

University of Massachusetts Amherst

From the Selected Works of Kathryn A. McDermott

2009

Hillsborough County Public Schools' TASAP Application

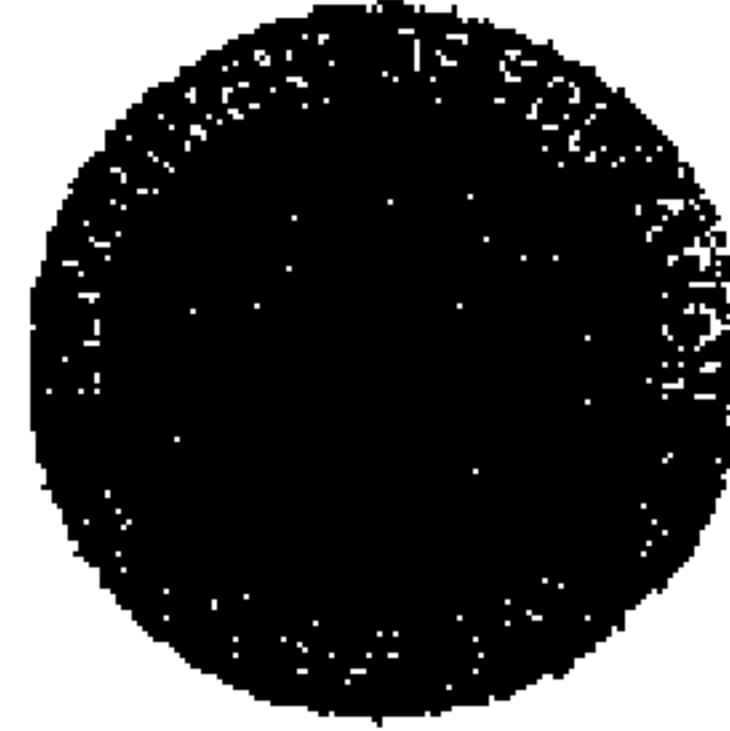
Hillsborough County Public Schools, *Hillsborough County Public Schools*



Available at: https://works.bepress.com/kathryn_mcdermott/7/

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**TECHNICAL ASSISTANCE FOR SCHOOL ASSIGNMENT PLANS
CFDA # 84.004F
PR/Award # S004F090008**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: AUG 21, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by

e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424	Version 02
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* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision
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* 3. Date Received:	4. Applicant Identifier:
---------------------	--------------------------

8/20/2009

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: Hillsborough County Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
596000660	042471060

d. Address:

* Street1: 901 East Kennedy Blvd.

Street2:

* City: Tampa

County: Hillsborough

State: FL

Province:

* Country: USA

* Zip / Postal Code: 33602

e. Organizational Unit:

Department Name:	Division Name:
Grants & Research	Student Services & Federal Programs

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

Prefix: Mr. * First Name: Steven

Middle Name:

* Last Name: Ayers

Suffix:

Title: Director, Community and Parent Relations

Organizational Affiliation:

Hillsborough County Public Schools

* Telephone
Number:

(813)272-4086

Fax Number:

(813)272-4720

* Email: STEVEN.AYERS@SDHC.K12.FL.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.004F

CFDA Title:

Technical Assistance for School Assignment Plans

*** 12. Funding Opportunity Number:**

ED-GRANTS-072209-003

Title:

Training and Advisory Services Program--Technical Assistance for Student
Assignment Plans Program

13. Competition Identification Number:

Title:

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

Hillsborough County, FL

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

Project MAPS

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: FL-011

* b. Program/Project: FL-011

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

Attachment:

Title : Additional Congressional Districts

File : P:\ALL GRANTS\Student Assignment Plans\Components\Student Assign. Addl Cong Districts.pdf

17. Proposed Project:

* a. Start Date: 10/1/2009

* b. End Date: 9/30/2011

18. Estimated Funding (\$):

a. Federal	\$ 250000
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 250000

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

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: MaryEllen

Middle Name:

* Last Name: Elia

Suffix:

Title: Superintendent

* Telephone Number: (813)272-4880 Fax Number: (813)272-4664

* Email: LYNN.FELL@SDHC.K12.FL.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Hillsborough County Public Schools

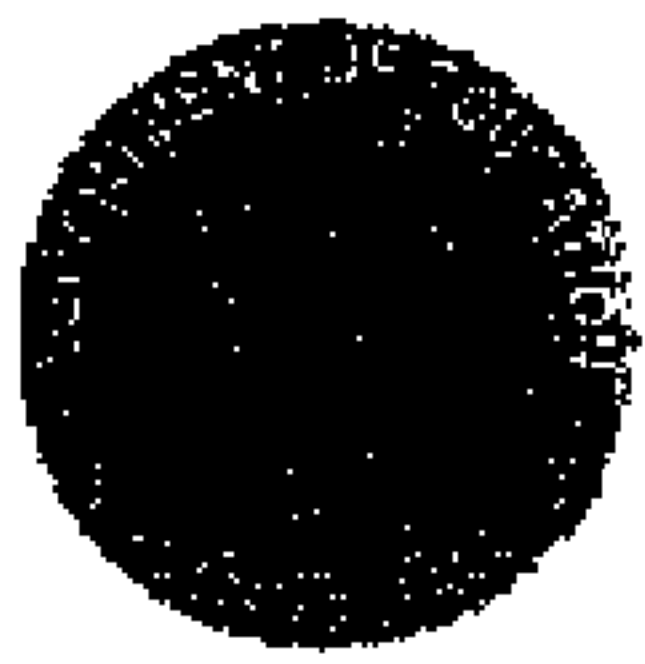
Technical Assistance for
Student Assignment Plans Program
Project MAPS

Additional Congressional Districts for Hillsborough County Public Schools:

FL-009

FL-012

August 21, 2009

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Hillsborough County Public Schools

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

SECTION A - BUDGET SUMMARY**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 11,243	\$ 0	\$ 0	\$ 0	\$ 0	\$ 11,243
2. Fringe Benefits	\$ 3,548	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,548
3. Travel	\$ 3,513	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,513
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,417	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,417
6. Contractual	\$ 226,680	\$ 0	\$ 0	\$ 0	\$ 0	\$ 226,680
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 246,401	\$ 0	\$ 0	\$ 0	\$ 0	\$ 246,401
10. Indirect Costs*	\$ 3,599	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,599
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 250,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 250,000

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

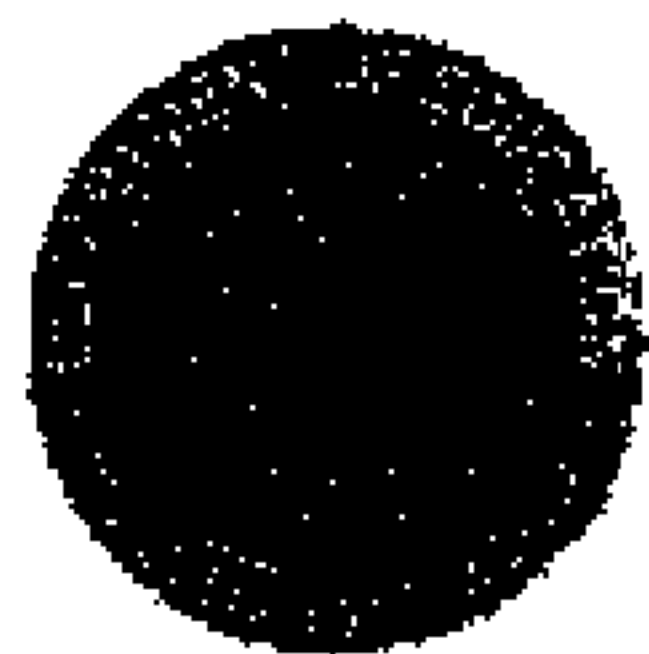
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 3.8%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Hillsborough County Public Schools

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

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev. 7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: MaryEllen Elia

Title: Superintendent

Date Submitted: 08/17/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Hillsborough County Public Schools Address: 901 E. Kennedy Blvd City: Tampa State: FL Zip Code + 4: 33602- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Technical Assistance for Student Asgmt. CFDA Number, if applicable: 84.004F	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): None Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): None Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: MaryEllen Elia Title: Superintendent Applicant: Hillsborough County Public Schools Date: 08/17/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Hillsborough County Public Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: MaryEllen Middle Name:

Last Name: Elia Suffix:

Title: Superintendent

Signature:

Date:

08/17/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement

File : P:\ALL GRANTS\Student Assignment Plans\Components\GEPA.pdf

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

On the basis of race, color, sex, national origin, marital status, disability, age or religion, no person shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this school district, except as provided by law.

STATUTORY AUTHORITY: Florida Statute 230.22(2);228.2001:230.23(5)

Equal Access For All:

The primary goal of Hillsborough County Public Schools (HCPS) is to ensure that each student succeeds in his or her quest for a secure future. To that end, the school district continues to focus on equal opportunity for all students regardless of race, creed, ethnicity, socio-economic status, gender, or any other discriminatory criteria. An Equity Committee comprised of district and school personnel reviews all data by school and special programs submitted annually to the court. This data includes information about the programs currently operating in the district.

In addition, the Equity Committee reviews all recommendations about programmatic issues to ensure that all project participants have equal access to all aspects of the program. The district instructional staff continuously gives special attention to those who have been traditionally underrepresented.

- a) Information about programs is available in multiple languages and representatives of the bilingual/ESOL staff distribute program descriptions and information to ESOL parents.
- b) The district provides equal opportunity for disabled students as required by the Individuals With Disabilities Education Act (IDEA). Whenever appropriate, special education students are mainstreamed into regular and/or special theme classes. Similar provisions have been made for participation of limited English proficient students.

Specific to the Technical Assistance for Student Assignment Plans Program, HCPS will seek to include all stakeholders in project activities without regards to race, creed, ethnicity, socio-economic status, gender or any other discriminatory criteria. All informational materials will be available in multiple languages. Materials will be designed to meet the physical and language requirements of stakeholders in order to remove barriers to participation. English As A Second Language (ESOL) personnel will provide project information verbally to stakeholders and community members whose primary language is other than English in the primary language of the household. Participants will not be discriminated against in regards to disabilities, and accessibility options will be made available to participants with disabilities so that they may fully participate in the Technical Assistance for Student Assignment Plans Program, pursuant to the Americans With Disabilities Act (ADA) and other pertinent Disability Rights legislation.

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**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Steven		Ayers	

Address:

* Street1: 901 E. Kennedy Blvd.
Street2:
* City: Tampa
County: Hillsborough
* State: FL * Zip / Postal Code: 33602 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(813)272-4086	(813)272-4720

Email Address:

STEVEN.AYERS@SDHC.K12.FL.US

2. Applicant Experience

Novice Applicant ☐ Yes ☐ No ☒ Not applicable

3. Human Subjects Research

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

☒ Yes ☐ No

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

IXI Yes Provide Exemption(s) #: 2, 4

[] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Exempt Research Narrative

File : P:\ALL GRANTS\Student Assignment Plans\Components\Exempt Research

Narrative.pdf

Exempt Research Narrative

Research activities conducted as part of Hillsborough County Public Schools federal Technical Assistance for Student Assignment Plans program application are exempt from the regulations for the protection of human subjects for the following reasons. Research conducted in the project will involve the use of student data obtained in a manner in which no subjects can be identified and in which no investigators participate in the activities. Research will also involve the collection of existing data that are publicly available and in which no subjects can be identified, such as discipline referral or attendance data.

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Project Narrative

Abstract Narrative

Attachment 1:

Title: Abstract Pages: 2 Uploaded File: P:\ALL GRANTS\Student Assignment Plans\Components\HCPS Project Abstract FINAL.pdf

(a) Project Abstract

Hillsborough County Public Schools (HCPS) is the 8th largest school district in the nation serving more than 180,000 students in 243 K-12 schools. The county is highly geographically diverse with large farming areas, exurbs, suburbs and a dense, urban core. While the overall mix of the population is highly diverse in terms of race, ethnicity and socio-economic status, housing patterns are remarkably homogeneous with high concentrations of racial or ethnic groups.

HCPS has struggled to overcome the historic racial segregation of its schools. The district was under a court ordered de-segregation plan from 1971 until 2001. The District has adopted diversity as a positive educational priority and has made tremendous strides, through Board adopted Magnet and Choice plans, towards achieving diversity goals. However, the combination of success of some of its Choice plans along with shifts in in-migration and residential settlement patterns are beginning to create imbalances. While some schools operate at 120% of capacity and the district spends upwards of \$13M on portables, other nearby schools are 40% empty. Overall, nearly 30% of the Districts' seats are unfilled, an unsustainable allocation of capital resources. These utilization imbalances along with constitutionally mandated Class Size requirements are creating conditions that, unaddressed, will lead to greater racial isolation. The imposition of the Supreme Court's 2007 *Parents Involved* requirements has made an already bad situation worse.

Without new tools and approaches that are seen as fair and reasonable by parents and the community, HCPS risks sliding back towards the re-segregation of its schools. The need for technical assistance in this area is absolutely critical. To this end, **HCPS will seek technical assistance from the private sector to modify and implement a student assignment plan that uses strategies to avoid racial isolation and re-segregation in schools (Absolute Priority).** The

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private sector partner, Seer Analytics, has extensive experience in developing projects to solve complex, multi-objective problems. The goal of the proposed project, Model of Assignment Planning for Students (MAPS), is to target the district's 46 middle schools to improve student assignment planning through use of a multi-objective spatial optimization model. Project MAPS has four objectives designed to support this goal: (1) Create a multi-year re-boundary plan to be rolled out over a 3-5 year timeline; (2) Develop methods to engage community stakeholders in the student assignment planning process; (3) District personnel will successfully complete training to utilize multi-objective modeling and spatial analysis; (4) The School Board of Hillsborough County will approve district use of the new model to support implementation of its Voluntary plan (**COMPETITIVE PREFERENCE PRIORITY**).

Activities to support these objectives include the collaboration between HCPS personnel, Seer Analytics, and community stakeholders to develop a Diversity Index. The index will factor with utilization and transportation metrics in the new assignment model. An additional activity critical to the success of MAPS is building stakeholder engagement. Key stakeholders, including teachers, parents and community leaders, will be involved in each step of the process. Community outreach plans will ensure that a variety of perspectives are brought to bear on the decisions made regarding student assignment plans. Outcomes include development of baseline analytics & metrics to serve as comparative benchmarks to track progress, documented analytical procedures to clarify process & replication, multiple community group meetings to gather input, a survey designed to assess perceptions of new processes, a model piloted at middle school level, and an approved model available for district-wide student assignment planning.

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Project Narrative

Project Narrative Table of Contents

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Project Narrative--Please refer to Part 4 in the instructions for the list of selection criteria

Attachment 1:

Title: Project Narrative Pages: 25 Uploaded File: P:\ALL GRANTS\Student Assignment Plans\Components\Project Narrative.pdf

(a) Need for project

Hillsborough County, Florida, which approximates the size of Rhode Island, includes Tampa, a large urban city and several outlying municipalities and communities. Supporting over 1,000,000 people, the county is economically and ethnically diverse. Hillsborough County Public Schools is the 8th largest school district in the nation serving more than 180,000 students in 243 K-12 schools. This population is geographically diverse with large farming areas to the south and east, numerous suburbs, and a dense, urban core.

Historically, Hillsborough County Public Schools (HCPS) has endeavored to ensure equal educational access and opportunity for all children, regardless of the school they attend. HCPS was granted unitary status in 2001, and the use of magnet schools was a key success factor in maintaining this status. This success led the district to expand Choice options. In 2003 HCPS launched a Choice plan which responded to demonstrated student need and worked within a participatory framework to craft change. The district was restructured and moved from 17 geographic clusters to a 7 region choice.

The district's current pattern for assigning schools is primarily set by residence addresses. Thus, an "attendance area school" is the school to which a student is assigned based on his or her home address. This primary assignment pattern is bolstered by the district's Choice Options. Under the Choice plan, there are several alternatives a family may choose which would move their student to a site other than their "attendance area school". These options include magnet schools, "School Choice" which allows students to move to a non-magnet public school with available space, and "Choice Hardship" which permits families to submit a request for a school that is at or over capacity. Another option available is "NCLB Choice" which is the Federally-

required school choice option for students in Title I schools that do not make adequate yearly progress (AYP) for two consecutive years. Further options include charter schools, and John McKay Scholarships, a state-operated voucher program for exceptional education students with Individual Education Plans.

Although the Choice plan was designed to encourage movement of students in such a way as to assist in increasing the diversity on each campus, the many HCPS families chose to remain in their own neighborhood school instead of opting for a longer bus ride to an alternate location. Thus, the **Choice plan has led to uneven utilization of school campuses**, such as overcrowding in suburban schools while many schools are functioning under-capacity. This is illustrated in the enrollment projections for the 2009-2010 school year. For instance, Wilson Middle, located in an affluent South Tampa neighborhood, will be at 114% projected enrollment versus its Functional Capacity. Meanwhile, Ferrell Middle Magnet School, 5.4 miles away in the heart of the low-socioeconomic inner-city, is at 59% project enrollment compared to its Functional Capacity. This issue has negatively impacted the district's budget in that HCPS is forced to spend approximately \$13mm annually on the purchase, installation and maintenance of portables for overcrowded schools while nearly 30% of its overall seats sit vacant.

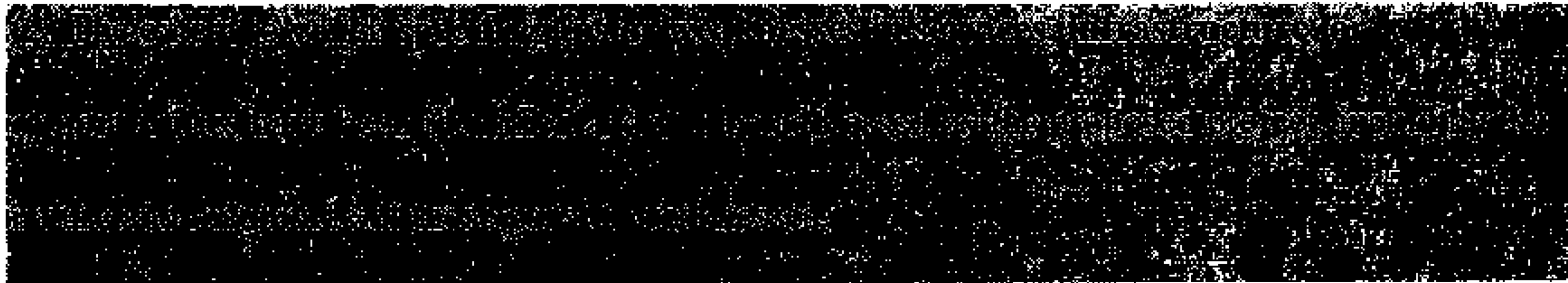
A further impact of the Choice plan on the district is that its **schools are becoming more racially identifiable**. For instance, projections for the 2009-2010 school year show that among the middle schools which will serve the highest number of African American students, most are magnet schools designed to increase diversity of schools located in urban settings within the county. These schools are considered racially identifiable (>50% minority enrollment) with enrollment of Black students at 74.81%, 72.77%, 66.91%, and 51.13%. In comparison, the middle schools with the lowest number of African American students enrolled are traditional

middle schools situated in suburban locations. These schools are considered racially identifiable for non-Black students with enrollment numbers for African American students at 4.59%, 6.13%, 6.73%, and 5.58%.

In addition to challenges brought on by the Choice plan, the district must also comply with **Florida's Amendment to Reduce Class Size**. By the 2010 school year, all districts must adhere to guidelines for capping the maximum number students in each core class (not to exceed 18 students in K-3, 22 students in classes in grades 4-8, and 25 pupils in 9-12). The amendment creates another barrier in the district's student assignment plan as often the schools that have student enrollment figures exceeding the amendment requirements are not always located near schools with vacant seats to accommodate an influx of pupils. The district will need to redistribute student populations in order to comply with the amendment by the opening of the 2010-2011 school year. In order to maximize the impact of any district-wide re-boundary effort it makes sense to work first on the middle schools. These schools cover relatively larger geographical areas (typically encompassing multiple elementary schools) and provide more flexibility in adjustment than do the high schools.

Another challenge in designing an effective Student Assignment Plan is that the district is obligated to meet the requirements set forth by the **Supreme Court in their 2007 decision pertaining to *Parents Involved***. Based on the Court's response, districts are required to use race-neutral methods for assigning students to schools. While the chief assignment pattern is based on residence address, the district must find solutions for the current trend of racially identifiable schools which are cropping up in pockets around the county. The magnet program utilizes a race-neutral lottery system in placing its elementary and middle school students, and the Choice plan does not take race into consideration when placing students outside their

“attendance area school”. However, HCPS must find a race-neutral solution to the re-segregation which is developing throughout the district. This presents an additional challenge when developing an effective Student Assignment Plan model.



School boundary decisions have become complex multi-objective problems. For example, how does HCPS best draw a set of boundaries that addresses the following issues simultaneously: Balancing facility utilization, relieving over-crowding at some sites, filling empty seats at other sites, most efficiently allocating a \$63mm+ transportation budget and avoiding racial re-isolation. In confronting this daunting task it is clear that HCPS does **not currently have the expertise** to resolve complex multi-objective problems. Solving such problems is at the leading edge of applied social science and requires the creation of new ways of capturing and analyzing data to be in compliance with federal and state mandates (including *Parents Involved*) and still achieve the avoidance of racial isolation. HCPS has only rudimentary capabilities to perform GIS analysis of data and can only employ standard mapping tools which are insufficient to accomplish this task. The district must align itself with experts in the field of demography to develop a model which will provide access to a higher level of GIS knowledge and skills.

Small scale pilot efforts conducted in 2007 and 2008 demonstrated that the District could work with outside experts and engage the community to achieve high levels of buy-in on the use of advanced modeling and GIS tools to design new attendance boundaries. Additional technical

assistance will allow HCPS to data-mine deeper into student data and better implement the Student Assignment process.

In addition to a lack of expertise in the Student Assignment process, the district also **lacks the ability to use diversity as a metric** in its current system. This is a critical gap in infrastructure when one considers the Supreme Court's 2007 decision coupled with the increase of racial isolation in HCPS schools. By developing and using a clear, understandable multi-variate Diversity Index, the district would ensure that student assignment plans were objective, included race-neutral factors such as socio-economic status, could be calculated for different boundary solutions for all levels (elementary, middle, and high school), and could be tracked over time for use as an accountability metric. The district's expert partner in the proposed project, Seer, has shown how a quantitative metric of "Diversity" can be mathematically derived, communicated with the community, accepted and used to increase diversity and reduce racial isolation.

A clear **gap in stakeholder engagement** in the Student Assignment Plan process is also a weakness for HCPS. Historically, the district's decisions related to boundaries are facilitated by a committee which includes district personnel and select community members. This committee is charged with examining school capacity figures and modifying the necessary boundaries. Once this is done, the plan is presented to the public with boundary options which are limited at best. This presentation is routinely met with significant pushback from stakeholders as their opinions are not solicited until after the decision is made. Stakeholders view the plans as being *done to them* not *with them*. To rectify this issue, HCPS must engage stakeholders at each stage of the process. From the onset of planning, district personnel, community members, parents, students, and school board members must be able to specify boundary decision criteria that

capture their priorities. A higher level of community buy-in and engagement is essential to HCPS success in Student Assignment Planning. Seer has demonstrated the ability to facilitate such input during a recent small scale pilot project with the district.

(b) Significance

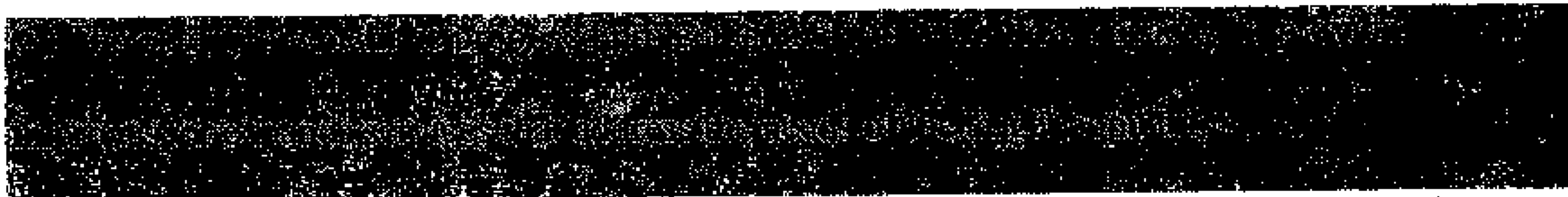
The proposed project presents the opportunity to change and resolve the pupil assignment process to accommodate multiple and dynamic variables within a geographic information system. The design assures that a Diversity Index can remain a constant factor, interacting with other planning metrics. Given the pressures of Class Size, the uneven distribution of existing seats against current and future pupil needs, and the lack of resources to build new facilities, there is an enormous need to re-draw attendance boundaries. The Hillsborough Choice plan cannot, of itself, overcome these factors and maintain diverse school populations.

This project will: (1) Provide objective metrics and a quantitative baseline of current (2009) transportation, facility utilization, diversity and racial isolation. (2) Provide a clear, understandable multivariate "Diversity Index" that is objective, can be calculated for different boundary solutions, can be applied to all levels (elementary, middle high school), can be tracked over time, and can be used as an accountability metric. (3) Quantify and report to the community on baseline and "neighborhood schools" models. (4) Provide a range of options for middle school boundaries including explicit quantitative evaluation of transportation, facility utilization, diversity implications and trade-offs of different boundary solutions. (5) Involve community members in setting priorities and understanding technical procedures via formal advisory committees and informal parent and community meetings. (6) Provide early access to setting decision making rules to parents, teachers and members of the community through a

program of community outreach meetings. (7) Establish a standard process for placement in the critical middle school years – the pivotal transition between the elementary and the high school.

The likelihood of successful systemic change is bolstered by a successful proof-of-concept (initially a single middle school, expanded to include 2 new high schools). HCPS partners, SEER Analytics, worked with the district to develop trade -off solutions that were quantitative and objective based on math and logic, and not on the impact on specific neighborhoods or households. Quantitative criteria included utilization balance, transportation cost, and diversity and instructional resource allocation. Community meetings were held to identify priorities. Then, based on detailed analytics, multiple options were presented at community meetings. Decisions about trade-offs and priorities produced the maps, not the reverse. Collaborative community meetings provided results that increased diversity in the pilot schools with no negative feedback at the final option selection.

The assistance sought through this project is not a “buy a new program”. It is a collaborative process in which HCPS takes a leading role. The opportunity to work collaboratively with external experts enhances the ability to incorporate new processes smoothly into the current system. Change will occur in tandem with the model development.



The UNC Center for Civil rights stated in 2005 that “Many factors contribute to the success of a school system, but among them, student assignment planning is central...” Hillsborough County approximates the size of Rhode Island and has over one million inhabitants. Student assignment planning is critical to fiscal, educational and societal success. This project will result in a model that will meet the needs of the students, teachers, and

community members. Working with project consultants, HCPS will build internal capacity to employ a multi-objective optimization model that explicitly and quantitatively trades off between critical goals. Optimizing seat utilization may “cost” in transportation miles. Minimizing racial isolation may “cost” in utilization balance and/or transportation miles. Pilot findings suggested that substantial diversity gains could be “bought” for minimal incremental transportation miles. Parental and community leader input will be used to craft boundaries. These same stakeholders will evaluate multiple options to inform the eventual decisions taken by the Board. Community input will be proactive and positive.

With the creation of a quantifiable Diversity Index that will factor into the boundary decision making process, it is possible to truly implement student assignment plans that respond to projected need. Seats will be filled to minimize the need for portables while effectively allocating capital and educational resources. Students will attend schools that are not overcrowded and reflect the diversity of the world in which they will live. Instructional resource planning will be enhanced so that teachers will not have to go through the annual “unit cut” process as schools lose and gain teachers to meet utilization metrics.

The technical assistance provided through this project will train all district stakeholders in the use of real metrics to drive student placement. At the conclusion of the project, the assignment plan will be in place with the tools to implement the middle school plan and trained personnel to manage the plan. Once the model is developed, it can be recalibrated to be used at any level- elementary, middle or high school.

(c) Quality of project design

The project design is of high quality and is well aligned with the goals of the project. The project design is well aligned with the goals of the project. The project design is well aligned with the goals of the project.

The goal, objectives and outcomes of the Model of Assignment Planning for Students (MAPS) project are driven by the need to modify and implement student assignment plans to better align with the parameters of the recent Supreme Court decisions pertaining to school desegregation. Magnet schools and Voluntary Choice are active and aligned components of our current student assignment plans. These components, however, must be bolstered by a student assignment plan that will sustain over time, fiscal climates, and population shifts if HCPS is to avoid patterns of racial isolation. The proposed goal for the MAPS project is to improve student assignment planning through use of a multi-objective spatial optimization model. Several project objectives are designed to support this goal.

<u>Outcomes</u>	<u>Measures</u>
1A. Development of baseline analytics & metrics to serve as comparative benchmarks to track progress	1A. Diversity Index based on neighborhood demographics
1B. Documented analytical procedures to clarify process & replication	1B. Trade-off analysis prototypes
<u>Outcomes</u>	<u>Measures</u>
2A. Multiple group meetings to gather input	2A. Records of meetings held
2B. Survey designed to assess perceptions of new process	2B. Survey results

OutcomesMeasures

3A. Training procedures developed	3A. Training modules completed.
3B. HCPS student assignment personnel are trained.	3B. 80% of district pupil placement personnel will complete training.
3C. Follow-up support is provided.	3C. Logs of incidents of targeted assistance by consultant.

OutcomesMeasures

4A. Model piloted at middle school level	4A. Pilot results are reflected in School Board agenda.
4B. Model available for district-wide student assignment planning.	4B. School Board meeting minutes reflect approval.

It is the intent of this project to achieve its goal through cooperative activity with external demographic experts. All project activities are directly aligned with the stated objectives, and outcomes. An external evaluator will provide objective reporting of results.



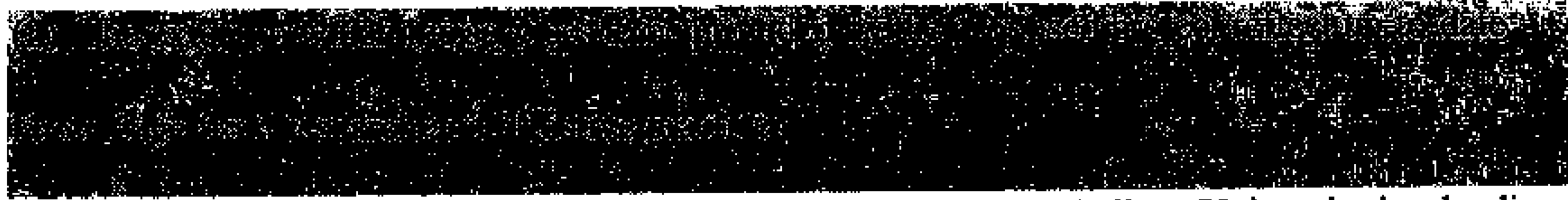
This project is designed to build capacity that will enable HCPS to implement a multiyear re-boundary plan. HCPS will receive “technology transfer” of modeling results, metrics, sensitivity analyses etc. for future use. Staff will be trained in the use of use multi-objective modeling and spatial analysis. This project will move from the planning stages to an established

model by the end of the grant period. The infrastructure is already in place to support the new model; the design and implementation expertise will be provided by the project consultants. The metrics within the model build trackable results that enable public accountability. The project model allows for the ongoing change factors that occur both in the county population and the school district dynamics. For example, the relationship between schools and housing development has to be addressed differently to fully utilize district resources. With tools provided, the district can respond to changing patterns and, with community support, better shape that relationship. The model designed during the project period will be replicable beyond the time of the grant. It is projected that the model will be replicated in other districts that strive to be as rigorous in student assignment planning as they are in providing educational excellence.

(d) Quality of project services

Entities to be served in this project include HCPS and the community that it serves. HCPS has demonstrated support for this project as reflected in the School Board Agenda items of October 7, 2008, and May 14, 2008 concerning the pilot project. The October 7th agenda approved the initiation of the project to apply a base set of models to determine boundaries for opening two new high schools. With the positive results from that pilot, the School Board approved a small scale model for the opening of one new middle school. HCPS now seeks to develop a full scale model that can apply system wide for all middle schools to intervene in trends toward racial isolation. The local branch of the NAACP favors the development of the model proposed in this project as demonstrated by their letter of support. Additionally HCPS is supporting this project

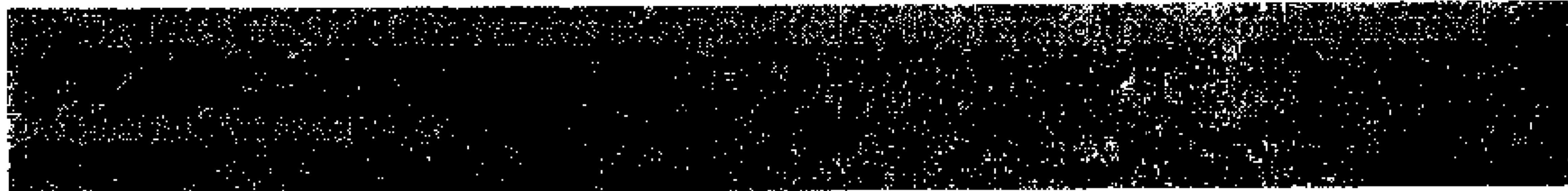
through personnel time designated for the project. It is the intent of the process that HCPS participate in every phase of the project with the external consultant.



Professor Tony Grubestic of the Geography Department at Indiana University is a leading expert in the application of advanced multi-variate analytics and Geographical Information Systems to the solution of real-world problems. Dr. Grubestic, who will act as the senior technical/academic advisor on this project, writes:

“The services provided by the proposed project reflect state-of-the-art theoretical and methodological foundations from both research and practice. Specifically, by incorporating a suite of multi-objective spatial optimization models that are seamlessly integrated with a geographic information system, (GIS), the proposed project provides three major advantages to decision makers. First, the use of multi-objective programming and planning models helps avoid the trap of basing decisions on single objective models that identify the so-called “optimal” solution – which is the solution that is best in terms of a single measure of value. This forces decision makers to either accept or reject a single solution without learning anything about how the “optimal” solution compares with alternative, feasible solutions (Cohon, J.L. *Multiobjective Programming and Planning* Dover Publications: New York 2003). In this case, the “single measure of value” that HCPS has used in the past has been utilization of classroom capacity. Until the pilot projects completed by Seer Analytics, HCPS had no ability to consider trade-offs of transportation or student diversity. Second, in contrast to single objective models, multi-objective programming systematically evaluates project alternatives (e.g. diversity versus utilization) by generating a range of feasible solutions where the relationship between

alternatives and their relative values are identified. This provides decision makers with better understanding of the problem and control over the decision situation. Third, by integrating multi-objective models with a GIS, all feasible solutions can be visualized (mapped) and the geographic implications of each can be evaluated during the decision process – greatly enhancing efficiency and ensuring that the generated solutions make sense *in situ*. ”.



The technical assistance received through this project will institutionalize a multi objective program planning model for student assignment in HCPS. Students will be positively impacted in the following ways: (1) they will attend schools that are not over-crowded and rely on portables. (2) They will have access to complete academic and ancillary services (media centers, school counselors etc.) that are often not available in under-utilized (e.g., 40% empty) schools. (3) They will have the opportunity to learn in classrooms that are diverse with respect to race, ethnicity and socio-economic status. In addition, to the student benefits, parents will: (1) be consulted early and often in the boundary-setting process, (2) have meaningful input into the decision rules and the trade-offs considered, and (3) will feel that their participation is meaningful and not just a last-minute proforma exercise. HCPS will benefit as utilization metrics support balanced decision making. School boundaries have previously tended to be contentious with parent groups as they were brought into the process as part of the end of the decision making process. The new model enables ongoing input with multiple potential choices based on real number metrics. The “whole picture” concept enables all stakeholders to respond to data as opposed to the emotional response that accompanies change resistance. The process will flow smoothly resulting in schools that have community support from the initial start date.

(c) Quality of project personnel.

HCPS encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. In fact, section 6.01 of the Hillsborough County Public School Board Policy Manual outlines the district's policy regarding discrimination. The manual explicitly states: No person shall be excluded from participation in school district employment or activities based on the following: 1. race; 2. color; 3. sex; 4. national origin; 5. marital status; 6. disability; 7. age; or 8. religion. HCPS encourages employment of and business with groups that have been traditionally underrepresented. The district was named the "Corporation of the Year" in July 2009 by the Florida Minority Supplier Development Council. This honor marks the first time that the Council has recognized a school district.

Project Director, Steven Ayers, currently serves in HCPS's Division of Administration as the Director of Community and Parent Relations. He has 8 years of experience with Student Assignment Planning as he has functioned in a variety of roles in the department of Pupil Administrative Services starting in 2001. Mr. Ayers is a seasoned teacher and administrator with 33 years of experience with dealing with parents, students and the community.

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Mr. Ayers wrote and implemented Teacher's as Advisors Grant, at East Bay High School. More recently, served as Project Manager for a \$500,000 School Safety Grant involving emergency preparedness funded the Office of Safe and Drug Free Schools.

Mr. Ayers has been responsible for the development of all school attendance boundaries for the HCPS since 2003. As the district's "face to community" in the boundary development process, Mr. Ayers recognizes value of community participation in the design and adoption of school attendance boundaries. He is an experienced, hands-on user of GIS systems for boundary development. Mr. Ayers served as the Project Director for the Student Assignment Plan multi-objective modeling pilot project. He was responsible for day-to-day oversight of all aspects of the program and ensured that all goals, outcomes, and deadlines were successfully met. Through the pilot program he came to recognize the opportunity to enhance the District's technical capabilities through advance analytics.

He received both his B.A. and M.A. from the University of South Florida.

Subcontractor, Seer Analytics, will collaborate with the district to bring the proposed project to fruition. Seer Analytics, founded in 2001, has deep experience in applying sophisticated analytical techniques in the service of solving real-world problems. Its work has been able to bring best practices from these settings to bear in addressing difficult public policy questions.

Seer uses advanced data mining, predictive modeling and geo-spatial analytics to inform policy makers of their options and to quantify the likely outcomes of different policy decisions. Seer's contributions will include the following:

- Proprietary systems, including a geographic analytics engine and mapping server that it can program and configure to solve a range of spatial problems

- Extensive experience with demographic data and the development of models using area and household-level demographic data
- The link of spatial capabilities with a variety of predictive and optimization modeling techniques to address vexingly complex problems involving spatial/behavioral interactions such as, “How much of a gain in Diversity could we expect if we were to adopt attendance boundary solution 23 vs. solution 39?”

Project Consultant Dr. Bill Lazarus is President and CEO of Seer Analytics, LLC, a research and solutions company in Tampa, Florida. Dr. Lazarus is a quantitative social scientist with a specialty in applying sophisticated analytics and multivariate modeling to real world problems in the commercial, not-for-profit and government sectors. He began his career as a teacher and educational TV executive before pursuing a post graduate degree. After completing his doctorate at MIT, he joined the Dun & Bradstreet Corporation where he was responsible for research and analytics at one of the corporation’s largest divisions.

In 1994, Dr. Lazarus founded Lazarus Associates, a consulting firm specializing in the use of data and analytical tools to support strategy research and development. In the mid-1990s he served as lead investigator on the Florida Health Insurance Small Area Analysis. This project involved pioneering work in the application of back propagation neural networks combined with advanced geo-spatial analytics to estimate a key social indicator (un-insurance) at the level of the census Block Group.

Dr. Lazarus and his partners formed Seer Analytics in 2001. The company has developed a proprietary suite of spatial and data analytics tools which it has applied in generating well over 5,000 site location, market composition and customer attitude analyses for clients across the United States. In 2007-2008 Seer Analytics collaborated with HCPS on a project to demonstrate

the feasibility of using multi-objective optimization modeling combined with advanced Geographic Information Systems (GIS) to create school attendance boundaries for three new schools. Dr. Lazarus received his BA from the University of Wisconsin, his MA from the University of Toronto, and his SM and PhD from the Massachusetts Institute of Technology.

Lead Academic Consultant, Dr. Tony Grubestic currently serves as an Associate Professor in the Department of Geography, Indiana University. Professor Grubestic is a national leader in the development and application of multivariate spatial modeling techniques for the solution of social problems. He will have primary responsibility for specifying and testing the multi-objective trade-off model. His areas of focus include regional development, technology policy, national security, urban equity issues, transportation deregulation, critical infrastructure, spatial epidemiology, criminal justice. He has served as a consultant for local and national organizations in Ohio, California, Texas and Oregon and his contributions have ranged from community economic impact studies, to market share and demographic analysis and geographic information system implementation. Most recently, Dr. Grubestic worked in collaboration with HCPS in school boundary alignment and enrollment planning. He serves on the Editorial Board for *International Regional Science Review* and received his Ph.D. from The Ohio State University, Columbus, Ohio and his M.A. from the University of Akron, Akron, Ohio.

Matt Tessar, Lead Programmer and Technical Project Lead, is a trained geographer and computer scientist. He has written software for ERSI and Qualitative Marketing, Equifax and others and has consulted with the US Bureau of the Census on the use of software tools to address policy concerns. Mr. Tessar is a seasoned technology and Project manager and will manage technical aspects – including software development and integration that will be conducted in the background to support project goals.

(f) Adequacy of resources

The costs associated with MAPS are reasonable in relation to the objectives, design, and potential significance of the proposed project. In order to ensure that this is the case, the costs outlined in the attached budget are based on the experience of Seer Analytics. Seer has conducted similar projects over last nine years, and the time, effort, and personnel required to conduct these projects helped to guide in establishing costs relative to MAPS. This prior experience is coupled with the fact that the recent HCPS pilot project was used as a baseline or template against which to specify project deliverables, tasks and estimated time.

The majority of costs pertaining to MAPS are for required expert consultant personnel. The project is staff intensive, but all tasks have been identified and the level of effort against each task for each contributor has been estimated.

This project scales dramatically in the number of variables to be considered and the number of schools to receive new boundaries. However the costs do not scale in a linear manner as we will be able to apply learnings from the pilot to manage costs in Project MAPS.

Finally, in order to ensure that all goals and objectives are met, adequate resources have been dedicated to third party evaluation.

(g) Quality of the management plan

The management plan for Project MAPS is comprehensive and detailed. It includes a clear statement of the project's purpose, objectives, and goals, as well as a detailed description of the project's scope, timeline, and budget. The plan also includes a description of the project's organizational structure, including the roles and responsibilities of the project team members. The management plan is a key component of the project's success, as it provides a clear roadmap for the project's execution and ensures that all project goals and objectives are met.

The management responsibilities of Project MAPS fall directly under the office of Community and Parent Relations led by Steven Ayers. Mr. Ayers will serve as the Project Director. Milestone accomplishment, however, is a collaborative effort and in most cases will be shared. The project tasks are aligned with **eight key deliverables**. The **first** deliverable is Community Involvement Plan and Documentation which will encompass the development of a stakeholder engagement plan. The **second** deliverable, "Preliminary Report on School Demographics", will be a shared task between the Project and Technology Lead personnel. This deliverable is comprised of a series of tasks related to the design of the Diversity Index including all key variables and the creation of the boundary options. The **third** deliverable centers on the presentation of the Decisioning Criteria to stakeholders to solicit input and suggested modifications. This will be followed by **deliverable 4**, Summary Presentation of Findings for Staff. The Project and Technology Lead will prepare and present their findings from the suggestions culled from stakeholder input. In the next stage of the process, there will be a non-technical presentation of analytical findings and the recommended options (**deliverables 5 and 6**) designed to help community stakeholders and school personnel to recognize the benefits and drawbacks associated with each boundary option that has been developed. Finally, in **deliverables 7 and 8**, the boundary options will be adjusted for use by the district and a final report will be produced and presented. **The table below details the management plan.** HCPS has the personnel to work collaboratively with the project consultant and the technology infrastructure to utilize the model.

Hillsborough County Public Schools

 Technical Assistance for
 Student Assignment Plans
 Project MAPS

Client Hillsborough County Public Schools
Project Name Technical Assistance for Student Assignment Plans
Team Leaders Bill Lazarus, Matt Tassar

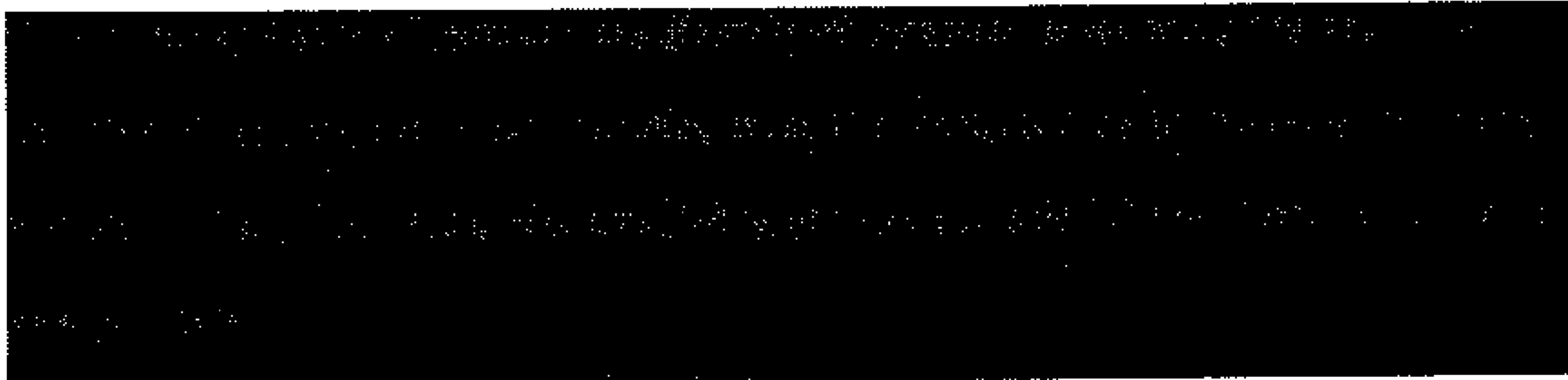
1 Community involvement plan and doc	1.1	Work with staff and advisory group on community involvement plan	PL
	1.2	Prepare for, conduct & debrief initial community meetings	PL
	1.3	Prepare memo on initial community meetings	PL
	2.1	Develop "School Diversity Index"	PL
	2.2	Develop agreed upon metrics of racial isolation	PL
	2.3	Specify and anonymize student data	TL
	2.4	Clean, validate, load student data	TL
	2.5	Clean, validate, load school capacity and utilization data	TL
	2.6	Conduct data rationalization procedures to facilitate analytics and modeling	TL
	2.7	Calculate & validate student network distances	TL
	2.8	Calculate baseline school distance, utilization, diversity, racial isolation metrics	TL
	2.9	Apply cohort survival analysis or other appropriate forecasting methods to create baseline five-year population and enrollment projections	TL
	2.10	Conduct Voronoi tessellation to create Thiessen diagrams of middle schools	TL
	2.11	Conduct utilization, transportation, diversity and racial isolation analysis based on Thiessen boundaries	TL

August 21, 2009

20

[illegible]

Reference		Task	Sub Task	PL
		6.1	Work with staff to select two scenario sets to be mapped	PL
		6.2	Produce 86 rough working maps for staff approval	PL
		6.3	Review maps with staff	PL
		6.4	Second pass adjustment 86 rough boundary maps for staff review	TL
		6.5	Calculate key metrics based on adjusted maps	TL
		6.6	Third pass adjustments based on staff input	TL
6	Presentation of recommended approach and boundaries			
7	File of adjusted boundaries for use by HCPS	6.7	Conduct community review meetings	PL
		7.1	Revise boundaries based on community input	TL
8	Final Report	7.2	Revise boundaries based on staff input	TL
		8.1	Produce final report	PL



HCPS will ensure that a diversity of perspectives is brought to bear in the operation of Project MAPS. As discussed previously, stakeholders such as School Board members, parents and community leaders will be explicitly included at all stages of the project. Input from stakeholders will include providing feedback and helping to shape the “decision rules” that will guide boundary development. This process will entail the review of the model output and options before boundaries are drawn, providing input on the preferred solutions, and reviewing boundary proposals and suggesting modifications.

In order to ensure that stakeholders have ample opportunity to play an active role in the process, the district will employ a variety of methods for encouraging participation. For instance, partnering with the Tampa Housing Authority will help to identify Resident Council Presidents who can aid in recruiting parents and students to assist with the development of plans. Likewise, the Tampa Hispanic Council can provide assistance in recruiting liaisons to work with stakeholders in the Hispanic community to participate in the process. Another method of engagement will be to develop ongoing training in the area of student placement option programs and present the training modules in different locations such as public libraries, Hillsborough County NAACP events, and the Children’s Board.

Training in the use of the model for district employees and the creation of information presentations will bring consistency to the information that is provided. Surveys will gather data

on participant feedback. It is the intent of the project to create a model that invites participation through multiple option analysis and a platform to garner consensus.

(h) Quality of the project evaluation

Program quality and oversight will be driven by the project's ongoing evaluation and assessment, which will mitigate potential risks through early identification and project adjustment. Both quantitative and qualitative data will be gathered to assess the project. Formative assessments will be conducted as the initiative unfolds to allow for data-based changes to occur. Quarterly and annual reports will be provided by the evaluator, along with monthly data collection reports and technical assistance. The following evaluation benchmarks will be met: (1) Monthly data collection reports and technical support; (2) Quarterly summative evaluation reports; and (3) Annual comprehensive formative evaluation reports.

This evaluation plan contains four continuous phases: planning (pre-grant activity), implementation, data analysis, and using results. The plan is based on the project's desired outcomes and performance measures and includes a formative and summative evaluation component. The evaluation centers on measuring the effectiveness of the grant-supported activities to achieve a **School Board-approved student assignment plan by the end of the project period that can be, or is being, implemented** and therefore meets project GPRA requirements.

Emphasis will be placed on the formative evaluation component. The external evaluator will gather data and provide feedback on all project objectives, assisted by an internal evaluator from HCPS. As a means of measuring the level of implementation of new strategies, the evaluator will a) meet regularly with district Project Director and Seer Analytics team, b) attend and document community focus group meetings, and c) conduct stakeholder surveys to assess stakeholder perceptions of and satisfaction with new student assignment process. From this information, the external evaluation will provide regular reports which will include evaluators' commendations and recommendations (needs improvement statements). A continuous improvement feedback loop will be used to draw initial inferences on the success or need for improvement in the student assignment planning process.

The summative evaluation captures the outcome-related information associated with attainment of performance measures and project objectives. Summative data will be used to give an effectiveness measure over the course of service delivery through a comparative analysis of intended and observed results. Methods used to assess the indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable and will produce data that can be generalized to similar populations. The external evaluator will communicate regularly with HCPS and project leadership and provide expert, research-based assistance, suggesting possible programmatic changes as warranted.

Project Narrative

Other forms- appendices

Project Narrative

Other forms--resumes

Attachment 1:

Title: **Resumes** Pages: 3 Uploaded File: **P:\ALL GRANTS\Student Assignment Plans\Components\Resumes.pdf**

Steven Ayers

Experience

1976 – 1978	Hillsborough County Public Schools	Tampa, FL
English Teacher, East Bay High School		
1979 – 1993	Hillsborough County Public Schools	Tampa, FL
Reading Resource Teacher, East bay High School		
1993 -1995	Hillsborough County Public Schools	Tampa, FL
Assistant Principal Student Affairs, East Bay High School		
1995-1998	Hillsborough County Public Schools	Tampa, FL
Assistant Principal Student Affairs, Tampa Bay Technical High School		
1998-1999	Hillsborough County Public Schools	Tampa, FL
Assistant Principal IB, Hillsborough High School		
1999-2001	Hillsborough County Public Schools	Tampa, FL
Assistant Principal, Wharton High School		
2001-2003	Hillsborough County Public Schools	Tampa, FL
Administrator on Special Assignment, Pupil Administrative Services		
2003-2007	Hillsborough County Public Schools	Tampa, FL
Director, Pupil Administrative Services		
2007 – Present	Hillsborough County Public Schools	Tampa, FL
Director, Community and Parent Relations		

Steven Ayers

Education

1973	University of South Florida	Tampa, FL
B.A. English Literature		
1980	University of South Florida	Tampa, FL
M. A. Reading Education		
1992	University of South Florida	Tampa, FL
Certification in Administrative Leadership		

References

References are available on request.

Seer Analytics, LLC
518 North Tampa Street
Suite 250
Tampa, Florida 33602
813.318.0111 phone
813.318.0592 fax
www.seeranalytics.com

SEEK AnalyticsSM

William Lazarus

CURRENT

2001-Present

Seer Analytics, LLC (Tampa, FL)

Founder and CEO. SeerAnalytics specializes in using its proprietary modeling, analytics and reporting tool set to address complex social and business data in order to solve difficult problems. SeerAnalytics provides clear, easy-to-understand summaries and recommendations for a non-technical audience and has completed well over 5,000 studies since its founding in 2001.

EXPERIENCE

1994-2000

Lazarus Associates (Tampa, FL)

President. This Consulting firm specialized in the application of custom research and analytics to support non-profit and government decision-making.

1984-1993

The Dun & Bradstreet Corporation

Senior VP-Marketing, D&B Plan Services (Tampa, FL)

Assistant VP-Marketing, R.H. Donnelley (New York, NY)

Manager-Corporate Strategy, D&B Corporate (New York, NY)

1980-1984

Massachusetts Institute of Technology (Cambridge, MA)

Research Associate and Ph.D. Candidate (see Education)

1974-1980

Educational Television Center (Menlo Park, CA)

Assistant Station Manager

EDUCATION

Ph.D. 1984, SM 1983, Political Science, MIT Research Program on Communications Policy

MA 1972, Medieval History, University of Toronto, Centre for Medieval Studies

BA 1970, History, University of Wisconsin (Madison, WI)

LANGUAGES

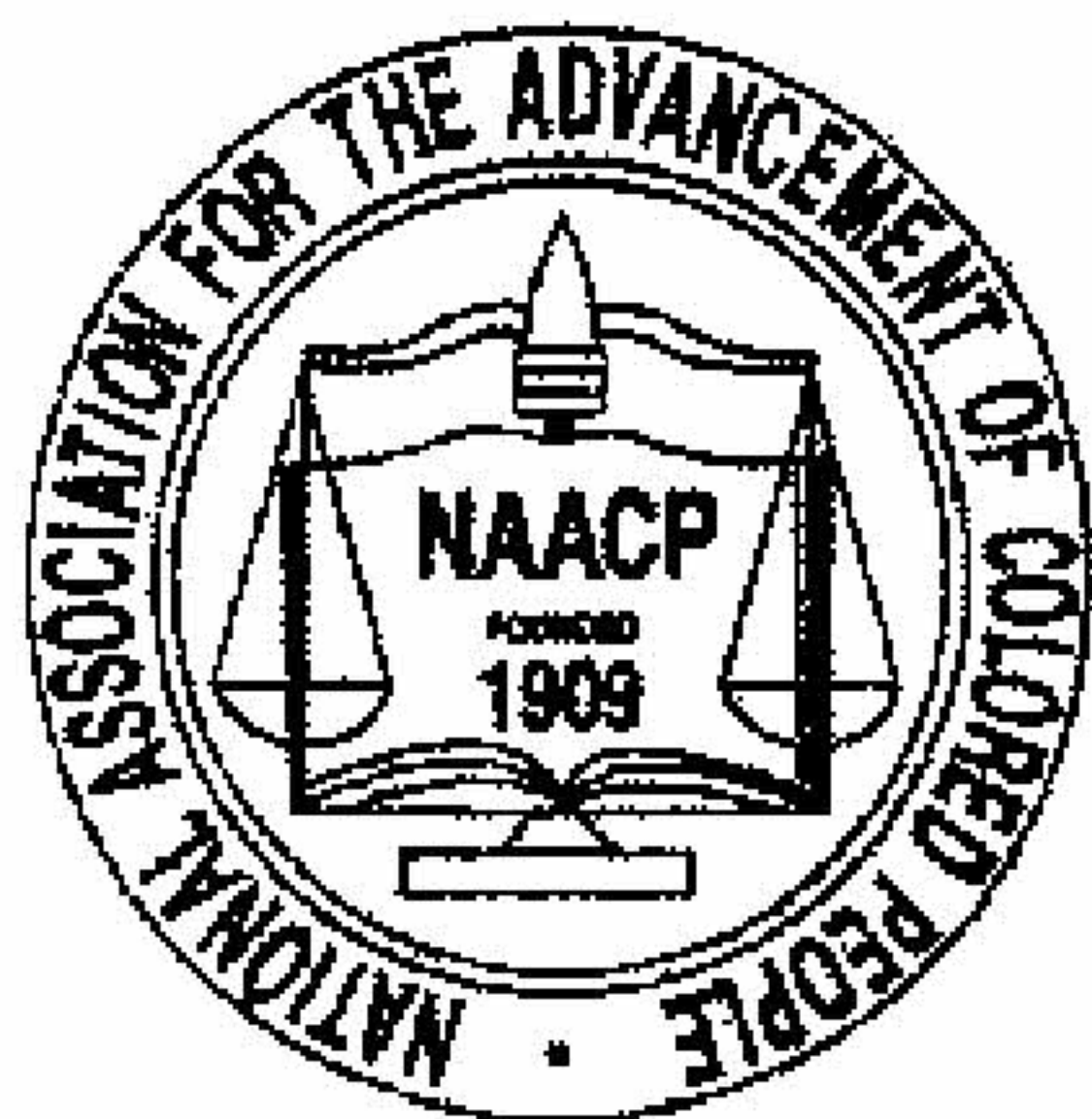
French, Spanish

Project Narrative

Other forms--letters of support

Attachment 1:

Title: Letter of Suport Pages: 1 Uploaded File: P:\ALL GRANTS\Student Assignment Plans\Components\NAACP Letter of Support.pdf



CELEBRATING 100 YEARS HILLSBOROUGH COUNTY BRANCH

P.O. BOX 4266 TAMPA, FL 33677
Phone (813) 234-8683 • Fax (813) 236-2248
www.hillsboroughnaacp.org



Mr. Curtis Stokes
President

Dr. Carolyn Collins
1st Vice President

Dr. Samuel L. Wright, Jr.
2nd Vice President

Mrs. Dot Nettles
3rd Vice President

Ms. Pat Spencer
Secretary

Mr. Charles Henderson
Treasurer

Mrs. Edrina Hammond
Assistant Treasurer

To Whom It May Concern:

I am writing to express our sincere support for Hillsborough County Public Schools (HCPS) in the district's application for the *Student Assignment Plans Program* grant. The Hillsborough NAACP shares the district's desire to implement student assignment plans that use strategies to avoid racial isolation and re-segregation in our community's schools as this issue is one of the cornerstones of our organization's efforts related to public education. Founded in 1909, the NAACP is the nation's oldest and largest civil rights organization. Its members throughout the United States and the world are the premier advocates for civil rights in their communities, conducting voter mobilization and monitoring equal opportunity in the public and private sectors.

The proposed program would allow the district to build capacity and sustainability for a proactive student assignment model. The program would provide the district with guidance from a private sector demographer who will assist HCPS in developing a Diversity Index. This Index will help guide the district in making data driven decisions regarding school boundaries. This model will be marked by an increase in stakeholder involvement and will expand the use of the model to middle schools throughout the district when data indicates the need for placement restructuring.

The Hillsborough NAACP is pleased to support HCPS in their efforts to ensure a quality education for all of its students. This grant will continue the district's efforts to stimulate community involvement and to establish diverse school populations. The Hillsborough NAACP is pleased to support HCPS in their proposed project, and I ask that you give strong consideration to their application.

Sincerely,

(b)(6)

Curtis Stokes
Branch President

Project Narrative

Other forms--Indirect Cost Rate Agreements

Attachment 1:

Title: Indirect Cost Rate Certificate Pages: 1 Uploaded File: P:\Indirect Cost Certificate\Indirect Cost Cert FY2010.pdf

DISTRICT SCHOOL BOARD OF HILLSBOROUGH COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	3.80%
--	-------

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2007-2008, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

(b)(6)	Signature of Financial Officer
5/12/09	Date Signed
	May 11, 2009
	Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	3.80%
--	-------

These rates become effective July 1, 2009, and remain in effect until June 30, 2010, and will apply to all eligible federally assisted programs as appropriate.

(b)(6)	Florida Department of Education	Date Signed
		6/24/09

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative Pages: 2 Uploaded File: P:\ALL GRANTS\Student Assignment Plans\Components\HCPS
- Technical Assistance for Student Assignment Plans Program.pdf**

Technical Assistance for Student Assignment Plans Program	Obj#	Grant Funds
Program Manager (\$11,243), Oversight and Management of Daily Student Assignment Plans Program Project, \$370.32/Day x 506 Days, \$187,382 @ 6%	All	11,243
Program Manager, Fringe @ 31.56% of \$11,243 for Retirement, Social Security, Medicare, Health Ins., Life Ins. And Workers Compensation	All	3,548
<u>Vicinity Travel</u>		
Program Manager (\$333), Mileage reimbursement for Program Managers travel to community meetings and staff presentations, \$.37/Mile x 37.5 Miles/Month x 24 months	2	333
<u>Out of County Travel</u>		
<u>Required Technical Assistance for Student Assignment Plans Program Conference, Washington, DC, (\$3,180)</u> 3 Participants, Program Manager, plus 2 Program Participants Roundtrip Airfare, 3 Participants @ \$500 each (\$1,500); Lodging, 3 Days @ \$150/Day, Three (3) Participants (\$1,350); Meals @ \$30/Day, 3 Days, Three (3) Participants (\$270); Miscellaneous Expenditures, 3 Participants @ \$20 each (\$60)	All	3,180
<u>Program Supplies (\$1,416), For communication with community and staff personnel, Copy Paper, Toner/Ink Cartridges, Flip Charts, Easels, Markers</u>	2, 4	1,416

Technical Assistance for Student Assignment Plans Program	Obj#	Grant Funds
SEER Analytics, LLC 1,021 Hours (\$176,680), Community Involvement Planning and Meetings (\$14,000), 56 Hours of preparation, planning and documentation School Demographics, Performa Analysis and 5 Year Forecast (\$48,130), 304 Hours of Development, Calculation and Validation of Student and Community Demographics to include a 5 Year Forecast, Decision Criteria (\$10,875), 51 Hours, Review of Findings with Staff and Community Groups, Development of decision criteria with Staff and facilitation of Board Workshop School Grouping, Demographic Statistics and Analytical Recommendations (\$7,750), 50 Hours of Spatial Group Analysis, Demographic Statistics on Grouping Options, Preparation and Presentation of Summary Findings Presentation of Analytical Findings (\$45,400), 265 Hours of Modeling Data Prep, Development and Validation of Trade-off Models, Model Adjustments as necessary, Production of Scenarios for Models, Update Presentation of Model Development and Performance, Metric Calculations for each Scenario, Produce trade-off frontier displays and tables, Review trade-off tables and output metrics with staff and community groups	All	176,680
Presentation of Boundary Approach and Recommendation (b)(4) 177 Hours of coordination with staff for mapping scenarios, production and submission of 86 working maps for staff approval, Review of Maps with Staff, Adjustment to Working Maps as recommended by staff, Calculation of Key Metrics based on adjusted maps, Third pass adjustments based on staff input, Community Review Meetings Boundary File Preparation (b)(4) 20 Hours of Boundary Revisions as a result of Community and Staff Presentations Final Report (b)(4) 95 Hours for Production of Final Report	2, 4	
Evaluation Consultant (\$50,000), External Evaluation, Data Prep, Review, Analysis and Reporting	All	50,000
TOTAL COSTS		250,000