



**Raised Academic  
Achievement;  
Advanced Placement  
and International  
Baccalaureate  
Programs**

**March 2009**

**FY 2008  
Report  
To the  
Legislature**

**As required by  
Minn. Stat. §  
120B.132**

**COMMISSIONER:**

**Alice Seagren**

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available in alternate formats.

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**FY 2008 LEGISLATIVE REPORT**  
**ON**  
**Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs**

**Estimated Cost of Preparing This Report**

This report provides information that is maintained and published as Minnesota Rules by the Office of the Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing the report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$957.65.

**Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs**

The 2008 Report has been prepared as required by Minnesota Statutes, 120B.132. Subdivision 1 includes: directives to the commissioner to establish guidelines related to establishing Raised Academic Achievement; Advance Placement and International Baccalaureate grant programs.

This report focuses on the process the Minnesota Department of Education (MDE) has established to deliver the Raised Academic Achievement; Advanced Placement and International Baccalaureate program grants as required by §120B.132, Subdivision 4. The report describes demographic and other student data identified by the school districts and charter schools that received this grant that will demonstrate the extent to which the district or charter school raised students' academic achievement.

**Raised Academic Achievement; Advanced Placement and International Baccalaureate Program Grants Report**

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## **EXECUTIVE SUMMARY**

### **Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs Grants Report 2008 Legislative Report**

The 2008 Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs Grants Report to the Legislature provides information regarding the application (Appendix A) and review process (Appendix B) established by the Minnesota Department of Education to award grants directed toward raising kindergarten through grade 12 academic achievement through increased student participation in new or expanded Advanced Placement or International Baccalaureate programs.

The Advanced Placement and International Baccalaureate program grants are funded through Section 46 Appropriations, Subdivision 13 for Pre-Advanced placement, Advanced Placement, International Baccalaureate, and concurrent enrollment programs (Appendix D).

Established through legislation, a one-time appropriation totaling \$8,000,000 for the fiscal years 2007-2009 was available for grant funds for the purpose of establishing a program to raise academic achievement for students in kindergarten through grade 12 by increased student participation in Advanced Placement and International Baccalaureate programs. The \$8,000,000 was divided between the two programs so that \$6,000,000 was directed towards AP grant opportunities and \$2,000,000 was allocated for IB grant opportunities.

The Minnesota Department of Education solicited applications from schools and charter schools. Applications selected for award will establish a new or expand an existing program to implement Advanced Placement or International Baccalaureate programs. Thirty-three applications were received and reviewed and twenty-one school districts were awarded Advanced Placement (AP) and International Baccalaureate (IB) grants to increase student achievement and prepare students for post-secondary education. The districts receiving the two year Advanced Placement grants: Bemidji, Brainerd, Burnsville, Centennial, Columbia Heights, Detroit Lakes, Inver Grove Heights, Long Prairie-Grey Eagle, Minneapolis Edison, Minneapolis North, Minnesota Transitions Charter, Moorhead, Orono, Osseo, Red Wing, Robbinsdale, Rochester, Roseville, South Washington County, St. Cloud, and St. Paul. Sixteen applications were received for the IB grant and six International Baccalaureate schools were awarded through this process and they include: Minneapolis, Osseo, Robbinsdale, South St. Paul, St. Louis Park, and Saint Paul Public Schools.

## **PART I**

### **Raised Academic Achievement; Advanced Placement and International Baccalaureate Program Grants**

Directed by the 2007 Omnibus Education Bill Language: Minnesota Statute 120B.132, the Minnesota Department of Education (MDE) established an application and review process to award Raised Academic Achievement; Advanced Placement and International Baccalaureate program grants with the purpose of raising academic achievement from kindergarten through grade twelve through increased student participation in new or expanded Advanced Placement and International Baccalaureate programs.

Minnesota Statutes, section 120B.132, Article 2, Section 46 (Appendix D) established a one-time appropriation totaling \$8,000,000 for the fiscal years 2007-2009 available for grant funds for the purpose of establishing a program to raise academic achievement for students in kindergarten through grade twelve through increased student participation in Advanced Placement and International Baccalaureate programs. The \$8,000,000 was divided between the two programs so that \$6,000,000 was directed towards AP grant opportunities and \$2,000,000 was allocated for IB grant opportunities.

A memorandum announcing the Advanced Placement and International Baccalaureate grant program was sent to Superintendents, Directors, Principals, and Site Teams from Commissioner Alice Seagren, on August 8, 2007. At that time, the application (Appendix A) was posted on the MDE Website. A competitive process was established that directs applications be reviewed (Appendix B). To be considered for grant funds, applicants must submit a complete application that included the following items:

1. Grant Application Cover Sheet;
2. Narrative/Work Plan;
3. Budget Summary;
4. Agreement to Comply with Assurances Form, including applicable certification(s);

Each application must contain the elements as listed in the Grant Application Instructions. Applications were reviewed and evaluated in several categories including detailed information addressing their statement of need, work plan, evaluation of outcomes along with a budget narrative and application summary. The grant application and its requirements are included in Appendix A. Grant competition was open to schools and charter schools that had a three-year plan approved by the local school board to establish a new or expand an existing program to implement the Advanced Placement, Pre-Advanced Placement, and International Baccalaureate programs and proposed to further raise students' academic achievement by:

- increasing the availability of and all students' access to Advanced Placement and International Baccalaureate courses or programs;
- expanding the breadth of Advanced Placement and International Baccalaureate courses or programs that are available to students;
- increasing the number and the diversity of the students who participate in Advanced Placement and International Baccalaureate courses or programs and succeed;
- providing low-income and other disadvantaged students with increased access to Advanced Placement and International Baccalaureate courses or programs; or
- increasing the number of high school students, including low-income and other disadvantaged students, who receive college credit by successfully completing Advanced Placement and International Baccalaureate courses or programs and achieving satisfactory scores on related exams.

Grant recipients must provide interim progress and expenditures reports to the Minnesota Department of Education. Grant funding ends June 30, 2009, and a final program report and expenditures report form is due by July 30, 2009. Awardees will be expected to share strategies, activities and outcomes with MDE and other educational entities, including professional organizations.

## **Part II**

## Raised Academic Achievement; Advanced Placement and International Baccalaureate Program Grants Expenditures Report

The legislated funding of \$8,000,000 for Raised Academic Achievement; Advanced Placement and International Baccalaureate program grants were established to fund new or expanding AP or IB programs that support raised academic achievement for students in kindergarten through grade twelve.

A competitive process was established and applications were submitted and reviewed according to the process outlined in Appendix B. Thirty-three applications were received and reviewed for AP programs. Twenty-one school districts were awarded Advanced Placement grants. Sixteen applications were received for IB programs and out those, six received awards. Below is a list of grant recipients and their awards. Included is also a summary of the project goals of each site.

<b>AP Grantee</b>	<b>Award</b>	<b>AP Grantee</b>	<b>Award</b>
Bemidji	19,750.00	Moorhead	240,750.00
Brainerd	116,518.00	Orono	92,610.00
Burnsville	396,850.00	Osseo	992,898.00
Centennial	194,069.00	Red Wing	132,940.00
Columbia Heights	113,529.00	Robbinsdale	545,820.00
Detroit Lakes	59,393.67	Rochester	563,986.00
Inver Grove Heights	155,331.00	Roseville	720,650.00
Long Prairie-Grey Eagle	100,272.00	South Washington County	281,038.00
Minneapolis - Edison	306,242.00	St Cloud	161,600.00
Minneapolis - North	168,238.00	St Paul	475,880.00
Minnesota Transitions Charter	59,944.00	<b>Total Amount Awarded</b>	<b>5,898,308.67</b>

<b>IB Grantee</b>	<b>Total Award</b>
Minneapolis – Patrick Henry	234,015.76
Osseo	137,045.00
Robbinsdale	555,630.18
St Paul	205,612
South St Paul	403,243.06
St Louis Park	563,168.00
<b>Total Amount Awarded</b>	<b>2,098,714.00</b>

### Summary of AP Grant Projects

**Bemidji** was funded at \$19,750 and is offering Pre-AP courses, ensuring that more students will be familiar with the AP program and students will be prepared to take an AP course in the high school. Also Bemidji will support vertical team teaching so that more students will have the opportunity to take academically enriching classes. Students from various socio-economic and ethnic backgrounds will be evaluated from the Measures of Academic Progress (MAP) Test created by the Northwest Evaluation Association.

**Brainerd** was funded at \$116,518 for the enhancement of professional and curricular development in Pre-AP and the vertical training process focusing on math, technology, science and language arts/English. They are also expanding the middle school honors classes using Pre-AP so that these courses will connect to the established high school AP program.

**Burnsville** was funded at \$396,850 and will expand efforts that began in the 2005-2006 school year and continued with the award of a grant in 2006 to train social studies teachers in Pre-AP strategies that were embedded across social studies classes in grades 7-9. The driving principle of these efforts that began two years

ago that will be continued through this grant opportunity is a belief that more students, particularly students of color and economically disadvantaged, can access and experience AP courses at the high school level.

**Centennial** was funded at \$194,069 to aid in the creation of additional Advanced Placement opportunities for students in the 10-12<sup>th</sup> grades, Pre-AP courses and Pre-AP skill development strategies in grades 6-10 will be implemented to equip students with the skills and interest necessary to maximize the learning opportunities for students during their K-12 experience.

**Columbia Heights** was funded at \$113,529 to maximize the impact of Pre-AP and AP programming at Central Middle School and Columbia Heights High School. New growth is possible through this funding and would be allocated to institute a two year pilot AVID program and facilitate intentional efforts to build the capacity of existing Pre-AP and AP programs. This would include summer sessions, college field trips, student advising, professional development, vertical teaming, and development of Pre-AP end of course exams and refinement of curricular goals.

**Detroit Lakes** was funded at \$59,393 and has begun laying the foundation in Math Pre-AP classes for AP Statistics and the opportunity to increase achievement in mathematics in our district with more teacher training and more supplies and materials available to teachers.

**Inver Grove Heights** was funded at \$155,331. The proposal will augment current AP classes and train teachers in Pre-AP and vertical teams in the four core area. Teams will identify gaps and redundancy in the curriculum with the goal of increasing student achievement for ALL students. The grant proposal is providing the opportunity for the district to recruit underserved students.

**Long Prairie-Grey Eagle** was funded at \$100,272. The goal is to prepare, inspire, and connect all students to rigorous and challenging curriculum. Leadership team planning and staff training positioned the district to offer four College Board Advanced Placement courses and exams during the 2007-2008 school year with plans to expand with AP World History, AP Literature and Composition, AP Chemistry and AP Statistics in the coming year with training supplied by the grant.

**Minneapolis-Edison** was funded at \$306,242. The goals of the three Minneapolis Public Schools: Edison High School, Marcy K-8 Open School, Northeast Middle School is to identify and recruit students for Pre-AP Honors courses and narrow the gap between the percentages of disadvantaged and students of color compared to white students who take AP classes; establish greater availability and a vertically articulated continuum of Pre-AP/Honors classes at the three schools; provide ongoing teacher training and a variety of academic and psychological support structures embedded in the schools' organizational structure.

**Minneapolis-North** was funded at \$168,238. Minneapolis North is working to increase capacity through teacher training, increase participation in AP or Pre-AP classes from underserved populations, and increase success in AP classes from underserved populations. This approach will raise the students to a level that will enable them to become successful in their post-secondary educational classes and raise the scores on the comprehensive AP examinations.

**Minnesota Transitions Charter** was funded at \$59,994. Minnesota Transitions Charter (MTC) understands the importance of providing strategic programming to students in order to close the achievement gap. Pre-AP and AP classes are a vehicle to achieve this goal. The district and the school board are committed to carry out the course offerings, provide teacher training to provide Pre-AP and AP after the grant period has ended. While MTC can offer AP courses through our on-line curriculum only a few students who are off campus are taking the classes. The grant will provide the opportunity to provide AP exams, teacher training, and purchase materials. It will also provide teacher training for the Pre-AP courses for students in grades 6-10.

**Moorhead** was funded at \$240,750. The Moorhead School District is proposing a multi-layered project to increase student access and participation in AP Programming. The project includes teacher training, planning time, teacher mentoring, consulting to enhance curriculum and student activities to improve student skills and knowledge needed for success in AP programs.

**Orono** was funded at \$92,610. and will further the expansion of the high school's AP course offerings in science, computer science, social science, and fine arts along with the implementation of strategies to promote increased student participation in those courses. They are also in the process of implementing Pre-AP programming for students in grades 6-9 to engage in active, rigorous learning to ensure the development of skills, habits of mind, and concepts necessary to successfully meet the challenges of college-level work, including AP courses.

**Osseo** was funded at \$992,898. Through Pre-AP/AP common assessments, teacher identification, parent communication, and student surveys, efforts will be made to increase the number and diversity of the students who participate in Pre-AP and AP coursework. Success of these students will be evident through the previously mentioned Pre/AP common assessment, numbers of students electing to take AP courses, and future AP test scores of three or higher in math, science, and English. This data can also help each building provide low-income and other disadvantaged students with Pre-AP and AP coursework.

**Red Wing** was funded at \$132,940. The overall aim of this program is to increase the level of rigor throughout the courses offered at Twin Bluffs Middle School (through Pre-AP) and Red Wing High School while increasing the percentage of students of color who participate in Pre-AP and AP programs.

**Robbinsdale** was funded at \$545,820. Armstrong High School (AHS) and Plymouth Middle School (PMS) propose to raise student academic achievement and increase the total number of students who earn 3 or higher on Advanced Placement examinations. AP scores will serve as the main indicator of student achievement. Student Pre-AP and AP enrollment data disaggregated by ethnicity and poverty will also be used to assess program progress.

**Rochester** was funded at \$563,986 and will increase the number of students who score a 3 or above on an AP exam or pass Pre-AP end of the course exams in math, science, and English will be accomplished through a three-pronged approach; identification of students of diverse backgrounds and their needs, increasing the breath of AP courses that are available to students, increasing the depth of AP courses through teacher training.

**Roseville** was funded at \$720,650. The proposal includes increasing AP course offerings and enrollment, broaden the Pre-AP program in grades 6-10 to include all core subject areas, develop differentiated units in core areas to develop depth and breadth in the curriculum, all designed to increase the participation of historically underrepresented student groups.

**South Washington County** was funded at \$281,038. South Washington County Schools made a commitment three years ago to grow the Advanced Placement program. As a result, more students are participating in AP and more exams are being administered. The proposed project, Project Ready, builds on this momentum to achieve our goal to increase the number of students who earn 4 or higher on AP exams and pass Pre-AP end of the course assessments in math, science, English, and social studies. A Pre-AP curriculum will be introduced in the junior high and new programs that promote rigor and college readiness will also be offered such as AVID at the high school level and Gateway to Technology at the junior high level.

**St. Cloud** was funded at \$161,600. The St. Cloud Area School District proposes to implement the "Improving Access for ALL" program at North Jr. High and Apollo High School. This project will support these two schools in raising academic achievement and increasing access to AP classes for at risk students. Students will

be targeted in grades 7-9 for Pre-AP skill building classes to give the academic tools and strategies they need to be successful in high school AP classes.

**St. Paul** was funded at \$475,880. As part of a long term strategic effort to raise academic performance and prepare all students for higher education, this project is the next step in a comprehensive district-wide effort to increase the number of students, including low-income students of color, who earn a score of 3 or higher on an AP examination.

### **Summary of IB Grant Projects**

Six International Baccalaureate schools were awarded grants. The districts receiving the two year IB grants and a summary of their proposals are included below.

**Minneapolis Public Schools** received \$234,015.76 and has proposed to establish a high school Middle Years Program (MYP) at Patrick Henry High School in Minneapolis and to create a Summer Science and Writing Institute in order to provide academic support for at-risk students in science and writing. Minneapolis identified three gaps in the North Side International Baccalaureate (IB) program articulation that the proposal is designed to address.

- Lack of access to a high school (9<sup>th</sup> and 10<sup>th</sup> grade) Middle Years IB program for North-side students who start IB in elementary or middle school, especially for underrepresented populations in IB coursework generally and science specifically.
- Vertical alignment of IB curriculum between North Side elementary, middle school and high school
- Ensure academic success for at-risk students in content areas with historical patterns of under-achievement in rigorous coursework and provide equity across district

#### **To Date:**

- During the summer, staff used paid curriculum writing time to develop units in the following subject areas: Technology, English, Social Studies, Science, Performing Arts, Visual Arts, World Languages, and Physical Education.
- School-wide discussion and review of the MYP led to adoption of the MYP for ALL 9<sup>th</sup> and 10<sup>th</sup> graders instead of a school within a school model.
- The first application process (Application A) has been submitted and work is currently being done to prepare for the submission of Application B with the assistance of an IB consultant.
- In August, the Summer Science and Writing Institute took place to increase interest in science and to assist students with the transition from middle school to high school.

**Highlight:** Of the students who participated in the Summer Science and Writing Institute, two students who initially intended to enroll in the Commercial and Fine Arts Program, opted to enroll in the MYP. Both students were female students of color which provided some anecdotal evidence that the program supports access to higher level science and math classes to this historically underrepresented group.

**Osseo Area Schools** received an award of \$137,045. They identified the need to purposefully address gaps in student achievement and in equity and integration in their schools. Grant funding is being used to establish a program to raise academic achievement through increased student participation in International Baccalaureate programs. Their primary goals are to raise academic achievement of grade 6 students and enroll grade 6 students from economically disadvantaged backgrounds in Level I Middle Years Program (MYP).

This project has expanded the International Baccalaureate Middle Years Program in ISD 279 from grades 7-10 to grades 6-10.

#### **To Date:**

- With the grant funding, North View Jr. High was able to expand an existing International Baccalaureate Middle Years Program to offer Level I of the program to sixth grade students. 68 sixth grade students are currently enrolled in the program.
- Additional opportunities in *math* have been provided for 6<sup>th</sup> grade students. These opportunities include acceleration into 7<sup>th</sup> grade math for approximately 17 high achieving students as well as independent learning projects in math facilitated by the School-wide Enrichment Model (SEM) teacher.
- 6<sup>th</sup> grade students have been provided opportunities for hands-on *science* in a science lab.
- 6<sup>th</sup> grade students at North View Jr. High have increased opportunities to learn *technology*. Each student is enrolled in a one trimester Technology Education and practices incorporate use of the design cycle.
- Teachers have attended professional development on curriculum mapping. The district curriculum has been aligned to support student learning across all grade levels in all subject areas. Teachers are working on curriculum maps for 6<sup>th</sup> grade classes.

**Highlight:**

- Initially 2 full time sixth grade teachers were hired. Due to the overwhelming response to the program, an additional full time sixth grade teacher has been hired. The 68 students are divided into 3 classes of 22 -23 students.

**Robbinsdale Area Schools** was funded at \$555,630.18 and has committed to enabling and motivating students to stretch themselves by taking more rigorous coursework; to strengthening each of the three programs and articulate clearly between them for a smooth transition, to removing institutional barriers that inhibit underrepresented students from taking on more rigor; and to helping students be successful as they take on more rigor. IB is currently serving students at three sites.

- It is intended that this grant will strengthen and enhance this program by providing a strong world language program, increasing access to technology, and providing support to students to make them successful in this rigorous program.
- Sandburg will receive the first class of 72 sixth-graders from Lakeview Elementary who have experienced a full year of PYP, and Sandburg will begin to move to a school-wide MYP for approximately 1100 students. They plan to offer individual mentoring, a summer support session for the transitional grades, and school year support courses such as AVID instruction.

**To Date:**

- Policy and practice has been developed to actively recruit students into IB courses who have not historically participated.
- 2 new sections in Spanish and History were added second semester, 07-08
- Student gained awareness of the IB by (1) publishing IB course catalogue; (2) inviting non-IB students to sit in on IB classes; (3) receiving a personal letter from the principal; (4) attending two gatherings for students/parents to attend to de-mystify IB.
- Mentor coordinator was hired to work with community groups to recruit mentors.
- The AVID (Advancement Via Individual Determination) program has been implemented in grades 7 and 8.
- Appointed a part time teacher to track and counsel students new to IB.

**Highlight**

- A summer bridge program was offered for 7<sup>th</sup> and 8<sup>th</sup> grade students new to IB and AVID.

**Saint Paul Public Schools** was awarded \$205,612 and has focused on creating two articulated IB pathways within the district and increasing the number of low-income students and students of color who enroll in and succeed in the IB program in Saint Paul, specifically at two junior high schools that will soon be authorized as IB Middle Years Programs (MYP). In addition to instituting the MYP authorization process at Ramsey Junior High and Highland Park Junior High, Saint Paul Public Schools will increase and better ensure student access and academic achievement through;

1. Building job-embedded communication and training between school coordinators for IB programs at all three levels that will allow the development of an articulated K-12 IB curriculum between schools
2. Formalizing the relationship between AVID (Advancement via Individual Determination) and IB Middle Years Programs as a means of better identifying and reaching students not traditionally served the IB program, then providing those students the supports necessary for success.

#### **To Date:**

- Each application partnership has implemented MYP through units designed by MYP-trained teachers. Horizontal and Vertical articulation teams have planned courses based on the MYP. The junior high schools will launch those courses in the 2009-2010 year.
- Both Ramsey Junior High School and Highland Park Junior High School have adjusted or created courses to align with MYP requirements. Central High School and Highland Park Senior High School participate with their MYP partner schools in vertical alignment and articulation. Both applications have formalized course pathways for each subject area. ALL students entering Ramsey Junior and Highland Park Junior will have MYP courses.
- Massive training for staff in all required areas for MYP; regular meetings between junior and partner senior high staff are well attended and dedication of Professional Learning Community time to discuss MYP implementation occur often.

#### **Highlight**

- Program coordinators are conducting visits to elementary schools to inform students about MYP and AVID, developing an AVID Family Handbook, and providing informational meetings for families.

**South St Paul Public Schools** was awarded at \$403,243.06 and has committed to implementing the IB program at all levels in the district. South St. Paul's IB Diploma Program (DP), which has been in place at the high school since 1986, would expand and the Primary Years Program (PYP) and Middle Years Program (MYP) would be added with the goal that these programs would prepare more students, including low-income students and students of color, for the Diploma Program and for the workforce. In 2006, the district developed a four year strategic plan that supported the IB programs K-12, and committed the district to improving state-wide test scores

One objective of implementing the International Baccalaureate (IB) Primary Years Program (PYP) and Middle Years Program (MYP) is to increase the number of students enrolling in the already well-established Diploma Program (DP). Implementing the PYP and MYP as inclusive programs will result in students of all ethnicities and socioeconomic levels being involved in the IB PYP and MYP.

**To Date:**

- Implementation of the IB Primary Years Program is occurring at Lincoln Center and Kaposia Education Center. All students will participate in the Units of Inquiry as well as differentiated reading and math coursework.
- School-wide implementation of the MYP in grades 7 through 10 at South St. Paul High School for all students in those grades.
- The Diploma Program at South St. Paul High School will add new courses over the next few years with the goal of opening the program to a wider range of students. The district is exploring a Diploma track for students who are not “traditional” Diploma candidates.
- South St. Paul High School Diploma Program has expanded opportunities for their students by adding IB Psychology. As a result, the new course continues to be offered this year with increased registration and enrollment for 2008-09.
- South Saint Paul High School received authorization this past summer in July 2008. As part of the authorization, the school board approved moving the entire building to a 7 period semester schedule with an advisory to begin in the 2009-2010 school year. Advisory will also be used to manage the Personal Project.
- Both Lincoln Center and Kaposia Education Center hosted their authorization visits in the spring last year (2008).
- The Spanish language program was expanded to include an additional (part-time) Spanish teacher for each building.

**Highlight:** In their efforts to expand opportunities for community service and connections, a new Community and Service program was established in fall 2008. A community and service coordinator position was created to increase connections with local business and community organizations.

**St. Louis Park Public Schools** was awarded \$563,168.00. St. Louis Park Public School’s vision for this project is to support the district in its continuing effort to achieve greater breadth and depth in the development and refinement of a K-12 aligned IB program to include PYP at four elementary sites (over 1600 students and 130 teachers) and eventual authorization for all four sites, i.e., primary centers by fall of 2010 and intermediate centers by fall of 2011; an exploration process regarding MYP at the 7-10 level (potentially involving up to 800 students and 50 teachers in MYP authorization by 2013); and further refinement of and greater access by underrepresented populations (students of color and/or poverty) to the Diploma Program courses (over 300 students) and continued authorization.

**To Date:**

- Two-hundred seventy-five students are taking IB Biology, IB Chemistry, and IB Physics. Thirty-one of the students are low income or disadvantaged students. The IB Cinema course will be offered Spring 2009. 37 students have signed up to take the course.
- The Senior High has offered an IB workshop for prospective parents and students each year in the fall.
- PYP primary level staff members have made great strides in transdisciplinary instruction. Students are learning content through a science lens, social studies lens and a language arts lens. Inquiry-based instruction has also grown.

- Language B options are aligned vertically and horizontally. This was accomplished as our Spanish Immersion students entered the secondary schools. Spanish is currently offered through Level 10 at the Senior High. Levels 6 through 10 are college level. Native speakers have been integrated into the upper levels.

### **Part III**

#### **Raised Academic Achievement; Grant Review Process**

The twenty-two recipients of a Raised Academic Achievement; Advanced Placement Programs grants will submit reports as directed by the following Grantees Reporting Guidelines and Timeline:

- Interim Progress Report and Expenditures Report Form due March 1, 2008
- Expenditures Report Form due June 30, 2008
- Expenditures Report Form due September 15, 2008
- Interim Progress Report and Expenditures Report Form due December 1, 2008
- Expenditures Report Form due March 1, 2009

Grant funding ends June 30, 2009 and Final Program Report Expenditures Report Form is due by July 30, 2009. March 1, 2008 and December 1, 2008 grantees will submit Interim Progress Reports and Expenditures Report Forms. The grant funding ends June 30, 2009 and Final Program Report and Expenditures Report Form is due by July 30, 2009.

The reports will address **action** taken, **evaluation** processes, and **data** collected on the following project components as described in their approved grant:

- (a) The local school board approved plan to create a new or expand an existing program to implement an Advanced Placement program;
- (b) Implementation or expansion of AP courses/programs, including science, technology, engineering and/or math (STEM) disciplines;
- (c) Creating or expanding access to Advanced Placement courses or programs;
- (d) Activities and strategies pursued to achieve goals and outcomes; staff involvement, timeline accurateness, documenting Indicators of Success;
- (e) Evidence of best practice documenting aligning 1) curriculum, 2) instruction, 3) assessment, 4) professional development with Advanced Placement programs
- (f) Final report will also describe:
  - Demographic and other student data to demonstrate and measure program impact on increasing students' access, participation, and academic achievement; and
  - Projects capacity to build on the momentum.

#### **Evaluation**

The participating districts have submitted interim reports and have each included baseline data that will be used upon completion of the project to measure impact of the initiatives funded through this process. The final report will include demographic and other student data to demonstrate and measure the extent to which the school raised students' access and participation and academic achievement under this program.

Grant recipients will submit the Raised Academic Achievement Report and Executive Summary (Appendix E) by July 30, 2009 which will detail the impact of their initiatives including challenges, insights, and outcomes. As part of the application process districts were asked to develop a school board-approved three-year plan to communicate their district's commitment to sustaining these programs beyond the grant cycle. This report will also include information on how they plan to maintain their momentum moving forward.



**Raised Academic Achievement;  
Grant Application Materials**

**TO:** Superintendents, Principals, Charter School Directors

**FROM:** Alice Seagren  
Commissioner

**DATE:** August 8, 2007

**ACTION REQUIRED:** Submission of Application Materials by September 14, 2007, 4:30 P.M

This notification of the availability of grant funds is made for the purpose of: establishing a program to raise grade 6 through grade 12 academic achievement through increased student participation in Advanced Placement programs. The Minnesota Department of Education is soliciting applications from schools and charter schools. Applications selected for award will establish a new or expand an existing program to implement Advanced Placement programs.

A total of \$2,000,000 is available to fund multiple projects up to (1) \$85 times the number of pupils enrolled at the participating site on October 1 of the previous fiscal year or (2) the approved supplemental expenditures based on the budget submitted under subdivision 2 (Application and review process; funding priority). For charter schools in their first year of operation, the maximum funding award must be calculated using the number of pupils enrolled on October 1 of the current fiscal year/date of grant submission. Funds are made available through Minnesota Statutes, section 120B.132, Article 2, Sec. 7 and 46. Eligible applicants must be schools and charter schools.

The proposed award period is anticipated to be October 1, 2007, through June 30, 2009. Future opportunities for funding under this initiative may also be available at a later time.

Enclosed you will find information, including the requirements under which grant applications may be submitted for the purposes outlined in these grant application materials. The following materials are included:

1. General Information on the Grant Program
2. Grant Application Instructions
3. Assurances
4. Grant Application and Required Materials

To be considered for grant funds, applicants must submit a complete application that includes the following items:

5. Grant Application Cover Sheet;
6. Narrative/Work Plan;
7. Budget Summary;
8. Agreement to Comply with Assurances Form, including applicable certification(s);

Each application must contain the elements as listed in the Grant Application Instruction section. The evaluative weight percentage and/or points given per element (criteria) will be applied during the selection process. Please read through the

entire packet of information application before determining the appropriate staff to be involved in this project, taking into consideration the fiscal and time commitment involved.

A complete packet of these grant application materials may also be obtained at –

[http://education.state.mn.us/MDE/Academic\\_Excellence/Postsecondary\\_College\\_Prep/Int\\_1\\_Baccalaureate\\_\(IB\)/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Postsecondary_College_Prep/Int_1_Baccalaureate_(IB)/index.html)

If you need additional **assistance obtaining a packet**, please contact: JulAnn Meech at [JulAnn.Meech@state.mn.us](mailto:JulAnn.Meech@state.mn.us) or by calling 651/582-8611.

If you need additional **assistance with the grant or need program information**, please contact: Marlys Peters-Melius at [marlys.peters-melius@state.mn.us](mailto:marlys.peters-melius@state.mn.us) or calling 651-582-8848.

This notification of application materials does not obligate the state to make an award. The state reserves the right to cancel this notification if it is considered to be in the state's best interest or if funding is terminated from the Minnesota Legislature.

**A copy of the grant application and additional information related to this grant program may also be found at:**

[http://education.state.mn.us/MDE/Academic\\_Excellence/Postsecondary\\_College\\_Prep/Int\\_1\\_Baccalaureate\\_\(IB\)/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Postsecondary_College_Prep/Int_1_Baccalaureate_(IB)/index.html)

## **GENERAL INFORMATION**

### **Raised Academic Achievement; Advanced Placement/International Baccalaureate Grant Program**

#### **ELIGIBLE APPLICANTS**

This grant competition is open to schools and charter schools and is to address a three-year plan approved by the local school board to establish a new or expand an existing program to implement the Advanced Placement programs ( AP and Pre-AP) and must propose to further raise students' academic achievement by:

- increasing the availability of and all students' access to Advanced Placement courses or programs;
- expanding the breadth of Advanced Placement courses or programs that are available to students;
- increasing the number and the diversity of the students who participate in Advanced Placement courses or programs and succeed;
- providing low-income and other disadvantaged students with increased access to Advanced Placement courses or programs; or
- increasing the number of high school students, including low-income and other disadvantaged students, who receive college credit by successfully completing Advanced Placement courses or programs and achieving satisfactory scores on related exams.

**Awardees will be expected to share strategies, activities and outcomes with MDE and other educational entities, including professional organizations.**

#### **DEFINITIONS**

The commissioner may require an applicant to provide additional information. The commissioner **must** determine whether the applicant satisfied all the requirements in subdivision 1 (Establishment; eligibility) and subdivision 2 (Application and review process; funding priority). The commissioner **may** give funding priority to an otherwise qualified applicant that demonstrates:

- a focus on developing or expanding Advanced Placement courses or programs or increasing students' participation in, access to or success with the courses or programs, including the participation, access, or success of low-income and other disadvantaged students; (e.g., adding courses in science, technology, and mathematics);
- a compelling need for access to Advanced Placement courses or programs;
- an effective ability to actively involve local business and community organizations in student activities that are integral to Advanced Placement courses or programs;
- access to additional public or nonpublic funds or in-kind contributions that are available for Advanced Placement courses or programs; or
- intent to implement activities that target low-income and other disadvantaged students (e.g., 30 percent or higher Free or Reduced Price Lunch students at your site).

#### **FUNDS AVAILABLE AND AWARD AMOUNTS**

A total of \$6,000,000 in grant funds will be available for this competition. It is the intention of the Minnesota Department of Education (MDE), Academic Standards and High School Improvement Division to award multiple projects up to (1) \$85 times the number of pupils enrolled at the participating site on October 1 of the previous fiscal year or (2) the approved supplemental expenditures based on the budget submitted under subdivision 2 (Application and review process; funding priority). For charter schools in their first year of operation, the maximum funding award must be calculated using the number of pupils enrolled on October 1 of the current fiscal year/date of grant submission.

#### **FUNDING PERIOD**

Awards are estimated to run from October 1, 2007, through June 30, 2009. Future opportunities for funding under this initiative may also be available at a later time.

## APPLICATION FORMAT

Directions for completion of the application materials should be carefully read and followed. Please refer to the Grant Application Instructions for specific details. Incomplete or unsigned applications will **NOT** be forwarded to the review panel. The total length of the application/proposal must not exceed 20 pages.

The forms below must be included in your application **with the exception** of the Applicant Accounting System and Financial Management Questionnaire if it does not apply to your organization. Please refer to the Grant Application Instructions for details on the specific requirements in completing all forms.

REQUIRED GRANT APPLICATION FORMS	
FORM	# OF PAGES COUNTED AS:
Grant Application Cover Sheet	1 page
Grant Application Narrative/Work Plan	up to 16 pages
Budget Summary	2 pages
Agreement to Comply with Assurances form	1 page

## ADDITIONAL INFORMATION OR ASSISTANCE

The following individuals are available to provide you with additional information or answer questions you may have.

Regarding the <b>program content portion</b> of the application, contact: Program Specialist	Regarding the <b>budget section</b> of the application, contact: Grants Specialist
Marlys Peters-Melius State AP Coordinator 651-582-8848 <a href="mailto:Marlys.Peters-Melius@state.mn.us">Marlys.Peters-Melius@state.mn.us</a>	Deb Rose Program Accountability & Improvement 651-582-8853 <a href="mailto:debra.rose@state.mn.us">debra.rose@state.mn.us</a>

## APPLICATION DUE DATE AND SUBMISSION

Applications are due to MDE and must be received by September 14, 2007, 4:30 P.M. All applicants must complete and submit the entire application. The minimal font size is 10.

Faxed or e-mailed applications will **NOT** be accepted or reviewed.

A total of six (6) copies of each application should be submitted (original plus 5 copies).

Please note: All applications will be screened. If you fail to comply with the submission requirements your application may not be forwarded for review and could result in the rejection of your application. A letter will be sent indicating the reason for rejection, if deemed. Screening includes, but is not limited to the following:

### Absolute Rejection:

- Received by MDE after the due date
- Submitted by email or fax
- Submitted by an ineligible applicant
- Missing original, authorized signatures on required forms
- Missing budget summary and/or budget narrative
- Did not submit required number of copies
- Incomplete application (i.e., missing required materials/documents)

### Factors that may penalize and/or result in points lost or rejection from consideration:

- Did not meet the specific criteria of RFP/application: see Grant Application Instructions pp. 6-11
- Funds requested exceed the maximum amount specified — *no additional funds will be considered*
- Application exceeds the maximum pages allowed — *any additional pages will be removed automatically*
- Includes materials not permitted — *documents such as attachments, etc. will be removed*

## DELIVER OR MAIL APPLICATIONS TO:

JulAnn Meech  
Minnesota Department of Education, P27  
1500 Highway 36 West  
Roseville, MN 55113-4266

## **NOTIFICATION TIMELINES AND PROCEDURES**

Each application that has met the screening requirements will be forwarded to a review committee. Applications are reviewed independently by a minimum of three reviewers. During the review process, committee members and/or MDE may take into consideration additional factors including, but not limited to potential for meeting the legislative outcomes, past performance in meeting outcomes, past timelines, and quality of reporting, demographics, geographic location, program sustainability and programmatic diversity when determining final funding decisions. Recommendations from the review committee are then evaluated by MDE. MDE will make the final funding decision.

It is anticipated that successful applicants recommended for award will be notified no later than October 1, 2007. Selected awardees must wait until they receive the signed Official Grant Award Notification (OGAN) **before** providing any services and before any expenditure may be incurred. **\*Any expenses incurred prior to the full execution of the OGAN are not reimbursable and are the responsibility of the Applicant/Awardee.**

Once funds are awarded, MDE will incorporate reporting requirements into OGAN including, but not limited to, submission of expenditure and program reports, monitoring, and training requirements.

## GRANT APPLICATION INSTRUCTIONS

### For Raised Academic Achievement; Advanced Placement/International Baccalaureate Programs

Each application must contain the following elements.

#### **APPLICATION COVER SHEET**

Complete the cover sheet by filling in all necessary information. Project starting and ending dates may be revised after selections are made. Provide contact names, phone, fax and e-mail addresses for project staff and the accounting staff. The Superintendent of the school district or Executive Director of the organization and Board Chair or Designee, **must** authorize the submission of the application by signing in the appropriate space marked on the Application Cover Sheet. \*Shaded areas on form are for MDE's use only.

#### **APPLICATION NARRATIVE/WORKPLAN**

Important reminders: *Applications must be completed for all sections.*

Below are the following elements that must be included in the Narrative/Work Plan. Follow instructions carefully and do not exceed the page maximum. Be sure to attach the required documents if requested.

##### **I. STATEMENT OF NEED**

Possible Points: **20**

Provide a statement of need based on:

- A. The identified program needs or gaps that the proposed Advanced Placement courses or program will address.
- B. Data supporting the needs and gaps and description of how this data relates to identified needs and gaps, serving low-income and other disadvantaged students.
- C. Your school/district demographics, including socio-economic data, student populations, number of AP courses, number of students participating in AP courses/programs, teacher preparation, etc.
- D. Your baseline student achievement data which will be compared later to program progress data.

*Please limit the length of your response to approximately 2-3 page(s).*

##### **II. APPLICATION SUMMARY**

Possible Points: **15**

Include:

- A. A brief summary of the proposed project(s). The summary may be published for public distribution. It should answer the questions, "What is the project?" "How will what you do increase student access and participation, including low-income and other disadvantaged students?" "How will what you do increase student achievement?"
- B. A description of how you will raise students' academic achievement by one or more of the following:
  - increasing the availability of and all students' access to Advanced Placement courses or programs;
  - expanding the breadth of Advanced Placement courses or programs that are available to students;
  - increasing the number and the diversity of the students who participate in Advanced Placement courses or programs and succeed;
  - providing low-income and other disadvantaged students with increased access to Advanced Placement courses or programs; or
  - increasing the number of high school students, including low-income and other disadvantaged students, who receive college credit by successfully completing Advanced Placement courses or programs and achieving satisfactory scores on related exams

*Please limit the length of your response to approximately 1-2 page(s).*

### III. WORK PLAN: PROJECT GOALS, ACTIVITIES, OUTCOMES AND ESTIMATED TIMELINES

Possible Points: **40**

Describe the project including specific goals and activities, the anticipated outcomes for the proposed project and a timeline. Include plans for:

- A. A three-year plan (specify plans for each of year one, year two, and year three) approved by the local school board to create a new or expand an existing program to implement an Advanced Placement program.
- B. Implementation or expansion of AP courses/programs, including science, technology, engineering and/or math (STEM) disciplines.
- C. Creating or expanding access to Advanced Placement courses or programs.
- D. You may want to consider designing a chart for the following:
  - List each **Goal** and related **Measurable Outcome(s)**. Goals and outcomes must be focused on academics.
  - Provide a list of the **Activities** and **Strategies** to achieve each outcome that may include activities of planning, process steps, strategies and/or tasks you will use to achieve the defined goal(s), etc.
  - Identify **Specific Staff** to be involved in each activity and their role(s) in the activity.
  - Include an **Estimated Timeline** for each of the activities from onset to target date for completion of each activity. (Note June 30, 2009, grant end date)
  - Provide for each set of activities a list of the **Indicators of Success** (e.g., measurable changes in student achievement, teacher practices, relevant products, etc.).
- E. Provide evidence that your project incorporates documented best practice in aligning 1) curriculum, 2) instruction, 3) assessment, and/or 4) professional development with your Advanced Placement program.
- F. Describe the capacity of your site to build on the momentum of this project after the grant award period has ended.

List out each goal and specify the measurable outcomes and activities that will be carried out under each goal. *Provide information in the format below:*

Goal #1  
Measurable Outcome(s)  
Activity 1.1  
Activity 1.2  
Specific Staff  
Estimated Timeline  
Indicators of Success

*Please limit the length of your response to approximately 5-6 page(s).*

### IV. EVALUATION OF OUTCOMES AND ANNUAL REPORTS

Possible Points: **10**

Describe how the anticipated outcomes will be measured, what data will be collected and how the success of the project will be evaluated. Include plans for evaluation and reporting to MDE and other education entities, including professional organizations, successful strategies and outcomes. Describe:

- A. How you will evaluate the project and the impact of your activities.
- B. What will you present as evidence that you have completed the work of the first year and second year of the three-year plan? The end-of-year program report must include demographic and other student data to demonstrate and measure the extent to which the school or charter school raised students' access and participation and academic achievement under this program.
- C. How you will measure and report change for both teachers and students to demonstrate the impact of your project on teacher practice and student achievement.
- D. Provide assurance from the district that it will enter into an evaluation program with MDE.

*Please limit the length of your response to approximately 1 page(s).*

### V. BUDGET NARRATIVE (must align with Budget Summary Sheet)

Possible Points for both forms combined: **15**

- A. Describe how the grant money requested will be used to accomplish the goals and measurable outcomes. Outline a budget narrative for each fiscal year (two budget narratives) for all budget line items including how the amount in the Budget Summary was calculated. Below is an example:
- Salary and Benefits: 1 FTE to provide training @ \$42,000/year x 20% benefits = \$50,400*
- B. The proposed budget must demonstrate that the applicant's efforts will **supplement but not supplant** any expenditure that the applicant or state currently makes available to students and teachers.
- C. Expenditures for administration must not exceed five percent of the proposed budget.
- D. Permissible funding uses (see p. 2 of legislation) include: teacher training and instruction, development of Advanced Placement courses or programs, transition between grade levels, purchase of books and supplies, course or program fees, increasing student participation, expanding students' access, hiring licensed personnel to teach Advanced Placement courses or programs and other activity related in expanding students' access to, participation in, and success with Advanced Placement courses and programs.
- E. Check that the requested base grant amount does not exceed \$85 times the number of pupils enrolled at the participating site.
- \* It is expected that each site will provide Expenditure Reports for actual expenditures through June 30 each year.

Each person preparing an application/proposal is advised to meet with the fiscal host's administrator or budget officer to review the goals and activities when completing the budget summary and narrative section of the application.

The budget narrative section should clearly explain and state the intentions for the use of funds and how the proposed expenditures relate to project goals and activities. Below is a description of what should be included in each budget line item:

Budget Line Item Descriptions for Budget Line Item Categories based on Uniform Financial and Accounting Reporting System (UFARS).

Budget expenditures for this grant application should be tracked separately from other funding sources and should **not** be entered into EDRS. Some applications related to special education initiatives may not allow out-of-state travel, or equipment-type purchases or capital expenditures. Please review the application carefully for information related to the specific grant initiative you are responding to prior to completing the budget summary form and writing your budget narrative.

On the budget summary form, indicate the total amount for each of the budget line item categories and then describe all line item expenditures for that budget line item category in your budget narrative.

**100 SERIES SALARIES/PERSONNEL:** Indicate the total amount for salaries on the budget summary form for staff supported under this grant project during the grant period. In the budget narrative, list each name, position and role the staff person will contribute to the grant project and their salary and percent of time devoted to the grant. This should include grant staff subpay (if not contracted). Grantee should have a system in place to track grant staff's time, especially if any grant staff are also assigned to other projects. Grantee must ensure that staff is licensed for specific teaching areas.

**200 SERIES FRINGE BENEFITS:** Total the amount for benefits for the above staff in the budget summary and then detail amount for each staff person working under this grant project for the grant period in the budget narrative.

### **300 PURCHASED SERVICES SERIES**

**300 CONTRACTUAL/CONSULTANT SERVICES:** Indicate the services to be provided and the rate to be paid per hour or per day for each contracted service. Examples of consultants or contracted services include: keynote speakers, contracted services for technical writing for manuals, interpreter services and others. Include contracts to obtain substitute teachers as well. The contract executed with each contractor should not begin before the executed date of this grant project and should not extend beyond the end date of the grant project. It should identify work duties to be performed, timelines, negotiated fee and travel and include a cancellation clause. Travel expenses for the contractor should be included in this budget line item and align with the current commissioner's plan for reimbursement of expenditures. Refer to <http://www.mmd.admin.state.mn.us/commissionersplan.htm>. If the contractor's services require that the contractor be licensed in a particular educational field, please ensure they are appropriately licensed.

**300 COMMUNICATIONS (Printing, Postage/Phone/Internet):** Indicate the total amount on the budget summary form to be charged to this grant project for purchased printing services necessary to carry out the activities of the grant project and other communications costs. Outline types of costs within this category such as postage, UPS, courier, etc., in the budget narrative. Also include costs associated with phone charges and internet charges as related to this project.

**300 STAFF DEVELOPMENT:** Indicate total costs associated with grant staff for conference registration fees or educational costs for grant-salaried employees in the budget summary form. In the budget narrative, provide justification for these costs and the relevancy to the project. Acceptable activities could include registration fees for the grantee to present at a conference on their grant project or to obtain technical assistance to improve their ability to administer the grant activities for improved outcomes.

**300 TRAVEL – INSTATE:** Indicate total amount of in-state travel for grant staff to carry out the activities of the grant project on your budget summary. Provide detail in the budget narrative as to reimbursement to grant staff for travel as it relates to carrying out the activities of the grant project. Refer to the Website below for current reimbursement rates approved by MDE. <http://www.mmd.admin.state.mn.us/commissionersplan.htm>. Reimbursement rates for mileage must not exceed these rates.

**300 TRAVEL – OUT OF STATE:** Indicate total for any out of state travel proposed for staff working on the grant project. In the budget narrative, detail the purpose, importance and relevancy of the out of state travel to the successful outcomes of the grant project. Staff will be reimbursed for actual costs related only to the travel for the approved purpose and reimbursed according to no more than current allowable rates in the Commissioner's Plan. Refer to <http://www.mmd.admin.state.mn.us/commissionersplan.htm> for that plan.

**300 WORKSHOP EXPENSES:** Meals/Room Rental for Workshop/AV Rental/Lodging (for participants if applicable): Indicate the total in the budget summary. In the budget narrative, outline the estimated expenditures that the grant project will incur for each training provided to the beneficiaries of the grant project or costs associated with meetings related to the grant project. Indicate the expected number of participants, and locations, if known. Outline the estimated costs for meals, rental of AV equipment and if the grant project is covering lodging for participants. Lodging for participants should be direct billed if that expenditure is indicated in this budget line item. Grantees should obtain estimates to ensure best value when entering into agreements with vendors for these types of expenditures. Documentation should be on file such as agreements and estimates from vendors, invoices, etc.

**300 OPERATING LEASE OR RENTALS:** Indicate total portion of rent you are purchasing from a rental agreement for the grant period to administer the grant. However, if you are incorporating these charges in your indirect costs, **do not** identify them in this budget line item. You may not charge rent against this grant if your agency owns the building (federal funded grant). MDE may request a copy of your rental agreement for review. In the budget narrative, please show how you calculated the total indicated on the budget summary form.

**300 OTHER PURCHASED SERVICES:** Identify the total for any other purchased service expenditures proposed for the grant project that you have **not** previously identified in any of the above budget line item categories. Provide detail in the budget narrative.

#### **400 SUPPLIES AND MATERIALS**

**400 SUPPLIES – NON-INSTRUCTIONAL:** Place your total on the budget summary form of your expected costs for non-instructional supplies. In the budget narrative, outline in detail what types of non-instructional supplies you will need to administer the grant project. Examples: Office supplies, folders, computer software (not used in instruction), pencils, pens, blank DVDs, etc. Purchases for supply-type equipment exceeding \$500 must be detailed in the budget narrative with an explanation regarding how this purchase is related to the successful outcomes of the grant project. Grantee must also outline expected costs and plan for use once the grant project is completed.

Some unallowable supply-type expenditures are: Gifts, gift certificates, giveaways, novelty items and entertainment coupons.

**400 SUPPLIES – INSTRUCTIONAL:** Place your total expected costs for instructional supplies on the budget summary form. This includes but is not limited to: textbooks, manuals, testing tools, assessment tools, books, purchased presentations and instructional software. Provide detail in the budget narrative.

**800 OTHER EXPENDITURES:** Indicate the total in the budget summary. Then provide detail in the budget narrative for each expenditure and how it relates to the grant project. An example would be: reimbursements made directly to participants, rather than a vendor, on a master bill for their lodging or mileage expenses when attending a workshop and meeting as part of Goal 1, Activity 2 of the grant project. Documentation should be on file supporting reimbursements made directly to participants. Another example: expenditures for printing costs not involving payment to a contracted vendor.

**INDIRECT COSTS (Districts Use Approved Restricted Rates):** Indicate the rate used and calculate your total indirect costs using the restricted rate if you are applying on behalf of a school district (use the approved rates listed at the MDE Website below). Institutions of higher learning, nonprofits, educational districts and special education cooperatives should use a maximum of 8 percent.

Visit [http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/Financial](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Financial) to reference the current indirect rates approved and negotiated for applicable year.

Federally funded grants made exclusively to support conferences are not allowed to obtain reimbursement for indirect costs per 34 CFR 75.564.

**390-394 PAYMENTS TO AGENCIES/OUT-OF-STATE SCHOOLS FOR DIRECT SERVICES:** Indicate total for expenditures related to this budget line item category. Please provide detail in the budget narrative regarding to whom the payment will be made, the service to be provided and relevancy to grant project. Items in this category shouldn't be included in your calculation for total indirect costs.

**500 CAPITAL EXPENDITURES:**

List any intended purchases for this grant project having a cost of \$5000 or more (as related to equipment) and/or a useful life of more than one year. It is nonexpendable. This means if the article is damaged, it is usually more feasible to repair it rather than replace it with a new unit. *Capitol expenditures for computers, computer labs and related equipment are not allowed for this grant, as well as, special purpose equipment such as office equipment, telephone networks, medical or research equipment.* Capital improvements would not be allowable expenditures for this program. Items listed in this category should not be included when calculating indirect costs.

**PROGRAM INCOME:** If you receive income to defray the costs of the grant program during the grant, this should be reported upon final reporting to MDE. A report should be submitted to MDE indicating program income and expenditures. The program income should be tracked in a separate account and database from the grant award payments and expenditures database. Program income remaining over and above the initial expected expenditures should be charged back to the grant award expenditures in the grant if MDE was the only source of income for the grant project. An explanation of expenditures for the grant project including adjustments made to the grant charges due to program income remaining should be reflected in the final report to MDE.

**RESOURCES: Federally funded grants:** please refer to the Office of Management and Budget (OMB) Circulars A-122 Non-Profits, A-87 State, Local and Indian Tribal Governments and A-21 for Institutions of Higher Learning. These documents will explain allowable and unallowable cost principles for federal-funded grants. All grant costs should be reasonable and necessary for the grant project and documented by grantee. Go to: <http://www.whitehouse.gov/omb/circulars> to view the OMBs.

**54 Code of Federal Regulations:** For federally funded grants that are educational, please refer to <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

**Indirect Cost Rates:** Indirect restricted rates for current year of award can be viewed at MDE Website, [http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/Financial](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Financial)

**MDE UFARS Manual:** For further information on budget line item categories, refer to MDE's Website at <http://education.state.mn.us> and do a search for UFARS manual.

*Please limit the length of your response to approximately 3-4 page(s).*

**BUDGET SUMMARY SHEET**

Enter your summarized funds requested budget line item category totals and make sure these figures align with the budget narrative section of the application (complete both forms simultaneously). A budget summary sheet is provided and organized similarly to the UFARS guidelines at MDE.

Provide current program expenditures, including state funding, if you already have an international baccalaureate program. In addition, indicate the in-kind contribution (cash or other) to demonstrate local support for the program.

The Awardee MUST report all expenditures by the same categories as outlined when submitting requests for partial and final payments.

**AGREEMENT TO COMPLY FORM**

The Applicant/Awardee shall comply with all applicable federal, state and local laws, ordinances, rules and regulations, and provisions stated herein in the performance of the Award opportunity. The applicant shall complete, sign and submit the attached “AGREEMENT TO COMPLY” form with applicable certification(s). Please refer to the section of this Application entitled “ASSURANCES.”

Please note: Records in the Program Finance division will be examined to ensure all required audit reports and financial documentation have been filed with the Department of Education. Applicants/Awardees, including fiscal agents, found to be lacking in this documentation run the risk of being eliminated from competition if financial soundness cannot be verified.

# ASSURANCES

The Grantee/awardee (which refers to the applicant's status after it has been awarded grant funds) shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated herein in the performance of the grant award. The applicant shall sign and submit the attached "AGREEMENT TO COMPLY WITH ASSURANCES" form indicating its agreement should grant funds be awarded.

## 1. SURVIVAL OF TERMS

The following clauses survive the expiration or cancellation of this award:

4(d). State and Federal Audits; 5. Liability; 6. Ownership of Materials and Intellectual Property Rights; 7. Publicity; 8. Government Data Practices; 9. Data Disclosure; and 12. Governing Law, Jurisdiction and Venue.

## 2. USE OF FUNDS

The use of funds shall be limited to that portion identified in the Application Materials and the attached application and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the State) or for payments to vendors displaying exhibits. Funds may not be used to pay for or support other projects not identified in this application. Funds may not be used for the benefit of state employees, which includes, but is not limited to, reimbursement for any expenditures, including travel expenses; costs of registration fees for training sessions or educational courses presented or arranged; payments to state employees for presentations at workshops, seminars, etc., whether on state time, vacation time, leave of absence or any other non-work time.

- A. The grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the State within the times required by it. The State shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner.
- B. The grantee shall present reports to the Commissioner of the Department of Education (COMMISSIONER) or State's Authorized Representative. At the COMMISSIONER'S discretion, the reports may be presented at departmental, legislative, other state agency or public meetings where the grantee shall be available to explain the PROJECT and to respond to questions.
- C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by grantee in performance of this project will be paid provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan," promulgated by the Commissioner of Employee Relations, and grantee will only be reimbursed for travel and subsistence outside the state of Minnesota if it has received prior written approval for such out-of-state travel from the State.
- D. The State will promptly pay the grantee after grantee presents an itemized invoice for the services actually performed and the State's Authorized Representative accepts the invoiced services. Invoices must be submitted in a timely manner and according to the schedule as outlined in the award.

## 3. EQUIPMENT

Upon termination of the award, all equipment purchased during the award period shall be returned by the grantee to the State at the State's discretion.

#### **4. FINANCIAL AND ADMINISTRATIVE PROVISIONS**

**ALLOWABILITY OF COSTS.** For federal funds, allowability of costs incurred under this award shall be determined in accordance with the procedures and principles given in the federal “Office of Management and Budget” (OMB) publications. For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this award by the grantee will be allowed by the State unless approved in writing by the State. Such approval shall be considered to be a modification of the award. There may be additional limitations on allowable costs which shall be noted in the award.

**RECORDS.** The grantee shall maintain books, records, documents and other evidence pertaining to the costs and expenses of implementing this Application to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services and other costs and expenses of whatever nature. The grantee shall use generally accepted accounting principles. The grantee shall preserve all financial and cost reports, books of account and supporting documents and other data evidencing costs allowable and revenues and other applicable credits under this award which are in the possession of the grantee and relate to this award, for a period of no less than six years and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this award and subsequent awards shall be preserved by the grantee for a period of six years subject to the following criteria:

- 1) The six-year retention period shall commence from the date of submission of the final expenditure report.
- 2) If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.
- 3) The grantee agrees to cooperate in any examination and audit under the provisions of this paragraph.

**EXAMINATION AND AUDIT OF ACCOUNTS AND RECORDS.** The State or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the award. The grantee shall make available at its office and at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.

**STATE AND FEDERAL AUDITS.** The books, records, documents and accounting procedures and practices of the grantee shall be subject to examination by the State or federal auditors, as authorized by law. Minnesota Statutes, section 16C.05, subdivision 5, requires the State audit clause be in effect for a minimum of six years. Federal audits shall be governed by requirements of federal regulations.

- 1) If the grantee (in federal OMB Circular language known as “subrecipient”) receives federal assistance from the State of Minnesota, it will comply with the Single Audit Act of 1984 as amended and OMB circular A-133, “Audits of States, Local Governments and Non-Profit Organizations” for audits of fiscal years beginning after June 30, 1996; or
- 2) The grantee will provide copies of the single audit reporting package (as defined in A-133 section 320(c), financial statement audits, management letters and corrective action plans to the State, the Office of the State Auditor, Single Audit Division or Federal Audit Clearinghouse in accordance with OMB A-133.

## **5. LIABILITY**

Grantee agrees to indemnify and save and hold the State, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the State arising from the performance of the award by grantees, agents or employees. This clause shall not be construed to bar any legal remedies grantee may have for the State's failure to fulfill its obligations pursuant to the award and subsequent awards.

## **6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS**

### **INTELLECTUAL PROPERTY RIGHTS:**

The State shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks and service marks in the works and documents created and paid for under the award. Works means all inventions, improvements, discoveries (whether or not patentable), databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the grantee, its employees, agents and subcontractors, either individually or jointly with others in the performance of this award. Works includes "Documents." Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks or other materials, whether in tangible or electronic forms, prepared by the grantee, its employees, agents or subcontractors in the performance of this award. The Documents will be the exclusive property of the State and all such documents must be immediately returned to the State by the grantee upon completion or cancellation of the award. To the extent possible, those Works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire." The grantee assigns all right, title and interest it may have in the works and the documents to the State. The grantee, at the request of the State shall execute all papers and perform all other acts necessary to transfer or record the State's ownership interest in the works and documents.

### **B. OBLIGATIONS:**

- 1) Notification: Whenever any invention, improvement or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the grantee, including its employees and subcontractors, in the performance of the award, the grantee will immediately give the state's authorized representative written notice thereof, and must promptly furnish the authorized representative with complete information and/or disclosure thereon.
- 2) Representation: The grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the works and documents are the sole property of the State, and that neither the grantee nor its employees, agents, or subcontractors retain any interest in and to the works and documents. The grantee represents and warrants that the works and documents do not and will not infringe upon any intellectual property of other persons or entities. Notwithstanding Liability clause 5, the grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the State, at the grantee's expense, from any action or claim brought against the State to the extent that it is based on a claim that all or part of the works or documents infringe upon the intellectual property rights of others. The grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the grantee's or the State's opinion is likely to arise, the grantee, must at the State's discretion, either procure for the State the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing works or documents as necessary and appropriate to obviate the infringement claim. This remedy of the State will be in addition and not exclusive of other remedies provided by law.

## **7. PUBLICITY**

Any publicity given to the program, publications or services provided resulting from the award, including, but not limited to notices, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the grantee or its employees individually or jointly with others or any subawardees, shall identify the State as the sponsoring agency. The publicity described may only be released with the prior approval of the state's authorized representative. The applicant/awardee must not claim that the State endorses its products or services.

Sample statement identifying the State as the sponsoring agency and must also identify the source of federal funds.

*This initiative is made possible (or is funded in part) with a grant from the Minnesota Department of Education using federal funding, CFDA 84.027A, Special Education – Grants to States.*

**NOTE:** the CFDA and title of the funds – must reflect specific funding source as stated on award notification.

## **8. GOVERNMENT DATA PRACTICES**

The grantee and the State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the State under the award, and as it applies to all data created collected, received, stored, used, maintained or disseminated by the grantee under the award. The civil remedies of Minnesota Statutes, section 13.08 apply to the release of the data referred to in this paragraph by either the grantee or the State.

If the grantee receives a request to release the data referred to in this paragraph, the grantee must immediately notify the State. The State will give the grantee instructions concerning the release of the data to the requesting party before the data is released.

## **9. DATA DISCLOSURE**

Under Minnesota Statutes, section 270.66, and other applicable law, the grantee consents to disclosure of its Social Security number, federal employer tax identification number and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the grantee to file state tax returns and pay delinquent state tax liabilities, if any.

## **10. WORKERS' COMPENSATION**

Grantee certifies that it is in compliance with Minnesota Statutes, section 176.181, subdivision 2, pertaining to workers' compensation insurance coverage. The grantee's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility. (Exemption/Waiver as allowed under law.)

## **11. ANTITRUST**

Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with the award resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

**12. GOVERNING LAW, JURISDICTION AND VENUE**

Minnesota law, without regard to its choice-of-law and provisions, governs the award. Venue for all legal proceedings arising out of the award, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

**13. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for organizations granted an award over \$100,000, as defined at 34 CFR Part 82, Sections 82.100, 82.105 and 82.110, the grantee must certify that:

- A. No federal-appropriated funds have been paid or will be paid, by or on behalf of organization, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal award, and the extension, continuation, renewal, amendment or modification of any federal award.
- B. 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 award, the grantee shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- C. The grantee shall require that the language herein shall be included in any award documents for all subawards at all tiers (including subgrants, contracts under award, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

- A. The grantee certifies that it and its principals:
  - 1) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency;
  - 2) Have not within a three-year period preceding this application or award been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;
  - 3) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
  - 4) Have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

Where the grantee is unable to certify to any of the statements herein, he or she shall attach an explanation to the **AGREEMENT TO COMPLY WITH ASSURANCES** form as part of the application.

**15. DRUG-FREE WORKPLACE (Awardees Other Than Individuals)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart B, for recipients other than individuals, as defined at 34 CFR Part B, Sections 84.200, 854.205, 84.210, 84.215, 84.220, 84.225 and 84.230 –

A. The grantee certifies that it will or will not continue to provide a drug-free workplace by:

1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

2) Establishing an on-going drug-free awareness program to inform employees about:

- (a) The dangers of drug abuse in the workplace;
- (b) The grantee's policy of maintaining a drug-free workplace;
- (c) Any available drug counseling, rehabilitation and employee assistance programs; and
- (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

3) Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (1);

4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the award, the employee will:

- (a) Abide by the terms of the statement; and
- (b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4) (b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award;

6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4) (b), with respect to any employee who is so convicted:

- (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency;

7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of Paragraphs (1), (2), (3), (4), (5) and (6).

**16. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)** As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart C, for recipients who are individuals, as defined at 34 CFR Part C, Sections 84.300 -

- A. As a condition of the award, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in conducting any activity under the award; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award.

**17. TRANSFERABILITY**

The grantee shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under the award without the prior written consent of the State. It is understood, however, that grantee remains solely responsible to the State for providing the products and services described.

**18. TIME**

The grantee must comply with all the time requirements described in the application and award. In the performance of this award, time is of the essence.

**19. OTHER PROVISIONS be it understood:**

- A. By filing of this application, the applicant has therefore obtained the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by applicant's governing body, and the undersigned official (on the Application Cover Page and Agreement to Comply Form) has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of applicant;
- D. Grant funds shall not be used to supplant funds normally budgeted by the applicant/agency;
- E. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- F. Every reasonable effort will be made by the applicant to continue the project after the termination of state/federal funding;
- G. The applicant's Authorized Representative is so named on the application cover sheet. If the Authorized Representative changes at any time during the grant award period, the applicant/grantee must immediately notify the State;
- H. The State's Authorized Representative or his/her successor, is so named on the application cover sheet and has the responsibility to monitor the grantee's performance and has the authority to accept

the services provided under the grant award opportunity. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each invoice submitted for payment;

- I. All services provided by the grantee under an award must be performed to the State's satisfaction, as determined at the sole discretion of the State's Authorized Representative and in accordance with all applicable federal, state, and local laws, ordinances, rules and regulations. The grantee/awardee will not receive payment for work found by the State to be unsatisfactory or performed in violation of federal, state or local law;
- J. Any amendment to an award must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant award, or their successors in office;
- K. If the State fails to enforce any provision of an award, that failure does not waive the provision or its right to enforce it;
- L. An award may be cancelled by the State or grantee at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, grantee shall be entitled to payment, determined on a pro rata basis, for work or services performed to the State's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from Federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the State to the grantee. In the event of such termination, grantee shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination;
- M. The State may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The State may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed;

**APPLICATION COVER SHEET**  
**Raised Academic Achievement; International Baccalaureate Programs**  
 Grant Award Opportunity  
**Points Possible: 100**

<b>PROJECT INFORMATION</b>	
Starting Date: October 1, 2007	Funding Source: MDE100 E37 2218 886
Ending Date: June 30, 2009	TOTAL AMOUNT <b>REQUESTED</b> : \$
Number of Students enrolled at Site, October 1, 2006 <b>[Enter number]</b>	TOTAL AWARD Up to: \$ <b>[Enter dollars only]</b>
<b>APPLICANT INFORMATION</b>	
District or Agency:	ISD#:
Authorized Administrator:	Agency Federal Tax ID:
Title:	Agency State Tax ID:
Address:	Vendor #
Program Contact Person & Title:	Telephone:
Address:	Fax:
	Email:
	Telephone:
	Fax:                      Email:
	Telephone:
District or Agency Accountant:	Email:
<b>AUTHORIZED APPROVAL TO SUBMIT</b>	
_____	_____
<b>REQUIRED Signature, Superintendent</b>	Date
_____	_____
<b>2<sup>nd</sup> REQUIRED Signature, Board Chair or Designee</b>	Date
<b>MDE STAFF INFORMATION</b>	
<b>Authorized Representative:</b> Dr. Beth Aune	Telephone: 651/582-8751 E-mail: <a href="mailto:beth.aune@state.mn.us">beth.aune@state.mn.us</a>
<b>Program Specialist:</b> Marlys Peters-Melius	Telephone: 651/582-8848 E-mail: <a href="mailto:marlys.peters-melius@state.mn.us">marlys.peters-melius@state.mn.us</a>
<b>Grants Specialist:</b> Deb Rose	Telephone: 651/582-8853 E-mail: <a href="mailto:debra.rose@state.mn.us">debra.rose@state.mn.us</a>

**APPLICATION NARRATIVE/WORK PLAN**  
**Raised Academic Achievement; International Baccalaureate Programs**  
**Grant Award Opportunity**

Please refer to the APPLICATION INSTRUCTIONS for assistance in completing this section of the application.  
Sections will expand when using this form electronically.

<b>I. STATEMENT OF NEED</b>	<b>Possible Points 20</b>
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<b>II. APPLICATION SUMMARY</b>	<b>Possible Points 15</b>
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<b>III. WORK PLAN: PROJECT GOALS, ACTIVITIES, OUTCOMES AND ESTIMATED TIMELINES</b>	<b>Possible Points 40</b>
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<b>IV. EVALUATION OF OUTCOMES AND ANNUAL REPORTS</b>	<b>Possible Points 10</b>
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<b>V. BUDGET NARRATIVE (must align with BUDGET SUMMARY SHEET)</b>	<b>Possible Points 15</b>
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**APPLICATION BUDGET SUMMARY**  
**Raised Academic Achievement; Advanced Placement Programs**  
**Grant Opportunity**  
**Points Possible for Budget Narrative and Summary Combined 15**

This budget summary and budget narrative must align. Possible points are for both forms combined. The budget narrative must provide detailed

<b>DIVISION NAME:</b> Academic Standards and High School Improvement					
<b>GRANTEE/FISCAL AGENT NAME</b>					
<b>PROJECT NAME:</b>					
<b>OBJECT CODE</b>	<b>BUDGET LINE ITEM CATEGORIES</b>	<b>MDE AMOUNT OF FUNDS REQUESTED</b>	<b>CURRENT PROGRAM EXPENDITURES</b>	<b>IN KIND</b>	<b>PROJECT TOTAL</b>
100	<b>SALARIES AND WAGES</b> (including subpay if not contracted out)				
200	<b>FRINGE BENEFITS</b>				
300	<b>PURCHASED SERVICES - Series</b>				
	CONSULTANT/CONTRACTED SERVICES				
	COMMUNICATIONS (Phone, Internet, Postage/Parcel & Purchased Printing)				
	STAFF DEVELOPMENT				
	STAFF TRAVEL - Instate				
	STAFF TRAVEL - Out of State - Limited (provide justification in Budget Narrative)				
	WORKSHOP & CONFERENCE EXPENSES - Meals, Meeting Room Costs, Lodging for Participants (master bill), AV equipment				
	OPERATING LEASE OR RENTALS (If not included in indirect cost)				
	PURCHASED SERVICES - Other (Identify in detail in the Budget Narrative)				
400	<b>SUPPLIES AND MATERIALS - Series</b>				
	SUPPLIES AND MATERIALS - Non-Instructional				
	SUPPLIES AND MATERIALS - Instructional				
800	<b>OTHER EXPENDITURES</b> (Identify in detail in Budget Narrative section)				
Total Direct	<b>TOTAL DIRECT COSTS</b>				
Total Indirect	<b>TOTAL INDIRECT COSTS</b> - Schools use current restricted rates Nonprofits, Ed districts, Education Cooperatives use a maximum of 8%				
390-394	<b>PAYMENTS TO SCHOOL DISTRICTS, COUNTIES, AND OTHER NON-PROFIT AGENCIES FOR DIRECT SERVICES TO STUDENTS</b>				
500	<b>CAPITAL EXPENDITURES</b>	Not Allowable			Not Allowable
	TOTAL (should include direct and indirect cost)	\$			\$
NOTE:	A budget revision request must be submitted for any budget line item changes of more than 15% per line item category. Some unallowable expenditures are: gifts, entertainment, gift certificates, amusement, alcohol or to pay for vendor exhibits. *Grants made exclusively for the purpose of supporting conferences are not allowed reimbursement for indirect costs.				

explanations for each budget expense category. See the Application Instructions for additional information on budget line item categories.

## AGREEMENT TO COMPLY WITH ASSURANCES FORM

In regard to potential funding of an award, the following clauses are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, said clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with Assurances form.

The applicant/awardee shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of the award should grant funds be awarded. As part of the application/proposal requirements, applicant shall sign and submit this form and attach applicable certification(s) indicating its agreement to comply with the provisions of the application and assurance clauses.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. SURVIVAL OF TERMS</li> <li>2. USE OF FUNDS</li> <li>3. EQUIPMENT</li> <li>4. FINANCIAL AND ADMINISTRATIVE PROVISIONS</li> <li>5. LIABILITY</li> <li>6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS</li> <li>7. PUBLICITY</li> <li>8. GOVERNMENT DATA PRACTICES</li> <li>9. DATA DISCLOSURE</li> </ol> | <ol style="list-style-type: none"> <li>10. WORKER'S COMPENSTATION</li> <li>11. ANTITRUST</li> <li>12. GOVERNING LAW, JURISDICTION AND VENUE</li> <li>13. LOBBYING*</li> <li>14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS*</li> <li>15. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)*</li> <li>16. TRANSFERABILITY</li> <li>17. TIME</li> <li>18. OTHER PROVISIONS</li> </ol> |
|---|---|

**Regarding clauses 13, 14, 15 and 16:**

These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying,"; 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Minnesota Department of Education determines the award.

**The title of the application award opportunity: Raised Academic Achievement; Advanced Placement Programs**

The applicant shall list the site(s) for the performance of work done in connection with this specific award opportunity.

Place of Performance	Place of Performance
Street Address	Street Address
City, State and Zip Code / County	City, State and Zip Code / County

Check  if there are (additional) workplaces on file that are not identified above.

By signing this form, I/we \_\_\_\_\_ the applicant, acknowledge that I have read the assurances in their entirety as stated within the application materials and shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of this award opportunity should the organization be awarded funds and become a grantee/awardee. I/we hereby assure and agree to comply with all conditions and submit required documents and certifications as required.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Print Name of Authorized Official or Designee Signature of Authorized Official or Designee Date Signed

## APPENDIX B

### REVIEWER'S FORM RAISED ACADEMIC ACHEIVEMENT; ADVANCED PLACEMENT PROGRAMS

I do **NOT** have a conflict of interest with this proposal in accordance with  
Minnesota Statutes Section 43A.38.

REVIEWERS I.D.: \_\_\_\_\_

DATE: \_\_\_\_\_, 2007

PROPOSAL TYPE:

APPLICANT / PROPOSAL NUMBER: \_\_\_\_\_ AMOUNT REQUESTED: \$ \_\_\_\_\_

#### POINTS POSSIBLE: 100

#### INSTRUCTIONS:

- a. **Fill in the boxes above.**
- b. Read the Request for Proposals provided in the packet. This is the information applicants used to prepare their applications. Pay attention to the directions applicants were given and look for their responses in each application you read.
- c. Use the criteria that follow as you review each proposal. Look for each thing that is requested. **Write down the STRENGTHS and WEAKNESSES** of each proposal. Comments you make on the review form will become public information and may be shared with the program to improve their grant writing skills for future applications.
- d. As you read, determine if the proposal captures the intent, the essence, and/or conveys the eagerness needed to do the project? Your answer should be a part of your overall analysis of the proposal and reflected in the points you assign to the proposal.
- e. Assign points up to the maximum points defined for each bullet. Add and record the points for each section. Do not use factions of points.
- f. List the scores from each section on the Application Scoring summary on page 2. Add the total. Please check your addition.
- g. If you have questions about content of the proposal, please contact [Marlys Peters-Melius](mailto:Marlys.Peters-Melius@state.mn.us) at 651-582-8848 or [marlys.peters-melius@state.mn.us](mailto:marlys.peters-melius@state.mn.us)
- h. **Each reviewer will have the opportunity to share independent comments/findings at the group meeting, scheduled on:**

**Sept 27 at 9:00 to 3:00**

# Advanced Placement Application Scoring Summary

Site \_\_\_\_\_

Review Criteria	Points Available	Points Awarded
Statement of Need	20	
Application Summary	15	
Work Plan	40	
Evaluation of Outcomes	10	
Budget Narrative/Summary	15	

**Total Points:** \_\_\_\_\_

**Reader Summary Comments:**

**STATEMENT OF NEED**

**Point Value is worth 20**

**Points assigned: \_\_\_\_\_**

Proposal's statement of need is based on:

- A description of the needs or gaps that the proposed project will address **(6 points)**
- Supporting data and an explanation of how the data relates to the needs and gaps of low-income and other disadvantaged students **(6 points)**
- A brief description of school/district demographics, including socio-economic data, student populations, student participation in IB courses/programs, teacher preparation etc. for the proposed site(s) **(4 points)**
- Identification of baseline student achievement data **(4 points)**

<u><b>Strengths</b></u>	<u><b>Weaknesses</b></u>

**APPLICATION SUMMARY**

**Point Value is worth 15**

**Points assigned: \_\_\_\_\_**

Proposal:

- A clear, brief summary of the proposed project **(7 points)**
- A description of how to further raise students' academic achievement by proposing to implement at least one of the following: **(8 points)**
  - Increasing the availability of and all students' access to Advanced Placement courses or programs;
  - Expanding the breadth of Advanced Placement courses or programs that are available to students;
  - Increasing the number and the diversity of the students who participate in Advanced Placement courses or programs and succeed;
  - Providing low-income and other disadvantaged students with increased access to Advanced Placement courses and programs; or
  - Increasing the number of high school students, including low-income and other disadvantaged students, who receive college credit by successfully completing Advanced Placement courses or programs and achieving satisfactory scores on related exams.

**Strengths**

**Weaknesses**

**WORK PLAN: PROJECT GOALS, ACTIVITIES, OUTCOMES AND ESTIMATED TIMELINES**

**Points Value is worth 40**

**Points assigned: \_\_\_\_\_**

Proposal:

- Described a three-year plan, approved by the local school board, to create a new or expand an existing program to implement the Advanced Placement Program **(7 points)**
- Described implementation or expansion of AP courses/programs, including science, technology, engineering and/or math disciplines **(6 points)**
- Described ways of providing or expanding student access to AP courses or programs **(8 points)**
- Provided documentation (e.g., chart, narrative) of clear and measurable Goals and Outcomes and related: Activities and Strategies, Specific Staff and Responsibilities, Timeline for Completion, and Indicators of Success **(10 points)**
- Provided evidence that the project documented best practice in aligning one or more of: curriculum, instruction, assessment, and/or professional development in their Advanced Placement Program **(5 points)**
- Described capacity to sustain the program after the grant award period had ended **(4 points)**

**Strengths**

**Weaknesses**

**EVALUATION OF OUTCOMES AND ANNUAL REPORTS**

**Point Value is worth 10**

**Points assigned: \_\_\_\_\_**

Proposal described:

- How the anticipated outcomes will be measured, what data will be collected and how the success of the project will be evaluated **(5 points)**
- What will be presented as evidence of completing first and second year’s work of the three-year plan, including demographic and other student data to demonstrate raised access and participation and academic achievement **(2 points)**
- What will be presented as evidence of change for both teachers and students to demonstrate the impact on teacher practice and student achievement **(2 points)**
- A statement of assurance to enter into an evaluation program with MDE **(1 point)**

<u>Strengths</u>	<u>Weaknesses</u>

**BUDGET NARRATIVE (W/BUDGET SUMMARY SHEET)**

**Point Value is worth 15**

**Points assigned: \_\_\_\_\_**

Proposer’s budget narrative explains how the grant money will be used to accomplish the goals and activities. Permissible funding uses include: **(10 points)**

- Teacher training and instruction
  - Development of IB courses and programs
  - Transition between grade levels
  - Books and supplies
  - Course or program fees
  - Increasing student participation
  - Expanding students’ access to IB
  - Hiring licensed personnel
  - Other activities related to expanding students’ access, participation, or success with IB courses and programs
- Budget plan narrative aligns with the budget summary **(5 points)**

<u>Strengths</u>	<u>Weaknesses</u>

## APPENDIX C

### 2007 Minnesota Statutes

#### **120B.132 RAISED ACADEMIC ACHIEVEMENT; ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS.**

Subdivision 1. **Establishment; eligibility.** A program is established to raise kindergarten through grade 12 academic achievement through increased student participation in pre-advanced placement, advanced placement, and international baccalaureate programs, consistent with section [120B.13](#). Schools and charter schools eligible to participate under this section:

(1) must have a three-year plan approved by the local school board to establish a new international baccalaureate program leading to international baccalaureate authorization, expand an existing program that leads to international baccalaureate authorization, or expand an existing authorized international baccalaureate program; or

(2) must have a three-year plan approved by the local school board to create a new or expand an existing program to implement the college board advanced placement courses and exams or preadvanced placement initiative; and

(3) must propose to further raise students' academic achievement by:

(i) increasing the availability of and all students' access to advanced placement or international baccalaureate courses or programs;

(ii) expanding the breadth of advanced placement or international baccalaureate courses or programs that are available to students;

(iii) increasing the number and the diversity of the students who participate in advanced placement or international baccalaureate courses or programs and succeed;

(iv) providing low-income and other disadvantaged students with increased access to advanced placement or international baccalaureate courses and programs; or

(v) increasing the number of high school students, including low-income and other disadvantaged students, who receive college credit by successfully completing advanced placement or international baccalaureate courses or programs and achieving satisfactory scores on related exams.

Subd. 2. **Application and review process; funding priority.** (a) Charter schools and school districts in which eligible schools under subdivision 1 are located may apply to the commissioner, in the form and manner the commissioner determines, for competitive funding to further raise students' academic achievement. The application must detail the specific efforts the applicant intends to undertake in further raising students' academic achievement, consistent with subdivision 1, and a proposed budget detailing the district or charter school's current and proposed expenditures for advanced placement, preadvanced placement, and international baccalaureate courses and programs. The proposed budget must demonstrate that the applicant's efforts will support implementation of advanced placement, preadvanced placement, and international baccalaureate courses and programs. Expenditures for administration must not exceed five percent of the proposed budget. The commissioner may require an applicant to provide additional information.

(b) When reviewing applications, the commissioner must determine whether the applicant

satisfied all the requirements in this subdivision and subdivision 1. The commissioner may give funding priority to an otherwise qualified applicant that demonstrates:

(1) a focus on developing or expanding preadvanced placement, advanced placement, or international baccalaureate courses or programs or increasing students' participation in, access to, or success with the courses or programs, including the participation, access, or success of low-income and other disadvantaged students;

(2) a compelling need for access to preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(3) an effective ability to actively involve local business and community organizations in student activities that are integral to preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(4) access to additional public or nonpublic funds or in-kind contributions that are available for preadvanced placement, advanced placement, or international baccalaureate courses or programs; or

(5) an intent to implement activities that target low-income and other disadvantaged students.

**Subd. 3. Funding; permissible funding uses.** (a) The commissioner shall award grants to applicant school districts and charter schools that meet the requirements of subdivisions 1 and 2. The commissioner must award grants on an equitable geographical basis to the extent feasible and consistent with this section. Grant awards must not exceed the lesser of:

(1) \$85 times the number of pupils enrolled at the participating sites on October 1 of the previous fiscal year; or

(2) the approved supplemental expenditures based on the budget submitted under subdivision 2. For charter schools in their first year of operation, the maximum funding award must be calculated using the number of pupils enrolled on October 1 of the current fiscal year. The commissioner may adjust the maximum funding award computed using prior year data for changes in enrollment attributable to school closings, school openings, grade level reconfigurations, or school district reorganizations between the prior fiscal year and the current fiscal year.

(b) School districts and charter schools that submit an application and receive funding under this section must use the funding, consistent with the application, to:

(1) provide teacher training and instruction to more effectively serve students, including low-income and other disadvantaged students, who participate in preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(2) further develop preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(3) improve the transition between grade levels to better prepare students, including low-income and other disadvantaged students, for succeeding in preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(4) purchase books and supplies;

(5) pay course or program fees;

(6) increase students' participation in and success with preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(7) expand students' access to preadvanced placement, advanced placement, or international baccalaureate courses or programs through online learning;

(8) hire appropriately licensed personnel to teach additional advanced placement or international baccalaureate courses or programs; or

(9) engage in other activity directly related to expanding students' access to, participation in, and success with preadvanced placement, advanced placement, or international baccalaureate

courses or programs, including low-income and other disadvantaged students.

Subd. 4. **Annual reports.** (a) Each school district and charter school that receives a grant under this section annually must collect demographic and other student data to demonstrate and measure the extent to which the district or charter school raised students' academic achievement under this program and must report the data to the commissioner in the form and manner the commissioner determines. The commissioner annually by February 15 must make summary data about this program available to the education policy and finance committees of the legislature.

(b) Each school district and charter school that receives a grant under this section annually must report to the commissioner, consistent with the Uniform Financial Accounting and Reporting Standards, its actual expenditures for advanced placement, preadvanced placement, and international baccalaureate courses and programs. The report must demonstrate that the school district or charter school has maintained its effort from other sources for advanced placement, preadvanced placement, and international baccalaureate courses and programs compared with the previous fiscal year, and the district or charter school has expended all grant funds, consistent with its approved budget.

**History:** 2006 c 282 art 4 s 1; 2007 c 146 art 2 s 7

## APPENDIX D

### Section 46. Appropriations

**Subd. 13. Preadvanced placement, advanced placement, international baccalaureate, and concurrent enrollment programs.** For preadvanced placement, advanced placement, international baccalaureate, and concurrent enrollment programs under Minnesota Statutes, sections 120B.132 and 124D.091:

\$6,500,000	.....	2008
\$6,500,000	.....	2009

Of this amount, \$2,500,000 each year is for concurrent enrollment program aid under Minnesota Statutes, section 124D.091. If the appropriation is insufficient, the commissioner must proportionately reduce the aid payment to each district.

**APPENDIX E**

**Raised Academic Achievement Grant Report  
and  
Executive Summary**

*International Baccalaureate*

**Your district name, ISD #XXX**

**Your school(s) name(s)**

**July 30, 2009**



**Innovative Grant Title:**

**Date:**

**Site Name:**

**Contact Name:**

**Contact Phone Number:**

**Contact E-mail:**



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## **Executive Summary**

*Please begin typing or paste your selection over this text—above the page break. The formatting is turned on so that you can see where to type/paste your writing. You can turn off the formatting by clicking the “paragraph” key on your toolbar, but either way, it will not affect the look of your printed document.*

This report is required as a condition of the Raised Academic Achievement grant and will be compiled with information from other grant sites. Please write this report with other educators in mind. MDE will provide information to other schools about you have learned. What worked? What were your struggles? What insights have you gained? What might you do differently next time?

Please include an executive summary (approximately 600 words) of your grant. Your executive summary should briefly refer to the following elements:

- **Major Initiative(s)**  
Briefly identify and describe the initiatives included in your site’s grant.
- **Implementation Procedures**  
Include a brief description of the procedures that were used to implement your work. It would be helpful for schools to be able to read about your site’s challenges, insights, and successes as well as the overall plan for implementation.
- **Observations (Data Collected, including baseline data)**  
Identify the baseline data you used, as well as the data you collected in connection to this project. The actual data may be submitted in the appendix of this document. Include data on student participation and achievement levels, disaggregated by ethnicity and low income.
- **Conclusions (Outcome/Results)**  
Note the major outcomes or results of your work. What conclusions have you come to and why?

Following your Executive Summary, please copy and paste the completed “Raised Academic Achievement” document that you updated in December. In addition, please add the attached summary pages, indicating the challenges/insights, outcomes, and future plans for the Advanced Placement program at your site.

**Raised Academic Achievement Grant- Final Report**

*Insert Raised Academic Achievement Grant charts here. Delete this text after inserting.*

## **Raised Academic Achievement Grant- Final Report**

*Please take this opportunity to share the lessons learned as you implemented your grant. Your experiences and insights will provide guidance to other sites as they implement and expand rigorous programs.*

### **Challenges and Insights:**

### **Outcomes and Next Steps:**

## **Appendix**

*Please include your baseline data, the data you collected as well as the data collection tools (surveys, etc.) that you used. Include other items that you deem pertinent to your initiative such as examples of student work, student and/or teacher reflections.*

Please send the completed report to Jacqui McKenzie ([jacqui.mckenzie@state.mn.us](mailto:jacqui.mckenzie@state.mn.us)) by 4 P.M. on July 30, 2009.

If you have questions regarding the report, please contact Jessica Rowe at 651-582-8512 or ([jessica.rowe@state.mn.us](mailto:jessica.rowe@state.mn.us)).