting lists for the magnet school programs. Applications received after an application deadline date will not be considered. The names of students not chosen in a lottery will be kept on record but not used as part of any subsequent lottery drawings.

### Appeals

The lottery will be the driving force in selecting students to the magnet school programs. Appeals may be directed to the Director of Magnet Schools who will hear and subsequently rule on all such appeals. The Director's ruling will be final.

The Lottery procedures used to select students will be reviewed annually. Any changes will be made public at least six weeks before the beginning of a recruitment period.

At each magnet site, the goal over time will be to achieve a racial balance at each site more representative of the district's ratios of Hispanic to other race students by grade level: elementary, middle, and high. Although enrollment at all the magnets is open to students throughout the district, all schools will be monitored closely to ensure that racial isolation is not created at some schools in order to bring about a better racial balance at others

## Table 6: New or Revised Magnet School Projects-Competitive Preference 2

### Instructions:

For each magnet school identified in Tables 1 - 5:

- 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.

LEA Name: Pueblo City Schools #60

Magnet School: Bessemer PreK-8, Highland Park Elementary, Roncalli Middle, Central High Schools

Nature of Revision or Change to the Magnet School:

All four schools are new magnet schools.

Explanation of How or Why the Revision is Significant:

I. 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 by June 1, 2013 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.



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 6 (1) 2013-2016 Magnet Schools Assistance

February 2013						Mar
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	<a href="#">7</a>	8	9
10	11	<a href="#">12</a>	13	14	15	16
17	18	19	20	21	22	<b>23</b>
24	25	<a href="#">26</a>	27	<a href="#">28</a>		

**Meeting Date:** 2/12/2013 - 2:00 PM  
**Category:** 8.0 SPECIAL RESOLUTIONS  
**Type:** Action  
**Subject:** 2013-2016 Magnet Schools Assistance Program  
**Strategic Plan Alignment:**  
**Enclosure:**  
**File Attachment:**  
**Summary:** The Board of Education is asked to adopt the 2 (MSAP) Resolution.  
**Funding:**  
**Recommendation:** The Board of Education adopts the 2013-2016 Program(MSAP)Resolution as presented in the  
**Recommended By:**

**Approvals:**  
**Signed By:** *Signature*  
 Marcie Bartley - Director of Magnet Sci  
**Signed By:** *Signature*  
 Dr. Maggie Lopez - Superintendent

[Meeting Controls](#)  
[Agenda List](#)  
[Reference Library](#)

# Pueblo School District 60 Board of Education

**W**HEREAS the Board supports the constitutional mandate and the policy statement of the Colorado State Board of Education which commits all Colorado schools to the provisions of equal educational opportunities for all students, free from limitations based upon race, sex, religion, national origin, age, marital status, sexual orientation, and/or disabilities.

WHEREAS, the Board believes that the concept of equal opportunity shall serve as a guide for the Board and staff in making decisions relating to school facilities, employment, selection of educational material, equipment, curriculum, activities and regulations affecting students;

WHEREAS, the Board offers ongoing input into the district's plans for ensuring that affirmative action policies and objectives are incorporated into site-based shared decision-making processes;

WHEREAS, the Board recognizes that students may benefit from having a choice of schools to attend within the public school system that is not limited by school district boundaries;

WHEREAS, the Board of Education endorses the concept of allowing students within the district to attend any school or participate in any program of their choice on a space available, first-come, first-served basis;

WHEREAS, Board welcomes and encourages students who do not reside within the district's boundaries from other Colorado school districts but who wish to attend a particular school or program within the district to apply for admissions;

WHEREAS, the Pueblo School District No. 60 Board of Education wishes to improve the quality of education in all schools of the school district;

WHEREAS, the Pueblo School District No. 60 Board of Education wishes to provide the best program of education available to all students attending schools;

WHEREAS, The Board remains fully committed to carrying out the goals of the No Child Left Behind Act as set forth in the educational standards determined by the Colorado State Education Department;

THEREFORE, Be It Resolved as Follows:

1. RESOLVED, that the Board is committed and will take all necessary actions to assure continued compliance with the requirements of the Fourteenth Amendment to the U.S. Constitution, Title VI of the Civil Rights Act of 1964 and all other applicable Federal and state laws, as well as all preexisting agreements with Federal and state agencies.

2. FURTHER RESOLVED, that the Board recognizes and affirms that it is responsible for the education of the children attending Pueblo School District No. 60 schools, and that it fully accepts its responsibility.

THEREFORE, the Pueblo School District No. 60 Board of Education as part of its effort to promote diversity and choice is establishing the magnet schools at the following locations:

- |    |                                 |                              |
|----|---------------------------------|------------------------------|
| 1. | Bessemer PreK-8                 | Renewable Energy             |
| 2. | Highland Park Elementary School | Children's Engineering       |
| 3. | Roncalli Middle School          | STEM Engineering             |
| 4. | Central High School             | Renewable Energy/Engineering |

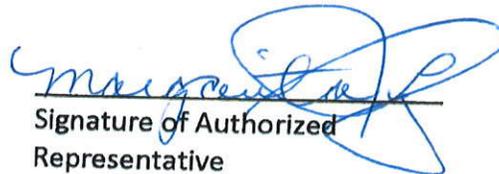
**Magnet Schools Assistance Program Assurances**

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.

  
Signature of Authorized Representative

2-13-13  
Date

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

**OMB Control Number: 1890-0004**

**Expiration Date OMB Approved**

**Name of Institution/Organization**

Pueblo City School District

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**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Project Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	\$1,472,182.00	\$1,512,365.64	\$1,553,997.35			\$4,538,544.99
2. Fringe Benefits	\$305,098.48	\$304,509.28	\$309,578.15			\$919,185.90
3. Travel	\$94,025.00	\$99,666.50	\$52,528.30			\$246,219.80
4. Equipment	\$463,656.00	\$115,390.00	\$159,104.00			\$738,150.00
5. Supplies	\$573,875.40	\$540,278.86	\$540,284.53			\$1,654,438.79
6. Contractual	\$240,000.00	\$254,400.00	\$249,439.20			\$743,839.20
7. Construction						
8. Other	\$77,800.00	\$82,468.00	\$87,415.14			\$247,683.14
9. Total Direct Costs (lines 1-8)	\$3,226,636.88	\$2,909,078.28	\$2,952,346.67			\$9,088,061.83
10. Indirect Costs	\$210,699.39	\$189,962.81	\$192,788.24			\$593,450.44
11. Training Stipends	\$0.00	\$0.00	\$0.00			\$0.00
12. Total Costs (lines 9-11)	\$3,437,336.26	\$3,099,041.08	\$3,145,134.91			\$9,681,512.25

ED FORM NO. 524

Pueblo City Schools

Highland Park STEM Academy									
Description	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
<b>Personnel</b>									
STEM Specialist		1			1			1	
<b>Total Certified Employees</b>									
<b>Staff Development</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Thematic Training (60 Hrs.)	\$25.00	27	\$40,500.00	\$26.50	27	\$42,930.00	\$28.09	27	\$45,505.80
Extended Day Servides (75 days x 1 hr.)	\$25.00	14	\$25,312.50	\$25.50	14	\$25,818.75	\$26.01	14	\$26,335.13
<b>Total Personnel</b>			<b>\$118,353.00</b>			<b>\$122,340.06</b>			<b>\$126,504.06</b>
<b>Fringe Benefits</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Certified Employee	\$77,853.00	1	\$12,884.67	\$79,410.06	1	\$13,142.36	\$80,998.26	1	\$13,405.21
Health For Certified Employee	\$5,040.00	1	\$5,040.00	\$3,657.00	1	\$3,657.00	\$3,657.00	1	\$3,657.00
Medicare	\$587.25		\$587.25	\$622.49		\$622.49	\$659.83		\$659.83
<b>Total Fringe Benefits</b>			<b>\$18,511.92</b>			<b>\$17,421.85</b>			<b>\$17,722.05</b>
<b>Instructional Equipment</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Multi-Media Production Center	\$17,450.00	1	\$17,450.00	\$6,500.00	1	\$6,500.00			
Ag 7500a - Svha+S - Vhs- Hi Fi Recorder Player				\$3,000.00	1	\$3,000.00			
Video Projector And Screen				\$4,100.00	1	\$4,100.00			
Skylab Portable Planetarium							\$11,000.00	1	\$11,000.00
Sound Board							\$8,500.00	1	\$8,500.00
Discover Lab with LEGO® Manipulatives 30 Student	\$10,495.00	1	\$10,495.00						
Digital Video Lab - 10 Students -	\$5,000.00	1	\$5,000.00						
Digital Audio Lab (Podcasting) - 10 Students - Modularer	\$6,600.00	1	\$6,600.00				\$5,478.00	1	\$5,478.00
<b>Total Equipment</b>			<b>\$39,545.00</b>			<b>\$4,100.00</b>			<b>\$24,978.00</b>
<b>Instructional Materials and Supplies</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Earth Watch Kits	\$112.00	2	\$224.00						
Ipad Computer Cart	\$399.00	45	\$17,955.00						
Laptop Computers	\$997.00	30	\$29,910.00						
HP Laser Jet Printers	\$679.47	1	\$679.47						
Visual Aides	\$25.00	12	\$300.00						
Magicscope Microscopes	\$150.00	2	\$300.00						
Apple Isight Webcam	\$125.00	4	\$500.00						
HP Color Laser Printer	\$250.00	2	\$500.00						
Filemaker Pro Database Software	\$253.00	2	\$506.00						
Classroom Video Monitors	\$292.00	2	\$584.00						
Tissue Culture	\$118.00	5	\$590.00						
Computer Cubicles	\$250.00	3	\$750.00						
Hard Seal Laser	\$159.00	5	\$795.00						
Microphones	\$100.00	10	\$1,000.00						
Meadow Community	\$150.95	7	\$1,056.65						
Balance Scales	\$156.00	7	\$1,092.00						
Saltmarsh Ecology Collection	\$229.50	5	\$1,147.50						
Writing To Read Materials	\$120.00	10	\$1,200.00						
Map Kits	\$212.00	7	\$1,484.00						
6" Telescope	\$1,800.00	1	\$1,800.00						
Stv - Atmosphere Laser Disk	\$224.95	9	\$2,024.55						
Big Book Theme Packets	\$264.95	9	\$2,384.55						
Filmstrips	\$250.00	10	\$2,500.00						
Video Monitors	\$256.00	10	\$2,560.00						
Computer Projection Screen	\$1,309.00	2	\$2,618.00						
Texas Grade One Kit Of Manipulatives	\$280.00	10	\$2,800.00						

Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Edison Letter Machine	\$3,000.00	1	\$3,000.00						
Lexmark Laser Printer W/Cable	\$1,927.00	2	\$3,854.00						
Phone Net Connectors	\$2,300.00	2	\$4,600.00						
Giant Screen Projection TV	\$3,000.00	2	\$6,000.00						
Explant Ultrasonic Cleaner				\$1,345.00	5	\$6,725.00			
Aviary/Wildlife Center				\$2,351.00	4	\$9,404.00			
Oscilloscopes				\$1,331.00	8	\$10,648.00			
Alphabet Bean Bags				\$49.99	1	\$49.99			
Upper Case Letters Flannel Board Set				\$29.99	2	\$59.98			
Whitewings: Elite Flight Gliders				\$13.60	5	\$68.00			
Staple Gun, Arrow #T50				\$13.95	5	\$69.75			
Bubble Wrap (or save from boxes received)				\$13.99	5	\$69.95			
Bubble Wrap (or save from boxes received)				\$13.99	5	\$69.95			
Air Compressor Hose, 25' Long X 1/4" ID, 200 psi Working Pressure, with NPT 1/4" 2 Swivel Male Fittings				\$14.50	5	\$72.50			
Woodworker's vise, 3 1/2" X 7 1/8" Jaw to accept Wooden Jaw Covers, With Steel Dog Front				\$74.00	1	\$74.00			
8 1/2 x 11 20lb Paper				\$15.00	5	\$75.00			
Box Fan				\$15.00	5	\$75.00			
Fabric Swatches - Nano Tex (purchase pants or shirt and cut up)				\$15.00	5	\$75.00			
Miter Box, Hard Maple or Plastic 4" High Sides, Inside Dimensions 16" X 4" X 4"				\$15.00	5	\$75.00			
Orthographic Graph Paper				\$15.00	5	\$75.00			
Orthographic Graph Paper				\$15.00	5	\$75.00			
Sandwich Ingredients				\$15.00	5	\$75.00			
Sandwich Ingredients				\$15.00	5	\$75.00			
Tote Bin - 15 gallon				\$15.00	5	\$75.00			
Natural Recyclers				\$38.95	2	\$77.90			
9 Piece Combination Wrench Set, 1/4, 5/16, 3/8, 7/16, 1/2, 9/16, 5/8, 11/16, 3/4				\$15.60	5	\$78.00			
Quick Grip Bar Clamp, 6" Jaw, Quick Grip #506				\$15.60	5	\$78.00			
Drill Press Vise, 4" Capacity, Delta #20-621				\$16.95	5	\$84.75			
The Gliding Flight				\$16.95	5	\$84.75			
Rain Bird Jar Style Sprinkler Valve - JTV 100				\$17.00	5	\$85.00			
Altitrack (altitude finder)				\$18.10	5	\$90.50			
Compressor Accessory Kit, 1 Blow gun, 1 male hose end, 1 male hose mender, 1 female air chuck, 2 female coupler bodies, 3 male coupler plugs, 2 female coupler plugs, 1 tire gauge, 1 adapter, 1 inflator pin, pin & adapter. All are 1/4" NPT Paxton Paterson # 20-2402				\$18.29	5	\$91.45			
Digital Multimeter with Thermocouple				\$20.00	5	\$100.00			
Alphabet Avalanche				\$33.99	3	\$101.97			
Screwdriver Set, 5 Piece, Phillips Stanley #66-156				\$20.50	5	\$102.50			
Bottle Rocket Launcher				\$21.78	5	\$108.90			
Forest Animal Collection				\$29.95	4	\$119.80			
No CO2 Dragster Drill Jig for 7-1/2" L, Blanks KELV #970046				\$24.00	5	\$120.00			
Engineers Can Do Anything DVD				\$24.95	5	\$124.75			
P4400 Kill-A-Watt Power Meter				\$25.00	5	\$125.00			
Computer Printer Cartridges				\$32.00	4	\$128.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Linking Cubes. Plastic 3/4" cubed in 10 colors connect on all six sides. Easy for little hands to connect and twist apart. Can be used for learning and modeling number concept. (Equivalent to Item #530095 from EAI Education)				\$27.29	5	\$136.45			
9 1/4 x 7 1/4 x 1/2" foam meat trays				\$27.49	5	\$137.45			
Kidwind Consumables NOTE: This kit replenishes the consumables for the 8 student item above.				\$28.00	5	\$140.00			
Hooked Weight Set - 10-1000g				\$29.95	5	\$149.75			
Melissa and Doug Construction Set in a Box				\$29.99	5	\$149.95			
Tape Players				\$50.00	3	\$150.00			
Simple Science For Beginners				\$76.50	2	\$153.00			
Jumbo Magnetic Letters				\$51.99	3	\$155.97			
Talking Nano DVD Set				\$34.99	5	\$174.95			
HSS Drills, 1/16" - 1/2" by 64ths, With Case, Paxton Patterson #14-3002				\$35.71	5	\$178.55			
Carolina Deepwell Slides (20 Kit)				\$36.00	5	\$180.00			
Electrical Add-on pack to PLTW Kidwind Kit (8pk)				\$36.00	5	\$180.00			
Files, Metal, 6 Piece Assortment Paxton Patterson #10-2830				\$36.00	5	\$180.00			
Nut Driver Set, 3/16, 7/32, 1/4, 9/32, 5/16, 11/32, 3/8				\$36.90	5	\$184.50			
Hi-density polystyrene foam sheets for cutting 60 psi. 2" x 24"x24", 5/pkg,				\$37.60	5	\$188.00			
AORC Brain Robotic Controller Pack				\$195.00	1	\$195.00			
AORC Online Pack				\$195.00	1	\$195.00			
Coral Reef Community				\$39.90	5	\$199.50			
Screwdriver Set, 7 Piece, Flat Blade Stanley #66-157				\$39.90	5	\$199.50			
Kelp Forest Set				\$39.95	5	\$199.75			
Simple Machines DVD				\$39.95	5	\$199.75			
Filter Power/Wh Ii				\$44.67	5	\$223.35			
Four Seasons				\$75.95	3	\$227.85			
Lab Packs				\$46.00	5	\$230.00			
CS-20000 Compact Digital Scale, 2000g. Capacity -1gram readability g, lb, oz, modes.				\$46.00	5	\$230.00			
Understanding Robots DVD				\$46.00	5	\$230.00			
Letter Sounds Rubber Stamps				\$29.95	8	\$239.60			
Around The Yard Slides				\$29.95	8	\$239.60			
fischertechnik® Focus Book (Code # L30/041)				\$49.00	5	\$245.00			
Snap Circuit Kit - Energy and the Environment				\$49.00	5	\$245.00			
AORC fischertechnik® Manipulative Pack				\$249.00	1	\$249.00			
Exploring The Tooth				\$30.00	9	\$270.00			
Power Ecology Kit				\$39.95	7	\$279.65			
Beetle Set				\$32.95	9	\$296.55			
Build-A-Word Cubes				\$29.95	10	\$299.50			
Energy Crossroads DVD				\$59.95	5	\$299.75			
Tech Card Build-It Kit Kelvin Item#: 283263				\$59.95	5	\$299.75			
Hot Plates				\$60.00	5	\$300.00			
Wheatstone Bridge				\$300.00	1	\$300.00			
Socket Set, 3/8" drive, 18 Pieces, Paxton Patterson #18-3644				\$64.99	5	\$324.95			
Answer Books And Teaching Texts For Special Programs				\$55.00	6	\$330.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Dinosaur Box				\$42.00	8	\$336.00			
Electrical Add-on pack to PLTW Kidwind Kit (16pk)				\$68.00	5	\$340.00			
Display Easels				\$29.00	12	\$348.00			
Kidwind Consumables - For 24 Students NOTE: This kit replenishes the consumables for the item above.				\$70.00	5	\$350.00			
All About The Ocean Activity Wall				\$39.50	9	\$355.50			
Hands On Alphabet				\$71.99	5	\$359.95			
Gaining Math Skills Kit				\$375.00	1	\$375.00			
fischertechnik® Pneumatics Upgrade Kit				\$75.00	5	\$375.00			
Machinist Vise, 4" Jaw Width X 6 1/2" Jaw Opening, Fixed Base				\$76.00	5	\$380.00			
Display Boards				\$78.00	5	\$390.00			
BrickLab Workbooks Set of 30				\$395.00	1	\$395.00			
Class Games/Manipulatives				\$50.00	8	\$400.00			
Power Miter Box, 10", 5 1/2" Cross Cut at 90 degrees, Electric Blade Brake, Retractable Blade Guard, Dust Bag, 15A 115V Motor				\$80.00	5	\$400.00			
KaZoon Kite Class Pack				\$83.66	5	\$418.30			
Great Books 1st Semester Levels 2 And 3				\$420.00	1	\$420.00			
Hot Air Balloon Launcher				\$87.22	5	\$436.10			
No CO2 Dragster Wood Blank 7-1/2" L, No Hole KELV #390556				\$89.00	5	\$445.00			
fischertechnik® Digital Electronics Kit				\$90.00	5	\$450.00			
Vowel Teaching Tubs				\$65.00	7	\$455.00			
PIT Zoon Balloon Class Pack II Note - only sold in this package which will support 25 students.				\$93.06	5	\$465.30			
Electrical Add-on pack to PLTW Kidwind Kit (24pk)				\$96.00	5	\$480.00			
The Environment				\$69.95	7	\$489.65			
Transistor Night Light Kit - Bulk Pack of 30 Kelvin Item#: 842142				\$99.00	5	\$495.00			
Unifix 100 Track				\$27.00	19	\$513.00			
Medium Magnetic Board				\$52.85	10	\$528.50			
Binding Machine				\$545.00	1	\$545.00			
Cordless Drill, 14 Volt or Higher, 3/8" Keyless Chuck, Variable Speed Reversing, Dual Speed Ranges: 0-300 & 0-1100 rpm, 16 Position Chuck, Recharging Unit & two batteries				\$110.00	5	\$550.00			
Video Recorders				\$282.00	2	\$564.00			
Scroll Saw, Bench Top Model				\$114.00	5	\$570.00			
The Chordates				\$84.90	7	\$594.30			
BrickLab Grade Series - Kindergarten				\$595.00	1	\$595.00			
BrickLab Grade Series - 1st Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 2nd Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 3rd Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 4th Grade				\$595.00	1	\$595.00			
AOR Challenge Pack				\$595.00	1	\$595.00			
Band saw, Bench top, 9" Throat, 115V, 1/5HP, Tilting				\$120.00	5	\$600.00			
Digital Camera, Canon Power Shot A495 10.0 Megapixel Resolution, 3.3 Optical Zoom and 2.5 LCD screen				\$124.00	5	\$620.00			
Rube Goldberg Activity Kit				\$136.00	5	\$680.00			
Texas Grade Three Kit Of Manipulatives				\$340.00	2	\$680.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Plywood Folding Table with 3/4 High Pressure Laminated Plastic Top with Fixed Height of 30" & with Backing Sheet with Dimensions of 30" X 96" (Student Tables)				\$138.44	5	\$692.20			
Collared Lizard				\$69.67	10	\$696.70			
Gaffers & Stage Tape				\$349.00	2	\$698.00			
Videonics Video Edit Maker				\$700.00	1	\$700.00			
Phone Line For Modem				\$350.00	2	\$700.00			
Blu Track (to use instead of foam pipe insulation)				\$142.00	5	\$710.00			
GTT Snap Circuit Kit (1 kit per 2 students) - Magic of Electrons				\$145.00	5	\$725.00			
Karaoke				\$369.00	2	\$738.00			
Drum Parts & Hardware				\$372.00	2	\$744.00			
Portable Optics Lab				\$375.00	2	\$750.00			
Software: Instructional				\$396.00	2	\$792.00			
Dell Poweredge 400sc				\$399.00	2	\$798.00			
Hot Wire Foam Cutter, Free Hand, 11 3/4" X 16" 24 gauge wire, KELV # 740110				\$160.00	5	\$800.00			
Overhead Projectors				\$400.00	2	\$800.00			
Drill Press, 12", Bench Top Model				\$165.00	5	\$825.00			
Particle Board Table with High Pressure Laminate with One-Inch Adjustable Height Increments (22" High to 30" High) with Dimensions of 30" x 60" (Computer Tables)				\$171.00	5	\$855.00			
Fishwater Aquariums				\$89.00	10	\$890.00			
Specimen Cooling Cubical				\$455.00	2	\$910.00			
fischertechnik® Alternative Energy Kit				\$185.00	5	\$925.00			
fischertechnik® Alternative Energy Upgrade Kit				\$185.00	5	\$925.00			
Recording Media & Accessories				\$472.00	2	\$944.00			
Live Sound Speakers				\$493.00	2	\$986.00			
Video Camera and Tripod				\$200.00	5	\$1,000.00			
World Of Magnetism				\$342.00	3	\$1,026.00			
PLTW Kidwind Kit NOTE: This kit has supplies (kit plus consumables) for 8 students if additional are needed				\$210.00	5	\$1,050.00			
Portable Compressor, 5 gal. Tank, Single Cylinder, Single Stage, Oil Free Pump, 110/120 volt Motor Delivery 2 hp, Direct Connection (no belts) With a Minimum of 3.5 cfm at 40 psi & a Minimum of 120psi Maximum Delivery Pressure, with regulator.				\$210.00	5	\$1,050.00			
Window On Science Complete Material Kit				\$536.00	2	\$1,072.00			
Storage Cabinet, Steel, 36"W x 18"D x 72"H with 5 Steel Shelves and locking handle.				\$215.00	5	\$1,075.00			
Reference Sets				\$550.00	2	\$1,100.00			
Laminating Machine				\$1,200.00	1	\$1,200.00			
Tech Lab "2000"				\$314.00	4	\$1,256.00			
Limnological Kit				\$259.95	5	\$1,299.75			
CEMMS Nano Products Kit				\$285.00	5	\$1,425.00			
Basic Metric Activities Kit				\$375.00	4	\$1,500.00			
Ballistic Pendulum				\$395.00	4	\$1,580.00			
Kel-Air CO2 Eliminator KELV #840814				\$320.00	5	\$1,600.00			
Micro-Projector				\$590.00	3	\$1,770.00			
Lighting / Effects				\$386.00	5	\$1,930.00			
Academy of Electronics - Analog				\$1,995.00	1	\$1,995.00			

Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Great Books For Ten Classrooms				\$420.00	5	\$2,100.00			
Multi-Purpose Workbench 1 3/4 Maple Top & Heavy Metal Legs (Top 60" Width x 30" Depth) Paxton-Patterson #63-2908				\$425.00	5	\$2,125.00			
Weather Station							\$2,145.00	1	\$2,145.00
Imagewriter II							\$325.00	12	\$3,900.00
Accelerated Reader Kits & Books							\$499.95	8	\$3,999.60
Academy of Electronics - Analog & Digital Concepts							\$4,295.00	1	\$4,295.00
Sharp Cassette Recorder							\$79.00	1	\$79.00
Moth Collection							\$84.95	1	\$84.95
Limnological Kit Refill							\$89.95	1	\$89.95
Transformation Of Energy Apparatus							\$109.00	1	\$109.00
Groove / Production							\$126.00	1	\$126.00
Cymbals							\$239.00	2	\$478.00
Clam Model							\$81.50	6	\$489.00
Headphones For Computers 15							\$100.00	5	\$500.00
Thinking Skills Program							\$76.00	7	\$532.00
Freshwater Pond							\$137.50	4	\$550.00
3d Gears And Wheels							\$141.30	4	\$565.20
Sounds / Samples							\$96.00	6	\$576.00
Portable / Arrangers							\$288.00	2	\$576.00
Live Sound Mics - Wireless							\$290.00	2	\$580.00
Vowel Sound Dominoes							\$99.95	6	\$599.70
Flags Of The World (51 Nations)							\$75.00	8	\$600.00
Live Sound Signal Processors							\$306.00	2	\$612.00
Physics							\$135.00	5	\$675.00
Transparency Film, Per Box							\$99.95	7	\$699.65
Oil Spill Kit							\$89.95	8	\$719.60
Recording Monitors & Headphones							\$363.00	2	\$726.00
Shark							\$248.80	3	\$746.40
Synths / Workstations							\$198.00	4	\$792.00
USA and World Map							\$99.95	8	\$799.60
Desiccator							\$200.00	4	\$800.00
Cables & Snakes							\$68.00	12	\$816.00
Live Sound Power Amps							\$434.00	2	\$868.00
Starfish Display Mount							\$124.95	7	\$874.65
Eye Model, Ear Model							\$149.00	6	\$894.00
Prairie Banner							\$114.95	8	\$919.60
Portable Light Center							\$229.99	4	\$919.96
Recording Mics							\$462.00	2	\$924.00
Experiment Kit							\$95.95	10	\$959.50
Recorders / Burners							\$481.00	2	\$962.00
Squid Display Mount							\$139.95	7	\$979.65
Test Preperation Program							\$114.00	9	\$1,026.00
Whole Language Math Packets							\$148.90	7	\$1,042.30
DJ Gear & Lighting:							\$213.00	5	\$1,065.00
Magnetic Write And Wipe Big Book Center							\$179.00	6	\$1,074.00
Apple Ibook Computer							\$1,300.00	10	\$13,000.00
Digital Pianos							\$1,545.00	12	\$18,540.00
Natural Environment Aquarium							\$2,299.90	10	\$22,999.00
<b>Total Materials and Supplies</b>			<b>\$94,714.72</b>			<b>\$102,805.26</b>			<b>\$95,308.31</b>
<b>Contractual</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Teacher Training (60 hrs. = 10 days per school)	\$4,500.00	10	\$45,000.00	\$4,770.00	10	\$47,700.00	\$5,056.20	10	\$50,562.00
<b>Total Contractual</b>			<b>\$45,000.00</b>			<b>\$47,700.00</b>			<b>\$50,562.00</b>
<b>Other</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>

## Pueblo City Schools

<b>Description</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Field Trips for Students	\$25.00	549	\$13,725.00	\$26.50	549	\$14,548.50	\$28.09	549	\$15,421.41
<b>Total Other</b>			<b>\$13,725.00</b>			<b>\$14,548.50</b>			<b>\$15,421.41</b>
<b>School Total</b>			<b>\$329,849.64</b>			<b>\$308,915.67</b>			<b>\$330,495.83</b>

Pueblo City Schools

Roncalli STEM Middle School									
Description	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
<b>Personnel</b>									
STEM Specialist									
<b>Total Certified Employees</b>									
<b>Staff Development</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Thematic Training (60 Hrs.)	\$25.00	38	\$57,000.00	\$26.50	38	\$60,420.00	\$28.09	38	\$64,045.20
Extended Day Servides (75 days x 1 hr.)	\$25.00	19	\$35,625.00	\$25.50	19	\$36,337.50	\$26.01	19	\$37,064.25
<b>Total Personnel</b>			<b>\$112,544.00</b>	<b>\$0.02</b>		<b>\$117,074.88</b>			<b>\$121,833.18</b>
<b>Fringe Benefits</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Certified Employee	\$55,544.00	1	\$9,192.53	\$56,654.88	1	\$9,376.38	\$57,787.98	1	\$9,563.91
Health For Certified Employee	\$5,040.00	1	\$5,040.00	\$3,657.00	1	\$3,657.00	\$3,657.00	1	\$3,657.00
Medicare	\$826.50		\$826.50	\$876.09		\$876.09	\$928.66		\$928.66
<b>Total Fringe Benefits</b>			<b>\$15,059.03</b>			<b>\$13,909.47</b>			<b>\$14,149.57</b>
<b>Instructional Equipment</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Multi-Media Production Center	\$17,450.00	1	\$17,450.00	\$6,500.00	1	\$6,500.00			
Video Projector And Screen				\$4,100.00	4	\$16,400.00			
Skylab Portable Planetarium							\$11,000.00	1	\$11,000.00
Sound Board							\$8,500.00	1	\$8,500.00
Academy of Engineering 30 Student -	\$24,995.00	1	\$24,995.00						
Digital Video Lab - 10 Students -	\$5,000.00	1	\$5,000.00						
Digital Audio Lab (Podcasting) - 10 Students -	\$6,600.00	1	\$6,600.00						
Modularer							\$5,478.00	1	\$5,478.00
<b>Total Equipment</b>			<b>\$54,045.00</b>			<b>\$16,400.00</b>			<b>\$24,978.00</b>
<b>Instructional Materials and Supplies</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Sharp Cassette Recorder	\$79.00	1	\$79.00						
Ipad Computer Cart	\$399.00	45	\$17,955.00						
Laptop Computers	\$997.00	30	\$29,910.00						
HP Laser Jet Printers	\$679.47	1	\$679.47						
Earth Treks	\$79.95	1	\$79.95						
Moth Collection	\$84.95	1	\$84.95						
Oil Spill Kit	\$89.95	1	\$89.95						
Limnological Kit Refill	\$89.95	1	\$89.95						
Vowel Sound Dominoes	\$99.95	1	\$99.95						
Picture World Atlas	\$99.95	1	\$99.95						
Transformation Of Energy Apparatus	\$109.00	1	\$109.00						
Prairie Banner	\$114.95	1	\$114.95						
Starfish Display Mount	\$124.95	1	\$124.95						
Freshwater Pond	\$137.50	1	\$137.50						
Squid Display Mount	\$139.95	1	\$139.95						
Saltwater Community	\$140.30	1	\$140.30						
Eye Model, Ear Model	\$149.00	1	\$149.00						
Packaged Systems	\$152.00	1	\$152.00						
Hard Seal Laser	\$159.00	1	\$159.00						
Ecology Treks	\$79.95	2	\$159.90						
Waterman Form Charles Law Tube	\$80.00	2	\$160.00						
Magnetic Write And Wipe Big Book Center	\$179.00	1	\$179.00						
Access	\$182.00	1	\$182.00						
Experiment Kit	\$95.95	2	\$191.90						
Synths / Workstations	\$198.00	1	\$198.00						
Microphones	\$100.00	2	\$200.00						
Desiccator	\$200.00	1	\$200.00						
Eco Badge	\$103.95	2	\$207.90						

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Incubator	\$211.00	1	\$211.00						
Tuners & Metronomes	\$74.00	3	\$222.00						
Earth Watch Kits	\$112.00	2	\$224.00						
Stv - Atmosphere Laser Disk	\$224.95	1	\$224.95						
Portable Light Center	\$229.99	1	\$229.99						
MIDI / Controllars	\$129.00	2	\$258.00						
3d Gears And Wheels	\$141.30	2	\$282.60						
Slide Projector With Trays	\$148.00	2	\$296.00						
Visual Aides	\$25.00	12	\$300.00						
Magiscope Microscopes	\$150.00	2	\$300.00						
Balance Scales	\$156.00	2	\$312.00						
Turntables / Cartridges	\$322.00	1	\$322.00						
Photoelectric Effect With Amplifier	\$325.00	1	\$325.00						
Egg Incubator (Bacteria)	\$348.00	1	\$348.00						
Recording Signal Processors	\$205.00	2	\$410.00						
Water Pump	\$103.50	4	\$414.00						
Analytical Balances	\$221.00	2	\$442.00						
Earth Science	\$150.00	3	\$450.00						
Saltmarsh Ecology Collection	\$229.50	2	\$459.00						
MIDI Amps/	\$153.00	3	\$459.00						
Recording Computer Software	\$234.00	2	\$468.00						
Cymbals	\$239.00	2	\$478.00						
Apple Isight Webcam	\$125.00	4	\$500.00						
Hp Color Laser Printer	\$250.00	2	\$500.00						
Headphones For Computers 15	\$100.00	5	\$500.00						
Thinking Skills Program	\$76.00	7	\$532.00						
Portable / Arrangers	\$288.00	2	\$576.00						
Live Sound Mics - Wireless	\$290.00	2	\$580.00						
Classroom Video Monitors	\$292.00	2	\$584.00						
Tissue Culture	\$118.00	5	\$590.00						
Live Sound Signal Processors	\$306.00	2	\$612.00						
Map Kits	\$212.00	3	\$636.00						
Physics	\$135.00	5	\$675.00						
Transparency Film, Per Box	\$99.95	7	\$699.65						
Recording Monitors & Headphones	\$363.00	2	\$726.00						
Shark	\$248.80	3	\$746.40						
Computer Cubicles	\$250.00	3	\$750.00						
Video Monitors	\$256.00	3	\$768.00						
USA and World Map	\$99.95	8	\$799.60						
Cables & Snakes	\$68.00	12	\$816.00						
Live Sound Power Amps	\$434.00	2	\$868.00						
Recording Mics	\$462.00	2	\$924.00						
Recorders / Burners	\$481.00	2	\$962.00						
Whole Language Math Packets	\$148.90	7	\$1,042.30						
DJ Gear & Lighting:	\$213.00	5	\$1,065.00						
Bioscope Microprojector	\$589.00	2	\$1,178.00						
Lab Carts	\$248.00	5	\$1,240.00						
Marine Life Collection	\$159.95	8	\$1,279.60						
Oscilloscopes	\$1,331.00	1	\$1,331.00						
Sounds / Samples	\$96.00	14	\$1,344.00						
Explant Ultrasonic Cleaner	\$1,345.00	1	\$1,345.00						
Combination Tv/Dvd/Vcr	\$764.00	2	\$1,528.00						
Botany Models	\$198.00	9	\$1,782.00						
Klima - Gro Base	\$597.70	3	\$1,793.10						
6" Telescope	\$1,800.00	1	\$1,800.00						
Wengler Sound Modules	\$225.00	8	\$1,800.00						
Student Microscopes	\$78.00	24	\$1,872.00						
LCD Projector	\$975.00	2	\$1,950.00						

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Entomology Equipment	\$250.00	8	\$2,000.00						
Filmstrips	\$250.00	10	\$2,500.00						
Test Preparation Program	\$114.00	22	\$2,508.00						
Computer Projection Screen				\$1,309.00	2	\$2,618.00			
SCIIS Science Kits				\$236.00	12	\$2,832.00			
Teacher Disk				\$99.00	44	\$4,356.00			
Giant Screen Projection TV				\$3,000.00	2	\$6,000.00			
Aviary/Wildlife Center				\$2,351.00	4	\$9,404.00			
Box Fan				\$15.00	1	\$15.00			
Drill Press Vise, 4" Capacity, Delta #20-621				\$16.95	1	\$16.95			
The Gliding Flight				\$16.95	1	\$16.95			
Altitrack (altitude finder)				\$18.10	1	\$18.10			
Compressor Accessory Kit, 1 Blow gun, 1 male hose end, 1 male hose mender, 1 female air chuck, 2 female coupler bodies, 3 male coupler plugs, 2 female coupler plugs, 1 tire gauge, 1 adapter, 1 inflator pin, pin & adapter. All are 1/4" NPT Paxton Paterson # 20-2402				\$18.29	1	\$18.29			
Digital Multimeter with Thermocouple				\$20.00	1	\$20.00			
Engineers Can Do Anything DVD				\$24.95	1	\$24.95			
Unifix 100 Track				\$27.00	1	\$27.00			
Staple Gun, Arrow #T50				\$13.95	2	\$27.90			
Hooked Weight Set - 10-1000g				\$29.95	1	\$29.95			
Around The Yard Slides				\$29.95	1	\$29.95			
Exploring The Tooth				\$30.00	1	\$30.00			
HSS Drills, 1/16" - 1/2" by 64ths, With Case, Paxton Patterson #14-3002				\$35.71	1	\$35.71			
Carolina Deepwell Slides (20 Kit)				\$36.00	1	\$36.00			
Electrical Add-on pack to PLTW Kidwind Kit (8pk)				\$36.00	1	\$36.00			
Files, Metal, 6 Piece Assortment Paxton Patterson #10-2830				\$36.00	1	\$36.00			
Hi-density polystyrene foam sheets for cutting 60 psi. 2" x 24"x24", 5/pkg,				\$37.60	1	\$37.60			
Kelp Forest Set				\$39.95	1	\$39.95			
Power Ecology Kit				\$39.95	1	\$39.95			
Screwdriver Set, 5 Piece, Phillips Stanley #66-156				\$20.50	2	\$41.00			
Dinosaur Box				\$42.00	1	\$42.00			
Filter Power/Wh Ii				\$44.67	1	\$44.67			
CS-20000 Compact Digital Scale, 2000g. Capacity -1gram readability g, lb, oz, modes.				\$46.00	1	\$46.00			
fischertechnik® Focus Book (Code # L30/041)				\$49.00	1	\$49.00			
Alphabet Bean Bags				\$49.99	1	\$49.99			
Letter Sounds Rubber Stamps				\$29.95	2	\$59.90			
Energy Crossroads DVD				\$59.95	1	\$59.95			
Hot Plates				\$60.00	1	\$60.00			
Whitewings: Elite Flight Gliders				\$13.60	5	\$68.00			
Electrical Add-on pack to PLTW Kidwind Kit (16pk)				\$68.00	1	\$68.00			
Collared Lizard				\$69.67	1	\$69.67			
Bubble Wrap (or save from boxes received)				\$13.99	5	\$69.95			
Talking Nano DVD Set				\$34.99	2	\$69.98			
Air Compressor Hose, 25' Long X 1/4" ID, 200 psi Working Pressure, with NPT 1/4" 2 Swivel Male Fittings				\$14.50	5	\$72.50			
8 1/2 x 11 20lb Paper				\$15.00	5	\$75.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Miter Box, Hard Maple or Plastic 4" High Sides, Inside Dimensions 16" X 4" X 4"				\$15.00	5	\$75.00			
Orthographic Graph Paper				\$15.00	5	\$75.00			
Orthographic Graph Paper				\$15.00	5	\$75.00			
Tote Bin - 15 gallon				\$15.00	5	\$75.00			
fischertechnik® Pneumatics Upgrade Kit				\$75.00	1	\$75.00			
Natural Recyclers				\$38.95	2	\$77.90			
9 Piece Combination Wrench Set, 1/4, 5/16, 3/8, 7/16, 1/2, 9/16, 5/8, 11/16, 3/4				\$15.60	5	\$78.00			
Quick Grip Bar Clamp, 6" Jaw, Quick Grip #506				\$15.60	5	\$78.00			
Display Boards				\$78.00	1	\$78.00			
All About The Ocean Activity Wall				\$39.50	2	\$79.00			
Coral Reef Community				\$39.90	2	\$79.80			
Simple Machines DVD				\$39.95	2	\$79.90			
Hot Air Balloon Launcher				\$87.22	1	\$87.22			
fischertechnik® Digital Electronics Kit				\$90.00	1	\$90.00			
Snap Circuit Kit - Energy and the Environment				\$49.00	2	\$98.00			
Alphabet Avalanche				\$33.99	3	\$101.97			
Cordless Drill, 14 Volt or Higher, 3/8" Keyless Chuck, Variable Speed Reversing, Dual Speed Ranges: 0-300 & 0-1100 rpm, 16 Position Chuck, Recharging Unit & two batteries				\$110.00	1	\$110.00			
Forest Animal Collection				\$29.95	4	\$119.80			
Tech Card Build-It Kit Kelvin Item#: 283263				\$59.95	2	\$119.90			
No CO2 Dragster Drill Jig for 7-1/2" L, Blanks KELV #970046				\$24.00	5	\$120.00			
Digital Camera, Canon Power Shot A495 10.0 Megapixel Resolution, 3.3 Optical Zoom and 2.5 LCD screen				\$124.00	1	\$124.00			
P4400 Kill-A-Watt Power Meter				\$25.00	5	\$125.00			
Computer Printer Cartridges				\$32.00	4	\$128.00			
Socket Set, 3/8" drive, 18 Pieces, Paxton Patterson #18-3644				\$64.99	2	\$129.98			
Linking Cubes. Plastic 3/4" cubed in 10 colors connect on all six sides. Easy for little hands to connect and twist apart. Can be used for learning and modeling number concept. (Equivalent to Item #530095 from EAI Education)				\$27.29	5	\$136.45			
9 1/4 x 7 1/4 x 1/2" foam meat trays				\$27.49	5	\$137.45			
Kidwind Consumables NOTE: This kit replenishes the consumables for the 8 student item above.				\$28.00	5	\$140.00			
Blu Track (to use instead of foam pipe insulation)				\$142.00	1	\$142.00			
GTT Snap Circuit Kit (1 kit per 2 students) - Magic of Electrons				\$145.00	1	\$145.00			
Melissa and Doug Construction Set in a Box				\$29.99	5	\$149.95			
Tape Players				\$50.00	3	\$150.00			
Simple Science For Beginners				\$76.50	2	\$153.00			
Hot Wire Foam Cutter, Free Hand, 11 3/4" X 16" 24 gauge wire, KELV # 740110				\$160.00	1	\$160.00			
Drill Press, 12", Bench Top Model				\$165.00	1	\$165.00			
Nut Driver Set, 3/16, 7/32, 1/4, 9/32, 5/16, 11/32, 3/8				\$36.90	5	\$184.50			
fischertechnik® Alternative Energy Upgrade Kit				\$185.00	1	\$185.00			
AORC Brain Robotic Controller Pack				\$195.00	1	\$195.00			
AORC Online Pack				\$195.00	1	\$195.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Transistor Night Light Kit - Bulk Pack of 30 Kelvin Item#: 842142				\$99.00	2	\$198.00			
Scroll Saw, Bench Top Model				\$114.00	2	\$228.00			
Lab Packs				\$46.00	5	\$230.00			
Understanding Robots DVD				\$46.00	5	\$230.00			
Band saw, Bench top, 9" Throat, 115V, 1/5HP, Tilting				\$120.00	2	\$240.00			
AORC fischertechnik® Manipulative Pack				\$249.00	1	\$249.00			
Answer Books And Teaching Texts For Special Programs				\$55.00	6	\$330.00			
Bell And Howell Projector				\$339.00	1	\$339.00			
Display Easels				\$29.00	12	\$348.00			
Egg Bacteria Incubator				\$349.00	1	\$349.00			
Kidwind Consumables - For 24 Students NOTE: This kit replenishes the consumables for the item above.				\$70.00	5	\$350.00			
Heavy Duty Cassette Recorder				\$350.00	1	\$350.00			
Gaining Math Skills Kit				\$375.00	1	\$375.00			
Machinist Vise, 4" Jaw Width X 6 1/2" Jaw Opening, Fixed Base				\$76.00	5	\$380.00			
BrickLab Workbooks Set of 30				\$395.00	1	\$395.00			
Class Games/Manipulatives				\$50.00	8	\$400.00			
Power Miter Box, 10", 5 1/2" Cross Cut at 90 degrees, Electric Blade Brake, Retractable Blade Guard, Dust Bag, 15A 115V Motor				\$80.00	5	\$400.00			
Storage Cabinet, Steel, 36"W x 18"D x 72"H with 5 Steel Shelves and locking handle.				\$215.00	2	\$430.00			
No CO2 Dragster Wood Blank 7-1/2" L, No Hole KELV #390556				\$89.00	5	\$445.00			
Vowel Teaching Tubs				\$65.00	7	\$455.00			
PIT Zoon Balloon Class Pack II Note - only sold in this package which will support 25 students.				\$93.06	5	\$465.30			
The Environment				\$69.95	7	\$489.65			
Medium Magnetic Board				\$52.85	10	\$528.50			
Dvd Player				\$273.95	2	\$547.90			
Video Recorders				\$282.00	2	\$564.00			
AOR Challenge Pack				\$595.00	1	\$595.00			
Camcorder, Sharp				\$647.90	1	\$647.90			
Digital Projector. ViewSonic Model PJD6240				\$662.11	1	\$662.11			
Rube Goldberg Activity Kit				\$136.00	5	\$680.00			
Plywood Folding Table with 3/4 High Pressure Laminated Plastic Top with Fixed Height of 30" & with Backing Sheet with Dimensions of 30" X 96" (Student Tables)				\$138.44	5	\$692.20			
Gaffers & Stage Tape				\$349.00	2	\$698.00			
Phone Line For Modem				\$350.00	2	\$700.00			
Air Polution Kit				\$700.00	1	\$700.00			
Karaoke				\$369.00	2	\$738.00			
Drum Parts & Hardware				\$372.00	2	\$744.00			
Portable Optics Lab				\$375.00	2	\$750.00			
Software: Instructional				\$396.00	2	\$792.00			
Dell Poweredge 400sc				\$399.00	2	\$798.00			
Overhead Projectors				\$400.00	2	\$800.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Particle Board Table with High Pressure Laminate with One-Inch Adjustable Height Increments (22" High to 30" High) with Dimensions of 30" x 60" (Computer Tables)				\$171.00	5	\$855.00			
Fishwater Aquariums				\$89.00	10	\$890.00			
Specimen Cooling Cubical				\$455.00	2	\$910.00			
Recording Media & Accessories				\$472.00	2	\$944.00			
Live Sound Speakers				\$493.00	2	\$986.00			
Video Camera and Tripod				\$200.00	5	\$1,000.00			
World Of Magnetism				\$342.00	3	\$1,026.00			
PLTW Kidwind Kit NOTE: This kit has supplies (kit plus consumables) for 8 students if additional are needed				\$210.00	5	\$1,050.00			
Portable Compressor, 5 gal. Tank, Single Cylinder, Single Stage, Oil Free Pump, 110/120 volt Motor Delivery 2 hp, Direct Connection (no belts) With a Minimum of 3.5 cfm at 40 psi & a Minimum of 120psi Maximum Delivery Pressure, with regulator.				\$210.00	5	\$1,050.00			
Window On Science Complete Material Kit				\$536.00	2	\$1,072.00			
Reference Sets				\$550.00	2	\$1,100.00			
AORC Value Pack				\$2,395.00	1	\$2,395.00			
Interactive Video Teaching Station				\$1,200.00	2	\$2,400.00			
Academy of Electronics - Digital Concepts				\$2,495.00	1	\$2,495.00			
Mechanical Balances				\$339.00	8	\$2,712.00			
Monitor Combination				\$1,400.00	2	\$2,800.00			
River Tank Ecosystem				\$498.90	6	\$2,993.40			
Monitor For DVD Player Station				\$499.95	6	\$2,999.70			
Language Masters				\$600.00	5	\$3,000.00			
PLTW Kidwind Kit NOTE: This kit is enough for 24 students and includes consumables for 1 section				\$610.00	5	\$3,050.00			
Study Skills Program				\$345.00	10	\$3,450.00			
Splicer				\$3,458.00	1	\$3,458.00			
24' Ft x 12" Wide Racing Platform Track. This 12" wide wood track measures 14 ft in length. Arrives in 3 sections, each 8ft long. Use on table top or floor. Requires air compressor and NO CO2 manifold. Allow \$350 for shipping by trucker. KELV Item Number: 840957				\$710.00	5	\$3,550.00			
Sound Board				\$3,874.00	1	\$3,874.00			
Imagewriter II				\$325.00	12	\$3,900.00			
Overhead Calculators							\$500.00	15	\$7,500.00
Dell Axim Handheld							\$229.00	1	\$229.00
Groundwater Simulation System							\$548.90	1	\$548.90
Principles Of Tech							\$341.00	2	\$682.00
Outline Map Series							\$360.00	2	\$720.00
Weather Station Shell							\$850.00	1	\$850.00
Hp Laserjet							\$899.00	1	\$899.00
Animal Physiology Kit							\$1,029.00	1	\$1,029.00
Dell Dimension 4600							\$1,071.00	1	\$1,071.00
Apple Ibook Computer							\$1,300.00	1	\$1,300.00
Trapazoid Matt							\$1,600.00	1	\$1,600.00
Klima Grow Plant Chamber							\$1,603.00	1	\$1,603.00
Discovery Science Center							\$2,193.00	1	\$2,193.00
Natural Environment Aquarium							\$2,299.90	1	\$2,299.90

Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Television Monitor						\$795.00		3	\$2,385.00
Laser Discs						\$75.00		33	\$2,475.00
Animal Cell Mitosis						\$1,365.00		2	\$2,730.00
Student Instructional Video Discs						\$300.00		10	\$3,000.00
Composition Force Apparatus						\$660.00		5	\$3,300.00
Writing/English (Icon)						\$1,225.00		3	\$3,675.00
Stands, Racks & Furniture						\$459.00		10	\$4,590.00
Library Research Network						\$521.00		9	\$4,689.00
Dissecting Microscopes						\$767.00		9	\$6,903.00
Apple Imac						\$1,300.00		7	\$9,100.00
Compound Microscope						\$1,145.00		8	\$9,160.00
Amplifier						\$4,587.00		2	\$9,174.00
Scanner						\$1,907.00		5	\$9,535.00
Display Panels						\$1,300.00		9	\$11,700.00
<b>Total Materials and Supplies</b>			<b>\$103,211.71</b>			<b>\$104,483.34</b>			<b>\$104,940.80</b>
<b>Contractual</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Teacher Training (60 hrs. = 10 days per school)	\$4,500.00	10	\$45,000.00	\$4,770.00	10	\$47,700.00	\$5,056.20	10	\$50,562.00
<b>Total Contractual</b>			<b>\$45,000.00</b>			<b>\$47,700.00</b>			<b>\$50,562.00</b>
<b>Other</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Field Trips for Students	\$25.00	559	\$13,975.00	\$26.50	559	\$14,813.50	\$28.09	559	\$15,702.31
<b>Total Other</b>			<b>\$13,975.00</b>			<b>\$14,813.50</b>			<b>\$15,702.31</b>
<b>School Total</b>			<b>\$343,834.74</b>			<b>\$314,381.19</b>			<b>\$332,165.85</b>

Pueblo City Schools

Bessemer PreK-8 Renewable Energy Magnet School

Description	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
<b>Personnel</b>									
Project Lead The Way Teacher									
<b>Total Certified Employees</b>									
<b>Staff Development</b>									
Thematic Training (60 Hrs.)	\$25.00	32	\$48,000.00	\$26.50	32	\$50,880.00	\$28.09	32	\$53,932.80
Extended Day Servides (75 days x 1 hr.)	\$25.00	16	\$30,000.00	\$25.50	16	\$30,600.00	\$26.01	16	\$31,212.00
<b>Total Personnel</b>			<b>\$103,544.00</b>			<b>\$107,534.88</b>			<b>\$111,720.78</b>
<b>Fringe Benefits</b>									
Certified Employee	\$55,544.00	1	\$9,192.53	\$56,654.88	1	\$9,376.38	\$57,787.98	1	\$9,563.91
Health For Certified Employee	\$5,040.00	1	\$5,040.00	\$3,657.00	1	\$3,657.00	\$3,657.00	1	\$3,657.00
Medicare	\$696.00		\$696.00	\$737.76		\$737.76	\$782.03		\$782.03
<b>Total Fringe Benefits</b>			<b>\$14,928.53</b>			<b>\$13,771.14</b>			<b>\$14,002.94</b>
<b>Instructional Equipment</b>									
<b>Grount Monount Solar PV Cost Estimate and Breakdown</b>									
Design and Engineering			\$3,000.00						
Material for array installation			\$32,629.00						
Material for web based monitoring system			\$972.00						
Labor for installation of PV system			\$15,200.00						
Performance Bond			\$1,500.00						
Permitting and plan review			\$1,061.00						
Wind turbine tower, 50' monopole and base			\$49,500.00						
Labor			\$10,400.00						
BOS Components			\$2,000.00						
<b>Hydro Energy Demonstration Setup</b>									
Dam materials for Arkansas River Project			\$5,500.00						
Hydre Electric Generator			\$750.00						
Materials for Demonstration Hydro Power Generation			\$1,250.00						
<b>Geothermal Energy Demonstration Setup</b>									
Geothermal Unit						\$17,500.00			
Piiping for Demonstraton Lab						\$2,250.00			
<b>Biomass Energy Demonstration Setup</b>									
<b>Walls</b> can be provided to raise the dome above the top of the tank for clearances or to provide greater storage capacity.									\$7,500.00
<b>Vents</b> are available in many different styles including peripheral, center, louvered, overflow, hinged, screened, etc.									\$2,500.00
<b>Skylights</b> are available in many different configurations including triangular or square and in many different dimensions.									\$3,250.00
<b>Access Hatches</b> are available in standard square sizes, rectangular, or special cathedral type to utilize the largest size possible within the triangle.									\$1,200.00
<b>Thief Hatches</b> can be adapted to any size opening for easy access for sampling or level measurement.									\$250.00

Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Walkways can be provided in several types for either access to the apex of the dome or around the periphery.									\$1,500.00
Multi-Media Production Center	\$17,450.00	1	\$17,450.00	\$6,500.00	1	\$6,500.00			
Ag 7500a - Svha+S - Vhs- Hi Fi Recorder Player				\$3,000.00	8	\$24,000.00			
Video Projector And Screen				\$4,100.00	4	\$16,400.00			
Skylab Portable Planetarium							\$11,000.00	1	\$11,000.00
Sound Board							\$8,500.00	1	\$8,500.00
Discover Lab with LEGO® Manipulatives 30 Student	\$10,495.00	1	\$10,495.00						
Academy of Engineering 30 Student -	\$24,995.00	1	\$24,995.00						
Academy of Robotics 10 Student	\$7,995.00	1	\$7,995.00						
Academy of Robotics 30 Student	\$23,995.00	1	\$23,995.00						
Digital Video Lab - 10 Students -	\$5,000.00	1	\$5,000.00						
Digital Audio Lab (Podcasting) - 10 Students -	\$6,600.00	1	\$6,600.00						
Modularer							\$5,478.00	1	\$5,478.00
<b>Total Equipment</b>			<b>\$220,292.00</b>			<b>\$16,400.00</b>			<b>\$24,978.00</b>
<b>Instructional Materials and Supplies</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Collared Lizard	\$69.67	1	\$69.67						
Microphones	\$100.00	2	\$200.00						
Storage Cabinet, Steel, 36"W x 18"D x 72"H with 5 Steel Shelves and locking handle.	\$215.00	1	\$215.00						
Ipad Computer Cart	\$399.00	45	\$17,955.00						
Laptop Computers	\$997.00	30	\$29,910.00						
HP Laser Jet Printers	\$679.47	1	\$679.47						
Earth Watch Kits	\$112.00	2	\$224.00						
Visual Aides	\$25.00	12	\$300.00						
Magiscope Microscopes	\$150.00	2	\$300.00						
BrickLab Workbooks Set of 30	\$395.00	1	\$395.00						
Class Games/Manipulatives	\$50.00	8	\$400.00						
Power Miter Box, 10", 5 1/2" Cross Cut at 90 degrees, Electric Blade Brake, Retractable Blade Guard, Dust Bag, 15A 115V Motor	\$80.00	5	\$400.00						
KaZoon Kite Class Pack	\$83.66	5	\$418.30						
Great Books 1st Semester Levels 2 And 3	\$420.00	1	\$420.00						
Hot Air Balloon Launcher	\$87.22	5	\$436.10						
No CO2 Dragster Wood Blank 7-1/2" L, No Hole KELV #390556	\$89.00	5	\$445.00						
fischertechnik® Digital Electronics Kit	\$90.00	5	\$450.00						
Apple Isight Webcam	\$125.00	4	\$500.00						
Hp Color Laser Printer	\$250.00	2	\$500.00						
Filemaker Pro Database Software	\$253.00	2	\$506.00						
Classroom Video Monitors	\$292.00	2	\$584.00						
Tissue Culture	\$118.00	5	\$590.00						
Karaoke	\$369.00	2	\$738.00						
Drum Parts & Hardware	\$372.00	2	\$744.00						
Computer Cubicles	\$250.00	3	\$750.00						
Portable Optics Lab	\$375.00	2	\$750.00						
Software: Instructional	\$396.00	2	\$792.00						
Hard Seal Laser	\$159.00	5	\$795.00						
Dell Poweredge 400sc	\$399.00	2	\$798.00						
Hot Wire Foam Cutter, Free Hand, 11 3/4" X 16" 24 gauge wire, KELV # 740110	\$160.00	5	\$800.00						
Drill Press, 12", Bench Top Model	\$165.00	5	\$825.00						
Fishwater Aquariums	\$89.00	10	\$890.00						

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
World Of Magnetism	\$342.00	3	\$1,026.00						
Window On Science Complete Material Kit	\$536.00	2	\$1,072.00						
Reference Sets	\$550.00	2	\$1,100.00						
Wheatstone Bridge	\$300.00	4	\$1,200.00						
Laminating Machine	\$1,200.00	1	\$1,200.00						
Oscilloscopes	\$1,331.00	1	\$1,331.00						
Ergonomic Electronic Desks	\$1,495.00	1	\$1,495.00						
6" Telescope	\$1,800.00	1	\$1,800.00						
Computer Projection Screen	\$1,309.00	2	\$2,618.00						
Texas Grade One Kit Of Manipulatives	\$280.00	10	\$2,800.00						
Edison Letter Machine	\$3,000.00	1	\$3,000.00						
Lexmark Laser Printer W/Cable	\$1,927.00	2	\$3,854.00						
Phone Net Connectors				\$2,300.00	2	\$4,600.00			
Giant Screen Projection TV				\$3,000.00	2	\$6,000.00			
Explant Ultrasonic Cleaner				\$1,345.00	5	\$6,725.00			
Aviary/Wildlife Center				\$2,351.00	4	\$9,404.00			
Band saw, Bench top, 9" Throat, 115V, 1/5HP, Tilting				\$120.00	1	\$120.00			
Digital Camera, Canon Power Shot A495 10.0 Megapixel Resolution, 3.3 Optical Zoom and 2.5 LCD screen				\$124.00	1	\$124.00			
Rube Goldberg Activity Kit				\$136.00	1	\$136.00			
Plywood Folding Table with 3/4 High Pressure Laminated Plastic Top with Fixed Height of 30" & with Backing Sheet with Dimensions of 30" X 96" (Student Tables)				\$138.44	1	\$138.44			
Birds Of Eastern U.s.				\$279.90	1	\$279.90			
Videonics Graphics Library				\$65.00	5	\$325.00			
Bell And Howell Projector				\$339.00	1	\$339.00			
Mechanical Balances				\$339.00	1	\$339.00			
Texas Grade Three Kit Of Manipulatives				\$340.00	1	\$340.00			
Egg Bacteria Incubator				\$349.00	1	\$349.00			
Heavy Duty Cassette Recorder				\$350.00	1	\$350.00			
Cases, Gigbags & Covers				\$395.00	1	\$395.00			
Multi-Purpose Workbench 1 3/4 Maple Top & Heavy Metal Legs (Top 60" Width x 30" Depth) Paxton-Patterson #63-2908				\$425.00	1	\$425.00			
Digital Players With Software				\$432.00	1	\$432.00			
Bench, 2 1/4" X 30" X 6' Maple Top, 2 Steel Base Units Each, Base Cabinet Gray				\$450.00	1	\$450.00			
Vowel Teaching Tubs				\$65.00	7	\$455.00			
PIT Zoon Balloon Class Pack II Note - only sold in this package which will support 25 students.				\$93.06	5	\$465.30			
Electrical Add-on pack to PLTW Kidwind Kit (24pk)				\$96.00	5	\$480.00			
The Environment				\$69.95	7	\$489.65			
Transistor Night Light Kit - Bulk Pack of 30 Kelvin Item#: 842142				\$99.00	5	\$495.00			
River Tank Ecosystem				\$498.90	1	\$498.90			
Monitor For DVD Player Station				\$499.95	1	\$499.95			
Unifix 100 Track				\$27.00	19	\$513.00			
Medium Magnetic Board				\$52.85	10	\$528.50			
Photomicrographic Camera/Adapter				\$540.00	1	\$540.00			
Binding Machine				\$545.00	1	\$545.00			
Dvd Player				\$273.95	2	\$547.90			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Cordless Drill, 14 Volt or Higher, 3/8" Keyless Chuck, Variable Speed Reversing, Dual Speed Ranges: 0-300 & 0-1100 rpm, 16 Position Chuck, Recharging Unit & two batteries				\$110.00	5	\$550.00			
BrickLab Grade Series - Kindergarten				\$595.00	1	\$595.00			
BrickLab Grade Series - 1st Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 2nd Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 3rd Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 4th Grade				\$595.00	1	\$595.00			
AOR Challenge Pack				\$595.00	1	\$595.00			
Language Masters				\$600.00	1	\$600.00			
PLTW Kidwind Kit NOTE: This kit is enough for 24 students and includes consumables for 1 section				\$610.00	1	\$610.00			
Smart Lab				\$615.00	1	\$615.00			
Camcorder, Sharp				\$647.90	1	\$647.90			
Digital Projector. ViewSonic Model PJD6240				\$662.11	1	\$662.11			
Particle Board Table with High Pressure Laminate with One-Inch Adjustable Height Increments (22" High to 30" High) with Dimensions of 30" x 60" (Computer Tables)				\$171.00	5	\$855.00			
Language Laboratory				\$1,093.00	1	\$1,093.00			
Interactive Video Teaching Station				\$1,200.00	1	\$1,200.00			
Monitor Combination				\$1,400.00	1	\$1,400.00			
Kel-Air CO2 Eliminator KELV #840814				\$320.00	5	\$1,600.00			
Micro-Projector				\$590.00	3	\$1,770.00			
Lighting / Effects				\$386.00	5	\$1,930.00			
Carousel Greenhouse				\$1,973.00	1	\$1,973.00			
Academy of Electronics - Analog				\$1,995.00	1	\$1,995.00			
Great Books For Ten Classrooms				\$420.00	5	\$2,100.00			
Weather Station				\$2,145.00	1	\$2,145.00			
Pneumatic Trough				\$315.00	7	\$2,205.00			
Structural Reading K-3				\$2,295.00	1	\$2,295.00			
AORC Value Pack				\$2,395.00	1	\$2,395.00			
Academy of Electronics - Digital Concepts				\$2,495.00	1	\$2,495.00			
Sound System For Perf.				\$3,000.00	1	\$3,000.00			
Recorded Music				\$335.00	10	\$3,350.00			
Academy of Electronics - Analog & Digital Concepts				\$4,295.00	1	\$4,295.00			
Digital Photography Lab - 10 Students - Speaker System				\$4,400.00	1	\$4,400.00			
K'NEX® Education Sets							\$4,798.00	1	\$4,798.00
fischertechnik® Principles of Engineering Kit							\$1,599.00	5	\$7,995.00
Sharp Cassette Recorder							\$79.00	1	\$79.00
Recording Monitors & Headphones							\$363.00	2	\$726.00
Shark							\$248.80	3	\$746.40
Synths / Workstations							\$198.00	4	\$792.00
USA and World Map							\$99.95	8	\$799.60
Desiccator							\$200.00	4	\$800.00
Cables & Snakes							\$68.00	12	\$816.00
Live Sound Power Amps							\$434.00	2	\$868.00
Starfish Display Mount							\$124.95	7	\$874.65
Eye Model, Ear Model							\$149.00	6	\$894.00
Prairie Banner							\$114.95	8	\$919.60
Display Panels							\$1,300.00	1	\$1,300.00
Animal Cell Mitosis							\$1,365.00	1	\$1,365.00
Trapazoid Matt							\$1,600.00	1	\$1,600.00

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Dell Axim Handheld							\$229.00	10	\$2,290.00
Television Monitor							\$795.00	3	\$2,385.00
Laser Discs							\$75.00	33	\$2,475.00
Natural Environment Aquarium							\$298.00	10	\$2,980.00
Principles Of Tech							\$341.00	9	\$3,069.00
Composition Force Apparatus							\$660.00	5	\$3,300.00
Scanner							\$1,907.00	2	\$3,814.00
Amplifier							\$4,587.00	1	\$4,587.00
Compound Microscope							\$1,145.00	8	\$9,160.00
Apple Ibook Computer							\$1,300.00	10	\$13,000.00
Digital Pianos							\$1,545.00	12	\$18,540.00
<b>Total Materials and Supplies</b>			<b>\$86,275.54</b>				<b>\$91,580.55</b>		<b>\$90,973.25</b>
<b>Contractual</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Teacher Training (60 hrs. = 10 days per school)	\$4,500.00	10	\$45,000.00	\$4,770.00	10	\$47,700.00	\$5,056.20	10	\$50,562.00
<b>Total Contractual</b>			<b>\$45,000.00</b>			<b>\$47,700.00</b>			<b>\$50,562.00</b>
<b>Other</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Field Trips for Students	\$25.00	438	\$10,950.00	\$26.50	438	\$11,607.00	\$28.09	438	\$12,303.42
<b>Total Other</b>			<b>\$10,950.00</b>			<b>\$11,607.00</b>			<b>\$12,303.42</b>
<b>School Total</b>			<b>\$480,990.07</b>			<b>\$288,593.57</b>			<b>\$304,540.38</b>

Pueblo City Schools

Bessemer PreK-8 Renewable Energy Magnet School

Description	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
<b>Personnel</b>									
Project Lead The Way Teacher									
<b>Total Certified Employees</b>									
<b>Staff Development</b>									
Thematic Training (60 Hrs.)	\$25.00	32	\$48,000.00	\$26.50	32	\$50,880.00	\$28.09	32	\$53,932.80
Extended Day Servides (75 days x 1 hr.)	\$25.00	16	\$30,000.00	\$25.50	16	\$30,600.00	\$26.01	16	\$31,212.00
<b>Total Personnel</b>			<b>\$103,544.00</b>			<b>\$107,534.88</b>			<b>\$111,720.78</b>
<b>Fringe Benefits</b>									
Certified Employee	\$55,544.00	1	\$9,192.53	\$56,654.88	1	\$9,376.38	\$57,787.98	1	\$9,563.91
Health For Certified Employee	\$5,040.00	1	\$5,040.00	\$3,657.00	1	\$3,657.00	\$3,657.00	1	\$3,657.00
Medicare	\$696.00		\$696.00	\$737.76		\$737.76	\$782.03		\$782.03
<b>Total Fringe Benefits</b>			<b>\$14,928.53</b>			<b>\$13,771.14</b>			<b>\$14,002.94</b>
<b>Instructional Equipment</b>									
<b>Grount Monount Solar PV Cost Estimate and Breakdown</b>									
Design and Engineering			\$3,000.00						
Material for array installation			\$32,629.00						
Material for web based monitoring system			\$972.00						
Labor for installation of PV system			\$15,200.00						
Performance Bond			\$1,500.00						
Permitting and plan review			\$1,061.00						
Wind turbine tower, 50' monopole and base			\$49,500.00						
Labor			\$10,400.00						
BOS Components			\$2,000.00						
<b>Hydro Energy Demonstration Setup</b>									
Dam materials for Arkansas River Project			\$5,500.00						
Hydre Electric Generator			\$750.00						
Materials for Demonstration Hydro Power Generation			\$1,250.00						
<b>Geothermal Energy Demonstration Setup</b>									
Geothermal Unit						\$17,500.00			
Piiping for Demonstraton Lab						\$2,250.00			
<b>Biomass Energy Demonstration Setup</b>									
<b>Walls</b> can be provided to raise the dome above the top of the tank for clearances or to provide greater storage capacity.									\$7,500.00
<b>Vents</b> are available in many different styles including peripheral, center, louvered, overflow, hinged, screened, etc.									\$2,500.00
<b>Skylights</b> are available in many different configurations including triangular or square and in many different dimensions.									\$3,250.00
<b>Access Hatches</b> are available in standard square sizes, rectangular, or special cathedral type to utilize the largest size possible within the triangle.									\$1,200.00
<b>Thief Hatches</b> can be adapted to any size opening for easy access for sampling or level measurement.									\$250.00

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Walkways can be provided in several types for either access to the apex of the dome or around the periphery.									\$1,500.00
Multi-Media Production Center	\$17,450.00	1	\$17,450.00	\$6,500.00	1	\$6,500.00			
Ag 7500a - Svha+S - Vhs- Hi Fi Recorder Player				\$3,000.00	8	\$24,000.00			
Video Projector And Screen				\$4,100.00	4	\$16,400.00			
Skylab Portable Planetarium							\$11,000.00	1	\$11,000.00
Sound Board							\$8,500.00	1	\$8,500.00
Discover Lab with LEGO® Manipulatives 30 Student	\$10,495.00	1	\$10,495.00						
Academy of Engineering 30 Student -	\$24,995.00	1	\$24,995.00						
Academy of Robotics 10 Student	\$7,995.00	1	\$7,995.00						
Academy of Robotics 30 Student	\$23,995.00	1	\$23,995.00						
Digital Video Lab - 10 Students -	\$5,000.00	1	\$5,000.00						
Digital Audio Lab (Podcasting) - 10 Students -	\$6,600.00	1	\$6,600.00						
Modularer							\$5,478.00	1	\$5,478.00
<b>Total Equipment</b>			<b>\$220,292.00</b>			<b>\$16,400.00</b>			<b>\$24,978.00</b>
<b>Instructional Materials and Supplies</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Collared Lizard	\$69.67	1	\$69.67						
Microphones	\$100.00	2	\$200.00						
Storage Cabinet, Steel, 36"W x 18"D x 72"H with 5 Steel Shelves and locking handle.	\$215.00	1	\$215.00						
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No CO2 Dragster Wood Blank 7-1/2" L, No Hole KELV #390556	\$89.00	5	\$445.00						
fischertechnik® Digital Electronics Kit	\$90.00	5	\$450.00						
Apple Isight Webcam	\$125.00	4	\$500.00						
Hp Color Laser Printer	\$250.00	2	\$500.00						
Filemaker Pro Database Software	\$253.00	2	\$506.00						
Classroom Video Monitors	\$292.00	2	\$584.00						
Tissue Culture	\$118.00	5	\$590.00						
Karaoke	\$369.00	2	\$738.00						
Drum Parts & Hardware	\$372.00	2	\$744.00						
Computer Cubicles	\$250.00	3	\$750.00						
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Software: Instructional	\$396.00	2	\$792.00						
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Dell Poweredge 400sc	\$399.00	2	\$798.00						
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Pueblo City Schools

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Laminating Machine	\$1,200.00	1	\$1,200.00						
Oscilloscopes	\$1,331.00	1	\$1,331.00						
Ergonomic Electronic Desks	\$1,495.00	1	\$1,495.00						
6" Telescope	\$1,800.00	1	\$1,800.00						
Computer Projection Screen	\$1,309.00	2	\$2,618.00						
Texas Grade One Kit Of Manipulatives	\$280.00	10	\$2,800.00						
Edison Letter Machine	\$3,000.00	1	\$3,000.00						
Lexmark Laser Printer W/Cable	\$1,927.00	2	\$3,854.00						
Phone Net Connectors				\$2,300.00	2	\$4,600.00			
Giant Screen Projection TV				\$3,000.00	2	\$6,000.00			
Explant Ultrasonic Cleaner				\$1,345.00	5	\$6,725.00			
Aviary/Wildlife Center				\$2,351.00	4	\$9,404.00			
Band saw, Bench top, 9" Throat, 115V, 1/5HP, Tilting				\$120.00	1	\$120.00			
Digital Camera, Canon Power Shot A495 10.0 Megapixel Resolution, 3.3 Optical Zoom and 2.5 LCD screen				\$124.00	1	\$124.00			
Rube Goldberg Activity Kit				\$136.00	1	\$136.00			
Plywood Folding Table with 3/4 High Pressure Laminated Plastic Top with Fixed Height of 30" & with Backing Sheet with Dimensions of 30" X 96" (Student Tables)				\$138.44	1	\$138.44			
Birds Of Eastern U.s.				\$279.90	1	\$279.90			
Videonics Graphics Library				\$65.00	5	\$325.00			
Bell And Howell Projector				\$339.00	1	\$339.00			
Mechanical Balances				\$339.00	1	\$339.00			
Texas Grade Three Kit Of Manipulatives				\$340.00	1	\$340.00			
Egg Bacteria Incubator				\$349.00	1	\$349.00			
Heavy Duty Cassette Recorder				\$350.00	1	\$350.00			
Cases, Gigbags & Covers				\$395.00	1	\$395.00			
Multi-Purpose Workbench 1 3/4 Maple Top & Heavy Metal Legs (Top 60" Width x 30" Depth) Paxton-Patterson #63-2908				\$425.00	1	\$425.00			
Digital Players With Software				\$432.00	1	\$432.00			
Bench, 2 1/4" X 30" X 6' Maple Top, 2 Steel Base Units Each, Base Cabinet Gray				\$450.00	1	\$450.00			
Vowel Teaching Tubs				\$65.00	7	\$455.00			
PIT Zoon Balloon Class Pack II Note - only sold in this package which will support 25 students.				\$93.06	5	\$465.30			
Electrical Add-on pack to PLTW Kidwind Kit (24pk)				\$96.00	5	\$480.00			
The Environment				\$69.95	7	\$489.65			
Transistor Night Light Kit - Bulk Pack of 30 Kelvin Item#: 842142				\$99.00	5	\$495.00			
River Tank Ecosystem				\$498.90	1	\$498.90			
Monitor For DVD Player Station				\$499.95	1	\$499.95			
Unifix 100 Track				\$27.00	19	\$513.00			
Medium Magnetic Board				\$52.85	10	\$528.50			
Photomicrographic Camera/Adapter				\$540.00	1	\$540.00			
Binding Machine				\$545.00	1	\$545.00			
Dvd Player				\$273.95	2	\$547.90			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Cordless Drill, 14 Volt or Higher, 3/8" Keyless Chuck, Variable Speed Reversing, Dual Speed Ranges: 0-300 & 0-1100 rpm, 16 Position Chuck, Recharging Unit & two batteries				\$110.00	5	\$550.00			
BrickLab Grade Series - Kindergarten				\$595.00	1	\$595.00			
BrickLab Grade Series - 1st Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 2nd Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 3rd Grade				\$595.00	1	\$595.00			
BrickLab Grade Series - 4th Grade				\$595.00	1	\$595.00			
AOR Challenge Pack				\$595.00	1	\$595.00			
Language Masters				\$600.00	1	\$600.00			
PLTW Kidwind Kit NOTE: This kit is enough for 24 students and includes consumables for 1 section				\$610.00	1	\$610.00			
Smart Lab				\$615.00	1	\$615.00			
Camcorder, Sharp				\$647.90	1	\$647.90			
Digital Projector. ViewSonic Model PJD6240				\$662.11	1	\$662.11			
Particle Board Table with High Pressure Laminate with One-Inch Adjustable Height Increments (22" High to 30" High) with Dimensions of 30" x 60" (Computer Tables)				\$171.00	5	\$855.00			
Language Laboratory				\$1,093.00	1	\$1,093.00			
Interactive Video Teaching Station				\$1,200.00	1	\$1,200.00			
Monitor Combination				\$1,400.00	1	\$1,400.00			
Kel-Air CO2 Eliminator KELV #840814				\$320.00	5	\$1,600.00			
Micro-Projector				\$590.00	3	\$1,770.00			
Lighting / Effects				\$386.00	5	\$1,930.00			
Carousel Greenhouse				\$1,973.00	1	\$1,973.00			
Academy of Electronics - Analog				\$1,995.00	1	\$1,995.00			
Great Books For Ten Classrooms				\$420.00	5	\$2,100.00			
Weather Station				\$2,145.00	1	\$2,145.00			
Pneumatic Trough				\$315.00	7	\$2,205.00			
Structural Reading K-3				\$2,295.00	1	\$2,295.00			
AORC Value Pack				\$2,395.00	1	\$2,395.00			
Academy of Electronics - Digital Concepts				\$2,495.00	1	\$2,495.00			
Sound System For Perf.				\$3,000.00	1	\$3,000.00			
Recorded Music				\$335.00	10	\$3,350.00			
Academy of Electronics - Analog & Digital Concepts				\$4,295.00	1	\$4,295.00			
Digital Photography Lab - 10 Students - Speaker System				\$4,400.00	1	\$4,400.00			
K'NEX® Education Sets							\$4,798.00	1	\$4,798.00
fischertechnik® Principles of Engineering Kit							\$1,599.00	5	\$7,995.00
Sharp Cassette Recorder							\$79.00	1	\$79.00
Recording Monitors & Headphones							\$363.00	2	\$726.00
Shark							\$248.80	3	\$746.40
Synths / Workstations							\$198.00	4	\$792.00
USA and World Map							\$99.95	8	\$799.60
Desiccator							\$200.00	4	\$800.00
Cables & Snakes							\$68.00	12	\$816.00
Live Sound Power Amps							\$434.00	2	\$868.00
Starfish Display Mount							\$124.95	7	\$874.65
Eye Model, Ear Model							\$149.00	6	\$894.00
Prairie Banner							\$114.95	8	\$919.60
Display Panels							\$1,300.00	1	\$1,300.00
Animal Cell Mitosis							\$1,365.00	1	\$1,365.00
Trapazoid Matt							\$1,600.00	1	\$1,600.00

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Dell Axim Handheld							\$229.00	10	\$2,290.00
Television Monitor							\$795.00	3	\$2,385.00
Laser Discs							\$75.00	33	\$2,475.00
Natural Environment Aquarium							\$298.00	10	\$2,980.00
Principles Of Tech							\$341.00	9	\$3,069.00
Composition Force Apparatus							\$660.00	5	\$3,300.00
Scanner							\$1,907.00	2	\$3,814.00
Amplifier							\$4,587.00	1	\$4,587.00
Compound Microscope							\$1,145.00	8	\$9,160.00
Apple Ibook Computer							\$1,300.00	10	\$13,000.00
Digital Pianos							\$1,545.00	12	\$18,540.00
<b>Total Materials and Supplies</b>			<b>\$86,275.54</b>				<b>\$91,580.55</b>		<b>\$90,973.25</b>
<b>Contractual</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Teacher Training (60 hrs. = 10 days per school)	\$4,500.00	10	\$45,000.00	\$4,770.00	10	\$47,700.00	\$5,056.20	10	\$50,562.00
<b>Total Contractual</b>			<b>\$45,000.00</b>			<b>\$47,700.00</b>			<b>\$50,562.00</b>
<b>Other</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Field Trips for Students	\$25.00	438	\$10,950.00	\$26.50	438	\$11,607.00	\$28.09	438	\$12,303.42
<b>Total Other</b>			<b>\$10,950.00</b>			<b>\$11,607.00</b>			<b>\$12,303.42</b>
<b>School Total</b>			<b>\$480,990.07</b>			<b>\$288,593.57</b>			<b>\$304,540.38</b>

Pueblo City Schools

Roncalli STEM Middle School									
Description	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
<b>Personnel</b>									
STEM Specialist									
<b>Total Certified Employees</b>									
<b>Staff Development</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Thematic Training (60 Hrs.)	\$25.00	38	\$57,000.00	\$26.50	38	\$60,420.00	\$28.09	38	\$64,045.20
Extended Day Servides (75 days x 1 hr.)	\$25.00	19	\$35,625.00	\$25.50	19	\$36,337.50	\$26.01	19	\$37,064.25
<b>Total Personnel</b>			<b>\$112,544.00</b>	<b>\$0.02</b>		<b>\$117,074.88</b>			<b>\$121,833.18</b>
<b>Fringe Benefits</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Certified Employee	\$55,544.00	1	\$9,192.53	\$56,654.88	1	\$9,376.38	\$57,787.98	1	\$9,563.91
Health For Certified Employee	\$5,040.00	1	\$5,040.00	\$3,657.00	1	\$3,657.00	\$3,657.00	1	\$3,657.00
Medicare	\$826.50		\$826.50	\$876.09		\$876.09	\$928.66		\$928.66
<b>Total Fringe Benefits</b>			<b>\$15,059.03</b>			<b>\$13,909.47</b>			<b>\$14,149.57</b>
<b>Instructional Equipment</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Multi-Media Production Center	\$17,450.00	1	\$17,450.00	\$6,500.00	1	\$6,500.00			
Video Projector And Screen				\$4,100.00	4	\$16,400.00			
Skylab Portable Planetarium							\$11,000.00	1	\$11,000.00
Sound Board							\$8,500.00	1	\$8,500.00
Academy of Engineering 30 Student -	\$24,995.00	1	\$24,995.00						
Digital Video Lab - 10 Students -	\$5,000.00	1	\$5,000.00						
Digital Audio Lab (Podcasting) - 10 Students -	\$6,600.00	1	\$6,600.00						
Modularer							\$5,478.00	1	\$5,478.00
<b>Total Equipment</b>			<b>\$54,045.00</b>			<b>\$16,400.00</b>			<b>\$24,978.00</b>
<b>Instructional Materials and Supplies</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Sharp Cassette Recorder	\$79.00	1	\$79.00						
Ipad Computer Cart	\$399.00	45	\$17,955.00						
Laptop Computers	\$997.00	30	\$29,910.00						
HP Laser Jet Printers	\$679.47	1	\$679.47						
Earth Treks	\$79.95	1	\$79.95						
Moth Collection	\$84.95	1	\$84.95						
Oil Spill Kit	\$89.95	1	\$89.95						
Limnological Kit Refill	\$89.95	1	\$89.95						
Vowel Sound Dominoes	\$99.95	1	\$99.95						
Picture World Atlas	\$99.95	1	\$99.95						
Transformation Of Energy Apparatus	\$109.00	1	\$109.00						
Prairie Banner	\$114.95	1	\$114.95						
Starfish Display Mount	\$124.95	1	\$124.95						
Freshwater Pond	\$137.50	1	\$137.50						
Squid Display Mount	\$139.95	1	\$139.95						
Saltwater Community	\$140.30	1	\$140.30						
Eye Model, Ear Model	\$149.00	1	\$149.00						
Packaged Systems	\$152.00	1	\$152.00						
Hard Seal Laser	\$159.00	1	\$159.00						
Ecology Treks	\$79.95	2	\$159.90						
Waterman Form Charles Law Tube	\$80.00	2	\$160.00						
Magnetic Write And Wipe Big Book Center	\$179.00	1	\$179.00						
Access	\$182.00	1	\$182.00						
Experiment Kit	\$95.95	2	\$191.90						
Synths / Workstations	\$198.00	1	\$198.00						
Microphones	\$100.00	2	\$200.00						
Desiccator	\$200.00	1	\$200.00						
Eco Badge	\$103.95	2	\$207.90						

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Incubator	\$211.00	1	\$211.00						
Tuners & Metronomes	\$74.00	3	\$222.00						
Earth Watch Kits	\$112.00	2	\$224.00						
Stv - Atmosphere Laser Disk	\$224.95	1	\$224.95						
Portable Light Center	\$229.99	1	\$229.99						
MIDI / Controllars	\$129.00	2	\$258.00						
3d Gears And Wheels	\$141.30	2	\$282.60						
Slide Projector With Trays	\$148.00	2	\$296.00						
Visual Aides	\$25.00	12	\$300.00						
Magiscope Microscopes	\$150.00	2	\$300.00						
Balance Scales	\$156.00	2	\$312.00						
Turntables / Cartridges	\$322.00	1	\$322.00						
Photoelectric Effect With Amplifier	\$325.00	1	\$325.00						
Egg Incubator (Bacteria)	\$348.00	1	\$348.00						
Recording Signal Processors	\$205.00	2	\$410.00						
Water Pump	\$103.50	4	\$414.00						
Analytical Balances	\$221.00	2	\$442.00						
Earth Science	\$150.00	3	\$450.00						
Saltmarsh Ecology Collection	\$229.50	2	\$459.00						
MIDI Amps/	\$153.00	3	\$459.00						
Recording Computer Software	\$234.00	2	\$468.00						
Cymbals	\$239.00	2	\$478.00						
Apple Isight Webcam	\$125.00	4	\$500.00						
Hp Color Laser Printer	\$250.00	2	\$500.00						
Headphones For Computers 15	\$100.00	5	\$500.00						
Thinking Skills Program	\$76.00	7	\$532.00						
Portable / Arrangers	\$288.00	2	\$576.00						
Live Sound Mics - Wireless	\$290.00	2	\$580.00						
Classroom Video Monitors	\$292.00	2	\$584.00						
Tissue Culture	\$118.00	5	\$590.00						
Live Sound Signal Processors	\$306.00	2	\$612.00						
Map Kits	\$212.00	3	\$636.00						
Physics	\$135.00	5	\$675.00						
Transparency Film, Per Box	\$99.95	7	\$699.65						
Recording Monitors & Headphones	\$363.00	2	\$726.00						
Shark	\$248.80	3	\$746.40						
Computer Cubicles	\$250.00	3	\$750.00						
Video Monitors	\$256.00	3	\$768.00						
USA and World Map	\$99.95	8	\$799.60						
Cables & Snakes	\$68.00	12	\$816.00						
Live Sound Power Amps	\$434.00	2	\$868.00						
Recording Mics	\$462.00	2	\$924.00						
Recorders / Burners	\$481.00	2	\$962.00						
Whole Language Math Packets	\$148.90	7	\$1,042.30						
DJ Gear & Lighting:	\$213.00	5	\$1,065.00						
Bioscope Microprojector	\$589.00	2	\$1,178.00						
Lab Carts	\$248.00	5	\$1,240.00						
Marine Life Collection	\$159.95	8	\$1,279.60						
Oscilloscopes	\$1,331.00	1	\$1,331.00						
Sounds / Samples	\$96.00	14	\$1,344.00						
Explant Ultrasonic Cleaner	\$1,345.00	1	\$1,345.00						
Combination Tv/Dvd/Vcr	\$764.00	2	\$1,528.00						
Botany Models	\$198.00	9	\$1,782.00						
Klima - Gro Base	\$597.70	3	\$1,793.10						
6" Telescope	\$1,800.00	1	\$1,800.00						
Wengler Sound Modules	\$225.00	8	\$1,800.00						
Student Microscopes	\$78.00	24	\$1,872.00						
LCD Projector	\$975.00	2	\$1,950.00						

Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Entomology Equipment	\$250.00	8	\$2,000.00						
Filmstrips	\$250.00	10	\$2,500.00						
Test Preparation Program	\$114.00	22	\$2,508.00						
Computer Projection Screen				\$1,309.00	2	\$2,618.00			
SCIIS Science Kits				\$236.00	12	\$2,832.00			
Teacher Disk				\$99.00	44	\$4,356.00			
Giant Screen Projection TV				\$3,000.00	2	\$6,000.00			
Aviary/Wildlife Center				\$2,351.00	4	\$9,404.00			
Box Fan				\$15.00	1	\$15.00			
Drill Press Vise, 4" Capacity, Delta #20-621				\$16.95	1	\$16.95			
The Gliding Flight				\$16.95	1	\$16.95			
Altitrack (altitude finder)				\$18.10	1	\$18.10			
Compressor Accessory Kit, 1 Blow gun, 1 male hose end, 1 male hose mender, 1 female air chuck, 2 female coupler bodies, 3 male coupler plugs, 2 female coupler plugs, 1 tire gauge, 1 adapter, 1 inflator pin, pin & adapter. All are 1/4" NPT Paxton Paterson # 20-2402				\$18.29	1	\$18.29			
Digital Multimeter with Thermocouple				\$20.00	1	\$20.00			
Engineers Can Do Anything DVD				\$24.95	1	\$24.95			
Unifix 100 Track				\$27.00	1	\$27.00			
Staple Gun, Arrow #T50				\$13.95	2	\$27.90			
Hooked Weight Set - 10-1000g				\$29.95	1	\$29.95			
Around The Yard Slides				\$29.95	1	\$29.95			
Exploring The Tooth				\$30.00	1	\$30.00			
HSS Drills, 1/16" - 1/2" by 64ths, With Case, Paxton Patterson #14-3002				\$35.71	1	\$35.71			
Carolina Deepwell Slides (20 Kit)				\$36.00	1	\$36.00			
Electrical Add-on pack to PLTW Kidwind Kit (8pk)				\$36.00	1	\$36.00			
Files, Metal, 6 Piece Assortment Paxton Patterson #10-2830				\$36.00	1	\$36.00			
Hi-density polystyrene foam sheets for cutting 60 psi. 2" x 24"x24", 5/pkg,				\$37.60	1	\$37.60			
Kelp Forest Set				\$39.95	1	\$39.95			
Power Ecology Kit				\$39.95	1	\$39.95			
Screwdriver Set, 5 Piece, Phillips Stanley #66-156				\$20.50	2	\$41.00			
Dinosaur Box				\$42.00	1	\$42.00			
Filter Power/Wh Ii				\$44.67	1	\$44.67			
CS-20000 Compact Digital Scale, 2000g. Capacity -1gram readability g, lb, oz, modes.				\$46.00	1	\$46.00			
fischertechnik® Focus Book (Code # L30/041)				\$49.00	1	\$49.00			
Alphabet Bean Bags				\$49.99	1	\$49.99			
Letter Sounds Rubber Stamps				\$29.95	2	\$59.90			
Energy Crossroads DVD				\$59.95	1	\$59.95			
Hot Plates				\$60.00	1	\$60.00			
Whitewings: Elite Flight Gliders				\$13.60	5	\$68.00			
Electrical Add-on pack to PLTW Kidwind Kit (16pk)				\$68.00	1	\$68.00			
Collared Lizard				\$69.67	1	\$69.67			
Bubble Wrap (or save from boxes received)				\$13.99	5	\$69.95			
Talking Nano DVD Set				\$34.99	2	\$69.98			
Air Compressor Hose, 25' Long X 1/4" ID, 200 psi Working Pressure, with NPT 1/4" 2 Swivel Male Fittings				\$14.50	5	\$72.50			
8 1/2 x 11 20lb Paper				\$15.00	5	\$75.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Miter Box, Hard Maple or Plastic 4" High Sides, Inside Dimensions 16" X 4" X 4"				\$15.00	5	\$75.00			
Orthographic Graph Paper				\$15.00	5	\$75.00			
Orthographic Graph Paper				\$15.00	5	\$75.00			
Tote Bin - 15 gallon				\$15.00	5	\$75.00			
fischertechnik® Pneumatics Upgrade Kit				\$75.00	1	\$75.00			
Natural Recyclers				\$38.95	2	\$77.90			
9 Piece Combination Wrench Set, 1/4, 5/16, 3/8, 7/16, 1/2, 9/16, 5/8, 11/16, 3/4				\$15.60	5	\$78.00			
Quick Grip Bar Clamp, 6" Jaw, Quick Grip #506				\$15.60	5	\$78.00			
Display Boards				\$78.00	1	\$78.00			
All About The Ocean Activity Wall				\$39.50	2	\$79.00			
Coral Reef Community				\$39.90	2	\$79.80			
Simple Machines DVD				\$39.95	2	\$79.90			
Hot Air Balloon Launcher				\$87.22	1	\$87.22			
fischertechnik® Digital Electronics Kit				\$90.00	1	\$90.00			
Snap Circuit Kit - Energy and the Environment				\$49.00	2	\$98.00			
Alphabet Avalanche				\$33.99	3	\$101.97			
Cordless Drill, 14 Volt or Higher, 3/8" Keyless Chuck, Variable Speed Reversing, Dual Speed Ranges: 0-300 & 0-1100 rpm, 16 Position Chuck, Recharging Unit & two batteries				\$110.00	1	\$110.00			
Forest Animal Collection				\$29.95	4	\$119.80			
Tech Card Build-It Kit Kelvin Item#: 283263				\$59.95	2	\$119.90			
No CO2 Dragster Drill Jig for 7-1/2" L, Blanks KELV #970046				\$24.00	5	\$120.00			
Digital Camera, Canon Power Shot A495 10.0 Megapixel Resolution, 3.3 Optical Zoom and 2.5 LCD screen				\$124.00	1	\$124.00			
P4400 Kill-A-Watt Power Meter				\$25.00	5	\$125.00			
Computer Printer Cartridges				\$32.00	4	\$128.00			
Socket Set, 3/8" drive, 18 Pieces, Paxton Patterson #18-3644				\$64.99	2	\$129.98			
Linking Cubes. Plastic 3/4" cubed in 10 colors connect on all six sides. Easy for little hands to connect and twist apart. Can be used for learning and modeling number concept. (Equivalent to Item #530095 from EAI Education)				\$27.29	5	\$136.45			
9 1/4 x 7 1/4 x 1/2" foam meat trays				\$27.49	5	\$137.45			
Kidwind Consumables NOTE: This kit replenishes the consumables for the 8 student item above.				\$28.00	5	\$140.00			
Blu Track (to use instead of foam pipe insulation)				\$142.00	1	\$142.00			
GTT Snap Circuit Kit (1 kit per 2 students) - Magic of Electrons				\$145.00	1	\$145.00			
Melissa and Doug Construction Set in a Box				\$29.99	5	\$149.95			
Tape Players				\$50.00	3	\$150.00			
Simple Science For Beginners				\$76.50	2	\$153.00			
Hot Wire Foam Cutter, Free Hand, 11 3/4" X 16" 24 gauge wire, KELV # 740110				\$160.00	1	\$160.00			
Drill Press, 12", Bench Top Model				\$165.00	1	\$165.00			
Nut Driver Set, 3/16, 7/32, 1/4, 9/32, 5/16, 11/32, 3/8				\$36.90	5	\$184.50			
fischertechnik® Alternative Energy Upgrade Kit				\$185.00	1	\$185.00			
AORC Brain Robotic Controller Pack				\$195.00	1	\$195.00			
AORC Online Pack				\$195.00	1	\$195.00			

## Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Transistor Night Light Kit - Bulk Pack of 30 Kelvin Item#: 842142				\$99.00	2	\$198.00			
Scroll Saw, Bench Top Model				\$114.00	2	\$228.00			
Lab Packs				\$46.00	5	\$230.00			
Understanding Robots DVD				\$46.00	5	\$230.00			
Band saw, Bench top, 9" Throat, 115V, 1/5HP, Tilting				\$120.00	2	\$240.00			
AORC fischertechnik® Manipulative Pack				\$249.00	1	\$249.00			
Answer Books And Teaching Texts For Special Programs				\$55.00	6	\$330.00			
Bell And Howell Projector				\$339.00	1	\$339.00			
Display Easels				\$29.00	12	\$348.00			
Egg Bacteria Incubator				\$349.00	1	\$349.00			
Kidwind Consumables - For 24 Students NOTE: This kit replenishes the consumables for the item above.				\$70.00	5	\$350.00			
Heavy Duty Cassette Recorder				\$350.00	1	\$350.00			
Gaining Math Skills Kit				\$375.00	1	\$375.00			
Machinist Vise, 4" Jaw Width X 6 1/2" Jaw Opening, Fixed Base				\$76.00	5	\$380.00			
BrickLab Workbooks Set of 30				\$395.00	1	\$395.00			
Class Games/Manipulatives				\$50.00	8	\$400.00			
Power Miter Box, 10", 5 1/2" Cross Cut at 90 degrees, Electric Blade Brake, Retractable Blade Guard, Dust Bag, 15A 115V Motor				\$80.00	5	\$400.00			
Storage Cabinet, Steel, 36"W x 18"D x 72"H with 5 Steel Shelves and locking handle.				\$215.00	2	\$430.00			
No CO2 Dragster Wood Blank 7-1/2" L, No Hole KELV #390556				\$89.00	5	\$445.00			
Vowel Teaching Tubs				\$65.00	7	\$455.00			
PIT Zoon Balloon Class Pack II Note - only sold in this package which will support 25 students.				\$93.06	5	\$465.30			
The Environment				\$69.95	7	\$489.65			
Medium Magnetic Board				\$52.85	10	\$528.50			
Dvd Player				\$273.95	2	\$547.90			
Video Recorders				\$282.00	2	\$564.00			
AOR Challenge Pack				\$595.00	1	\$595.00			
Camcorder, Sharp				\$647.90	1	\$647.90			
Digital Projector. ViewSonic Model PJD6240				\$662.11	1	\$662.11			
Rube Goldberg Activity Kit				\$136.00	5	\$680.00			
Plywood Folding Table with 3/4 High Pressure Laminated Plastic Top with Fixed Height of 30" & with Backing Sheet with Dimensions of 30" X 96" (Student Tables)				\$138.44	5	\$692.20			
Gaffers & Stage Tape				\$349.00	2	\$698.00			
Phone Line For Modem				\$350.00	2	\$700.00			
Air Polution Kit				\$700.00	1	\$700.00			
Karaoke				\$369.00	2	\$738.00			
Drum Parts & Hardware				\$372.00	2	\$744.00			
Portable Optics Lab				\$375.00	2	\$750.00			
Software: Instructional				\$396.00	2	\$792.00			
Dell Poweredge 400sc				\$399.00	2	\$798.00			
Overhead Projectors				\$400.00	2	\$800.00			

Pueblo City Schools

Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Particle Board Table with High Pressure Laminate with One-Inch Adjustable Height Increments (22" High to 30" High) with Dimensions of 30" x 60" (Computer Tables)				\$171.00	5	\$855.00			
Fishwater Aquariums				\$89.00	10	\$890.00			
Specimen Cooling Cubical				\$455.00	2	\$910.00			
Recording Media & Accessories				\$472.00	2	\$944.00			
Live Sound Speakers				\$493.00	2	\$986.00			
Video Camera and Tripod				\$200.00	5	\$1,000.00			
World Of Magnetism				\$342.00	3	\$1,026.00			
PLTW Kidwind Kit NOTE: This kit has supplies (kit plus consumables) for 8 students if additional are needed				\$210.00	5	\$1,050.00			
Portable Compressor, 5 gal. Tank, Single Cylinder, Single Stage, Oil Free Pump, 110/120 volt Motor Delivery 2 hp, Direct Connection (no belts) With a Minimum of 3.5 cfm at 40 psi & a Minimum of 120psi Maximum Delivery Pressure, with regulator.				\$210.00	5	\$1,050.00			
Window On Science Complete Material Kit				\$536.00	2	\$1,072.00			
Reference Sets				\$550.00	2	\$1,100.00			
AORC Value Pack				\$2,395.00	1	\$2,395.00			
Interactive Video Teaching Station				\$1,200.00	2	\$2,400.00			
Academy of Electronics - Digital Concepts				\$2,495.00	1	\$2,495.00			
Mechanical Balances				\$339.00	8	\$2,712.00			
Monitor Combination				\$1,400.00	2	\$2,800.00			
River Tank Ecosystem				\$498.90	6	\$2,993.40			
Monitor For DVD Player Station				\$499.95	6	\$2,999.70			
Language Masters				\$600.00	5	\$3,000.00			
PLTW Kidwind Kit NOTE: This kit is enough for 24 students and includes consumables for 1 section				\$610.00	5	\$3,050.00			
Study Skills Program				\$345.00	10	\$3,450.00			
Splicer				\$3,458.00	1	\$3,458.00			
24' Ft x 12" Wide Racing Platform Track. This 12" wide wood track measures 14 ft in length. Arrives in 3 sections, each 8ft long. Use on table top or floor. Requires air compressor and NO CO2 manifold. Allow \$350 for shipping by trucker. KELV Item Number: 840957				\$710.00	5	\$3,550.00			
Sound Board				\$3,874.00	1	\$3,874.00			
Imagewriter II				\$325.00	12	\$3,900.00			
Overhead Calculators							\$500.00	15	\$7,500.00
Dell Axim Handheld							\$229.00	1	\$229.00
Groundwater Simulation System							\$548.90	1	\$548.90
Principles Of Tech							\$341.00	2	\$682.00
Outline Map Series							\$360.00	2	\$720.00
Weather Station Shell							\$850.00	1	\$850.00
Hp Laserjet							\$899.00	1	\$899.00
Animal Physiology Kit							\$1,029.00	1	\$1,029.00
Dell Dimension 4600							\$1,071.00	1	\$1,071.00
Apple Ibook Computer							\$1,300.00	1	\$1,300.00
Trapazoid Matt							\$1,600.00	1	\$1,600.00
Klima Grow Plant Chamber							\$1,603.00	1	\$1,603.00
Discovery Science Center							\$2,193.00	1	\$2,193.00
Natural Environment Aquarium							\$2,299.90	1	\$2,299.90

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Description	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Television Monitor						\$795.00		3	\$2,385.00
Laser Discs						\$75.00		33	\$2,475.00
Animal Cell Mitosis						\$1,365.00		2	\$2,730.00
Student Instructional Video Discs						\$300.00		10	\$3,000.00
Composition Force Apparatus						\$660.00		5	\$3,300.00
Writing/English (Icon)						\$1,225.00		3	\$3,675.00
Stands, Racks & Furniture						\$459.00		10	\$4,590.00
Library Research Network						\$521.00		9	\$4,689.00
Dissecting Microscopes						\$767.00		9	\$6,903.00
Apple Imac						\$1,300.00		7	\$9,100.00
Compound Microscope						\$1,145.00		8	\$9,160.00
Amplifier						\$4,587.00		2	\$9,174.00
Scanner						\$1,907.00		5	\$9,535.00
Display Panels						\$1,300.00		9	\$11,700.00
<b>Total Materials and Supplies</b>			<b>\$103,211.71</b>			<b>\$104,483.34</b>			<b>\$104,940.80</b>
<b>Contractual</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Teacher Training (60 hrs. = 10 days per school)	\$4,500.00	10	\$45,000.00	\$4,770.00	10	\$47,700.00	\$5,056.20	10	\$50,562.00
<b>Total Contractual</b>			<b>\$45,000.00</b>			<b>\$47,700.00</b>			<b>\$50,562.00</b>
<b>Other</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Field Trips for Students	\$25.00	559	\$13,975.00	\$26.50	559	\$14,813.50	\$28.09	559	\$15,702.31
<b>Total Other</b>			<b>\$13,975.00</b>			<b>\$14,813.50</b>			<b>\$15,702.31</b>
<b>School Total</b>			<b>\$343,834.74</b>			<b>\$314,381.19</b>			<b>\$332,165.85</b>

Pueblo City Schools

**Central High School Renewable Energy Magnet School**

Project Years	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Total	Item Cost	No.	Total	Item Cost	No.	Total
<b>Personnel</b>									
Project Lead The Way Teacher									
<b>Total Certified Employees</b>									
<b>Staff Development</b>									
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Thematic Training (60 Hrs.)	\$25.00	52	\$78,000.00	\$26.50	52	\$82,680.00	\$28.09	52	\$87,640.80
Extended Day Servides (75 days x 1 hr.)	\$25.00	26	\$48,750.00	\$25.50	26	\$49,725.00	\$26.01	26	\$50,719.50
<b>Total Personnel</b>			<b>\$133,544.00</b>			<b>\$139,334.88</b>			<b>\$145,428.78</b>
<b>Fringe Benefits</b>									
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
Certified Employee	\$55,544.00	1	\$9,192.53	\$56,654.88	1	\$9,376.38	\$57,787.98	1	\$9,563.91
Health For Certified Employee	\$5,040.00	1	\$5,040.00	\$3,657.00	1	\$3,657.00	\$3,657.00	1	\$3,657.00
Medicare	\$1,131.00		\$1,131.00	\$1,198.86		\$1,198.86	\$1,270.79		\$1,270.79
<b>Total Fringe Benefits</b>			<b>\$15,363.53</b>			<b>\$14,232.24</b>			<b>\$14,491.70</b>
<b>Equipment</b>									
	Item Cost	No.	Item Cost	Unit	No.	Item Cost	Unit	No.	Total
<b>Grout Monount Solar PV Cost Estimate and Breakdown</b>									
Design and Engineering			\$3,000.00						
Material for array installation			\$32,629.00						
Material for web based monitoring system			\$972.00						
Labor for installation of PV system			\$15,200.00						
Operation costs			\$0.00						
Maintenance costs			\$0.00						
Performance Bond			\$1,500.00						
Permitting and plan review			\$1,061.00						
Total Cost	\$54,362.00								
Less:									
Black Hills Energy Rebate - 2 per watt x 6300	\$12,600.00								
Black Hills Energy REC rebate - 2.50 per watt x 6300	\$15,750.00								
Total Rebate	\$28,350.00								
Actual cost to customer of 6.3kW ground mount system			\$26,012.00						
<b>Wind System Cost Breakdown</b>									
Wind turbine tower, 50' monopole and base			\$49,500.00						
Labor			\$10,400.00						
BOS Components			\$2,000.00						
<b>Hydro Energy Demonstration Setup</b>									
Dam materials for Arkansas River Project			\$5,500.00						
Hydre Electric Generator			\$750.00						
Materials for Demonstration Hydro Power Generation			\$1,250.00						
<b>Geothermal Energy Demonstration Setup</b>									
Geothermal Unit						\$17,500.00			
Piping for Demonstraton Lab						\$2,250.00			
<b>Biomass Energy Demonstration Setup</b>									
Walls can be provided to raise the dome above the top of the tank for clearances or to provide greater storage capacity.									\$7,500.00
Vents are available in many different styles including peripheral, center, louvered, overflow, hinged, screened, etc.									\$2,500.00

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	Item Cost	No.	Total	Item Cost	No.	Total	Item Cost	No.	Total
<b>Skylights</b> are available in many different configurations including triangular or square and in many different dimensions.									\$3,250.00
<b>Access Hatches</b> are available in standard square sizes, rectangular, or special cathedral type to utilize the largest size possible within the triangle.									\$1,200.00
<b>Thief Hatches</b> can be adapted to any size opening for easy access for sampling or level measurement.									\$250.00
<b>Walkways</b> can be provided in several types for either access to the apex of the dome or around the periphery.									\$1,500.00
Instrumentation for 4 Demonstration Lab Units									\$24,500.00
Dell Dimension 2400				\$6,580.00	1	\$6,580.00			
Amplifier				\$5,725.00	1	\$5,725.00			
Splicer				\$5,500.00	1	\$5,500.00			
Mixer				\$5,879.00	1	\$5,879.00			
Uplink Fileserver				\$5,000.00	1	\$5,000.00			
Site License for WebCT				\$5,000.00	1	\$5,000.00			
Server, Mission-7EX				\$8,400.00	2	\$16,800.00			
Rb5x Robut				\$8,256.00	1	\$8,256.00			
Carousel Greenhouse							\$7,892.00	1	\$7,892.00
Interactive Video Teaching Station							\$7,200.00	3	\$21,600.00
Sound Board							\$8,500.00	1	\$8,500.00
Modularer							\$5,478.00	1	\$5,478.00
<b>Total Equipment</b>			<b>\$149,774.00</b>			<b>\$78,490.00</b>			<b>\$84,170.00</b>
<b>Instructional Materials and Supplies</b>									
Whitewings: Elite Flight Gliders				\$325.00	12	\$3,900.00			
Ipad Computer Cart	\$399.00	45	\$17,955.00						
Laptop Computers	\$997.00	30	\$29,910.00						
HP Laser Jet Printers	\$679.47	1	\$679.47						
Accessory Kit	\$15.95	8	\$127.60						
Chalkboard Protractor	\$16.00	6	\$96.00						
Computer Discs	\$16.00	8	\$128.00						
Restore Our Earth	\$16.95	11	\$186.45						
Animal And Plant Survey Sets	\$17.00	12	\$204.00						
Solar System Fun Set	\$18.49	11	\$203.39						
Hotrock 8"	\$19.95	6	\$119.70						
Root View Refills	\$20.00	10	\$200.00						
Unifix insert pattern	\$20.00	24	\$480.00						
Sodium Polyacralate	\$22.15	7	\$155.05						
Mollusca Comparison	\$24.55	15	\$368.25						
Quad Wicks	\$24.75	9	\$222.75						
Environmental Wall Chart	\$24.95	11	\$274.45						
Hand graphic calculators	\$25.00	225	\$5,625.00						
Laser Accessories	\$25.00	9	\$225.00						
Laser disc player and screen	\$25.00	10	\$250.00						
Unifix 100 track	\$27.00	12	\$324.00						
Tidepool Life Set	\$39.90	6	\$239.40						
Graduated Cylinders And Guards	\$40.00	4	\$160.00						
Multiple Light Source	\$41.00	6	\$246.00						
Bass Parts & Accessories	\$45.00	2	\$90.00						
Gyrosopes	\$45.00	1	\$45.00						
Plecostomas, Small	\$47.52	12	\$570.24						
Cupric Sulfate	\$47.95	7	\$335.65						
DAT 14 GB Cartridge for Tape BackupDrive	\$50.00	5	\$250.00						

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	Item Cost	No.	Total	Item Cost	No.	Total	Item Cost	No.	Total
License for Microsoft Visual Studio Deluxe	\$50.00	20	\$1,000.00						
Mutualistic Symbiosis	\$50.20	10	\$502.00						
Sweet Allyssum, 4 Oz.	\$51.35	13	\$667.55						
Physical-Political Globes	\$55.00	9	\$495.00						
Recycling Theme Unit	\$69.95	4	\$279.80						
Computer Paper, Per Box	\$71.80	4	\$287.20						
Color Counters	\$72.00	8	\$576.00						
Vanishing Force	\$73.90	2	\$147.80						
Composition Achievement Program	\$75.00	15	\$1,125.00						
Flags Of The World (51 Nations)	\$75.00	8	\$600.00						
Sharp Digital Recorder	\$79.00	1	\$79.00						
Convex And Concave Mirrors	\$84.00	14	\$1,176.00						
Student Chair on Casters with Height	\$124	13	\$1,612.00						
Rube Goldberg Activity Kit	\$134	6	\$804.00						
Plywood Folding Table with 3/4 High Pressure	\$136	12	\$1,632.00						
Blu Track (to use instead of foam pipe insulation)	\$138	1	\$138.44						
GTT Snap Circuit Kit (1 kit per 2 students) -	\$142	8	\$1,136.00						
Table Saw or Chop Saw	\$145	1	\$145.00						
Hot Wire Foam Cutter, Free Hand, 11 3/4" X 16"	\$150	5	\$750.00						
Drill Press, 12", Bench Top Model	\$160	5	\$800.00						
Particle Board Table with High Pressure	\$165	7	\$1,155.00						
fischertechnik® Alternative Energy Kit	\$171	5	\$855.00						
Video Camera and Tripod	\$185	11	\$2,035.00						
PLTW Kidwind Kit	\$200	10	\$2,000.00						
Storage Cabinet, Steel, 36"W x 18"D x 72"H	\$210	12	\$2,520.00						
Portable Compressor, 5 gal. Tank, Single	\$210	9	\$1,890.00						
CEMMS Nano Products Kit	\$215	13	\$2,795.00						
Kel-Air CO2 Eliminator	\$285	9	\$2,565.00						
Multi-Purpose Workbench 1 3/4 Maple Top & Bench, 2 1/4" X 30" X 6' Maple Top, 2 Steel	\$320	12	\$3,840.00						
	\$425	1	\$425.00						
PLTW Kidwind Kit	\$450	10	\$4,500.00						
Quasar Digital Zoom Camcorder	\$679.00	2	\$1,358.00						
Monitors	\$689.00	10	\$6,890.00						
Television monitor	\$795.00	12	\$9,540.00						
USA and World Map	\$799.60	8	\$6,396.80						
Desiccator	\$800.00	4	\$3,200.00						
Portable Light Center	\$919.96	4	\$3,679.84						
Filemaker Server	\$999.00	3	\$2,997.00						
Test Preperation Program	\$1,026.00	1	\$1,026.00						
Animal Physiology Kit	\$1,029.00	2	\$2,058.00						
Spectrometer	\$1,032.00	1	\$1,032.00						
Whole Language Math Packets	\$1,042.30	7	\$7,296.10						
Magnetic Write And Wipe Big Book Center	\$1,074.00	6	\$6,444.00						
Interactive Video Demonstration Station	\$1,245.00	7	\$8,715.00						
Dell Axim Handheld				\$2,290.00	2	\$4,580.00			
Switches, 24 Port Cisco Catalyst 2948G-L3				\$2,299.00	3	\$6,897.00			
Interactive White-board, SMART Board 580				\$3,500.00	1	\$3,500.00			
Specimen Cooling Cubical				\$3,640.00	1	\$3,640.00			
Oscilloscopes				\$3,993.00	1	\$3,993.00			
Fisher touch mixer				\$4,800.00	1	\$4,800.00			
Library Research Network				\$4,689.00	1	\$4,689.00			
Interactive White-board, SMART Board 580				\$3,500.00	4	\$14,000.00			
Color Laser Printer, HP 4500N				\$2,683.00	2	\$5,366.00			
Microscopes (Medical)				\$1,833.00	3	\$5,499.00			
6" Telescope				\$1,800.00	2	\$3,600.00			
Display Panels				\$1,300.00	1	\$1,300.00			
Compound Microscope				\$1,145.00	7	\$8,015.00			
fischertechnik® Principles of Engineering Kit				\$1,080	2	\$2,160.00			

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	Item Cost	No.	Total	Item Cost	No.	Total	Item Cost	No.	Total
Multilingual maps				\$1,000.00	4	\$4,000.00			
Conductivity Meters				\$765.00	2	\$1,530.00			
fischertechnik® Digital Electronics Kit				\$710	2	\$1,420.00			
Science And Nature				\$708.00	8	\$5,664.00			
24' Ft x 12" Wide Racing Platform Track. This				\$695	1	\$695.00			
Acid Rain & Plant Growth				\$694.80	9	\$6,253.20			
Wing Tester				\$662	11	\$7,283.21			
Marine Algae Set				\$629.65	7	\$4,407.55			
Digital Projector. ViewSonic Model PJD6240				\$610	14	\$8,540.00			
Computer Software, Network,Per Title				\$599.95	7	\$4,199.65			
Micro-Projector				\$590.00	1	\$590.00			
Bioscope Microprojector				\$589.00	2	\$1,178.00			
Blends And Digraphs Teaching Tubs				\$585.00	9	\$5,265.00			
Microcaster level H microscopes				\$560.00	14	\$7,840.00			
Antenna				\$553.00	1	\$553.00			
Minolta 35 Mm Sr Carera W Zoom Lens				\$550.00	4	\$2,200.00			
Reference sets				\$550.00	4	\$2,200.00			
Groundwater Simulation System				\$548.90	9	\$4,940.10			
Binding Machine				\$545.00	1	\$545.00			
Geological Collections				\$540.00	9	\$4,860.00			
Filemaker Pro Database Software				\$506.00	2	\$1,012.00			
Principles Of Tech				\$341.00	1	\$341.00			
Drug Analysis Kits				\$336.00	1	\$336.00			
Photoelectric Effect With Amplifier				\$325.00	5	\$1,625.00			
US History (19 maps)				\$320.00	5	\$1,600.00			
Groove / Prod Station							\$312.00	2	\$624.00
Student Microscopes							\$312.00	4	\$1,248.00
Plant Work Center							\$310.00	3	\$930.00
Sparkle Block Accessory Kit							\$79.96	4	\$319.84
Earth Treks							\$79.95	4	\$319.80
Ecological Succession							\$79.90	2	\$159.80
Power Miter Box, 10", 5 1/2" Cross Cut at 90							\$78	10	\$780.00
Display Boards							\$76	6	\$456.00
fischertechnik® Alternative Energy Upgrade Kit							\$75	2	\$150.00
Large Mammal Cages							\$75.00	9	\$675.00
Machinist Vise, 4" Jaw Width X 6 1/2" Jaw							\$74	3	\$222.00
Woodworker's vise, 3 1/2" X 7 1/8" Jaw to							\$70	15	\$1,050.00
Vermier/PH-DIN, PH system							\$69.00	3	\$207.00
Kidwind Consumables - For 24 Students							\$68	5	\$340.00
RJ-45 Conductor							\$66.00	10	\$660.00
Digital Graphics Library							\$65.00	75	\$4,875.00
Electrical Add-on pack to PLTW Kidwind Kit							\$65	10	\$649.90
Socket Set, 3/8" drive, 18 Pieces, Paxton							\$60	14	\$839.30
Tech Card Build-It Kit							\$60	3	\$179.85
Hand Calculators							\$50.00	5	\$250.00
Amplifier							\$4,587.00	1	\$4,587.00
Megatech engine management system							\$4,550.00	2	\$9,100.00
Ceiling Mounted LCD Projector (with mountmg							\$3,300.00	4	\$13,200.00
Egg Bacteria Incubator							\$2,792.00	8	\$22,336.00
Copy Machine							\$2,500.00	1	\$2,500.00
Greenhouse							\$2,475.00	3	\$7,425.00
Weather Stations							\$2,145.00	1	\$2,145.00
Electronic Center - Computers Headsets - Tape							\$2,000.00	7	\$14,000.00
Speaker System							\$2,000.00	8	\$16,000.00
Koifood With Color En							\$468.70	10	\$4,687.00
Stands, Racks & Furniture							\$459.00	10	\$4,590.00
Special Computer Desks							\$450.00	25	\$11,250.00
Analytical Balances							\$442.00	2	\$884.00

Pueblo City Schools

	Item Cost	No.	Total	Item Cost	No.	Total	Item Cost	No.	Total
Apple Color Inkjet Printers							\$432.00	5	\$2,160.00
Outline Map Series							\$360.00	7	\$2,520.00
Laboratory Glassware Dishwasher							\$345.00	2	\$690.00
Inoculating Loops And Needles							\$336.00	1	\$336.00
Plastinated Diseased Preparations							\$300.00	1	\$300.00
Exploration Ecology							\$299.25	1	\$299.25
State Maps (each state)							\$295.00	50	\$14,750.00
Palm PDA GPS system							\$292.00	8	\$2,336.00
Live Sound Mics - Wireless							\$290.00	2	\$580.00
Liquid Copper Fungicide							\$284.25	1	\$284.25
Zoom Microscopes							\$106.00	9	\$954.00
4 way DC regulated power supply							\$101.00	4	\$404.00
License for Macromedia Flash							\$100.00	20	\$2,000.00
microphones							\$100.00	3	\$300.00
SK Student Balance							\$35.00	1	\$35.00
<b>Total Materials and Supplies</b>			<b>\$158,835.93</b>				<b>\$155,016.71</b>		<b>\$155,587.99</b>
<b>Contractual</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Teacher Training (60 hrs. = 10 days per teacher)	\$2,500.00	10	\$25,000.00	\$2,650.00	10	\$26,500.00	\$2,809.00	10	\$28,090.00
<b>Total Contractual</b>			<b>\$25,000.00</b>			<b>\$26,500.00</b>			<b>\$28,090.00</b>
<b>Other</b>	<b>Item Cost</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Item Cost</b>	<b>Unit</b>	<b>No.</b>	<b>Total</b>
Field Trips for Students	\$45.00	870	\$39,150.00	\$47.70	870	\$41,499.00	\$50.56	870	\$43,988.00
<b>Total Other</b>			<b>\$39,150.00</b>			<b>\$41,499.00</b>			<b>\$43,988.00</b>
<b>Total</b>			<b>\$521,667.46</b>			<b>\$455,072.83</b>			<b>\$471,756.47</b>

Pueblo City Schools

Program Administration

Personnel	2013-2014			2014-2015			2015-2016		
	Item Cost	No.	Total	Item Cost	No.	Total	Item Cost	No.	Total
Director of Magnet Schools									
Promotion Specialist									
Renewable Energy Specialist - Wind Energy									
Renewable Energy Specialist - Solar Energy									
Renewable Energy Specialist - Hydro Energy									
Renewable Energy Specialist - Geothermal Energy									
Renewable Energy Specialist - Biomass Energy									
STEM Coordinators									
STEM Specialists									
Budgetary/Secretarial Assistant									
<b>Total Certified Employees</b>									
<b>Fringe Benefits</b>									
Certified Employee	\$1,004,197.00	12	\$166,194.60	\$1,026,080.94	12	\$169,816.40	\$1,048,510.56	12	\$173,528.50
Medicare	\$1,004,197.00	12	\$14,560.86	\$1,026,080.94	12	\$14,878.17	\$1,048,510.56	12	\$15,203.40
Health For Certified Employee	\$5,040.00	12	\$60,480.00	\$5,040.00	12	\$60,480.00	\$5,040.00	12	\$60,480.00
<b>Total Fringe Benefits</b>			<b>\$241,235.46</b>			<b>\$245,174.57</b>			<b>\$249,211.90</b>
<b>Materials and Supplies</b>									
Office Supplies	\$6.75	1,250	\$8,437.50	\$6.95	1,250	\$8,687.50	\$7.47	1,250	\$9,337.50
Program Booklets	\$1.75	12,000	\$21,000.00	\$1.99	12,000	\$23,880.00	\$2.11	12,000	\$25,312.80
Advertising	\$2.50	7,500	\$18,750.00	\$2.65	7,500	\$19,875.00	\$2.81	7,500	\$21,067.50
Recruitment And School Program Videos	\$9,750.00	1	\$9,750.00	\$4,500.00	1	\$4,500.00	\$5,000.00	1	\$5,000.00
Recruitment Materials	\$0.75	12,500	\$9,375.00	\$0.30	12,500	\$3,750.00	\$0.35	12,500	\$4,375.00
Duplication-	\$0.05	125,000	\$6,250.00	\$0.04	125,000	\$5,000.00	\$0.05	125,000	\$6,250.00
Curriculum Guides	\$245.00	36	\$8,820.00	\$259.70	36	\$9,349.20	\$275.28	36	\$9,910.15
Parent Pamphlets	\$0.25	6,000	\$1,500.00	\$0.29	6,000	\$1,740.00	\$0.30	6,000	\$1,800.00
Dell Computer	\$1,750.00	3	\$5,250.00						
HP Laserprinter	\$975.00	1	\$975.00						
Brochures	\$1.25	25,000	\$31,250.00	\$0.29	12,500	\$3,625.00	\$0.32	12,500	\$4,000.00
Computer Paper	\$24.00	75	\$1,800.00	\$16.50	75	\$1,237.50	\$18.50	75	\$1,387.50
Postage	\$0.32	24,000	\$7,680.00	\$0.34	14,000	\$4,748.80	\$0.36	14,000	\$5,033.73
<b>Total Materials and Supplies</b>			<b>\$130,837.50</b>			<b>\$86,393.00</b>			<b>\$93,474.18</b>
<b>Contractual</b>									
Evaluation (Independent Contract)	\$48,000.00	1	\$48,000.00	\$50,880.00	1	\$50,880.00	\$53,932.80	1	\$53,932.80
PLTW Evaluation	\$9,500.00	1	\$9,500.00	\$10,070.00	1	\$10,070.00	\$10,674.20	1	\$10,674.20
Teacher Training (46 hrs. = 8 days per school)	\$4,500.00	5	\$22,500.00	\$4,770.00	5	\$23,850.00	\$5,056.20	1	\$5,056.20
<b>Total Contractual</b>			<b>\$80,000.00</b>			<b>\$84,800.00</b>			<b>\$69,663.20</b>
<b>Travel</b>									
Travel - Washington, D.C. (Director's meeting)	\$1,450.00	2	\$2,900.00	\$1,537.00	2	\$3,074.00	\$1,629.22	2	\$3,258.44
Travel - teachers for site visits	\$1,925.00	23	\$44,275.00	\$2,040.50	23	\$46,931.50	\$2,162.93	12	\$25,955.16
Travel; - STEM Team training	\$1,450.00	28	\$40,600.00	\$1,537.00	28	\$43,036.00	\$1,629.22	10	\$16,292.20
Per Diem	\$250.00	25	\$6,250.00	\$265.00	25	\$6,625.00	\$280.90	25	\$7,022.50
<b>Total Travel</b>			<b>\$94,025.00</b>			<b>\$99,666.50</b>			<b>\$52,528.30</b>
<b>Total Administration</b>			<b>\$1,550,294.96</b>			<b>\$1,542,115.01</b>			<b>\$1,513,388.14</b>

## **BUDGET NARRATIVE**

Pueblo City Schools (PCS-60) will serve as the MSAP Project fiscal agent. Upon notification of project approval and funding, personnel in the PCS-60's Finance Office will establish budget units that will be used to track all expenditures associated with the approved application. The budget units will be placed in a federal account and will conform to the coding requirements in the Colorado Financial Accounting Requirements using CSD Object Codes for tracking expenditures. The MSAP Project Director, Mrs. Bartley will work cooperatively with staff from the four magnet schools including the project partnerships that include **Vestas Corporation, Helios Energy Partners**, the City of Pueblo, **Black Hills Energy Corporation, Xcel Energy, Accent Windows and Vibrant Solar, Inc.**, Colorado State University-Pueblo (**CSU-Pueblo**) and **Colorado Renewable Energy Society (CRES)** to develop a budget and to set up and deliver project services.

**Project Director** – PCS-60 provides a full-time MSAP Director, Ms. Bartley for the operation of the magnet project and other activities. She serves in an advisory position but oversee the expenditure of grant funds. She will also be responsible for setting up the Renewable Energy Magnet Programs and for the training of teachers to meet the specifications of the project. Mrs. Bartley will co-supervise the activities of the Magnet Specialists assigned to the two magnet schools. As a result, she will be able to ensure the proper implementation of the project. The principals at Highland Park, Bessemer, Roncalli and Central will have direct responsibility for the operation of the magnet program. They will supervise program staff and ensure its successful implementation. The principals will also be responsible for implementation of the site recruitment program and provide for parent visits and open houses. She will continue after the new grant is funded working exclusively with the two new Renewable Resource magnet programs included in this application. Her duties and responsibilities are clearly outlined in the grant application under (a) Qualifications of the Project Director and her three-year salary is included in the attached detailed Budget. Additionally, a resume for Mrs. Bartley is included in the Resume Section of e-grants.

**A Magnet School Promotional Specialist** will be hired with grant funds to assist with student recruitment, parent networking, student and parent orientations, and student selection. The Promotional Specialist will also work with the Communications Office to provide student counseling on program offerings, and to develop brochures, news releases, and parent newsletters. The Specialist will report directly to the Director of Magnet Schools.

During the first project year, the Magnet School Promotional Specialist will work with the two magnet schools to plan student recruitment, refine the application process and develop the appropriate brochures and news releases. The Director of Magnet Schools will provide assistance with marketing and promotional activities.

Four **Energy Specialists** in the areas of Wind, Solar, Hydro, Geothermal and Biomass energy will be assigned full-time to Bessemer and Central High Magnet Schools. Two (FTE) Magnet Schools **Project Lead the Way Teachers** will be placed at both schools because of the mathematics / science and engineering emphasis that is part of the magnet program. A total of seven full-time positions, each giving direct instructional services to teachers and students will be hired to provide the unique program services to the two participating magnet schools.

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The Director of Magnet Schools and the magnet principals will work collaboratively with the Director of Public Relations to develop partnerships with Vestas Corporation, CSU-Pueblo, Black Hills Energy Corporation, Helios Energy Partners, Xcel Energy, Black Hills Energy, and Vibrant Solar, Inc. They will also coordinate project activities with the University of Colorado – Pueblo. The partnerships are designed to provide students with mentors, and with experiences and opportunities related to the careers in the field of renewable energy. The partnerships will be developed to provide apprentice training opportunities, field trips, mentorship and job shadowing opportunities, and exposure students to challenging and new information in the areas of science, math, engineering and businesses related to the use of renewable energy including wind, solar, hydro, geothermal and biomass energy. Many existing and new partners have been involved with the district's planning process for the proposed magnets and have written letters of commitment indicating definite ways in which they will be involved (See Resumes).

Three full time **STEM Coordinators**, one for science, one for mathematics and one for technology will be hired. **They** will provide assistance and training to teachers in the areas of science, technology, engineering and mathematics and their applications across the curriculum. The STEM Coordinator will have been certified in science and/or mathematics and/or have taught or completed training in the STEM education and Project Lead The Way Gateway to Technology Program so that they can work with teachers to integrate STEM framework into each school's curriculum. STEM Coordinators will work as a group and interact on a regular basis, serving schools and teachers in an advisory capacity. They will not be assigned classes, rather partner with teachers to carry out team teaching approaches, training and collaboration.

Two full time **STEM Specialists**, one mathematics and one science will provide direct on-going technical assistance and training to faculties at the Highland Park Elementary and Roncalli Middle and Central High STEM magnet schools focusing on the integration of mathematics and science and their applications across the academic curriculum. They will also help teachers to use mathematics, science and technology as an applied approach utilizing recourses such as robotics to help students learn the applications of science and mathematics. The STEM Specialists will have been certified in science and/or mathematics and/or have taught or completed training in Project Based Instruction to integrate STEM frame-work into each school's curriculum. They also will not be as-signed classes, rather partner with teachers in the three STEM magnet schools to instruct teachers and help them carry out team teaching approaches, training and collaboration

A full time **Budgetary/Secretary** will be hired with project funds to provide support and assistance to the Director of Magnet Schools. The person in this position will expedite telephone and written communications between and among project schools, district staff, parents, and community members and partners. Routine office duties will include maintaining records on project expenditures; preparing and providing assistance with purchase requests and payment vouchers, and preparing materials for staff training and program promotion and recruitment.

**In-Service Training Stipends-** Provision is made in this application for in-service training activities to be conducted for and attended by faculties in targeted low-performing schools referenced in this application. Teachers will be paid stipends for their attendance at these training sessions according to the negotiated agreement between the schools and licensed personnel.

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**In-Service Training Stipends-** Provision is made in this application for in-service training activities to be conducted for and attended by faculties in targeted low-performing schools referenced in this application. Teachers will be paid stipends for their attendance at these training sessions according to the negotiated agreement between the schools and licensed personnel.

**In-Service Training Service Providers -** As part of teacher preparation under this grant, special summer programs and school-year workshops will be carried out through partnership with Colorado State University – Pueblo (CSU-P) designed to prepare teachers to use thematic approaches to improve instruction and to carry out new teaching approaches and to practice their newly acquired skills under the supervision of the experts who trained them. Each school year and summer, staff development activities will be conducted. The summer programs will last the full day and during the school year, afternoon and evening workshops will be carried out. Services provided are outlined in the Project Quality section of the grant application. Funds will be used to pay for shadowing and mentoring activities related to the partnerships with area renewable energy companies. Funds will be used to defray costs to carry out these services.

**Fringe Benefits**

School district P-60 is required to pay fringe benefits for all employees based on the following rates (as of January 2010):

Public Employees Retirement System	16.55%
Occupational Injury Management	0.83%
State Unemployment Insurance	0.05%
Medicare	1.45%
Vacation Accrual	
Faculty and Staff	3.4%

All caps are adhered to, where appropriate, and the date of employment is observed, where applicable, in applying these benefits to each individual's salary. All salary expenditures and benefits will be tracked under the CSD Object Code.

**Travel -** Project funds are being allocated for payment to individuals for out of-district travel. Details are included in the attached Budget. Site visits to operating magnet schools specifically to carry out program design will be necessary. Selected staff will attend annual Magnet Schools of America Conferences. Grant funds for travel and dues and fees will support research activities. The MSAP Director will monitor all uses of mileage and will approve such expenditures.

**Equipment –** Specific bids were solicited to get estimates for equipment that will be necessary to carry out grant activities. With the awarding of the grant, the following will be purchased as part of the project.

**Ground Mounted Solar PV Cost Estimate and Breakdown**

Design and Engineering	\$3,000.00
Material for array installation	\$32,629.00
Material for web based monitoring system	\$972.00
Labor for installation of PV system	\$15,200.00
Performance Bond	\$1,500.00

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Permitting and plan review	\$1,061.00
Total Cost	\$54,362.00
Less:	
Black Hills Energy Rebate - 2 per watt x 6300	\$12,600.00
Black Hills Energy REC rebate - 2.50 per watt x 6300	\$15,750.00
Total Rebate	\$28,350.00
Actual cost to customer of 6.3kW ground mount system	<b>\$26,012.00</b>

**Wind System Cost Breakdown**

Wind turbine tower, 50' monopole and base	\$49,500.00
Labor	\$10,400.00
BOS Components	\$2,000.00
Total Cost of Wind System	<b>\$61,900.00</b>

**Hydro Energy Demonstration Setup**

Dam materials for Arkansas River Project	\$5,500.00
Hydre Electric Generator	\$750.00
Materials for Demonstration Hydro Power Generation	\$1,250.00
Total Cost of Hydro Demonstration Setup	<b>\$7,500.00</b>

**Geothermal Energy Demonstration Setup**

Geothermal Unit	\$17,500.00
Piiping for Demonstration Lab	\$2,250.00
Total Geothermal Demonstration Setup	<b>\$19,750.00</b>

**Biomass Energy Demonstration Setup**

Ultraflote offers a vast assortment of standard and special accessories to meet the customer's requirements. In addition, our engineering staffs will custom design special accessories for your unique needs.

**Walls** can be provided to raise the dome above the top of the tank for clearances or to provide greater storage capacity. \$7,500.00

**Vents** are available in many different styles including peripheral, center, louvered, overflow, hinged, screened, etc. \$2,500.00

**Skylights** are available in many different configurations including triangular or square and in many different dimensions. \$3,250.00

**Access Hatches** are available in standard square sizes, rectangular, or special cathedral type to utilize the largest size possible within the triangle. \$1,200.00

**Thief Hatches** can be adapted to any size opening for easy access for sampling or level measurement. \$250.00

**Walkways** can be provided in several types for either access to the apex of the dome or around the periphery. \$1,500.00

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Total Cost of Biomass Dome	<b>\$16,200.00</b>
Instrumentation for 4 Demonstration Lab Units	<u><b>\$24,500.00</b></u>
Total Cost of Renewable Energy Labs Per School	<u><u><b>\$155,862.00</b></u></u>

No other equipment will be purchased with MSAP grant funds.

**Supplies** - Provision has been made in the MSAP application for the purchase of instructional supplies that support grant activities. All funds will be used for student use or for student support services. Additionally, funds will be used to pay for seminar and workshop books used by teachers as part of their studies for MSAP. For classroom materials, the MSAP Director in cooperation with Highland Park Elementary, Bessemer PreK-8, Roncalli Middle and Central High principals have made a best estimate of the instructional supply needs for the project.

**Contractual** - Based on the regulations governing the allowable use of consultants who are non-District employees for program purposes, project funds have been identified to employ such individuals to provide expertise in areas related to the project objectives. Other consultants will be hired to provide expertise to carry out workshops for MSAP training. Each will be selected based on their ability to build the knowledge base of magnet program and their knowledge in the research-based teaching approaches for students in low-performing schools that have proven effective in other school systems. All trainers used in this project must prove their qualifications in effective teaching practices and must document their ability to train teachers by providing a resume that includes names of school systems that have benefited from their services. The MSAP Director will verify their qualifications.

Additional contractual services will be needed to carry out the independent evaluation of the project. Grant funds will pay for approximately 40% of the anticipated project evaluation costs and the district will contribute 60% by making available clerical and research assistant support to the project evaluator.

The evaluation expert will work closely with the Director of Magnet Schools and the building principals to make certain that both formative and summative data are collected as presented in the evaluation plan in this grant application. A timeline specific for the evaluation will be used as a guide to administer the appropriate evaluation instruments and to make certain that both qualitative and quantitative data are collected. The external evaluator will prepare and provide reports at periodic intervals to ascertain whether programmatic goals and objectives are being accomplished. The evaluation specialist will provide regular verbal and written reports to the district's Magnet Oversight Team to assist the district with making any necessary program modifications.

Some databases such as enrollment, achievement, and racial composition data at the school level are routinely maintained in the district's Human Resource and Technology offices and will be available to the evaluation expert. Other data collected will include career education achievement, documentation on the development of curriculum materials, and the extent of parent and community involvement. Data collection procedures will include administration and analysis of student, parent, and staff satisfaction surveys, review of student records, in-depth interviews with parents and staff, and on-site program observations.

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**Other** - Shown under Other are expenses associated with student field trips that are related to project activities (**NO TRANSPORTATION COSTS WILL BE CHARGED TO THE PROJECT**).

**Indirect Costs** - The state-approved indirect cost rate for the P-60 School District for fiscal year 2013 is 6.53 percent. This amount is applied to the Direct Costs shown for each project year.

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

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Pueblo City School District #60

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	1,472,182.00	1,512,365.64	1,553,997.35			4,538,544.99
2. Fringe Benefits	305,098.48	304,509.28	309,578.15			919,185.91
3. Travel	94,025.00	99,666.50	52,528.30			246,219.80
4. Equipment	463,656.00	115,390.00	159,104.00			738,150.00
5. Supplies	573,875.40	540,278.86	540,284.53			1,654,438.79
6. Contractual	240,000.00	254,400.00	249,439.20			743,839.20
7. Construction	0.00	0.00	0.00			0.00
8. Other	77,800.00	82,468.00	87,415.14			247,683.14
9. Total Direct Costs (lines 1-8)	3,226,636.88	2,909,078.28	2,952,346.67			9,088,061.83
10. Indirect Costs*	210,699.39	189,962.81	192,788.24			593,450.44
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	3,437,336.27	3,099,041.09	3,145,134.91			9,681,512.27

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Pueblo City School District #60	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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00		0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00		0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**