

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

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

**FY 2024 Magnet Schools Assistance Program Grant Competition**

**CFDA # 84.165A**

**PR/Award # S165A240057**

**Grants.gov Tracking#: GRANT14145095**

OMB No. , Expiration Date:

Closing Date: May 13, 2024

PR/Award # S165A240057

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/13/2024"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text" value="NC167ZZ"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="NC"/>
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**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. UEI: <input type="text"/>
---	-----------------------------------

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Superintendent"/>	Division Name: <input type="text" value="Chief of Staff"/>
---	---

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

B: County Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.165

CFDA Title:

Magnet Schools Assistance

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

ED-GRANTS-031424-001

\* Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Program: Magnet Schools Assistance Program (MSAP), Assistance Listing Number 84.165A

**13. Competition Identification Number:**

84-165A2024-1

Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Programs (SCIP): Magnet Schools Assistance Program: (MSAP), 84.165A

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

1235-Durham Public Schools Map.pdf

Add Attachment

Delete Attachment

View Attachment

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

The Power of Possibilities

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment


View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

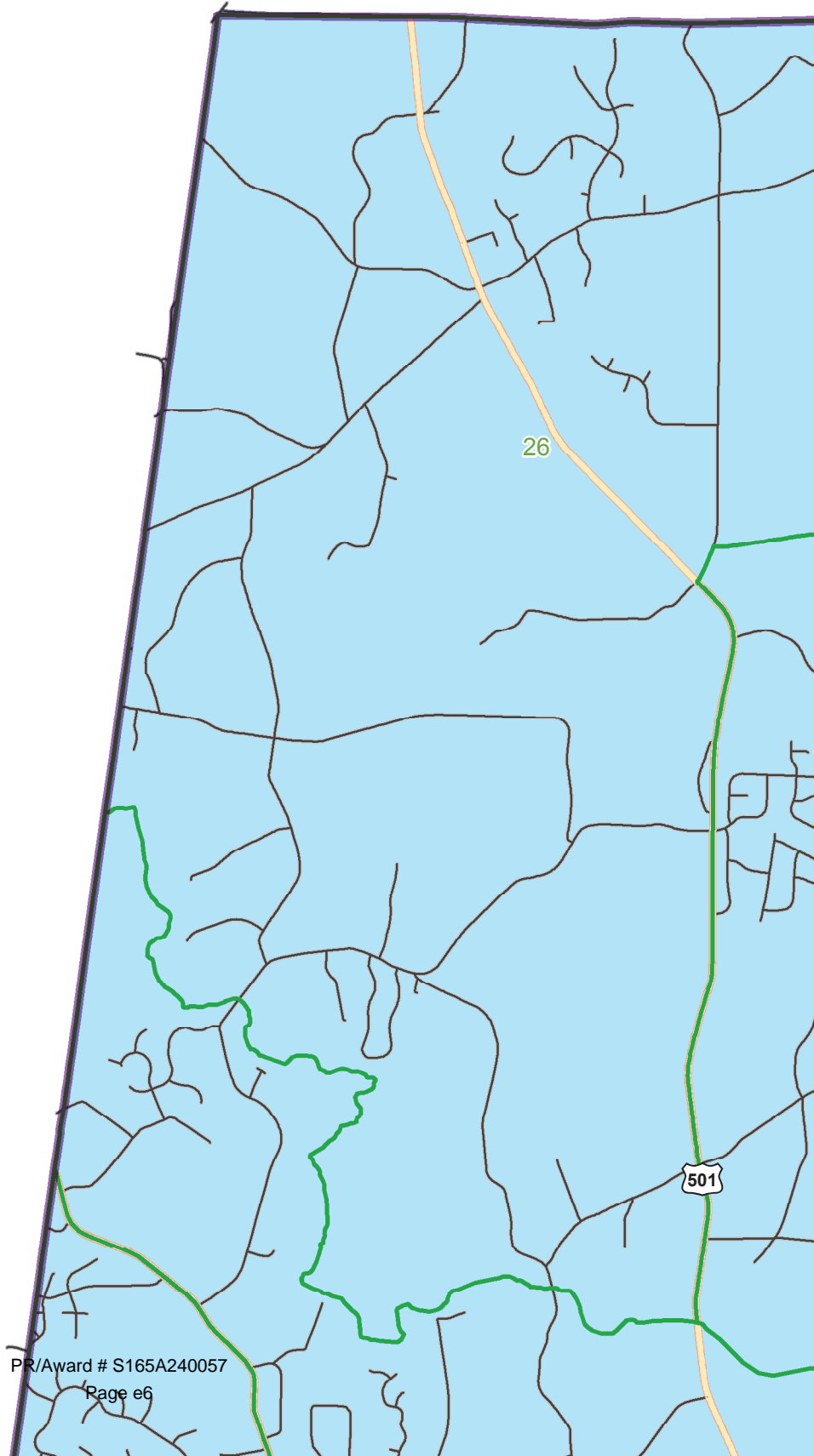
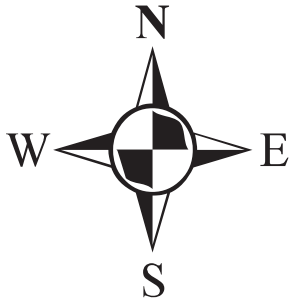
\* Email:

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



# DURHAM COUNTY

## Board of Elections



## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
Durham Public Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Tanya Middle Name:
* Last Name: Giovanni	Suffix:
* Title: Chief of Staff	
<b>* SIGNATURE:</b> Karin A Beckett	<b>* DATE:</b> 05/13/2024

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

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

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

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:



## **The Power of Possibilities**

Applicant: Durham Public Schools

### Narrative Abstract

Durham Public Schools (DPS) is pleased to submit this proposal to support the expansion of our existing Montessori magnet programs with the opening of a third Montessori elementary at Little River School and a second Montessori middle at Lucas Middle School. Additionally, we seek to revise the existing magnet programs at The School for Creative Studies (an integrated and applied arts and creativity theme) and Southern School of Energy and Sustainability (STEM and CTE program centered on issues of sustainability). These programs are all located in a region of our 299 square mile district that have previously had inequitable access to magnet programming, experiences significantly Minority Group Isolation in schools, and is choosing charter schools at a higher rate than other regions of the district. The main goals of The Power of Possibilities proposal are to promote diversity in these four schools with the capacity to enroll about 3300 students while helping increase diversity for all 30,000 DPS students. The plan will also increase equitable access to magnet programs, increase student achievement, and manage growth in our district through effective use of facilities and transportation resources. The capacity built from this investment will be sustained in these schools and the district long after the grant period as these changes are embedded in a district-wide redistricting and realignment effort to finally achieve the desegregation visions of the past that have never been fully realized in Durham. We are seeking \$██████████ over the 5-year grant period supplemented by significant district investment in these schools.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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[View Optional Project Narrative File](#)

**The Power of Possibilities**

Applicant: Durham Public Schools

APPLICATION NARRATIVE

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## CONTEXT OF GRANT PROPOSAL

### Absolute Priority 1: Application from a New Potential Grantee

Durham Public Schools does not have a current MSAP grant.

#### Durham History: Welcome to the Bull City

At the end of the Civil War, Union and Confederate soldiers alike returned home with a taste for a variety of tobacco produced in North Carolina and Virginia known as Brightleaf. With consumer demand, increased automation capacity, and some clever marketing, Bull Durham Smoking Tobacco

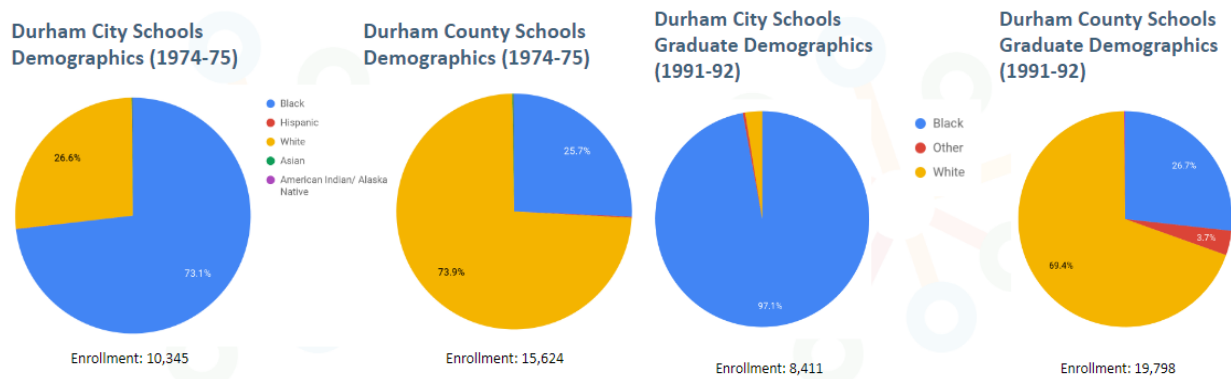


was born along with a powerful economic engine to support the city. For most of its history, Durham has been a gritty, blue-collar Southern tobacco town sitting on top of some of the largest former plantation holdings in the South (and the descendants of those former enslaved workers and plantation owners). In what has been at times a strained marriage, this same city is also home to both Duke University and North Carolina Central University (NCCU), the first state-supported liberal arts college for black students. Driven by NCCU and cigarette factory jobs, Durham developed a thriving black middle-class neighborhood often referred to as “Black Wall Street” like contemporary communities in Tulsa, Chicago, and Atlanta (Richardson, 2011).

#### The Merger: The Mistakes of the Past

By the 1990s, the decline of the tobacco industry left Durham with a struggling urban center and white flight to more rural areas of the county. Durham City and Durham County schools operated two public school districts that were both ostensibly integrated but with mirroring demographics. In the 1974-75 school year, Durham City Public School’s enrollment of approximately 10,000 students was 73% black and 27% white while Durham County Public School’s enrollment of approximately 15,500 students was 74% white and 26% black. This is the school year that the actual events occurred that were the basis of the recent motion picture “The Best of Enemies” set in Durham. By the 1991-92 school year, Durham

City's graduating class was 97% black and Durham County's only 27% black. It was during this year that the Durham City and Durham County Schools officially merged, however no student assignment changes were implemented until the 1994-95 school year. Documents and interviews with those involved in the merger demonstrate that contentious racial politics derailed well intentioned plans. As with most stories of desegregation in the South, black students were disproportionately displaced from schools, in many cases losing access to their neighborhood school as it was transformed into a magnet to attract white families. Strong black community activism did save the historic Hillside High School, one of only five historically black high schools to survive various desegregation efforts in North Carolina out of 300 that



originally existed (WTVD-TV, 2022).

The lack of political will to tackle the complex issues presented by the desegregation plan, push back from black residents who felt the plan negatively impacted their communities without delivering

benefits to their children, as well as general resistance to desegregation from powerful community members derailed some key parts of the plan.

Specifically, DPS BOE archived records show that black Board of Education members lobbied to maintain neighborhood status for three black

**Memorandum**

To: Durham Public Schools [redacted] of Education

From: Douglas L. Pearson [redacted] Executive Director of [redacted] Assignment

Subject: It's Time for a Decision!

Date: April 26, 1994

The past nine months have been challenging, exhilarating, frustrating, exhausting, disappointing, and infuriating. I have given 1,000% to the ideal of community involvement in order for the community to come together in support of a plan for moving Durham forward. My options, while far from perfect, were sensitive to the guiding principles and to the concerns so passionately articulated to me in the 60+ meetings.

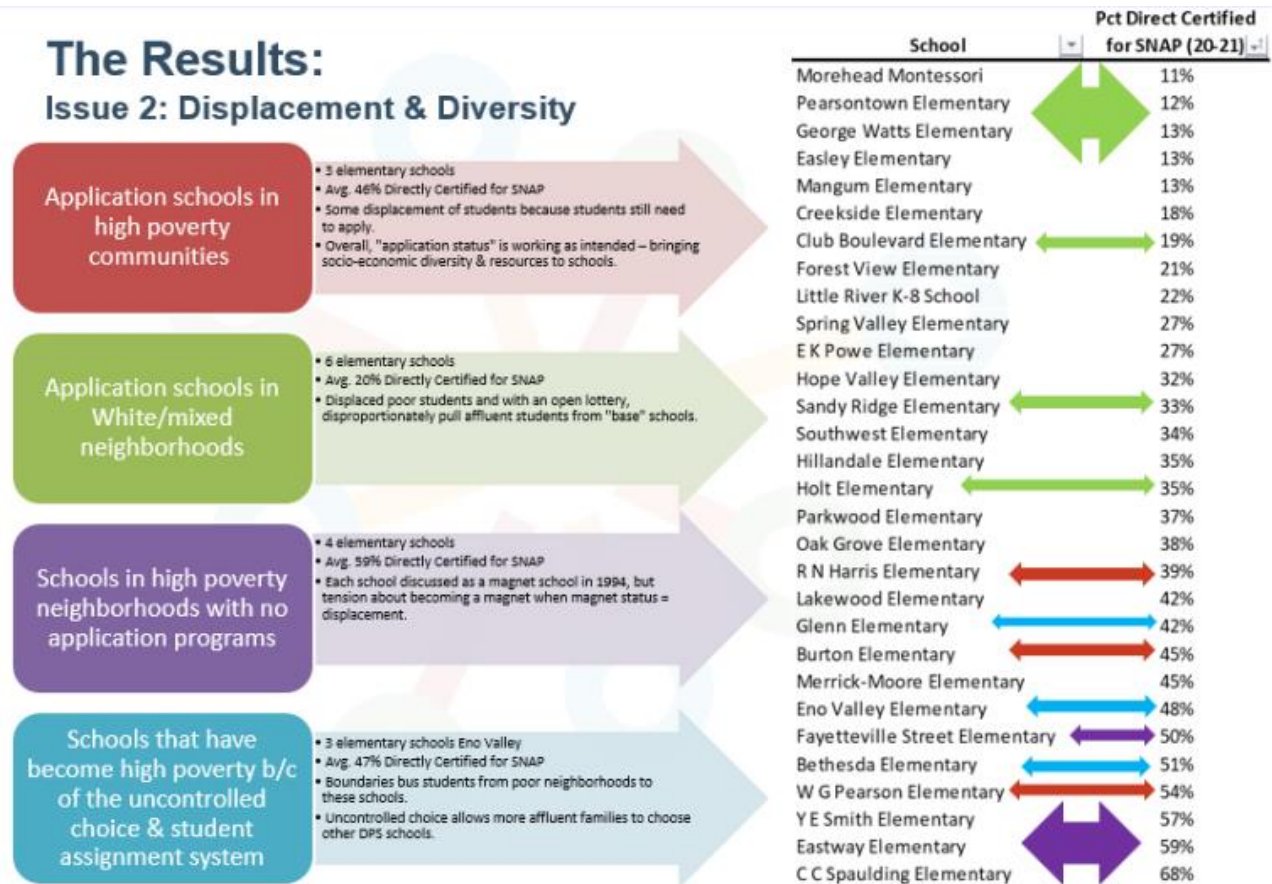
Obviously, no plan can satisfy all of the guiding principles at the same time. With our demographics as they are, respecting neighborhoods, minimizing distances traveled, maintaining contiguous school districts, providing stability, and moving toward greater diversity in all schools instantaneously and perfectly was impossible to accomplish. I thought we all understood that.

elementary schools, wanted a quick timeline for implementation, and guaranteed local funding for magnet schools. White board members pushed for a slower timeline, the placement of magnets exclusively at former black city schools and resisted the proposal of forced assignment to year-round calendar schools.

The legacy of the merger and its broken promises and disproportionate displacement of black students is still a palpable reality in the community today as many current residents lived through the changes as students. In considering the end results of the magnet programs and policies created as part of the merger, the failure of implementation is evident. Three magnet elementary schools placed in high poverty neighborhoods worked as intended and successfully brought socioeconomic diversity to the schools, better reflecting the district average. Six magnet programs placed in middle class; racially diverse neighborhoods only served to displace poor students from the schools with a random lottery and pull more affluent students from their base schools. Those schools became more affluent than the district and their surrounding neighborhoods. Four elementary schools in high poverty neighborhoods were not given magnet status due to community concern about displacement, and those schools remained in high poverty. Worst of all, the plan concentrated high poverty students in three elementary schools as affluent families in the attendance boundary chose other magnet schools with the result being more socioeconomic and/or racial isolation for students. These outcomes have lingered into the present time.

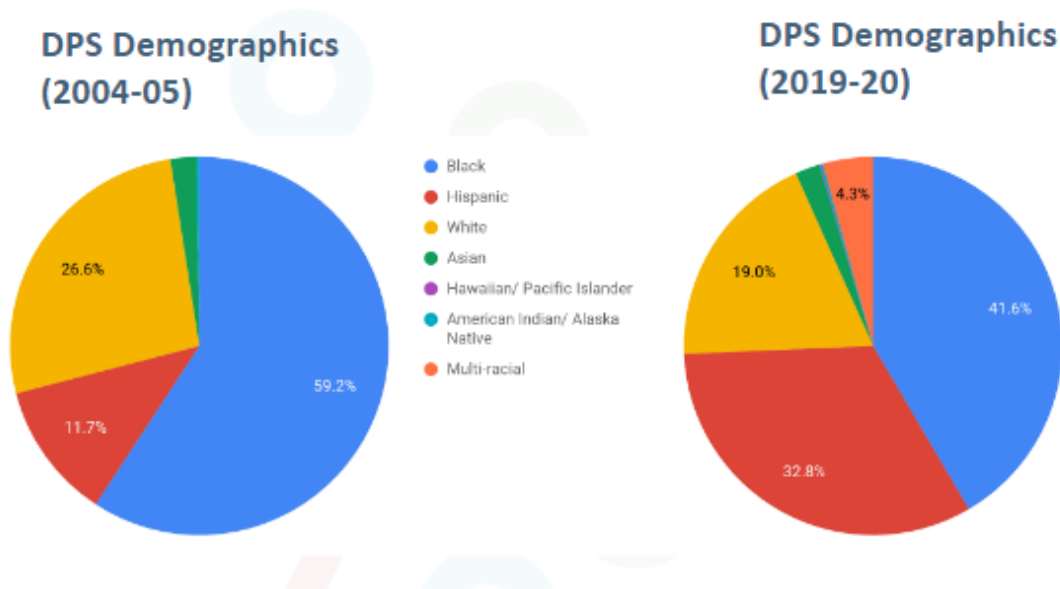
**Durham Public Schools Today: "The past is never dead. It's not even past." -W. Faulkner**

As information technology, pharmaceutical, and biotechnology industries began to thrive and replace tobacco as the economic engine of the region, Durham saw tremendous change. Between the 2010 and 2020 Census counts, there was an average net population increase of 11 people per day, every single day for those 10 years. The rate of population growth has increased beyond that since the 2020 Census. This rapid population growth has brought with it noticeable demographic shifts and rapid gentrification. Today, 54% of the population of Durham County holds a bachelor’s degree or higher and 15% are foreign born. About 26% of children speak a language other than English at home (US Census Bureau, n.d.). With extreme housing demands, former living patterns shaped by redlining quickly became a jigsaw puzzle of well-resourced and under-resourced neighborhoods while population centers became misaligned with the placement and capacities of the hodgepodge of mostly former city and county schools and community infrastructure.





Durham Public Schools is charged with serving the residents of 299 square miles of urban, suburban, and surprisingly rural landscape. Currently, DPS student enrollment of approximately 30,000 students is 81% students of color, while census data places the population of the county as a whole at 40% white, non-Hispanic. Magnet schools established in what were struggling urban neighborhoods in the 1990s are now surrounded by affluent families in remodeled homes. Some rural schools sit half empty as some census tracts have mostly aged out of school-aged children. Into this mix came the rapid growth of charter schools after the 2011 lifting of a previous state-wide charter school cap. The addition of charter schools added volatility to the public-school landscape and complicated the ability for district, city, and county leaders to effectively plan as charters can be opened or allowed to expand with little notice, move locations, close unexpectedly, or fall in or out of favor with families.



Charter schools also fueled growing class-based flight from district schools. As income discrepancies in the community widened, many charter schools became much more affluent than district schools. Charter schools in N.C. are not required to provide transportation or school lunch programs and many only offer applications for their independent lotteries in English. These policy choices lead to dramatically different demographics in district schools and some charter schools. When controlled for measures of poverty, few local charter schools significantly outperform district schools on standardized

testing measures. However, the concentration of well-resourced students led to higher overall academic achievement for many charter schools and a narrative about school quality in district vs. charter schools was formed in the minds of many families. Currently for the entire county, only 20% of children are estimated to live below the poverty line but approximately 45% of Durham Public Schools enrollment fit the direct certification measures of low socioeconomic status. This is a trend statewide with research demonstrating that both black and white students attending a charter school are likely to be in a more segregated environment than the traditional public school they left, with obvious impact to public school districts (Clotfeldter, Ladd, & Vigdor, 2013). Based on 2022 research, Durham Public Schools is the 7th most segregated school district out of North Carolina's 115 public districts (Nordstrom, 2022).

Despite massive population growth, changing demographics, and shifting population densities, Durham Public Schools has made no systematic or holistic changes to student assignment since 1994. Durham Public Schools was even called out by name as a prime example of poor practices in a 2018 white paper on changing district attendance zone boundaries (McMillan, 2018 p. 4). There are plenty of both justified reasons and excuses for why an otherwise progressive school district would tolerate this situation—a lack of political will, frequent district leadership change, community resistance, a lack of resources—but the true root cause was simply the paralyzation of a problem too big to solve. It is always easier to learn to navigate a broken system than it is to change it. Indeed, developing a plan to fix the problems took five years, thousands of hours, and a lot of passion on the part of many people to untangle the vexing problems, develop solutions, and foster the community's willingness to move forward through the pain and fear of change. It also took both courage and humility to understand and admit that our system, Durham Public Schools, carried the same level of blame for systemic oppression as any other type of system, and had the same level of responsibility to address it.

### **The Magnitude of the Problem**

For over four years, starting in 2018, a collaborative team across multiple district departments (Operations, Academics, Magnet Programs, Student Assignment, and Public Affairs) began work on an initiative that was eventually named “Growing Together.” One of the first things the team did was to deep

dive into the history of the 1990s merger and to fully understand the context that gave rise to some of the current problems and gain insight into the previous mistakes in hopes of not repeating them. The team took note that the prior merger integration plan:

- disproportionately displaced students of color,
- coded very detailed student assignment rules into board policy creating slow and contentious process for even simple corrections or needed adjustments,
- had no established timeline or process for analysis and revision, and
- provided essentially no support for teachers, students, or families in regard to the cultural and social aspects of large demographic shifts in schools.

From early in the process, Research Triangle Institute (RTI) has been a strategic partner, designing and leading inclusive community engagement, data gathering, and analysis from stakeholder feedback. RTI is a respected education research and policy think-tank based in Durham. They brought a critical and impartial eye to the work and led the team in activities to help make meaning from the data. Changes on the scale that Durham needed could only be successfully done with extensive engagement to educate the community, define the community values in relation to the issues, and allow them to feel truly heard (please note that standard practice in DPS for community engagement events includes Spanish interpretation and childcare). The Board of Education would also have to be deeply involved in the planning process to take the political risks that they would likely have to take to support large scale redistricting. Since 2019, Growing Together related discussions have been a primary topic for 19 BOE meetings, BOE public hearings, and joint BOE and Board of County Commissioners Meetings. The first BOE vote approving the first changes related to the plan occurred in November 2019 and the final vote approving the last parts occurred on June 15, 2023. From dozens of in-person and virtual community engagements and surveys, all designed and facilitated by RTI to ensure participation of diverse voices and generate meaningful data on the critical questions, the team identified these relevant community values:

- Diversity: the community espoused a commitment to diversity, a belief that our schools should all look like our community.

- Choice: families expressed a desire for options, the ability to choose what was best for their child.
- Proximity: families want good schools that are close by, they value strong neighborhood schools.

It is immediately clear that these values are paradoxical. Providing choice and ensuring diversity when residential patterns create homogenous groupings, mostly by income and/or race, would mean some students must be in schools that are not located in their immediate neighborhood to meet that objective. While parents do in fact value diversity in schools, they often place other priorities higher for their own children and can have a limited perspective of the actual demographics of their community. These were the same conflicting values that the district struggled with through the merger and finding solutions that addressed them all would still be challenging.

In attempting to develop a student assignment plan that honored all three values, the Growing Together team pored over extensive current and historic data, engaged in in-house data analysis as well as collaboration with data analysis partners and outside evaluators when needed, reviewed research on best practices for increasing economic diversity through student assignment and magnet policy, and closely examined other comparable districts around the country. The team engaged in deep and sustained collaboration with various Durham County, Durham City, and N.C. state departments involved in Geographic Information Systems (GIS) data, civil engineering, and planning. Here is a summary of some of the materials generated or examined:

- In depth comparison of Durham student assignment and magnet policies with those in Raleigh N.C., Greensboro N.C., and Louisville KY
- Analysis of Socioeconomic Status (SES) measures of current DPS attendance zones
- Legal counsel brief on permissible forms of weighted lottery placement in schools
- Analysis of impacted students for potential boundary shifts based on geocoded student data
- Duke University Center for Advanced Hindsight (behavioral science in decision-making think tank) research study on school choice in Durham, N.C. conducted in 2019-2020

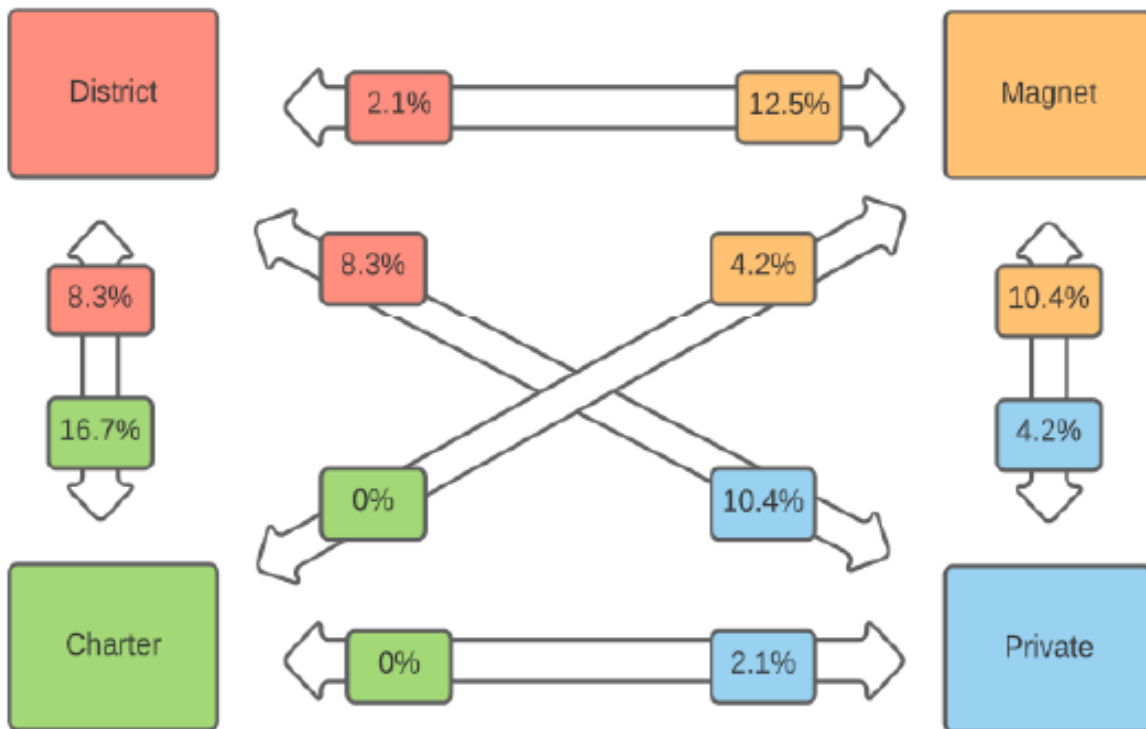
- Duke University Research: Bifulco, Robert & Ladd, Helen & Ross, Stephen. (2007). Public School Choice and Integration Evidence from Durham, North Carolina. Social Science Research. 38. 10.1016/j.ssresearch.2008.10.001.
- Evaluation of DPS magnet schools by Hanover Research completed in January 2016
- Long range student enrollment projections, land use studies, GIS analysis, residential development permitting, and market share analysis compiled in 2018-19 and 2020-21 with the help of the NC State University Institute for Transportation Research and Education
- 2019 DPS long-range facilities assessment completed by the Cummings Group (accessible here: <https://www.dpsnc.net/cms/lib/NC01911152/Centricity/Domain/154/Long%20Range%20Report%20.Final%205.22.19.pdf>)

The team identified several specific issues that needed to be addressed in order promote socioeconomic and racial diversity in our schools and provide all students with a quality education.

**Policy and culture change around magnet programs.** Outdated lottery policies including gentrified priority zones and the use of an unweighted lottery had led a number of magnet schools in the district to become far more affluent and with fewer students of color than the district average. Very few magnet programs were serving to diversify the student population. Most “themes” were not actually attracting families. In fact, based on the study from the Duke Center for Advanced Hindsight, the team developed a theory of action that the current magnet policies were playing a large role in concentrating poverty and students of color in neighborhood schools which in turn was fueling flight to charter schools, further isolating poor students of color. The chart included here from the study demonstrates the complexity of the school choice landscape in the Durham community. A sense of elitism and scarcity was also driving the popularity of some magnet schools. For the 2019-20 school year, a well-resourced parent enrolling in a DPS elementary school had 49 different school choices, 14 of those free charter schools, eight public magnet schools, and one base school. This excess of choice triggered undesirable outcomes due to some key behavioral science principles (Beasley, et al, 2020, p. 4)

- The Choice Paradox: While more choices are attractive, under certain conditions, more choices can be paralyzing and lead to less satisfaction and regret.
- Social Proof: People rely on cues from others to guide decision-making, rather than evaluating which option is best for them, instead following our peers and conforming to group norms and expectations.
- Scarcity: When an option feels limited or scarce, it raises the perceived value and desire for that option – making some schools more attractive just because there is limited space.

DPS neighborhood schools perceive magnets as draining away well-resourced students and engaged parents from their schools. An atmosphere of competition, not collaboration, had developed within the district. While DPS felt it was working to ensure that the lottery process was truly accessible to underserved families, community perception of the rules as complex, of the system being “gamed” by many parents, and of certain students being unwelcome in “elite” magnet schools outweighed outreach efforts. Instead of providing a *different* learning experience, magnets were seen by segments of the community as providing a *superior* education and as an escape hatch away from subpar neighborhood



schools (even in the face of data to the contrary). Please see the included data charts on the next two pages demonstrating the issues (lottery-based schools with disproportional racial demographics are highlighted in yellow). While the historical context of the district has led to Minority Group Isolation in many neighborhood schools, most schools with a disproportionately white population and lower identified student percentage are lottery based. Magnet programs, program placements, and lottery access policies, unlike housing patterns, are all within the district’s power to control.

**as of: 05/01/2024**

		Asian	Black	Hispanic	Multi-racial	White	All Others	EL	SWD	ATG
		%	%	%	%	%	%	%	%	%
<b>DURHAM PUBLIC SCHOOLS</b>		<b>2.3</b>	<b>36.5</b>	<b>35.8</b>	<b>5.8</b>	<b>19.4</b>	<b>0.2</b>	<b>22.0</b>	<b>14.6</b>	<b>17.4</b>
320304	Bethesda Elementary	1.8	45.9	39.9	6.0	6.4	0.0	28.2	10.6	5.5
320308	Burton Elementary	0.7	45.3	40.1	4.5	8.7	0.7	23.5	23.5	10.0
320374	C C Spaulding Elementary	0.9	57.4	31.8	2.7	7.2	0.0	21.1	19.3	2.7
320318	Club Boulevard Elementary	0.3	19.7	32.9	5.5	41.6	0.0	11.3	15.8	21.6
320319	Creekside Elementary	3.9	19.5	34.9	8.3	33.3	0.2	34.3	11.5	14.2
320363	E K Powe Elementary	3.1	23.4	27.9	6.6	38.8	0.2	22.9	20.6	25.5
320313	Easley Elementary	1.7	19.9	23.0	9.0	46.4	0.0	9.4	14.9	18.2
320310	Eastway Elementary	0.5	43.8	48.3	3.5	4.0	0.0	35.8	13.0	4.5
320315	Eno Valley Elementary	1.8	57.7	28.6	6.0	5.7	0.2	15.4	18.5	2.9
320344	Fayetteville Street Elementary	5.6	39.1	51.1	2.1	2.1	0.0	50.6	9.4	1.7
320332	Forest View Elementary	4.9	18.9	40.5	6.4	28.7	0.6	37.4	15.7	11.8
320347	George Watts Elementary	1.1	12.6	16.4	7.8	61.7	0.4	8.9	20.8	23.4
320320	Glenn Elementary	0.8	28.6	60.9	5.0	4.3	0.3	47.9	18.1	6.2
320324	Hillandale Elementary	1.7	37.9	38.6	7.5	14.0	0.4	27.0	15.8	8.1
320328	Holt Elementary	3.5	25.4	60.2	6.0	4.8	0.0	47.0	14.0	5.1
320327	Hope Valley Elementary	4.0	23.9	41.3	8.0	22.7	0.2	35.4	12.6	9.8
320339	Lakewood Elementary	3.8	30.7	47.1	5.5	12.8	0.0	38.5	17.4	8.1
320349	Lyons Farm Elementary	6.1	26.4	9.4	9.4	48.7	0.0	6.1	13.3	22.7
320348	Mangum Elementary	0.7	8.3	17.7	7.6	64.9	0.7	7.6	19.8	19.8
320352	Merrick-Moore Elementary	1.4	34.8	54.3	4.3	4.9	0.2	40.4	17.2	3.8
320354	Morehead Montessori	2.5	20.7	19.7	10.6	46.5	0.0	6.6	25.8	26.8
320360	Oak Grove Elementary	0.5	44.6	42.5	5.1	7.2	0.0	25.0	14.0	6.5
320362	Parkwood Elementary	1.8	54.0	22.3	8.0	14.0	0.0	12.3	19.6	9.3
320364	Pearsontown Elementary	2.7	35.0	8.7	11.6	41.4	0.6	2.3	17.0	26.1
320367	R N Harris Elementary	0.7	48.5	44.3	2.4	3.4	0.7	27.1	14.1	2.7
320369	Sandy Ridge Elementary	0.4	49.8	37.7	4.2	7.8	0.0	18.3	15.2	16.1
320372	Southwest Elementary	1.9	34.3	27.0	7.0	29.8	0.0	13.1	18.2	14.0
320376	Spring Valley Elementary	3.5	45.0	31.4	7.1	12.8	0.0	18.6	17.2	9.3
320388	W G Pearson Elementary	0.6	58.8	30.2	8.3	2.2	0.0	19.7	12.6	6.8
320400	Y E Smith Elementary	2.8	36.7	52.3	4.9	3.2	0.0	45.6	11.0	2.1
320340	Little River K-8 School	0.3	26.5	21.4	7.1	44.6	0.0	9.5	23.8	17.0

# Growing Together: Equity & Diversity

## 22-23 DPS Direct Certification Rates (SES)

Direct certification is a process conducted by States and LEAs to certify eligible children for free meals without the need for household applications (2004 Child Nutrition and WIC Reauthorization Act). This includes Food Stamp-Eligible and Students experiencing Homelessness.

Schools	Lottery?	Free-Reduced	Direct Certification	Schools	Lottery?	Free-Reduced	Direct Certification
Morehead Montessori	Yes	18%	11%	R N Harris Elementary	Yes	99%	39%
Pearsonstown Elementary	Yes	20%	12%	Lakewood Elementary	No	99%	42%
George Watts Elementary	Yes	19%	13%	Glenn Elementary	No	99%	42%
Easley Elementary	Yes	17%	13%	Burton Elementary	Yes	99%	45%
Mangum Elementary	No	18%	13%	Merrick-Moore Elementary	No	99%	45%
Creekside Elementary	No	36%	18%	Eno Valley Elementary	No	99%	48%
Club Boulevard Elementary	Yes	30%	19%	Fayetteville Street Elementary	No	99%	50%
Forest View Elementary	No	30%	21%	Bethesda Elementary	No	100%	51%
Little River K-8 School	No	33%	22%	W G Pearson Elementary	Yes	99%	54%
Spring Valley Elementary	No	39%	27%	Y E Smith Elementary	No	99%	57%
E K Powe Elementary	No	35%	27%	Eastway Elementary	No	99%	59%
Hope Valley Elementary	No	42%	32%	C C Spaulding Elementary	No	99%	68%
Sandy Ridge Elementary	Yes	47%	33%				
Southwest Elementary	No	44%	34%				
Hillandale Elementary	No	43%	35%				
Holt Elementary	Yes	50%	35%				
Parkwood Elementary	No	45%	37%				
Oak Grove Elementary	No	50%	38%				

**DPS Direct Certification Rate: 44.5%**

as of: **05/01/2024**

		Asian	Black	Hispanic	Multi-racial	White	All Others	EL	SWD	AIG
		%	%	%	%	%	%	%	%	%
<b>DURHAM PUBLIC SCHOOLS</b>		<b>2.3</b>	<b>36.5</b>	<b>35.8</b>	<b>5.8</b>	<b>19.4</b>	<b>0.2</b>	<b>22.0</b>	<b>14.6</b>	<b>17.4</b>
320306	Brogden Middle	2.2	35.0	46.2	4.3	12.4	0.0	33.9	17.1	10.9
320316	George L Carrington Middle	2.9	37.7	41.6	5.5	12.5	0.0	28.8	16.9	12.3
320338	James E Shepard Middle	0.3	62.3	33.9	2.1	1.6	0.0	12.7	12.7	9.3
320342	Lakewood Montessori Middle	1.0	17.6	19.9	5.0	56.1	0.3	7.0	13.0	56.1
320346	Lowe's Grove Middle	1.8	47.8	40.3	5.7	4.2	0.3	26.6	16.6	5.7
320343	Lucas Middle	1.2	44.6	36.0	4.3	13.8	0.0	20.8	18.4	14.6
320355	Neal Middle	1.1	37.2	53.6	3.6	4.1	0.3	35.3	14.7	7.3
320370	Rogers-Herr Middle	2.7	37.8	25.0	5.9	28.4	0.2	11.1	13.0	42.1
320366	Sherwood Githens Middle	4.0	25.8	36.4	7.2	26.4	0.1	28.1	14.3	25.2
320323	Durham School of the Arts	3.4	23.3	31.0	6.5	35.7	0.1	6.9	9.9	36.9
320314	The School for Creative Studies	0.0	47.9	33.4	4.4	13.6	0.7	13.1	24.9	17.4
320312	C E Jordan High	4.0	28.9	30.4	6.3	30.1	0.2	18.7	10.6	32.4
320317	City of Medicine Academy	3.7	40.1	45.2	2.7	8.2	0.0	10.2	6.8	37.4
320322	Durham's Performance Learning C	1.7	55.9	36.4	4.2	1.7	0.0	22.0	21.2	5.1
320701	Durham School of Technology	0.0	71.4	20.8	3.5	4.3	0.0	6.5	11.7	25.1
320325	Hillside High	1.0	61.8	30.0	4.0	2.8	0.4	19.2	14.3	6.2
320309	J D Clement Early College HS	3.0	54.1	34.3	4.9	3.8	0.0	1.6	2.2	59.7
320353	Middle College HS @ DTCC	2.3	31.0	24.8	6.2	35.7	0.0	1.6	3.1	41.9
320356	Northern High	1.9	39.9	37.5	4.4	16.0	0.2	18.3	14.6	14.0
320365	Riverside High	2.7	27.8	38.3	4.8	26.1	0.2	25.1	11.7	30.1
320368	Southern School of Energy and S	0.5	42.5	50.7	3.5	2.5	0.4	27.2	13.7	6.5



## 22-23 Baseline: Socio-economic Demographics

School	2022-23 Program & Assignment Method	Identified Student Pct (2022-23)*
Lakewood Middle	Montessori (Lottery)	22%
DSA	Arts (Lottery)	25%
Rogers-Herr Middle	Year Round (Lottery)	33%
Githens Middle	Boundary	42%
Creative Studies	Year Round (Lottery)	43%
Neal Middle	Boundary	55%
Carrington Middle	Boundary	55%
Brogden Middle	Boundary	56%
Lucas Middle	Boundary	60%
Lowe's Grove Middle	Boundary	61%
Shepard Middle	International Baccalaureate (Lottery)	64%

\*Identified Student Percentage = Students directly certified by NCDPI as SNAP/FNS/TANF/FDPIR or Medicaid (new in 22-23) or identified by DPS as Homeless, Migrant, Runaway, Foster, Head Start. Data from attending DPS Students in April 2023.

## 22-23 Baseline: Socio-economic Demographics

School	2022-23 Assignment	Identified Student Pct (2022-23)*
Middle College	Lottery (Early College)	22%
Durham School of the Arts	Lottery (Arts)	25%
Early College HS	Lottery (Early College)	30%
Jordan High	Boundary	33%
Riverside High	Boundary	39%
Durham School of Tech	Lottery (Early College)	41%
Creative Studies	Lottery (Year Round)	43%
City of Medicine Academy	Lottery (Early College)	45%
Northern High	Boundary	51%
Southern High	Boundary	53%
Hillside High	Boundary + Lottery (IB)	57%

\*Identified Student Percentage = Students directly certified by NCDPI as SNAP/FNS/TANF/FDPIR or Medicaid (new in 22-23) or identified by DPS as Homeless, Migrant, Runaway, Foster, Head Start. Data from attending DPS Students in April 2023.

**Addressing issues of access and equity related to programming.** In addition to current magnet programs increasing Minority Group Isolation and socioeconomic isolation, not all areas of the community had equitable access to programming. Policies that in the 1990s prioritized access to magnet programs for underserved urban populations now ensured access for upper middle-class families in gentrified neighborhoods and excluded many working-class families that had been priced out of the city and forced into the surrounding areas. Another resource that is inequitably distributed is transportation. During an extreme bus driver shortage, many district-wide magnets add significant inefficiencies to transportation. DPS currently drives more bus miles than many larger school districts. Transportation can contribute to lost learning time when on time arrivals cannot be maintained. The potential impact of magnet programs on the transportation system of the district must be closely examined and considered considering their limited success at diversifying schools.

**Significant attendance boundary redesign.** Another concern is the under and over-utilization of facilities within DPS is a great concern. Through bond referendums, the district was ready to bring one completely new elementary school online in 2022, another in 2024 (both needing to have attendance boundaries drawn), and a new high school facility relocated several miles from the current campus in 2023. Six other elementary schools are scheduled for capital improvement projects in the near future that in most cases will increase student capacity. These factors made the need to completely redraw school

boundaries even more urgent. In a 2020 addendum to the DPS Strategic Plan, the following goals were added related to school boundaries and student assignment.

- Evaluate priorities around redistricting, site-based solutions, and/or new school construction.
- Develop capital improvement plans and strategies for K-3 class size implementation. *[NC General Statutes lowered K-3 class size requirements starting in the 2019-20 school year]*
- Evaluate existing DPS system of school choice, student assignment policies, and school boundaries/magnet priority zones across elementary, middle, and high school levels.
- Develop an integrated plan, grounded in equity, that balances programming, policies, and geographic boundaries. *[The Growing Together Plan is this plan]*

### **The Growing Together Project: Goals, Objectives, and Desired Outcomes**

Admittedly, at the start of the work, the main objective was simply to avoid the various crises that awaited the district and community if nothing was done. Some solutions were obvious, others had to be teased out of the data and community engagement. Some specific areas of negative feedback from the community about proposed changes were expected (such as pushback from those losing exclusive access to “elite” magnet schools) but some other concerns were unanticipated (such as initial resistance from staff to a Montessori transition). The team began to understand that the true work of Growing Together was culture change in our district and community. The work, especially the over 100 separate community engagements to share the proposed plan with the public, specific school communities, local business and civic leaders, community partners, teachers, staff, and students, was exhausting, exhilarating, and at times emotionally charged. It was a non-linear process that forced the district and its leadership staff to re-examine and re-affirm its very core beliefs. This is the framework that developed to guide the objectives of the work:

- Managing GROWTH:
  - Moving every school closer to the ideal [REDACTED] utilization rate.

- Removing mobile classrooms at the elementary level. (In an area with frequent severe weather, learning is disrupted as classes must relocate into the building during those times. Additionally, mobile classrooms present security weaknesses in schools).
- More efficient busing with reduced number of routes, reduced miles traveled, and reduced ride times for students (specifically we estimate the elementary changes will reduce home-to-school miles by 18,000, reduce bus routes by 130, and lessen the driver shortage by 15 positions).
- Creating a framework that requires the district to evaluate and adjust boundaries and student assignment policies on a regular timeline.
- Ensuring DIVERSITY:
  - Moving every school closer to the district average of Median Family Income (based on census data at the neighborhood level) and Identified Student Percentage. Specifically, a goal to move all schools to within 10 percentage points of the district average of ISP.
  - Moving all schools closer to racial demographics of the district as a whole and preventing Minority Group Isolation.
  - Increasing the number of underrepresented racial groups in specific application programs (including Montessori)
- Ensuring EQUITY:
  - Providing accessible magnet programs that have research-based significant impacts for students classified as low SES.
  - Ensuring the burden of displacement and transition does not fall inequitably on the backs of under-resourced families and neighborhoods nor the privilege of stability only provided to neighborhoods with the social capital to demand such consideration.
- Increasing ACCESS:
  - Creating comparable access to application programs across the county.
  - Increasing the number of Pre-K seats and ensuring comparable access across the county.

- Ensuring convenient access to Exceptional Children’s programs requiring specialized facilities across the county.
- Increasing the number of available application program seats.

**Growing Together Project Details**

The plan evolved in several stages, first clarifying the guiding principles for student assignment procedure that would align with community values and address the needs of growth, diversity, equity, and access. Doing so required enacting needed BOE policy changes. Next, a plan was developed that focused on elementary schools to define regions of access, define new attendance boundaries, determine application programs offered and program placements, and define the rules of access for a transition period and beyond. Next, the team focused on developing plans to foster well-rounded educational experiences for students in all schools. Finally, secondary schools were addressed in a similar manner building on the approved plan for elementary schools.

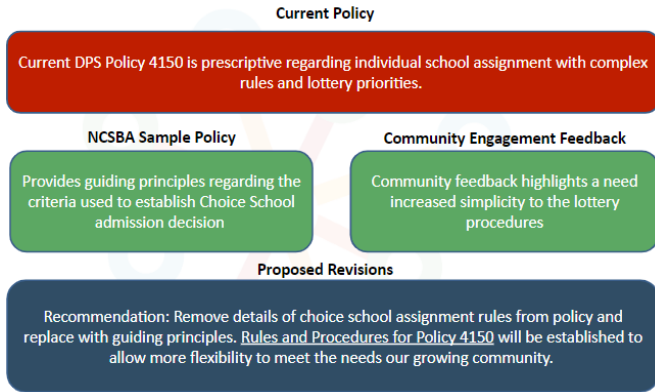
**Elementary Regions:  
Enrollment, Facilities and Diversity**

Region	21-22 Enrollment	Capacity	Utilization	People of Color	Median Household Income
Northern	3316	3361	98.66%	53.70%	\$ 64,457.00
Eastern	2735	3286	83.23%	64.50%	\$ 71,798.00
Central	1771	2104	84.17%	61.40%	\$ 50,322.00
Southeast	2444	3178	76.90%	68.20%	\$ 67,134.00
Southwest	3498	3648	95.89%	49.50%	\$ 65,224.00

DPS Application Seat Allocation by Region		
Region	Application Seats SY 22-23	Application Seats SY 24-25
Northern	34%	22%
Eastern	0%	19%
Central	18%	17%
Southeast	43%	22%
Southwest	5%	20%
DPS Total	100%	100%

**DPS Board of Education policy 4150 revisions.** The existing rules of access to magnet programs were spelled out in minute detail down to each individual school in BOE policy. Even the smallest change would require official board action with the associated politics. The district did not have the needed flexibility to adjust and evolve in alignment with the rapid population growth. The approved revisions moved the district to a regional model for magnet programs, explicitly named equity as an objective of student assignment policy, moved detailed rules out of BOE policy into district procedures to allow more timely revision with less contentious politics and added a 5-year review process to boundaries

and student assignment rules. These changes to Policy 4150 were passed by the DPS BOE in December, 2021 and are outlined in the graphic below.



### Program Placement

A.3 The planned placement of DPS school choice and specialized programs influences the equity and access of programs for DPS students. As such, DPS should be considerate of a variety of operational criteria when placing school choice programs. These criteria may include:

1. The centrality of the school in relationship to the region it serves;
2. The capacity and utilization of the school;
3. The projected enrollment of the school; and
4. The road speed, jurisdiction and network on and around the school campus.

### Equity and Access Revision

C. Parents or guardians have the option of applying for admission to one of the school system's **choice** schools. Pursuant to Policy 1900, Racial and Educational Equity, choice school assignment rules and procedures will ensure access & representation in academic programming in schools and maintain a socioeconomic diversity that is reasonably reflective of the school system as a whole. In addition, the following criteria may be considered:

1. Effective and efficient use of school facilities and transportation;
2. Whether siblings attend the same school;
3. Enabling program links; and
4. Any program criteria that must be met by the student for admission to the particular school.

### Regional Access Revisions

A.2 DPS shall construct regions of program access that each offer a reasonably comparable set of differentiated programs. Program access regions will:

- > support the maximum number of students possible;
- > provide relevant program options; and
- > increase proximity and probability of access to differentiated programs.

Regions may be defined by, but are not limited to:

- > community infrastructure such as natural ecosystems, highways, interstates, and non-residential land uses such as universities, hospitals, and business parks; and
- > community and neighborhood characteristics such as socioeconomic status indicators.

**Defining regions of access.** Aligned with the BOE policy guidelines, boundaries were drawn dividing the county into five regions: North, East, Central, Southeast, and Southwest with reasonable comparable demographics including racial demographics. (Note: the Central Region contains the city center and the MFI is artificially lowered by the large number of Duke graduate and medical students residing in the area).

**Elementary magnet program selection.** At the elementary level, the plan calls for the expansion of Dual Language Immersion (DLI) programs and year-round calendar schools to one program per region and adding an additional Montessori program and an additional International Baccalaureate Primary Years Programme (IB PYP) with proportionate regional access. The DLI programs will use Spanish as

the target language and are two-way programs with cohorts of 50% students from homes with Spanish as the primary language and 50% from homes with English as the primary language. Some factors that led to these choices are:

- These programs provide truly different instructional approaches with research-based evidence of effectiveness, not just a learning “theme.” Specifically, they all have research demonstrating their positive impact with students of color and/or students in poverty.
- These programs were already established in the district and we feel confident in our ability to implement them with fidelity with the resources we have available to us.
- These existing programs generate high demand and many lottery applications in the district and align well with the community demographics and values seen in community engagement.

Along with this expansion of existing programs, it was decided to phase out several programs. Treating the arts, STEM, humanities, or global language exposure as specialized programs is incongruous with the DPS commitment to a well-rounded education for all students. Therefore, existing global language and humanities schools will transition to DLI schools and arts and STEM elementary magnets will be phased out in favor of ensuring quality arts education, global language instruction, and STEM integration in all DPS elementary schools.

**Elementary magnet program placement and attendance boundaries.** One of the most powerful aspects of the plan, driven by current policy guidance and best practice in student assignment for SES diversity in schools, is the addition of attendance boundaries to magnet programs. With one exception (due to close clustering of historic schools), all year-round, Montessori, IB, and DLI elementary schools will have an attendance boundary in addition to lottery seats. Additionally, both middle school Montessori programs and middle school IB program will have an attendance boundary. The policy has several positive impacts:

- Ensures the removal of access barriers such as a lottery process for under-resourced families.
- Grounds each school in the immediate neighborhood and ensures that those communities have access to a school near them.

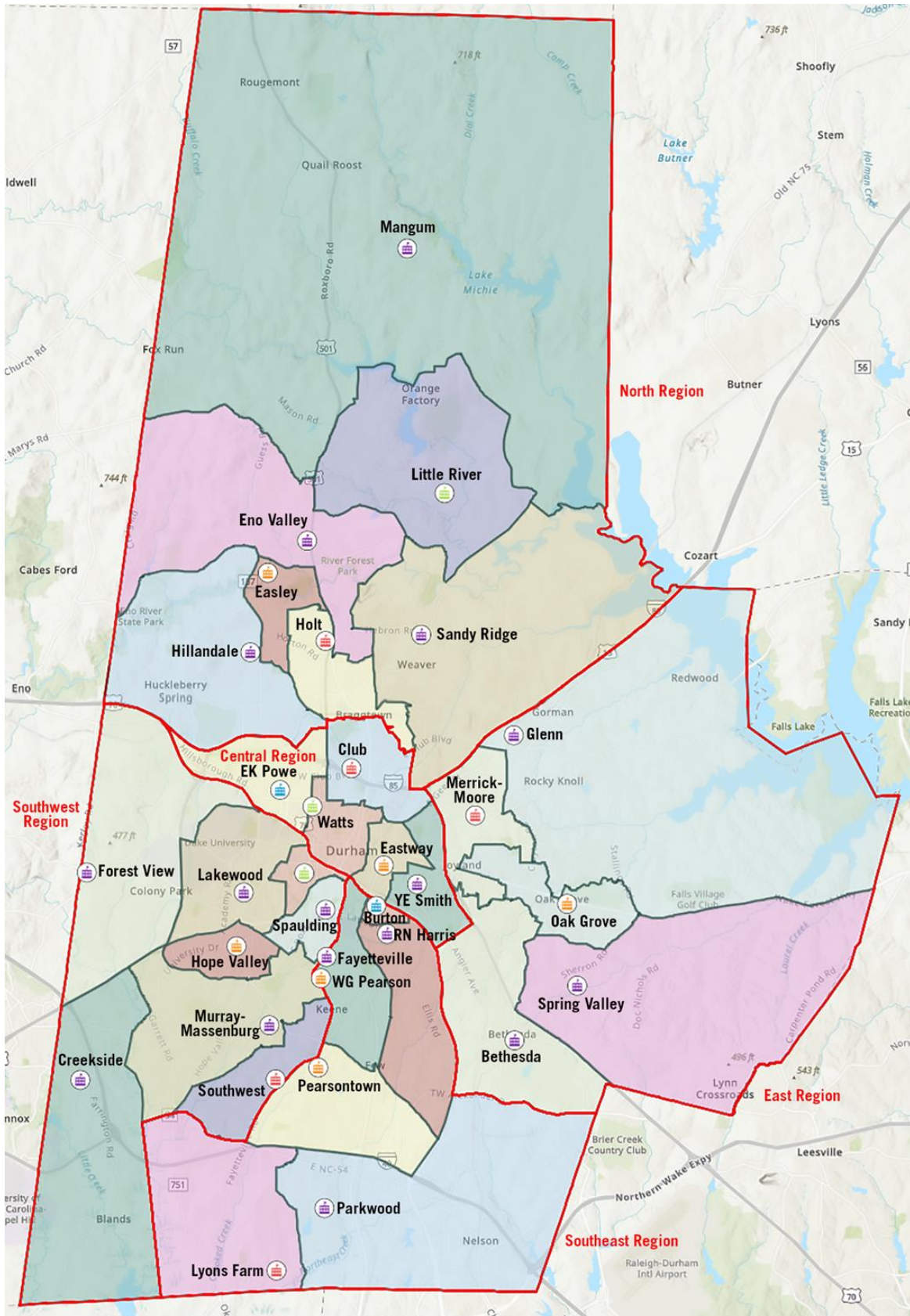
- Addresses the legacy of disproportionate displacement of students of color from nearby schools.
- Provides a mechanism for increasing SES diversity in several magnet schools.

On the next page is the final approved map of regions, magnet program placements, and attendance boundaries. Please note that every single attendance boundary has been redrawn as part of this plan using neighborhood planning unit census data to diversify the SES of students assigned to each school.

## Regional Elementary Application Program Placements

Northern	Central	Eastern	Southwest	Southeast
<ul style="list-style-type: none"> <li>• <b>IB:</b> EK Powe</li> <li>• <b>Montessori:</b> Little River</li> <li>• <b>DLI:</b> Holt</li> <li>• <b>Year-Round:</b> Easley or WG Pearson</li> <li>• <b>Online:</b> Ignite</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IB:</b> EK Powe</li> <li>• <b>Montessori:</b> Watts</li> <li>• <b>DLI:</b> Club</li> <li>• <b>Year-Round:</b> Eastway or WG Pearson</li> <li>• <b>Online:</b> Ignite</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IB:</b> EK Powe</li> <li>• <b>Montessori:</b> Little River</li> <li>• <b>DLI:</b> Merrick-Moore</li> <li>• <b>Year-Round:</b> Oak Grove or WG Pearson</li> <li>• <b>Online:</b> Ignite</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IB:</b> Burton</li> <li>• <b>Montessori:</b> Morehead</li> <li>• <b>DLI:</b> Southwest</li> <li>• <b>Year-Round:</b> Hope Valley or WG Pearson</li> <li>• <b>Online:</b> Ignite</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IB:</b> Burton</li> <li>• <b>Montessori:</b> Watts</li> <li>• <b>DLI:</b> Lyons Farm</li> <li>• <b>Year-Round:</b> Pearsontown or WG Pearson</li> <li>• <b>Online:</b> Ignite</li> </ul>

*IB: International Baccalaureate*  
*DLI: Dual Language Immersion*





**Rules of access for elementary magnet programs.** While the need to move towards equity in public education is urgent with the inevitably limited window available to serve each child, the team also recognized that school transitions could negatively impact students, with special consideration of the cohorts of students most affected by Covid-19 school disruptions. Working towards sustainable progress for DPS from this plan also requires mitigation of community concerns related to the changes. For all those reasons, the BOE approved the recommendation to implement the plan in the 2024-25 school year with legacy status for all 4th and 5th grade students and allow students that reside in the eligible regions to reapply to continuing magnet programs with priority. These provisions reduced the total number of impacted students from over 6,000 to approximately 1,000.

**Secondary boundaries and program placement.** One of the most exciting parts of the plan is that with only one exception, clean feeder patterns will be established for each elementary school cohort through middle and high school (see chart below). With the addition of program links for IB K-12, DLI K-8, Montessori Pre-K-8, year-round K-8, and a 6-12 arts magnet school, DPS will be positioned for important work with vertical alignment and stability for students. At the middle school level as well, two STEM focused magnet programs will be phased out in favor of increased STEM elective offerings and greater STEM integration at all schools. The IB and Montessori continuums will be strengthened with the addition of the second PYP program and a third Montessori elementary (Little River) and second middle school (Lucas). The Montessori and IB middle school programs will also have new attendance zones. Middle school year-round options will be regionalized between The School for Creative Studies and Rogers-Herr. Existing early college programs (part of the NC Cooperative Innovative High School program) including one focused on health science careers and another on IT careers, will continue along with lottery-based access to CTE Pathways not available at a student's districted school. Access to these programs must align with the guidelines set forth by The NC Cooperative Innovative High School program and federal Perkins Act legislation. Once again, every single attendance boundary has been

changed based on neighborhood planning unit data to diversify schools by socioeconomic status and reduce Minority Group Isolation.

**Rules of Access for Secondary Schools.** The transition for middle and high schools will be less complex than the elementary one. The approved plan is for 6th and 9th graders to transition to their new districted school in the 2025-26 school year (or apply in the lottery for a new program pathway for year-round, Montessori, or DLI middle school cohorts). Since all but one secondary magnet school is maintaining district-wide access, families will not be required to re-enter the magnet lottery (a small

## FEEDER PATTERNS BY REGION w/ GT PLAN

Northern	Riverside	Southern	Jordan	Hillside
Carrington*	Carrington*	Neal	Githens	Lowe's Grove
<ul style="list-style-type: none"> <li>• Eno Valley</li> <li>• Holt</li> </ul>	<ul style="list-style-type: none"> <li>• Easley</li> <li>• Hillandale</li> </ul>	<ul style="list-style-type: none"> <li>• Glenn</li> <li>• Merrick-Moore</li> <li>• Oak Grove</li> <li>• Spring Valley</li> <li>• Bethesda</li> </ul>	<ul style="list-style-type: none"> <li>• Hope Valley</li> <li>• Murray-Massenburg</li> <li>• Spaulding</li> <li>• Southwest</li> <li>• Creekside</li> <li>• Forest View*</li> </ul>	<ul style="list-style-type: none"> <li>• Pearsontown</li> <li>• Parkwood</li> <li>• Lyons Farm</li> </ul>
Lucas	Brogden		Lakewood	Shepard
<ul style="list-style-type: none"> <li>• Sandy Ridge</li> <li>• Little River</li> <li>• Mangum</li> </ul>	<ul style="list-style-type: none"> <li>• EK Powe</li> <li>• Club Blvd</li> <li>• Watts</li> <li>• YE Smith</li> <li>• Eastway</li> <li>• Forest View*</li> </ul>		<ul style="list-style-type: none"> <li>• Lakewood</li> <li>• Morehead</li> </ul>	<ul style="list-style-type: none"> <li>• Fayetteville</li> <li>• Burton</li> <li>• RN Harris</li> </ul>

\*Continues with partial feeder pattern given enrollment, capacity, and geographic location.

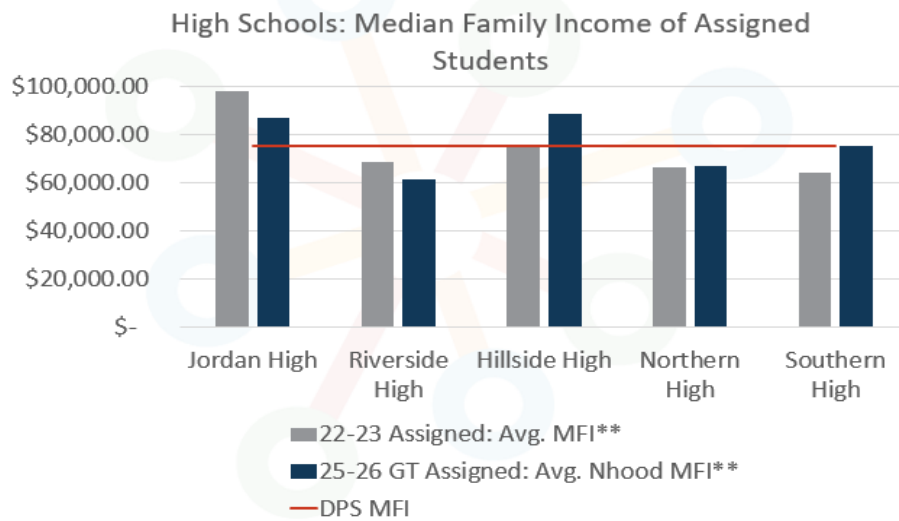
### Proposed Program Links (Lottery Priority)

IB	Montessori	Year-Round	DLI (Cohort)
Hillside HS IB Programme	Lucas MS	School for Creative Studies	Brogden MS
<ul style="list-style-type: none"> <li>• Shepard MS</li> </ul>	Lakewood MMS	<ul style="list-style-type: none"> <li>• Easley</li> <li>• Holt</li> <li>• Oak Grove</li> <li>• WG Pearson (based on address)</li> </ul>	<ul style="list-style-type: none"> <li>• Holt ES</li> <li>• Club ES</li> <li>• Merrick-Moore ES</li> <li>• Lyons Farm ES</li> <li>• Southwest ES</li> </ul>
Shepard MS	<ul style="list-style-type: none"> <li>• Morehead ES</li> <li>• Little River ES</li> <li>• Watts ES</li> </ul>	Rogers-Herr	<ul style="list-style-type: none"> <li>• Lakewood ES</li> <li>• Bethesda ES</li> </ul>
<ul style="list-style-type: none"> <li>• Burton ES</li> <li>• EK Powe ES</li> </ul>		<ul style="list-style-type: none"> <li>• Eastway</li> <li>• Hope Valley</li> <li>• Pearsontown</li> <li>• WG Pearson (based on address)</li> </ul>	

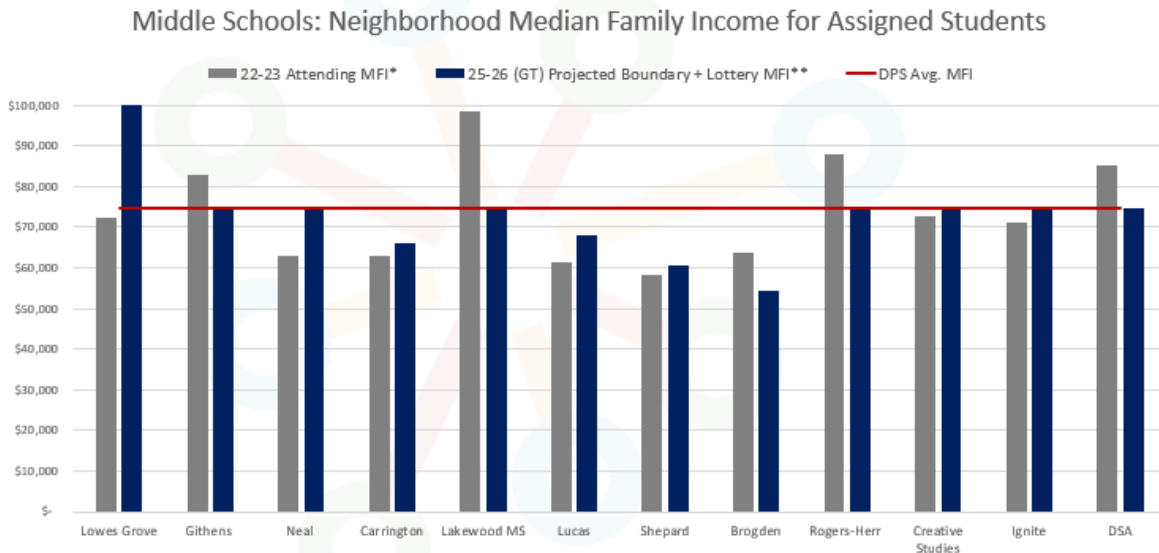
number of legacy situations can be managed without that step). Year-round secondary schools do not have attendance zones to require opt-out and the same opt-out procedures as elementary will exist for Lakewood and Lucas Montessori middle schools and Shepard IB middle school that will have attendance boundaries.

**Weighted lottery.** Finally, and critically, rules for the implementation of weighted lottery were developed for all DPS schools. If a magnet school is at or below 10 percentage points of the DPS

## 25-26: Neighborhood MFI by School



## 25-26: Neighborhood MFI by School



socioeconomic status average, US Census data will be used to determine the weight to be applied to each student application. Please note that this rule only intends to address schools that become more affluent than the district average. With the legacy of displacement from schools for students of color, where pockets of poverty remain or redevelop, care will be taken in considering changes that would be disruptive to marginalized communities. Please see **Appendix A** for a comprehensive list of Board of Education presentations related to the Growing Together Plan.

## **THE POWER OF POSSIBILITIES MSAP GRANT PROPOSAL**

The previous introduction was necessary to provide the context within which this specific grant proposal, The Power of Possibilities, is situated. With this proposal, we are seeking MSAP funding for these magnet specific portions of the larger Growing Together Plan.

- The transition of Little River K-8 School to a PreK-5 Montessori magnet school with base plus lottery starting in the 2024-25 school year.
- The transition of Lucas Middle School to a Montessori magnet school with base plus lottery starting in the 2025-26 school year.
- Support all three existing Montessori magnet schools through a transition to a base plus lottery assignment policy in the 2025-26 school year with professional development to support inclusive and responsive classrooms for changing demographics and larger numbers of children without a Montessori background.
- Support the entire PreK-8 continuum of Montessori programs in DPS to ensure the participation of diverse students through targeted marketing, targeted professional development, collaborative planning, and support for Exceptional Children's (EC) programs located at Montessori schools (this is terminology common in NC and synonymous with Special Education).
- Support the development of a sustainable Montessori teacher pipeline for Durham Public Schools as well as diversifying our teaching staff through targeted recruitment in Puerto Rico (which has a large public Montessori infrastructure) (Rodriguez Fernós, 2024)
- Support the existing magnet, The School for Creative Studies, in its transition from a 6-12 year-round and theme-based magnet to a 6-8 year-round and theme magnet with regionalized access and programming consistent with its sister regional access school starting in the 2025-26 school year.
- Support the existing magnet, The Southern School of Energy and Sustainability, in a revitalization of its theme starting in the 2025-26 school year.

- Support targeted marketing and recruitment efforts for these magnet schools including culturally responsive efforts to attract previously underrepresented racial minority groups to Montessori programs.

Each of these transitions is key to the success of the larger Growing Together Plan that will ensure that all Durham Public Schools more accurately reflect the racial and socioeconomic make-up of our community, and that Minority Group Isolation is reduced or prevented both in these specific schools as well as in all our schools. This plan addresses the MSAP Grant Objectives in the following ways:

1. The elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students:
  - a. This grant proposal ensures the prevention and reduction of minority group isolation in all schools in our district of approximately 32,000 students by supporting the implementation of key elements of comprehensive Pre-K-12 student assignment and magnet program realignment known as the Growing Together Plan.
2. The development, implementation, and expansion of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State academic standards:
  - a. This grant proposal ensures a quality education for all students in part by supporting the implementation of Montessori with research documented academic benefits for students, specifically students of color and students in poverty (Ansari & Winsler, 2014; Furman University, 2018; Lillard, et al, 2017; Randolph, et al., 2023; Snyder, et al., 2022).
3. The development, design, and expansion of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs:
  - a. This grant proposal supports innovative instruction in the form of Montessori programs, career focused STEM programming centered on sustainability, and a program that centers creativity and communication arts in a unique interdisciplinary format.

4. Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technological, and professional skills of students attending such schools:
  - a. This grant proposal addresses this objective primarily with a STEM (Science, Technology, Engineering, and Math) focused school including Career and Technical Education (CTE) programs focused on Energy and Sustainability for high school students in Durham Public Schools.
5. Improving the capacity of local educational agencies, including through professional development, to continue operating magnet schools at a high-performance level after Federal funding for the magnet schools is terminated”
  - a. This grant proposal addresses professional development and sustainability primarily through supporting summer mini-conference experiences of training and collaborative planning for teachers in specific program schools. These sessions will generate shared resources, materials, and curricula for the future. Additionally, Montessori training provided by Montessori Accreditation Council for Teacher Education (MACTE) accredited training programs such as the vendor used by DPS are sustained and thorough.
6. Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or employment:
  - a. This grant proposal includes the use of attendance zones, regional access, and a weighted lottery system to ensure that all magnet schools more accurately reflect the demographics of the district population as a whole. Additionally, the grant would improve access to the Montessori curriculum to students in specialized EC settings within Montessori schools.

## **Selection Criteria 1: Desegregation**

### **A. Montessori In Durham Public Schools**

Durham Public Schools first incorporated Montessori education into its public schools during the 1990s system merger with the benefit of a federal MSAP grant. Morehead Elementary, constructed in 1957 was a former school situated in mixed race neighborhoods when it transitioned to lottery-based Montessori magnet programs. Due to high demand for this program, George Watts Elementary school was also converted in 2004. In 2008, a collaboration between Durham Public Schools and the Triangle YMCA began to renovate the Lakewood YMCA building into a facility that would house a new Montessori middle school as well as a renovated YMCA facility. Lakewood Montessori Middle School was opened in 2010 and reached full capacity in 2012. The design of every aspect of the modern, LEED certified school facility was thoughtful and intentional to foster an adolescent Montessori environment. The founding principal of Lakewood MMS, Sheldon Reynolds, has gone on to lead public Montessori schools in Denver Colorado and in 2022 was named the Colorado state elementary principal of the year.

Montessori education is founded on the principles of child development as defined by Maria Montessori, an Italian physician and educator, who opened schools and studied children during the early 20th century. The brilliance of her work that she started with observation. She observed children carefully and designed an educational system around the ways that they naturally developed. What seems simplistic and logical now was groundbreaking in a time in which the needs and development of children was given little thought or concern, much less serious study. There are volumes upon volumes written by Dr. Montessori and those who have followed her path the delve deeply in the philosophy, but for simplicity's sake, Montessori education in public school settings can be narrowed to some specific practices which are not typical in most classrooms:

- Multi-age classroom starting as young as 2.5 years old and divided along specific developmental divides (ages 2.5-6, 6-9, 9-12, 12-15, and 15-18)
- Uninterrupted blocks of instructional time that are mostly independent student work based on student choice and individual work plans.



- The use of specialized physical instructional tools that move students from concrete to abstract in concepts (used more heavily through age 12).
- A holistic education that includes well-rounded content in addition to a focus on student well-being with outdoor learning experiences (NCMPS, 2023).

(Please see **Appendix B** for a description of Montessori practices in Durham Public Schools)

Over the years, these schools have prospered. All have repeatedly won merit awards from Magnet Schools of America for meeting the pillars of fostering diversity, providing innovative curriculum and professional development, fostering academic excellence, leadership, and family and community partnerships. In fact, in 2023, Lakewood Middle School was one of 24 schools nationwide named a Top Merit School of Excellence by MSA. While the talented, hardworking, professionals within the school have done their work regardless of the students who came through their doors, tensions remained very strong within the community about who was coming through the doors of those schools.

The Montessori magnet schools, intended to be a desegregation strategy have become the schools within DPS that are the most segregated. Even though the schools exist within diverse urban neighborhoods, Morehead and Watts have the first and third lowest rates of direct certification students for elementary schools respectively and Lakewood the lowest of all secondary schools. The racial demographics of these schools are extremely out of proportion as well, with Lakewood Montessori Middle having the lowest percentage of Hispanic students of all secondary schools in DPS despite the fact that it is located adjacent to a heavily Hispanic census tract.

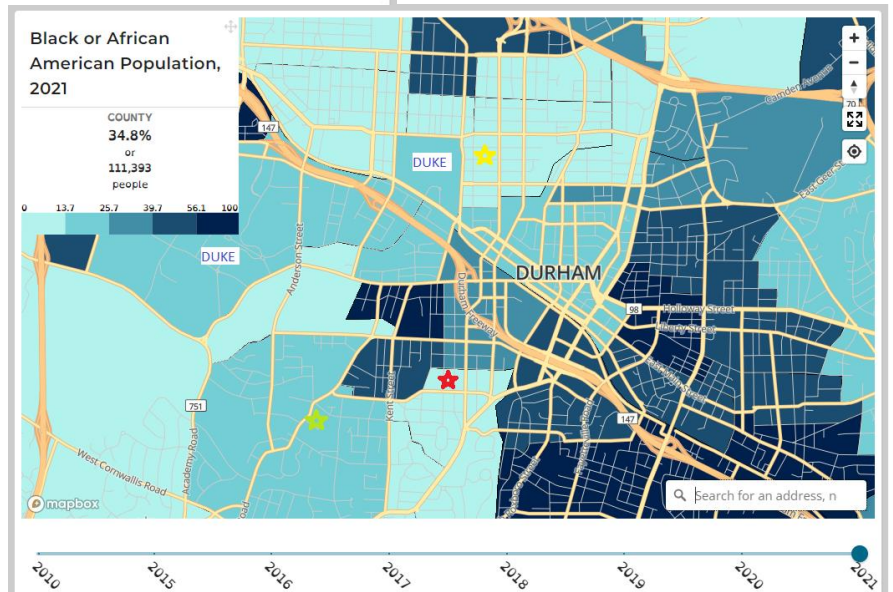
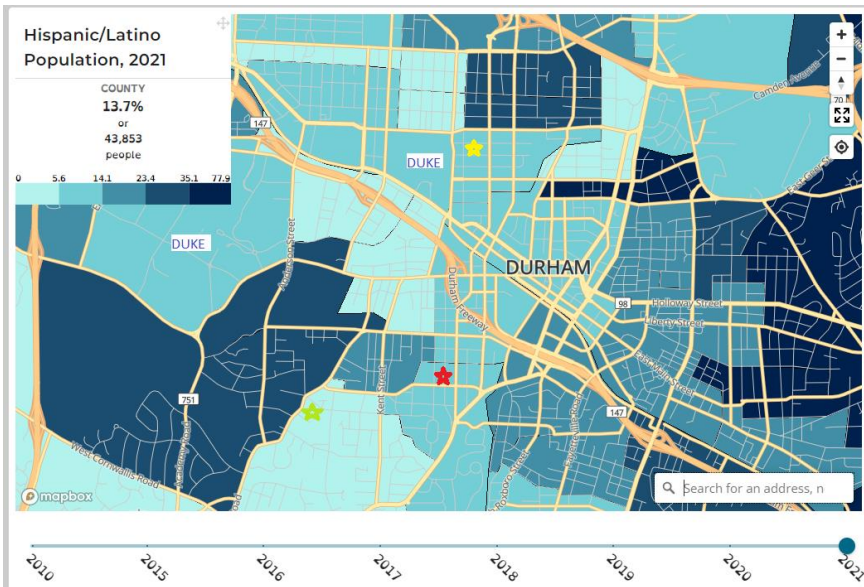
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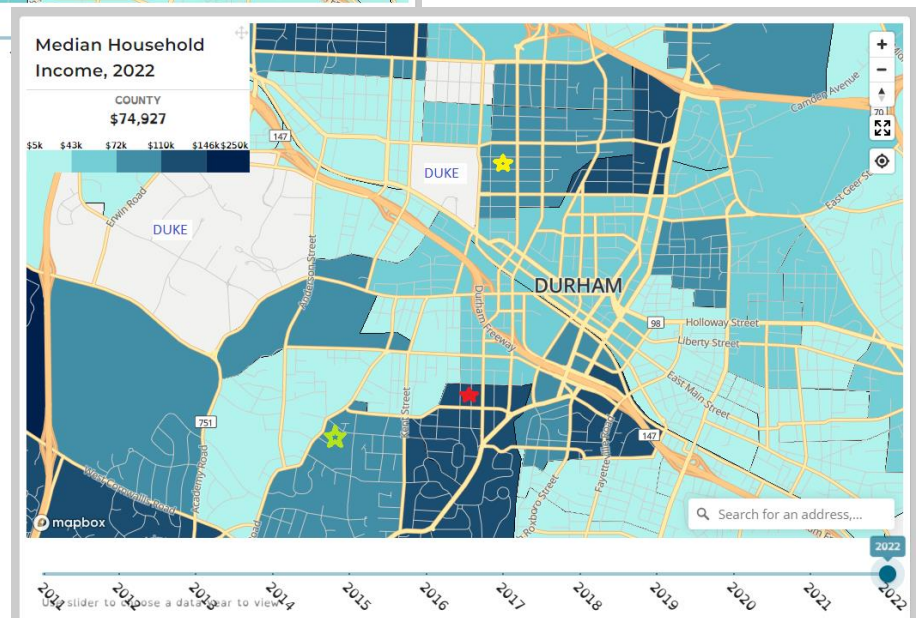
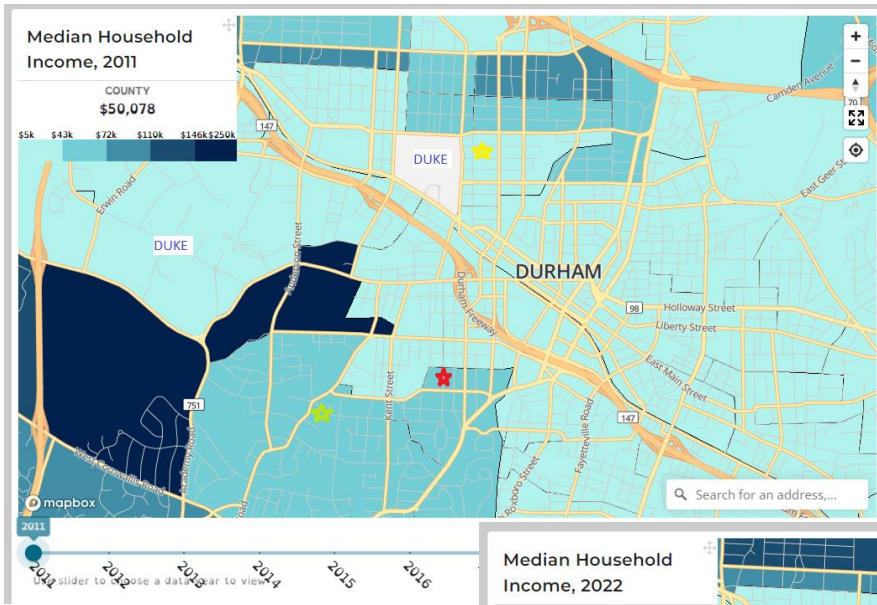
		Asian	Black	Hispanic	Multi-rac	White	Other	EL	SWD	AIG
		%	%	%	%	%	%	%	%	%
<b>DURHAM PUBLIC SCHOOLS</b>		<b>2.3</b>	<b>36.7</b>	<b>35.7</b>	<b>5.8</b>	<b>19.3</b>	<b>0.2</b>	<b>21.9</b>	<b>14.6</b>	<b>17.3</b>
320347	George Watts Elementary	1.1	12.6	16.4	7.8	61.7	0.4	8.9	20.8	23.4
320354	Morehead Montessori	2.5	20.7	19.7	10.6	46.5	0.0	6.6	25.8	26.8
320342	Lakewood Montessori Middle	1.0	17.6	19.9	5.0	56.1	0.3	7.0	13.0	56.1

The images on the next page, taken from the Durham Neighborhood Compass

(<https://compass.durhamnc.gov/en/>) a website from the City and County of Durham providing interactive

access to detail census data, show the locations of Watts Montessori as yellow star, Morehead Montessori as a red star, and Lakewood Montessori as a green star. The rapid gentrification of the surrounding community is evident. Any student of Maria Montessori appreciates the irony that her educational methods, born out of serving the poorest, most unwanted, and often disabled children of Rome, and embraced around the globe are now considered “elite” and “White.”





The reasons for the segregation at Morehead, Watts, and Lakewood are related directly to DPS school choice policies:

- The entry point for Morehead and Watts is Pre-K for 4-year-old students. The lottery window is in January before the start of the school year in August. That means a family must have awareness of the program and be ready to enter the lottery when the child is likely only 3 years old. There has also been confusion since all other DPS Pre-K programs are accessed through the Durham Pre-K universal application.

- Priority lottery seating of students from Watts and Morehead to the program at Lakewood serves to further concentrate the disproportionate racial and socioeconomic demographics and severely limit access for other students.
- In well-meaning past policy decisions, “walk zones” of lottery priority were established for the neighborhoods directly surrounding Watts and Morehead. However, once a lottery seat was gained for Pre-K, families could relocate anywhere within the county and maintain the lottery seat as well as sibling priority for any future children who entered the program. This led to many well-resourced families using a variety of techniques to establish a domicile address within the walk zone without remaining in or truly residing in the neighborhood. In fact, the popularity of the schools contributed to gentrification in the surrounding neighborhoods.

Despite the equity issues surrounding Montessori magnet schools obvious to the DPS BOE, DPS leadership, and the whole community, well-resourced parents successfully prevented any changes to the system. The schools themselves were all small, historic buildings within a dense urban footprint with no practical options for expansion. In fact, they have all already been expanded with somewhat questionable facility use plans in the past. Costs for teacher training and materials in Montessori schools are also higher than average and the high demand for the programs have stretched thin resources for professional development and materials. The programs were in danger of being loved to death.

### **1. Proposed Desegregation Strategies for Montessori Schools**

While the easiest solution would simply be to end the 30-year DPS experiment with Montessori, the well-established benefits of Montessori instruction for students made us dig deep to develop a plan that would sustainably provide true equity and access to Montessori in Durham Public Schools. This plan includes:

- The opening of a third Montessori elementary school at Little River School.
- The opening of a second Montessori middle school at Lucas Middle School.
- The establishment of base attendance zones for each Montessori school and regionalized access.
- The use of a SES weighted lottery if necessary to increase socioeconomic diversity of the schools.

- The establishment of a sustainable Montessori teacher pipeline including recruitment of diverse teachers, solutions for teacher training, and appropriate compensation for teachers for earning Montessori credentials.

**a. Conceptual frameworks.** Two primary conceptual frameworks have guided this work. First, the idea that a “base + choice” approach to student assignment is an approach that solves many of the unintended consequences of magnet programs. Given the history, in Durham and elsewhere, of desegregation and magnets displacing students of color from neighborhood schools, we have instead created thoughtfully drawn attendance zones surrounding each Montessori school to support economic and racial diversity. An attendance zone differs from a “walk zone” in that it is an opt-out, not opt-in eliminating obstacles for access for under-resourced families. Lakewood Montessori Middle School's new attendance zone aligns with new attendance zones for both Morehead Montessori Elementary and Lakewood Elementary, a school that has a large Hispanic population. Lucas Montessori Middle School's new attendance zone will align with three elementary schools including Little River Montessori's new attendance zone, Magnum Elementary School (our most rural elementary school with the highest percentage white student population) as well as Sandy Ridge Elementary school, and magnet school converted to a neighborhood school that serves census tracts that are very racially diverse. Additionally, the regional access for each elementary school are regions that were drawn specifically to ensure diversity and equity (see pages 18-20 of this document).

Second, a theory of action guiding this work is the idea that the “scarcity” and “elitism” that has driven enrollment in Montessori magnet programs has concentrated students of color and students in poverty in neighborhood schools contributing to white and middle-class flight to charter schools, furthering the minority group isolation in neighborhood schools. In the same way that this cycle perpetuates itself, the diversification of magnet schools with a “base + choice” approach will reverse this cycle and lead to more economically and racially diversity in all our schools, pulling back some of the approximately 40% of Durham County school age children (disproportionately white and economically

advantaged) who have opted for charter, private, or homeschool alternatives. This in turn will continue to increase the diversity of all our schools.

Theory of Action	
Desired Outcome	Change Actions
Montessori schools across the district and across the Pre-K continuum that have a level of racial and economic diversity representative of the district.	Ensure a diverse elementary Montessori enrollment for the downstream impact on middle school
	Remove the obstacle of a required application through diverse attendance zones
	Regionalize access to elementary schools
	Strategic marketing and community engagement with families of color
	Thoughtful PD and focus group work to ensure environments are welcoming and inclusive
	Implement a weighted lottery if necessary

**b. Current school demographics.** The original Little River School opened in 1934 to serve black students in grades 1-12 in the northern section of Durham County. That structure burned and was rebuilt in 1939. The school was integrated in the 1960s. As part of the merger plan, in 1993 this building was turned into a community center and a new campus opened several miles south of the original location (Little River Elementary School Records, 2016). Despite the opening of Lucas Middle School just up the road in 2012, parents in the community successfully lobbied for the expansion of Little River to grades K-8 starting in the 2015 school year. While both Lucas and the other middle school in the region, Carrington, were a majority students of color with at least 200 students per grade, Little River was a majority White with at most 50 students per middle school grade level. The aging of the population in the north region as well as the existence of three charter schools in the region all serving middle school students and all hovering around 50% White students along with Covid school disruptions led to further dwindling numbers of students in grades 6-8 at Little River. This raised concerns about the effective use

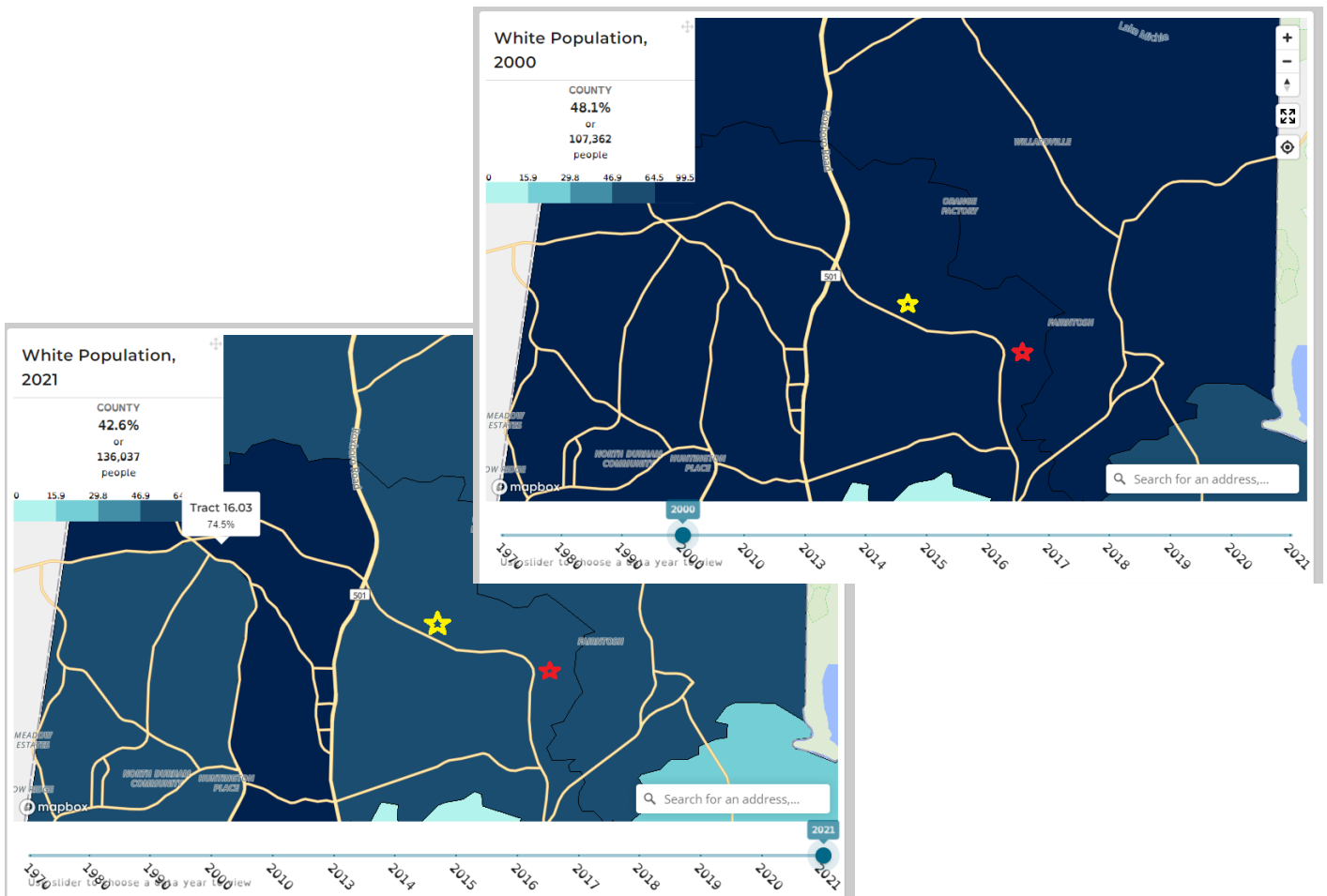
of district resources and the quality of middle school experience that students were being provided.

Parents and staff still resisted calls to eliminate the middle school program.

as of: **05/03/2024**

		Asian	Black	Hispanic	Multi-rac	White	Other	EL	SWD	AIG
		%	%	%	%	%	%	%	%	%
<b>DURHAM PUBLIC SCHOOLS</b>		<b>2.3</b>	<b>36.7</b>	<b>35.7</b>	<b>5.8</b>	<b>19.3</b>	<b>0.2</b>	<b>21.9</b>	<b>14.6</b>	<b>17.3</b>
320340	Little River K-8 School	0.3	26.5	21.4	7.1	44.6	0.0	9.5	23.8	17.0
320343	Lucas Middle	1.2	44.6	36.0	4.3	13.8	0.0	20.8	18.4	14.6

Little River’s demographics currently are a plurality of white students, which accurately reflects the surrounding community, despite a population that has diversified over time (in the images below Little River is represented by the red star, Lucas by the yellow). The staff too is a majority White and most mid-late career teachers (only 11% beginning teachers and only 5% provisionally licensed), many who had spent most of their career at Little River. While the teachers at Lucas are overall less experienced than Little River (31% beginning teachers and 18% with provisional teaching licenses), they



are energetic, passionate, and more racially diverse. Lucas's demographics, compared to those of Little River demonstrate that it is clearly the victim of White flight.

## **2. Plans for increasing diversity within the DPS Montessori continuum**

The plan to successfully diversify Montessori schools in Durham public schools starts with changing policies. Adding an intentionally drawn, economically and racially diverse attendance zone to each school ensures that under-resourced families have direct access to the school. Additionally, like a traditional attendance zone, relocating out of the zone does not grant the student the ability to continue at the school, avoiding contributing to gentrification of the surrounding neighborhoods. The regionalization of access to the schools also ensures that the pool of lottery applicants reflects the larger community. Additionally, Pre-K will no longer be the only entry point for the program, with more Kindergarten seats reserved for families who are not aware of or fail to access the program at that point have another opportunity. Bus transportation is provided to all students that attend any Montessori school either through attendance zones or by lottery seating.

At the same time, fidelity to a Montessori instructional philosophy calls for looping of students with the same teacher through multiple grades and a spiral curriculum as a student develops. To provide this, there will be priority for zoned students in the Pre-K program (as it is not required, and while a sliding scale is provided, does have a cost for some families) and for those who attend the school in Pre-K to have priority to continue in kindergarten. Students who matriculate through one of the three elementary programs will have priority seating at either Lucas or Lakewood. They may choose one school to prioritize. Both schools will have an attendance zone that is economically and racially diverse. However, there will remain lottery space at Lakewood MMS as Lakewood Elementary has a large cohort of Dual Language Immersion (DLI) students who have priority to the DLI middle school program and because the limited athletic offerings at Lakewood MMS are not appealing to all students who may wish to opt out to attend a traditional, comprehensive middle school.

Another diversification strategy is in targeted marketing and staff recruitment. Upon notice of funding for this grant proposal, the DPS Office of Public Affairs will develop a complete marketing plan



after engaging in focus group work with families of color, including current and former Montessori parents, to ensure that in our community, Montessori is no longer seen as an “elite” or “White” program but truly meant for all. We have already started this process. The marking video for the new program at Little River by our partners, The Durham Public Schools Foundation, intentionally includes only adults of color as well as images of diverse students (can be seen here:

<https://choosedps.bullcityschools.org/school/little-river-elementary/>). The video for George Watts video features a parent of color as well (can be seen here: <https://choosedps.bullcityschools.org/school/george-watts-montessori/>).

Mira Debs (2021) provides an excellent, book-length scholarly and nuanced discussion of the specific issues of diverse students in public Montessori schools. Specifically for Spanish speaking families, diversifying the staff of school and expanding their language ability also plays a key role in school choice decisions for families (Fofaria, 2021; Handler, 2018; Mavrogordato & Stein, 2014). A key component of our plan is active recruitment of Montessori teachers from Puerto Rico through established connections within Durham Public Schools. The Power of Possibilities grant proposal includes funds to support the development of an active recruitment plan including travel to Puerto Rico and relocation support for qualified teachers. This location is our target because of the large Montessori infrastructure, the fact that work visas are not necessary, and our district established connections there.

### **3. Plans for creating true integration within Montessori schools**

As history has shown us, specifically in our own community, after the merger of the city and county school districts. In our thorough review of the history of the merger, what remains in many memories is the fact that there was no social emotional support for students or teachers through the transition process. Established peer groups, neighborhood connections, and cultural comfort zones were ripped away and everyone expected to just figure it out. With the system-wide shifts that will come from the larger Growing Together Plan, the DPS of today has instead placed intentional focus on Social and Emotional Learning for all elementary students. Specifically, our transition support plan has focused on a

variety of curricular, co-curricular, extracurricular, and parental education activities on managing change and developing positive peer relations.

After extensive community engagement, a diverse team of DPS stakeholders generated a robust equity policy that the BOE adopted in 2021. Aligned with this policy, all DPS staff are required to complete a robust series of equity focused training with annual components. Additionally, all professional development provided by or accessible through Durham Public Schools must align with and actively address this policy. This well vetted, quality professional development ensures all teachers are prepared to provide culturally responsive classroom environments. The pillars of BOE Policy 1900 are: 1. Disrupt and Dismantle Systemic Inequities to Eliminate the Opportunity Gap, 2. Honor and Strengthen the Connections between Home and School, 3. Address Social and Emotional Well Being of Students and Staff, 4. Ensure Access & Representation in Academic Programming in Schools, and 5. Build Staff Capacity for Equity-Centered Practices.

Specific strategies for Pillar 3 include:

- Provide ongoing training for every certified educator in restorative practices, culturally responsive and inclusive conflict resolution, and trauma informed care;
- Provide professional learning on relationship building and developing a healthy, caring school culture and climate.

Specific strategies for Pillar 4 include:

- Eliminating deficit thinking towards the academic potential, intellectual capacity, and cultural value of historically marginalized communities.
- Creating and utilizing anti-racist curriculum/culturally diverse teaching resources.
- Providing students with equitable access to curricular materials, practices, and instruction that are culturally responsive and identity-affirming.

Specific strategies for Pillar 5 include:

- Provide anti-racist and culturally responsive professional learning for all employees. This should include content regarding the multiple/intersecting identities of our school communities,

including but not limited to racial and ethnic identities, gender identities, physical and mental abilities, linguistic diversity, etc.

- Provide professional learning for hiring managers to mitigate bias in the recruiting and hiring process and to actively search for cultural humility and cultural competence in candidates.
- Commit to equity-centered practices through the recruitment and retention of diverse teachers and staff that are representative of student demographics.

In addition, the fundamental foundation of Montessori education is about establishing a caring classroom community that respects individuals and where peace is maintained. In a Montessori classroom, even Pre-K students are explicitly taught conflict resolution strategies. Specifically at the adolescent level, Montessori pedagogy and instructional practices seek to help students develop skills of deep and meaningful connection and collaboration with diverse individuals through intentional practices supported by the instructional materials and structure of learning spaces and schedules.

**Inclusion and mainstreaming.** Students with disabilities will be afforded every opportunity to participate in magnet activities and classes at each of the Power of Possibility schools. Durham Public Schools has an Exceptional Children's Department that provides services to ensure that every student with a disability is served in the least restrictive environment possible and has the opportunity to learn equal to that of non-disabled students. Our facilities are ADA compliant. Each magnet school has resource teachers to ensure that magnet programs are accessible to students with disabilities. Inclusion of students with disabilities in magnet programs will encourage their interaction with other students to the benefit of all students who will learn to interact with those who may appear different from themselves. Working collaboratively with the Exceptional Children's Department and school leaders, grant funds will be used to enhance Montessori instructional practices in EC classrooms in those schools. All three elementary Montessori schools as well as Lucas Middle School have programs that serve students on the Autism spectrum for whom the least restrictive environment is a specialized classroom.

## **B. The School for Creative Studies and Southern School of Energy and Sustainability**

Both existing schools, Southern High School and Chewning Middle School were converted to magnet programs in 2013. The plans for both schools were written as a MSAP grant proposal in 2013. Since the MSAP grant was not funded at the time, the schools continued with their transitions with the help of a School Improvement Grant for the new School for Creative Studies (replacing Chewning) and a Southern School of Energy and Sustainability with the help of a grant from the New Schools Project of the Gates Foundation.

**Southern School of Energy and Sustainability.** Southern High School was originally built in 1956 as a segregated white school. Its mascot was the Fighting Rebel (a Confederate soldier). Integration brought a mascot change and the Southern Spartans were born. The later merger brought the school a new campus as the old facility was sold to GlaxoSmithKline and is now the headquarters of the pharmaceutical company. The new campus was located a considerable distance from the original campus. The campus was home to a magnet program for medical careers, but this program was separated into a standalone magnet school in 2008. The school also hosted a magnet Project Lead the Way engineering magnet program, but that program was eventually consolidated at a different school.

**The School for Creative Studies.** Chewning Junior High School was built in 1974 as a county school. It was named after a long term and popular Superintendent of Durham County Schools, Charles Chewning and their mascot was originally a Red Devil (like the Duke Blue Devils). Demographic shifts in the surrounding region led the school to become a site of extreme racial isolation and poverty by the early 2000s. After several attempts to revamp the school through changing to a magnet year-round school, changes in leadership and staff, the school was close to being forcibly taken over by the state of North Carolina for its lack of academic performance. District leadership instead chose to holistically revamp the school into a 100% lottery-based school. The theme developed by a diverse group of community stakeholders was one focused on Durham as a center of the “creative class economy” (as defined by economist Richard Florida) and focused on developing creativity and problem-solving ability through

applied arts such as 2D and 3D design, video production, and digital music and audio production, and a school-wide integration of the Habits of Mind framework.

### 1. Proposed Desegregation Strategies for SSES and SCS

Throughout the 10 years that The School for Creative Studies has been 100% lottery placed students, they have maintained racial and economic diversity generally aligned with that of the district. Maintaining this diverse enrollment at SCS will help prevent Minority Group Isolation at Carrington, Neal, and Lucas Middle Schools, specifically with Neal currently at over 50% Hispanic. With new regionalized access, these three schools will serve as the feeder schools for The School for Creative

**as of: 05/03/2024**

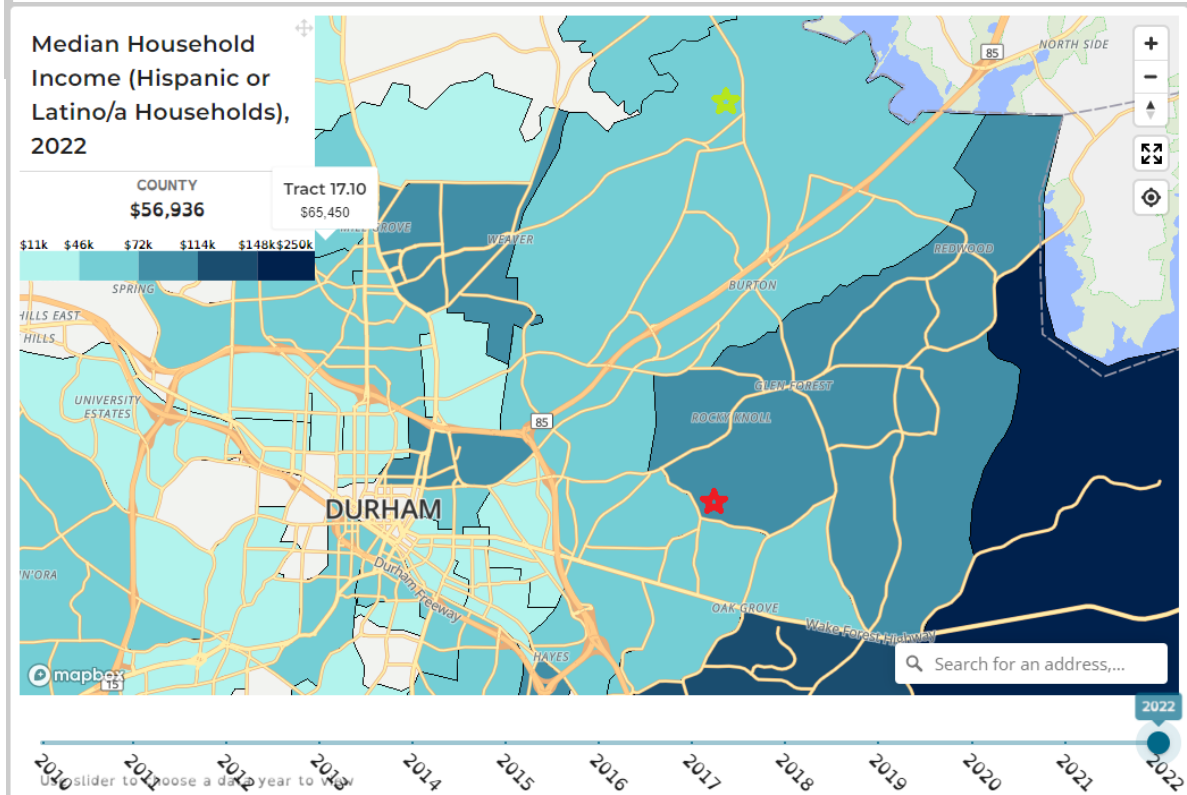
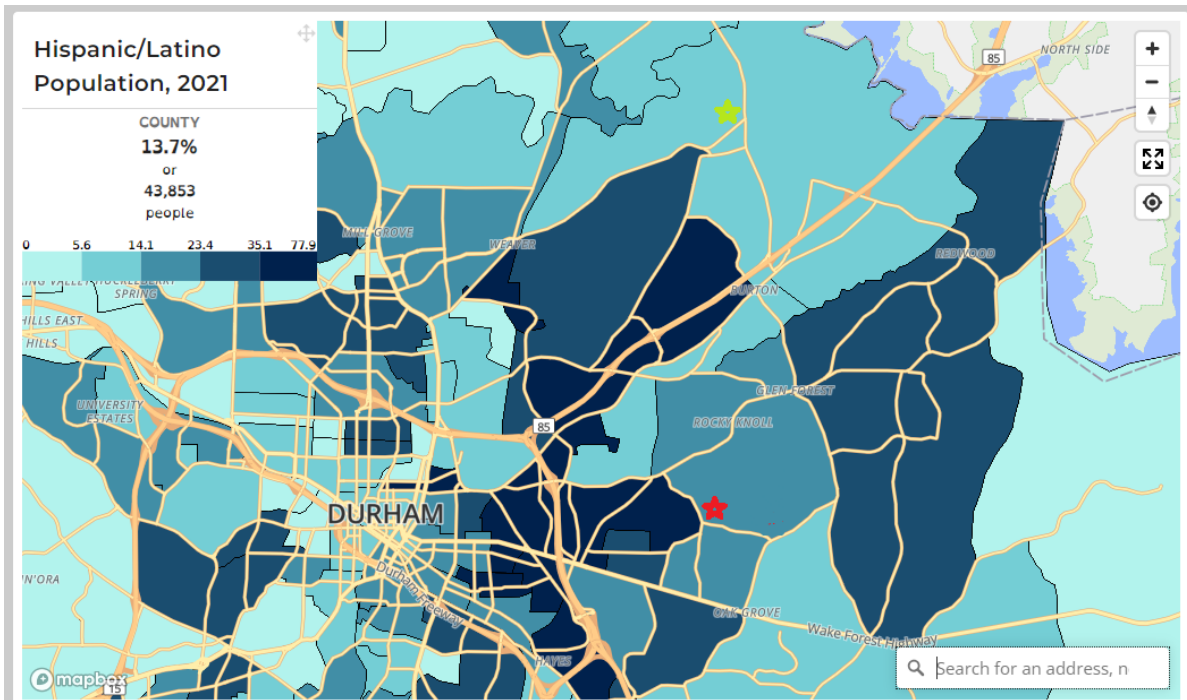
		Asian	Black	Hispanic	Multi-rac	White	II Other	EL	SWD	AIG
		%	%	%	%	%	%	%	%	%
<b>DURHAM PUBLIC SCHOOLS</b>		<b>2.3</b>	<b>36.7</b>	<b>35.7</b>	<b>5.8</b>	<b>19.3</b>	<b>0.2</b>	<b>21.9</b>	<b>14.6</b>	<b>17.3</b>
320316	George L Carrington Middle	2.9	37.7	41.6	5.5	12.5	0.0	28.8	17.0	12.3
320343	Lucas Middle	1.2	44.6	36.0	4.3	13.8	0.0	20.8	18.4	14.6
320355	Neal Middle	1.1	37.2	53.6	3.6	4.1	0.3	35.3	14.7	7.3
320314	The School for Creative Studies	0.0	47.9	33.4	4.4	13.6	0.7	13.1	24.9	17.4

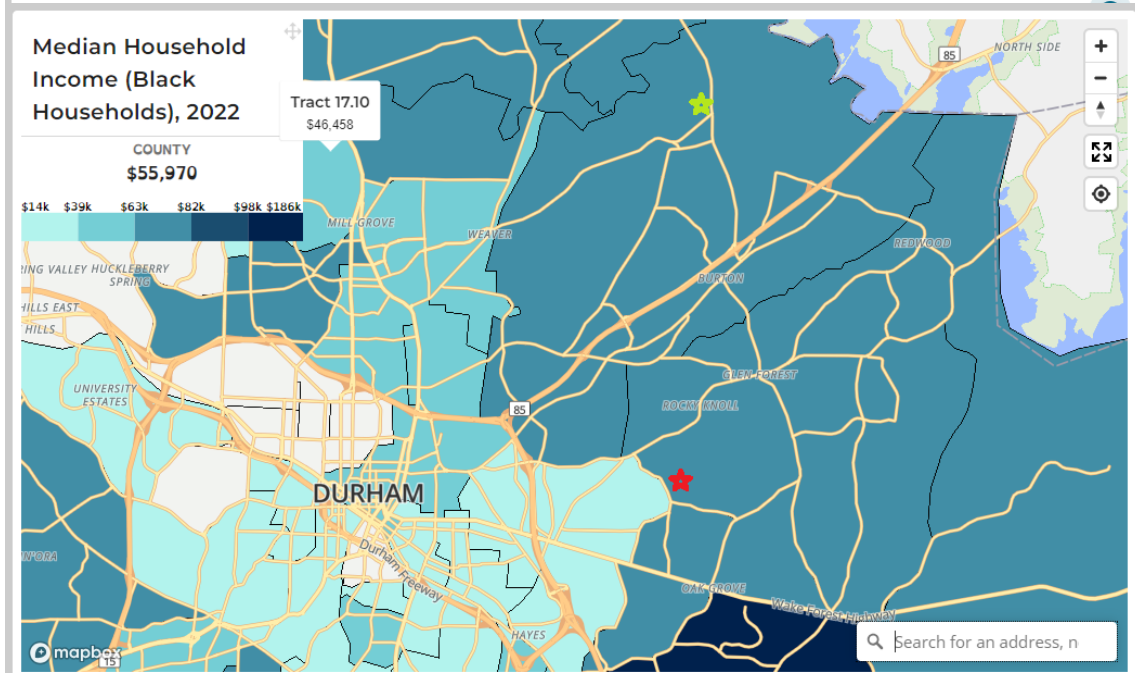
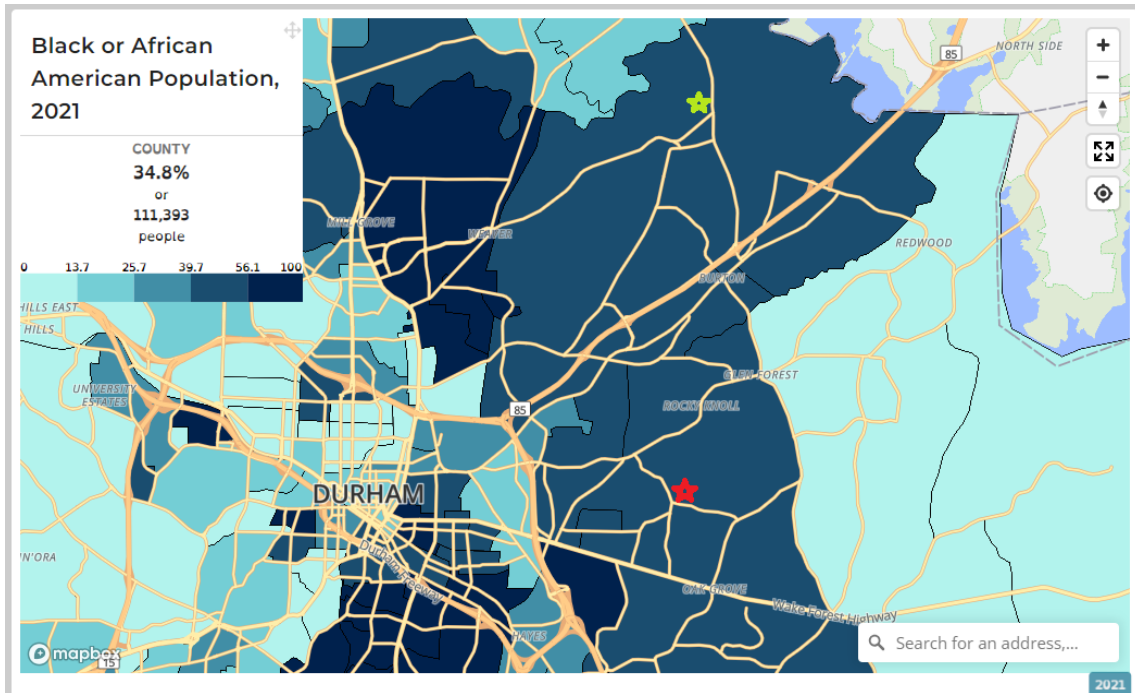
Studies. SSES, however, has seen a demographic shift in the past five years. The school has moved from being a majority Black to a majority Hispanic. The Southern School of Energy and Sustainability has not truly functioned as a magnet school in recent years as it has attracted very few lottery applicants. As a result, the school primary reflects the surrounding attendance zone which consists of predominantly Hispanic neighborhoods. As seen in the demographic chart below, SSES has the highest concentration of Hispanic students of all the feeder comprehensive high schools in the district.

**as of: 05/03/2024**

		Asian	Black	Hispanic	Multi-rac	White	II Other	EL	SWD	AIG
		%	%	%	%	%	%	%	%	%
<b>DURHAM PUBLIC SCHOOLS</b>		<b>2.3</b>	<b>36.7</b>	<b>35.7</b>	<b>5.8</b>	<b>19.3</b>	<b>0.2</b>	<b>21.9</b>	<b>14.6</b>	<b>17.3</b>
320312	C E Jordan High	4.0	28.9	30.4	6.3	30.1	0.2	18.8	10.6	32.4
320325	Hillside High	1.0	61.8	30.0	4.0	2.8	0.4	19.2	14.3	6.2
320356	Northern High	1.9	40.0	37.4	4.4	16.0	0.2	18.2	14.6	14.0
320365	Riverside High	2.7	27.8	38.4	4.8	26.1	0.2	25.1	11.7	30.1
320368	Southern School of Energy and S	0.5	42.5	50.7	3.5	2.5	0.4	27.2	13.7	6.5

**a. Conceptual frameworks.** In accordance with MSAP purposes, it is important not only to better integrate the students currently attending Durham Public Schools but also to attract students from all racial groups back into the Durham Public Schools. Excellent magnet school options may even attract people who currently work in Durham but choose to live in neighboring communities because of their perceptions of the schools; in this way, the project magnet schools could reduce segregation at the community level. The eastern region of the county currently has the highest rate of families opting for charter schools and “elite” district magnet schools. Since charter schools are not bound by county lines in NC, students in the eastern section of Durham County are often recruited by the large number of charter schools in surrounding counties that may be more convenient for families working in those areas. While the community surrounding SSES and SCS is racially diverse, it is solidly working class and middle class. Despite this, the most current Identified Student Percentages for these schools are above the district average. Many middle-class families of color school choices are driven by perception of academic excellence and what parents have described in our community engagement as “higher stakes” for their children and a deeper concern about negative peer influences and safety. Community engagement has highlighted that many parents perceive SSES as a “trade” or “vocational” school without a rigorous academic focus. Creative Studies has also struggled with the perceived incongruence between “creativity” and “rigorous academics” among middle class families of color. In the maps on the next two pages, SCS is labeled in yellow, SSES in red.







Theory of Action	
Desired Outcome	Change Actions
Reduce and prevent minority group isolation at SSES and SCS	Ensure the schools offer desirable and differentiated programming for both extracurriculars and academics
	Develop or maintain a strong sense of family and community in the schools to resonate with parental value system and desired sense of safety and positive peer influences
	Ensure the schools demonstrates (and is perceived to demonstrate) high academic achievement
	Strategic marketing and community engagement

**2. Plans to increase and sustain diversity at SSES and SCS**

Both Southern School of Energy and Sustainability and The School for Creative Studies have implemented their current magnet themes with enthusiasm and with recognition from Magnet School of America for sustaining a school that is diverse and innovative. In order to attract diverse applicants to the schools, each school, the Magnet Programs department, the DPS Office of Public Affairs, and in the case of SSES, the DPS Career and Technical Education (CTE) Program and industry partners will work collaboratively to implement a strategic and targeted marketing plan for the schools that focus on their exciting programs which develop desirable life, job, career, and college skills sets in students. The schools must also market their rigorous academics and caring school cultures. The addition of athletics and expansion of performing arts at SCS as well as more equitable bussing services will also appeal to families based on our community engagement sessions, surveys, and general parental and community feedback.

To help SSES attract diverse students, we also have earmarked grant funds to address some equipment needs for the school's band programs. Durham is home to NC Central University, a HBCU with a long-standing and rich show (high step) marching band tradition that is highly valued by the community. SSES and Hillside High School are the only two high school bands in Durham that perform

in this show style. In fact, marching band is a conduit for many students at both SSES and Hillside to a higher education at NCCU including scholarships. The concentrated poverty at SSES, however, and the lack of a strong band boosters' program have left them trading uniform money for maintenance of failing instruments.

### **3. Plans to increase and sustain true integration at SSES and SCS**

In these schools too, all staff receive the same quality, sustained equity focused professional development described on page 36 of this document. Our school climate and culture and student wellness survey instruments demonstrate that students at these schools feel that the schools adequately address concerns related to equity and diversity. In fact, both schools have large populations of Hispanic students in part because of their intensive efforts at engaging and supporting Spanish speaking families. The places where true integration happens in secondary schools is frequently within well designed student collaboration experiences, cohort groupings such as freshman academy, and extracurricular activities. Our plan intentionally focuses resources and attention on all of these. Our proposal also calls for each school to be provided a budget to support student developed plans to help make new students feel welcomed to the school, increase positive and diverse peer interactions, and help all students develop a sense of affinity and belonging. SSES will have an adjustment to their attendance zone and SCS will be transitioning to middle school only with an increased student population in each middle school grade over time. These changes call for facilitated student involvement in addressing these challenges.

**Inclusion and mainstreaming.** The Occupational Course of Study (OCS) is offered at Southern School of Energy and Sustainability. The OCS curriculum was designed for students with mental disabilities who function in the mild to high moderate range and focuses on functional skills for life and work. The School for Creative Studies is home to a COPE program (Community Outreach Program for Education) that serves students identified as Exceptional Children with significant behavioral, social, and emotional needs. Students will be afforded multiple opportunities to participate with support in appropriate magnet themed activities and in both cases may be mainstreamed into at least some classes per EC team decision.

## **Competitive Preference Priority 1: Need for Assistance**

In North Carolina, the state is responsible for funding instructional and operational expenses and county governments are expected to cover capital expenses of buildings and maintenance. The long running Leandro court case in NC has clearly established that the state has failed to provide adequate or equitable funding for public schools, yet the state has yet to address this issue with more funding. According to data from The Public School Forum of NC (available here: <https://www.ncforum.org/lfsfs/>), North Carolina currently ranks 41st in per pupil spending from all sources (state, local, and federal) and 49th in state funding efforts. Teacher pay in NC ranks 36th and starting teacher pay specifically, 46th in the nation. While Durham County ranks fourth in the state for location appropriations per student, this does not go far in a city with a high cost of living and a community with a high poverty rate and a legacy of infrastructure neglect as a majority racial minority city.

**Cost to fully implement.** The costs included in this proposal are necessary and reasonable expenses based on guidance from educational organizations and industry experts. The costs are driven by:

- the need to support positions critical to implementation through a transition period that can later be sustained through regular allotment with an increased enrollment,
- the significant costs of Montessori classroom materials and teacher training,
- the significant startup costs for the electrical program needed at SSES,
- and the significant marketing costs associated with an effective plan to increase diverse enrollment in these schools.

**The resources available.** Durham Public Schools has already invested heavily in this work. DPS pays the full salary of an Executive Director of CTE and Magnet Programs who will devote 10% of her time to the work of the grant and the salary of a full time District Magnet Program Specialist who will devote 50% of her time to the grant activities. Durham Public Schools will support the cost of 5 positions related to the programs: a magnet specialist at each school as well as an instructional position at The School for Creative Studies. This represents an investment of approximately \$ [REDACTED] a year (average salary of \$ [REDACTED] plus fringe benefits). An additional \$ [REDACTED] of local funds is supplied to those four

schools to support instructional supplies, PD, and marketing costs to support their magnet themes. From an unsolicited, unrestricted donation from philanthropist, Mackenzie Scott, DPS has budgeted \$ [REDACTED] to supply the 11 Montessori classroom that will be open at Little River in 24-25 and \$ [REDACTED] support the cost of Montessori training and associated teacher extra duty pay for the intensive contact hours required. DPS also covers the transportation costs for magnet students at all four schools. Little River, Lucas, and SCS will have neighborhood transportation like other DPS magnet elementary and middle schools. SSES, like some other magnet high school programs, provides bussing from the base assigned school. All DPS based assigned high schools have public bus stops and DPS students ride for free. Specifically for Southern School of Energy and Sustainability, the district CTE program provides the annual supply budgets for all CTE courses through federal funding. These courses are a key part of the magnet theme. Durham Public Schools has also designated \$ [REDACTED] total of Mackenzie Scott grant funds to communication and marketing expenses for the entire Growing Together Plan. Additionally, DPS has committed to bringing athletic programs to The School for Creative Studies which will require a yet unknown amount of investment in field rehabilitation, equipment, and uniforms (though this will be phased in over several years).

**The need outpaces the resources.** The specific challenge in these projects is the large startup costs involved. Establishing a Montessori classroom is expensive, maintaining one by replacing worn or broken materials is generally only slightly more expensive than maintaining a traditional classroom. Similarly, resource and equipment intensive programs such as performing arts at Creative Studies or Electrical at SSES require a large investment up front but can be managed long term within the scale of the general district budget for performing arts and CTE. Covering the costs of Montessori training for many teachers at once is a burden while sustaining programs with training needs based on staff turn-over is manageable.

Additionally, DPS has recently experienced a financial setback. Internal staff miscommunication led a well-meaning attempt to increase classified staff salaries to create a significant budget shortfall and impact on the district's funds balance. It also led to the departure of our Superintendent and Chief

Financial Officer, among other staff. The BOE has brought in well-respected and competent interim leadership in Catty Moore, the recently retired Superintendent of Wake County Public Schools (and 2022 Magnet Schools of America Superintendent of the Year) and an outside, independent Comptroller with extensive expertise in school finance in NC. While the financial situation has stabilized, public and employee trust is still being rebuilt. There is uncertainty at this time with both state and local budgets and how resources within DPS may need to be redirected to support necessary functions and pressing priorities.

The district has not currently designated additional funds for the expenses for the conversion of Lucas Middle School to Montessori. Positions are covered and the material and supply budget should cover the modest costs of any Montessori instructional material (adolescent Montessori instructional does not require specialized materials to the extent of younger grades). However, without grant funding, the pace of Montessori training for staff will be incredibly slow with a budget that would only support training for a few teachers a year, likely without extra compensation for their time. Additionally, the transition of Little River to its full capacity for students would require the material costs for a total of 27 standard classrooms plus EC specialized classrooms. Without grant funding, fewer students will be able to access the Montessori program in our schools as the program would be expanded more slowly. There are many components to these planned transitions as well, such as outdoor learning at Lucas, performing arts at SCS, etc. that are key to drawing in diverse applicants to the schools. There are no other clear funding streams for these aspects of the project and those would have to be funded slowly and in a piecemeal fashion.

## **Competitive Preference Priority 2: New, Replicated, and Revised Magnet Schools**

**Little River School.** The location, the facility (and its currently underutilization), and its principal, all make the school ideal to replicate our existing, quality PreK-5 Montessori programs that have existed since the 1990s. Not only does the larger body of research suggest that Montessori instruction is sound practice, but by all measures, academic and otherwise, our existing schools are successful. The school is a warm, welcoming, and joyful place. The facility itself is well designed, filled with natural light and generously sized classrooms with excellent classroom storage. The campus sits on a rather rural site with access to natural federal lands managed by the Army Corp of Engineers and near a fire station, nursing home, a satellite campus of Durham Technical Community College, Penny's Bend Nature Preserve, and Stagville Historic Plantation.

The land that the school sits on was originally part of the Snow Hill plantation, established by William Johnston in 1763 (Snow Hill Plantation/Farm. n.d). Some of that land (including historic structures, Mr. Johnston's grave, and possible enslave cemetery) is now Catawba Trail Farm, a project from Urban Community AgriNomics (UCAN), a woman of color owned non-profit community farm created in partnership with the Triangle Land Conservancy (see <https://www.ucan.today/about>). The UCAN leased land is adjacent to Little River and the farm is within walking distance to the school providing excellent learning opportunities aligned with the Montessori pedagogical focus on learning in nature. Dr. Cory Hogans, a veteran school principal and a former principal of Morehead Montessori school, is leading the transition. He is assisted by a veteran Montessori teacher and longtime assistant principal at Poe Elementary Montessori School in Wake County, Dr. Teresa Van Acker.

**Lucas Middle School.** Lucas middle school is located just up the road from Little River. Opening in 2012, it was the first newly constructed middle school in Durham since 1988. Lucas Middle School was named after Durham natives Senator Jeanne Hopkins Lucas, the first black woman to serve in the NC Senate, and Dr. John H. Lucas, a long time educator and elected as a Black member of the first merged Durham Public Schools Board of Education. He was also instrumental in the development of the North

Carolina Association of Educators as an integrated professional organization to replace the segregated NC Education Association (White) and NC Teachers Association (Black) (see <https://tinyurl.com/LucasMS>).

The LEED certified facility was designed as a Project Based Learning school with flexible collaboration spaces in the center of each hallway of classrooms. This school too is warm and inviting with a joyful and relaxed culture. The facility sits on a large, rural site adjacent to natural areas owned by the City of Durham and Triangle Land Conservancy and just a few miles from the UCAN farm. The building includes a small greenhouse and agriculture classroom. While the school had a project-based focus, and extensive staff training, it was not designated as a magnet school and was only seated by an attendance zone. With no clear funding stream and staff turnover, maintaining Project Based Learning was a challenge. The current principal, Dr. Sara Sanchez, was the founding assistant principal present for the opening of the new school. The facility, its location and current underutilization, quality leadership, and the background of Project Based Learning are all ideal for a transition to a Montessori middle school.

**Establishing distinctions between Lucas and Lakewood.** In establishing a second Montessori middle school, both with access for the whole district, the intent is to refine the focus of the Montessori curriculum in each school and establish them as collaborators, not competitors. While Lakewood provides a wealth of valuable experience, Lucas will not be an exact replica of that program due to differences in school size, facilities, and the community served. (see **Appendix B** for more details)

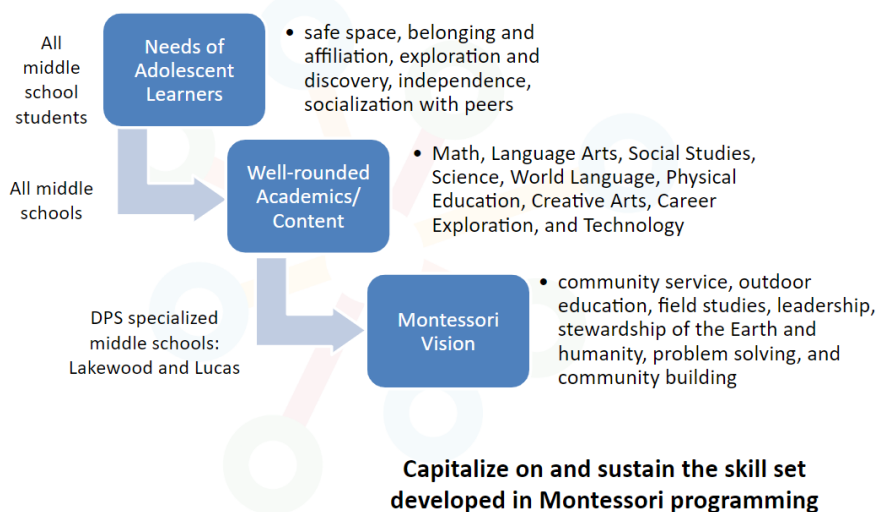
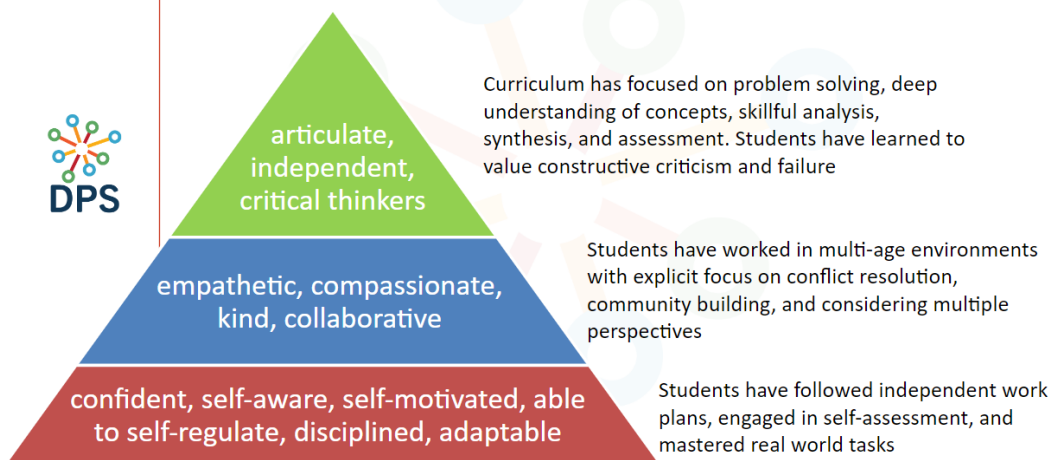
- Given facility limitations, Lakewood will remain a small school with limited athletic, elective, and extracurricular offerings while Lucas will be a comprehensive middle school.
- Given the locations and facilities Lakewood will focus on the adolescent Montessori goals of developing students as “global citizens” and “stewards of humanity” while Lucas will focus on developing students as “leaders” and “stewards of the earth.” Lakewood will lean into the urban planning issues they reside in the middle of, while Lucas will lean into the agricultural roots of Montessori’s vision for adolescent learners.
- In addition to Montessori instructional practices, DPS CTE will support an agriculture teacher position and budget to support the program which will include hands-on agricultural production

for students as well as specially designed electives. The budget will support a position for an Outdoor learning specialist to provide instruction for students as well as coaching and mentoring for teachers at the school. This position can be sustained after the grant by increased enrollment or local magnet funding.

- The two schools can partner in this regard with Lucas's students facilitating agricultural field studies and Lakewood students facilitating urban planning field studies for both schools.



## Skills Set of a Matriculating Montessori Student



### Lucas Middle School

Leadership development programming grounded in Montessori philosophy

- Montessori philosophy focus:
  - > Instructional approaches (critical thinking, analysis and synthesis, problem solving)
  - > Leadership development (potentially using Bennis' model)
  - > "Stewardship of the Earth and Humanity" (Biotechnology and Environmental Science)
  - > Outdoor Education
- The school has flexibility in modifying structures frequently used in Montessori environments (modified schedules, independent work plans, multi-age grouping)
- Details of programming and teacher training will be developed with input from Montessori experts, educators, and DPS stakeholders



**Southern School of Energy and Sustainability.** The transition to a full magnet school for Southern in 2013 focused on STEM and the division of the school into four smaller academies based on the Gates Foundation model. The academies established were Business Management Academy, Engineering, Biomedical, and Architecture & Construction Academies. The school has since become home to a Skilled Trades CTE pathway. The school staff, led by experience and beloved principal Mr. Jerome Leathers, as well as a team of magnet and CTE curriculum specialists, have done an excellent job even after the end of grant funding and have routinely won Magnet Schools of America Merit Awards. However, the reliance on an unsustainable model of four separate “schools within a school” and of narrow CTE course tracks lead to the failure of the theme to truly reach its full potential. Considering the EPA definition of sustainability—to create and maintain the conditions under which humans and nature can exist in productive harmony to support present and future generations—there is a literal goldmine of curricular integrations, investigations, project based learning, and real-world applications for teachers to explore if just given the time and support to do so. The plan to reinvigorate the school calls for:

- The transformation of the automotive program to an electrical program that will align with the skilled trades pathway as well as focus on electric vehicles. Students will complete a project to rehab an electric vehicle or convert a conventional fuel vehicle to electric as a marketing and engagement conduit.
- The reorganization of the school around a Freshman and Sophomore Academy followed by an individualized career and college path for junior and senior years. Using this model instead of career pathway-based academies will address the public misperception of the school as a “trade school.”
- The development of elective courses and integrated instruction in core classes that focus on sustainability—understanding the principles and application of data, technology, and skills to potential solutions. Specifically, each year will include a Project Management elective course with a student selected and managed project to make their own campus more sustainable.

- Recruiting students from Neal Middle School (their matched attendance zone school) and The School for Creative Studies located nearby through facilitated learning experiences focused on sustainability and STEM for middle school students led by high school students.

The CTE courses that are the focus of the school have fully developed, rigorous curriculum and NC state standards supported by recognized best practices in the realm of Career and Technical Education.

**The School for Creative Studies.** To ensure the new school successfully attracted students, the transition in 2013 cast a wide net of potential attractive features. The school became a 6-12 school on a year-round calendar. This was intended to make the school a complement to the newly opened Lucas Middle School and potentially attract families to the high school program from a very popular year-round middle school program elsewhere in the county. However, the unintended consequences of this plan included the inability to offer competitive athletics due to the class size for middle and high school and the inability to offer neighborhood bus service due to the complexity and expense related to transportation for both grade spans.

The mixture of high school and middle school together was very hard to schedule electives and the small school size limited the advanced courses that could be offered. The school was also one of only two public schools in North Carolina offering a year-round calendar for high school students, limiting student participation in many summer programs with no alternatives during intersession. As a result of all these factors, the high school portion of the program never met enrollment goals and struggled to retain students. After consulting with Cumberland County (North Carolina) Public Schools and gathering data from the only other 6-12 year-round school in the state, the issues in SCS are clearly structural and related to the school size. The school also faced a decline in enrollment after the unexpected retirement of the school's popular founding principal. The new principal has been embraced and brought a wealth of new ideas to the school.

The eastern section of Durham County is now its fastest growing with room for new development and housing options for middle-class families that are rapidly being priced out of the city. As a result, the one existing middle school in the region is over-utilized. The School for Creative Studies is currently

underutilized because of the low high school enrollment so the Growing Together Plan calls for the transition of The School for Creative Studies to a middle school only with regionalized access to the school for the North and East regions of the district with the second year-round middle school, Rogers-Herr, serving the other regional zones. This will allow the district to efficiently provide both schools with comparable levels of transportation service. Currently the “express” transportation is a significant barrier to school enrollment. To revamp the Creative Studies theme and make it more comparable to its sister year-round school, the plan calls for the following changes.

- The reintroduction of competitive athletics now that the school size and grade span can support it.
- The shifting of the theme from using primarily visual arts as a tool to develop creativity and problem solving to using primarily performing arts as a tool for the development of creativity and communication skills. The school will shift elective courses and will develop a chorus program and integrate the existing digital music and audio production program with a NC Standard Course of Study Modern Band program. Not only does this provide more equitable (but still specialized) programming across schools, it is more appropriate for middle school aged students who benefit greatly from the physical and emotional expression and sense of accomplishment of the performing arts. Performing arts programs also hold the promise of more sustainable staffing.
- The phasing out of high school courses at the school will also allow for more flexibility and creativity in elective offerings that can be developed by the school staff to address the theme.

While the previous elective programs focused on a career preparation continuum for high school students, this flexibility will allow the staff to move in exciting new directions.

### **Invitational Priority 1: Whole School Programs.**

All the schools included in the Power of Possibilities MSAP grant proposal are whole school programs where all students in the school (including special education students in specialized settings) are provided access to the instructional program of the magnet school.

### **Competitive Preference Priority 3: Selection of Students.**

All the schools included in the Power of Possibilities MSAP grant proposal seat students by random lottery without academic or other criteria beyond residence in eligible regions of the district. In fact, no DPS lottery-based programs, outside of those aligned with the NC Cooperative and Innovative High Schools early college program, have academic or other criteria. Per DPS BOE policy 4150, lottery priorities must be aligned to BOE policy 1900, Racial and Educational Equity, and maintain socioeconomic diversity that is reasonably representative of the school system. This policy allows for the use of a weighted lottery system based on socioeconomic census tract data if a school falls ten or more percentage points below the district direct certification average. The policy also allows for the prioritization of sibling links in elementary school and for siblings attending year-round calendar schools across grade spans. Also encouraged is the linking of students continuing in a program across grade spans. Therefore, at Little River elementary school, priority is given to lottery students with a sibling currently attending the school. At The School for Creative Studies, priority is given to lottery placed students who have a sibling also at a year-round calendar school and those matriculating from a year-round calendar elementary school. Lucas and Lakewood Middle Schools both prioritize students matriculating from any DPS Montessori elementary school.

### **Competitive Preference Priority 4: Socioeconomic Diversity.**

Moving all our district schools closer towards economic diversity representative of our district enrollment is the goal of the larger Growing Together Plan. It is about undoing the policy choices that our district has made that exacerbate the concentration of low resourced students in low resourced schools.

Increasing socioeconomic diversity was the foundation for:

- the selection of magnet programs to replicate, add, and reinvigorate,
- the location site to place these magnet programs,
- the choice to use a “base + choice” model for most magnet programs,
- the intentional drawing of that base attendance zone,

- and the use of a weighted lottery when necessary, based on neighborhood socioeconomic measures.

## **Selection Criteria 2: Project Design**

The project design has been a four-year process within the larger context of the Growing Together Plan as detailed in the introduction of this proposal. The decisions of which magnet programs to expand or reinvigorate, what locations to place those programs, and how to make those programs accessible to families were all made with attention to diversifying our schools and with extensive community engagement and data collection and analysis.

### **Increasing Academic Achievement**

The lottery-based specialized programs chosen for our narrowed magnet schools focus within DPS have specific benefits for marginalized students—a significant factor among other considerations. Montessori education encompasses a wide range of practices which can make research a challenge, but quality research does support the potential for enhanced academic and social emotional outcomes for students (Furman University, 2018; Lillard, et al, 2017; Randolph, et al., 2023; Snyder, et al., 2022) including those from high poverty communities (Ansari & Winsler, 2014). There is also research to suggest that Montessori environments can reduce disproportionality in school discipline for students of color (Brown & Steele, 2015). Specifically for middle school students, research suggests Montessori programming can help students develop a strong sense of independence, autonomy, and confidence, foundational social and emotional skills needed for high academic achievement (Casquejo Johnston, 2016). Additionally, the deepened focus on outdoor learning at Lucas has research based benefits as well (American Institutes for Research, 2005; Blair, 2009; Dymont, 2005; Liberman 1998).

At its heart, the theme at SCS is about arts integration and the intentional development of creativity in students. While arts integration practices vary widely, and most studies have focused on elementary education, more than two decades of research on the practices suggest that the primary benefit to students is in improving cognitive skills (Hardiman, et al, 2014). Similarly, the cognitive processes that we generally label as “creativity” are known to be key skills for both academic success, emotional wellbeing and general self-actualization and life skills. The theme at SCS is grounded in research on fostering creativity in classroom environments (see **Appendix C** for a thorough literature review). These

elements come together in the Habits of Mind Framework (Costa, 2000). This research-based framework along with facilitated design thinking and creative problem solving experience was highly successful at improving student engagement and academic achievement at The School for Creative Studies. However, some unexpected staff turnover and the disruptions of Covid-19 lead to large gaps in training and implementation for the Habits of Mind framework.

Quality Career and Technical Education programming is known to positively impact student achievement, high school graduation rates, employability, and college readiness (Lindsay, et al, 2024). Durham Public Schools has a track record of quality CTE programs and Southern School of Energy and Sustainability is not an exception. A revitalized magnet focus, integrated into multiple courses combined with small student community groupings will further amplify the positive impact.

### **Quality of Professional Development**

The DPS goal is to maintain staffing at all Montessori schools at or above the American Montessori Society accreditation expectations for the number of teachers with Montessori credentials. Reaching full certification is a rigorous process that includes over 300 contact hours, scholarship, and documentation of instructional practice. In fact, several colleges accept a MACTE certified training credential in exchange for 50% or more of the required credits for a master's degree. Our relationship with our training center is ongoing, providing extensive support for teachers.

The Institute for the Habit of Mind provides well prepared trainers who are actual classroom teachers with a wealth of experience and practice using the HOM framework in instructional settings. The contracted services with them would include sustained, progressive professional development and coaching for all instruction staff at The School for Creative Studies. Durham Public School has a well-developed professional learning plan and leadership team that vet, support, and facilitate quality professional development for all district staff.

The summer mini-conference experiences for staff at the schools included in this plan follows the template of our existing and highly successful Summer Professional Learning Academy to Support High Expectations (SPLASH). This program provides compensation for staff to attend professional



development or facilitated collaborative planning led by district staff and peers that is aligned to our strategic plan and equity policy, includes clear objectives, adheres to best practices for adult learners, and has been vetted for quality content. Feedback from attendees is used for continuous improvement of the program. Additionally, grant funds would be earmarked to support substitute teacher time to allow teachers time to observe instructional practices of peers in a collaborative learning walk model.

### **Parental Decision Making and Involvement**

The DPS Racial and Education Equity Policy (1900) acknowledges the value of cultural humility in respect to views of superiority of our cultural backgrounds over those that differ as well as the problem of deficit thinking. In honoring and respecting the home culture of students, Durham Public schools is mindful of the ways that biases based on race, class, culture, language, country of origin, religion, and disability may lead to deficit thinking. In providing school choice for families, we want to ensure that all families have true agency in those decisions. Throughout the planning process we have ensured not only that all information was communicated in English and Spanish (and other languages upon request) through the hard work of our Multilingual Resource Center, but that spaces for community engagement were truly welcoming for all. Parents should have the agency to make school choice decisions and engage with their child's school without obstacles or biases related to language, culture, race, immigration status, socioeconomic status, resources, or disability.

All public schools in the district follow a site based decision-making policy which requires parental representation on the team that is charged with the development of and monitoring of a School Improvement Plan. All magnet schools must address the implementation of their theme in their School Improvement Plan. Parental education is a key component of Montessori educational philosophy. SSES is also interested in establishing a parent education series to help support the understanding of sustainability issues and their impact on our community, including social justice issues of environmental racism. Creative Studies is excited about a regionalized lottery zone, athletics, and more performing arts to bring more parental engagement. As a district-wide magnet without athletics or regular performances to bring

families to the school, it has been more challenging to keep large numbers of parents highly involved in the school.

### **Partnerships**

Research Triangle Institute was a key thought and community engagement partner during the early stages of the Growing Together Plan. This world-renowned organization of public policy research just happens to be in our backyard in Durham. Partnering with DPS in this transition is the talented staff of the MACTE (Montessori Accreditation Council for Education) accredited and AMS (American Montessori Society) affiliated Center for Montessori Teacher Education in Huntersville, NC. This training program is owned and operated by a woman of color who leads much of the training herself. India French-Adams has over 30 years of experience as a Montessori teacher and is a PhD candidate through the Montessori Studies program at the University of Wisconsin–River Falls. She and her team have been instrumental in the planning of the school, selection of materials, as well as the training plan for staff. Partnering with DPS in the transition of Lucas Middle School is the Cincinnati Montessori Secondary Teacher Education Program, a MACTE accredited and AMS affiliated Montessori training program and the leader in public secondary Montessori implementation. They were also our partners in designing Lakewood Montessori Middle School and have since provided staff training. In addition to the training provided through CMSTEP, The National Center for Montessori in the Public Sector (NCMPS) has provided guidance and resources related to the design and structure of the school.

CTE programs throughout Durham Public School benefit from a strong partnership with the robust NC Community College System and specifically with Durham Technical Community College (DTCC). They provide guidance on curricula, train instructors, facilitate industry connections, and support dual enrollment courses for students. Specifically for the Skilled Trades program, DTCC supports WayMakers, a public-private partnership involving DTCC, DPS, local philanthropy and local businesses to support the pipeline of employees in the fields of skilled trades, residential and commercial construction, highway construction, HVAC, plumbing, electrical, powerline maintenance and entrepreneurship. DPS CTE has a strong track record of building strong partnerships with industry and

the transition to electrical and true focus on sustainability provides many opportunities for new partnerships when nearby are giants in the electronics industry such as Wolfspeed (a silicon chip manufacturer) and CREE lighting (LED light manufacturer).

The original partner for the founding of The School for Creative Studies was the Center for Documentary Studies at Duke University. Unfortunately, in 2023 the Center experienced a financial crisis that led to lay-offs of seven staff members and the resignation of nine more as a result, SCS will be looking for a new community partner that can help facilitate the unique curriculum focused on creativity and communication.

### **Sustainability After the Grant Period**

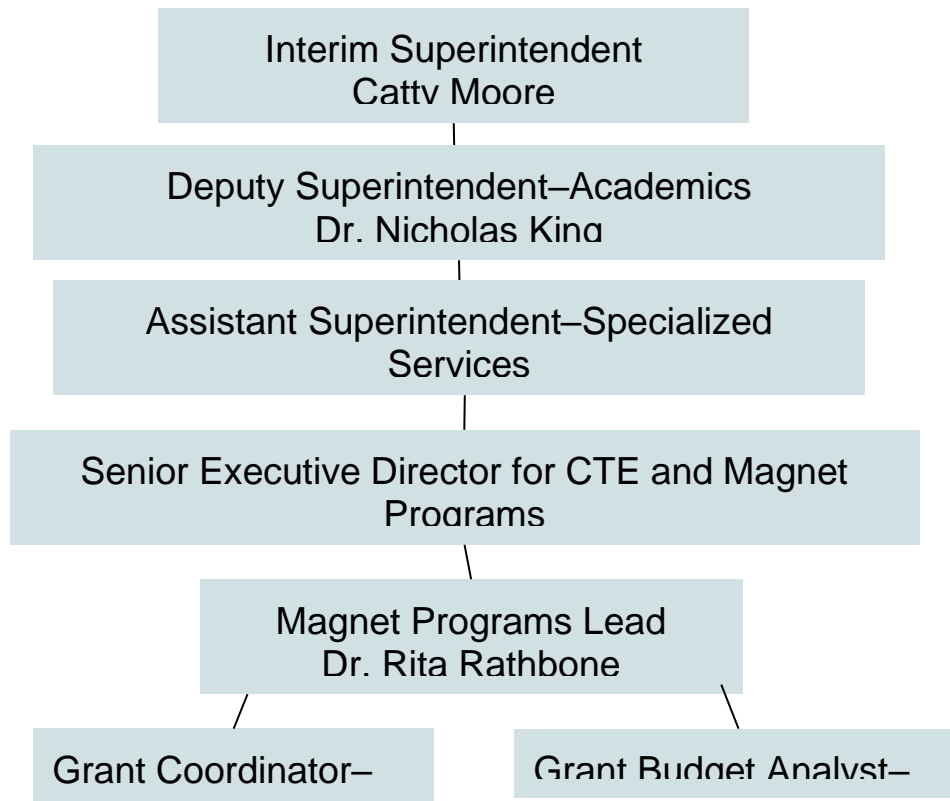
This grant proposal is aligned with the DPS Strategic Plan and the Growing Together Proposal which has received wide support in our community. Throughout our 30-year history as a school district, DPS has developed, implemented, and sustained a number of successful magnet programs. The larger Growing Together Plan calls for the ending of several current magnet programs allowing those funds and positions to be redistributed to the new programs at Lucas and Little River. Regular CTE and performing arts budgets will be able to sustain programs in those areas after start-up costs. Some costs, such as marketing, can be dramatically reduced over time. For other funding included in the grant, such as scholarships for Erdkinder experiences and supplemental funding for a Sustainable Projects class, schools will be tasked with fostering partnerships to sustain those programs after the end of grant funding.

### Selection Criteria 3: Management Plan

As a critical component of the larger Growing Together Plan, the highest priority of Durham Public Schools, the transitions at each of these four schools has been the focus of intense planning with a cross functional team within DPS including key leaders in Student Assignment, Public Affairs, Academic Programs, Professional Learning, Federal Programs, Magnet Programs, Career and Technical Education, Arts Education, Curriculum and Instruction, Operations, Human Resources, and School Planning

### Responsibilities

The implementation of the grant falls within the following organizational chart:



The team of Drs. Pack and Rathbone are the responsible parties for the grant implementation. Dr. Pack will devote 10% of her time to grant specific tasks and Dr. Rathbone 50% of her time. Currently they support the 23 magnet programs in the district including program monitoring, continuous improvement, and evaluation, training and support of school level magnet coordinators, facilitating marketing and community engagement of magnet programs, fostering community partnerships to support magnet

programming, and facilitating professional development opportunities related to magnet instruction, among other tasks. They will supervise two full-time grant supported staff to coordinate the day-to-day operations of the grant and manage expenditures to ensure all fiscal accountability procedures are followed. Dr. Rathbone's current job description and classification will be modified to reflect the new responsibilities of the grant. An independent evaluator will conduct both formative and summative evaluation, providing formative reports to the project leadership team on a quarterly basis and an annual summative report on each of the measurable outcomes detailed in the evaluation section.

### **Implementation Timeline and Milestones**

Several specific plans would immediately begin development upon notification of award of the MSAP grant in order engage stakeholders and establish clear objectives.

**Marketing plan.** The Office of Public Affairs will develop a specific strategic and targeted marketing plan for the four schools involved in the grant as well as the larger DPS Montessori continuum. This plan will be aligned with the comprehensive DPS marketing plan and the plan specific to Growing Together and will be developed collaboratively with the Magnet Programs Office and school leadership. The team will engage in focus group work specifically with Montessori parents of color to inform this work. A marketing plan would be developed and in the first stages of implementation for the November 2024 Showcase of Schools.

**Teacher recruitment pipeline.** Supported by the indirect cost funding included in the MSAP grant, Human Resources will work with our Finance Department to establish rules of eligibility and procedures for the grant funded relocation stipend in compliance with state and federal law. Durham Public Schools has routinely offered relocation stipends to in the past and has existing policies to guide the work and Mr. Hiraldo has previously engaged in successful teacher recruitment efforts in Puerto Rico. Human Resources will collaborate with Victor Hiraldo and the Magnet Programs office to plan the first annual recruitment trips to Puerto Rico for March or April of 2025.

**Magnet SPLASH planning.** Working collaboratively with the Office of Professional Learning and Finance, the Magnet Programs office will create a detailed plan to implement a summer mini-

conference experience focused on Montessori professional development for those in a variety of instructional roles including vertical and cross-schools alignment. This planning would include extra duty work for our district DLI/Global Language staff and EL staff to develop PD to support English Language Learners in Montessori classrooms for both elementary and middle school Montessori teachers.

**Southern School of Energy and Sustainability implementation plan.** The school will work with diverse stakeholders, including the School Improvement Team and student leaders, to develop an implementation plan before the end of the 2024-25 school year to allow for course development over the summer SPLASH session.

- the structure and course offerings for a Freshman and Sophomore Academy
- a specific list of elective courses to be developed and the parties responsible for curriculum development
- parameters around the number of required sustainability focused integrated units of study will be a part of which core classes and the parties that will be responsible for curriculum development
- an identified teacher and plan for a Project Management course focused on sustainability projects on the school camps
- a plan to gather, vet, and select student ideas for the use of \$ [REDACTED] of grant funds for student developed initiative to support as sense of belonging and positive, diverse peer relationships in the school

Additionally, the district CTE department will develop a plan to transition the existing automotive classroom to an electrical program and help recruit a qualified instructor for the class.

**The School for Creative Studies implementation plan.** The school will work with diverse stakeholders, including the School Improvement Team and student leaders to develop an implementation plan before the end of the 2024-25 school year to allow for course development over the summer SPLASH session:

- a specific list of elective courses to be developed and the parties responsible for curriculum development,

- parameters around the number of required creativity, arts integration, and HOM focused integrated units of study will be a part of which core classes and the parties that will be responsible for curriculum development,
- a plan to gather, vet, and select student ideas for the use of \$ [REDACTED] of grant funds for student developed initiative to support as sense of belonging and positive, diverse peer relationships in the school, and
- a master schedule, facility use plan, and staffing plant that supports the shifting of elective focus to the performing arts and the phasing out of the high school program.

The school will work collaboratively with Les Turner, DPS Director of Arts Education, for a detailed supply list for the startup of performing arts programs.

**Montessori timelines.** Little River will open in August of 2024 with a phased Montessori program. All students in Pre-K and Kindergarten will be in mixed-grade Primary Montessori classrooms (seven classrooms total). The school will have four Lower Elementary Montessori classrooms serving all students in grades 1-3 in a mixed grade environment. Students in 4th and 5th grades will be in traditional classrooms. All Montessori classrooms will have a teacher in place with at least 150 contact hours of Montessori training and teachers in the first training cohort will continue with a second year of training. A second cohort of teachers will be joining the training in preparation for the opening of Lower Elementary classrooms and Upper Elementary classrooms. All students who start in a Montessori classroom at Little River at any grade will continue to be in Montessori classrooms. Exceptional children in specialized classrooms will have access to the Montessori curriculum as their teachers and instructional assistants undergo training throughout the 2024-25 school year.

Lucas Middle will open in August of 2025 as a Montessori environment for 6th grade students as well as at least some 7th and 8th mixed grade classrooms. The first cohort of six teachers will begin full training with online courses in summer of 2024 with in person training in summer of 2025. All teachers at the school will complete an introduction to Montessori online course through CMSTEP during the 2024-25 school year. A second cohort of teachers will begin full Montessori training in summer of 2025. These

12 teachers will represent one teacher from each grade level and core subject who will serve as leaders for their peers in Montessori implementation. Money in the grant budget to support substitute teaching time will also allow teachers from Lucas to observe during the school day and Lakewood Montessori Middle School and the summer SPLASH session will allow them to plan collaboratively. Lucas too will develop a detailed implementation with support for the National Center for Montessori in the Public Sector plan that clarifies:

- a master schedule that supports Montessori instruction at the school including long work periods and instructional time spent in outdoor learning and the selection and length of CTE agricultural electives, and
- the identification of potential partnerships to support long term sustainability of the program.

Project Milestones		
Key Tasks	Responsible Parties	Dates
Last entering freshman class for SCS	Student Assignment	July 2024
Little River opens as a partial Montessori	Magnet Programs Office	August 2024
Develop Marketing Plan	Office of Public Affairs	By Oct 2024
MPPI training for Montessori EC teachers	Dr. Rathbone	Oct 24-Jan 25 (repeated yearly)
Hire for grant funded coordinator and budget analyst	Drs. Pack/Rathbone	By Nov 2024
Establish vendor for grant evaluation	Drs. Pitman/Royster	By Jan 2025
Independent evaluator develops detailed evaluation plan, instrument development, and reporting plan	Drs. Pitman/Royster	Jan-March 2025
Detailed plan for Electrical program at SSES	Dr. Pack	By Jan 2025
Detailed SCS Chorus budget developed	Chaundra Clay/Les Turner	By Jan 2025
Detailed Montessori teacher recruitment plan developed and trip scheduled	HR/Victor Hiraldo	By Jan 2025
Ongoing Habits of Mind training begins SCS	Dr. Rathbone	By Jan 2025



Detailed Magnet SPLASH plan developed	Dr. Rathbone	By March 2025 (repeated yearly)
Montessori Teacher Recruitment trip	HR/Victor Hiraldo	Late March-early April 2025 (repeated yearly)
Detailed implementation plans developed by SCS, Creative Studies, and Lucas	School Principals	By May 2025
Magnet SPLASH mini conference held	Dr. Rathbone	June 2025 (repeated yearly)
SCS expands 6th grade (no 9th grade students)	Student Assignment Office	July 2025
Lucas Middle School opens as a Montessori School	Magnet Programs Office	August 2025
Little River expands Montessori to more classrooms	Magnet Programs Office	August 2025
SSES Begins new curriculum and structure	CTE and Magnet Programs	August 2025
Detailed Modern Band budget	Chaundra Clay/Les Turner	By Jan 2026
SCS expands 7th grade (no 9th or 10th)	Student Assignment Office	July 2026
SCS expands 8th grade (only 12th grade remains)	Student Assignment Office	July 2027
Little River as full Montessori school	Magnet Programs Office	August 2027
Last graduating class from SCS	Magnet Programs Office	June 2028

Ongoing Processes		
Key Tasks	Responsible Parties	Dates
Supply Ordering	Dr. Rathbone	Ongoing (by March of each year)
Full Montessori training	Dr. Rathbone	Yearly cohorts
Growing Together Implementation Team meeting (cross departmental)	Dr. Pitman	Weekly
MSAP team to monitor progress and expenditures (school and district staff)	Dr. Rathbone	Monthly

Formative evaluation report with independent evaluators	Dr. Rathbone	Quarterly
Project Review with Finance, R&A, Leadership	Dr. Pack	Quarterly
Review, update, and revise marketing plan	Office of Public Affairs	Yearly in fall
Evaluation Report/Independent Evaluator	Dr. Pack	Yearly in Aug
Annual Federal Report	Dr. Royster	Yearly
Showcase of Schools	Dr. Pack	Yearly in Nov
Lottery window	Melody Marshall	Yearly in Jan

**Grant Objectives**

Durham Public Schools has planned a set of interdependent research-based strategies consistent with local resources and experience to achieve the measurable outcomes detailed below. Each MSAP purpose is aligned with one or more strategies and at least one SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal. Interim benchmarks were set for each of the five project years providing annual targets so that evaluation can measure both implementation of the strategies and progress towards the outcomes. Formative evaluation information will then be used by the project leadership team to adjust in strategy and implementation if needed. Together the strategies and interim benchmarks provide a roadmap to achievement of the specific outcomes within the five-year project period of the grant program. Revision of School Improvement Plans to integrate the magnet theme is included to reduce the possibility of silos where the magnet team plan is separate from the overall school planning process.

**MSAP Purpose 1:** The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students...

**Strategies:** Enroll diverse students through marketing, recruitment (including targeted), easy and equitable application process, transparent lottery system, and provision of transportation. Use a “base + choice” model where it can create greater diversity and weighted lottery when necessary.

**Outcome 1.1:** The project schools will prevent, reduce, or eliminate minority group isolation, as defined here to occur when the percentage enrollment at a school for any single racial group surpasses by 10 percentage points the district-wide grade levels averages for that racial group. Multi-Year Targets for Reduction in MGI for Identified Racial Group. Please note that due to the legacy status of 4th and 5th grade students and their siblings in school years 2024-25 and 2025-26 for elementary and for 7-8 grade and 10-12 grade students in years 2025-26, 2026-27, and 2027-28, change will be observed by grade. *[MSAP Performance Measure (a)]*

- A. Little River—eliminate MGI for Black and Hispanic students
- B. Lucas—prevent MGI for Black students prevent MGI for Black and Hispanic students at Lakewood Montessori
- C. SCS—prevent MGI for Black, reduce MGI for Hispanic students at Neal
- D. SSES—reduce MGI for Hispanic Students

**SMART Goal:** Improvement of █ per year each year of the grant period by grade level for the above identified MGI categories.

**Outcome 1.2:** By the end of the performance period, the applicant pool at the project schools will not deviate from annual district-wide percentages by more than 10 percentage points for any of the seven racial groups.

**SMART Goal:** Improvement of at least █ per year each year of the grant period

**Outcome 1.3:** The applicant pool will increase annually over the 5-year performance period.

**SMART Goal:** █ increase in applications for each school each year for the 5-year period

**MSAP Purpose 2:** The development and implementation of magnet school programs that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet...State academic content standards and student academic achievement standards.

**Strategies:** Implement high quality magnet themes including organizational and curricular reforms to serve as models, include central office instructional support staff in professional development, improve instruction and support for students.

**Outcome 2.1:** Each school will annually review, revise, and implement a high quality and comprehensive school improvement plan (SIP) associated with its magnet theme to assist the district in achieving reforms, as measured by rubrics designed to rate the plan.

**SMART Goal:** ■■■■ of program schools in year one of the grant cycle

**Outcome 2.2:** By the end of the grant performance period and for the following three years, all program schools will exceed expected growth for each identified subgroup.

**SMART Goal:** Schools will move from a baseline to at least on level improvement (from not met to met, or met to exceeded) for at least one sub group per year.

**Outcome 2.3:** Each school in the grant proposal will increase the percentage of students proficient (by GLP standards) on state standardized tests of reading each year of the grant as well as 3 years after  
*[MSAP Performance Measure (b)] [MSAP Performance Measure (e)]*

**SMART Goal:** Each school will increase the percentage proficient by at least ■■■■ for each subcategory each year.

**Outcome 2.3:** Each school in the grant proposal will increase the percentage of students proficient (by GLP standards) on state standardized tests of math each year of the grant as well as 3 years after *[MSAP Performance Measure (c)] [MSAP Performance Measure (f)]*

**SMART Goal:** Each school will increase the percentage proficient by at least ■ for each subcategory each year

**MSAP Purpose 3:** The development and design of innovative educational methods and practices that promote diversity and increase choices in elementary and secondary schools

**Strategies:** Implement highly attractive magnet themes, recruit and enroll diverse students, recruit diverse staff and increase family engagement.

**Outcome 3.1:** Increase family engagement at each of the MSAP schools.

**SMART Goal:** Annually, there is a 10% increase in family engagement at magnet schools, as measured by participation in school activities and events (e.g. conferences, volunteering) with the first year serving as baseline.

**Outcome 3.2:** Increase the Latinx staff at Montessori schools

**SMART Goal:** From a baseline, increase the number of staff members who identify as Hispanic or Latinx by at least one staff member each year.

**MSAP Purpose 4:** Courses of instruction within the magnet school that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students. improve instruction, support, and enrichment for all students.

**Strategies:** Incorporate additional innovative, high quality course offerings at project schools.

**Outcome 4.3:** At SCS, SSES, and Lucas, curricular units at each school will be developed at all grade level and will integrate magnet themes and challenging state academic content standards and reflect community, industry, or global connections as measured by curriculum rubrics.

**SMART GOAL:** Increase of at least one curricular unit per content area (math, science, social studies, and English) per year and increase of one elective offering per year each year of the grant period.

**MSAP Purpose 5:** Improvement of the capacity of LEAs' including through professional development, to continue operating magnet schools at a high-performance level after federal funding for the magnet schools is terminated.

**Strategies:** Develop partnerships, provide professional development to teachers, magnet program staff, and curriculum specialists, measure per student costs.

**Outcome 5.1:** Each MSAP school will develop community and business partnerships that will sustain its magnet program no less than 3 years after federal funding ends, as measured by partners making commitments to the schools to actively support the implementation of their magnet program.

**SMART Goal:** Each program school will develop at least one partnership per year each year of the 5-year grant cycle

**Outcome 5.2:** Teachers participate in high quality professional development programs.

**SMART Goal:** The percentage of teachers engaged in at least 20 hours of quality professional development directly related to the magnet theme will increase by at least 10% each year of the grant period from a baseline measure.

**MSAP Purpose 6:** Ensuring that all students enrolled in the magnet school program have equitable access to high quality education that will enable them to succeed academically and continue with post-secondary education or active employment

**Strategies:** Magnet curriculum available to all students, heterogeneous grouping, high expectations for all students promoted through family engagement, professional development for teachers and counselors.

**Outcome 6.1:** Students have equitable access to high quality education as measured by student participation in magnet-themed instruction, specials, and /or electives.

**SMART Goal:** At least 75% of students in the school (including those in EC specialized settings) participate and increase by at least 5% per year after that.

**Logic Models**



<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term Outcomes</b>	<b>Mid-Term Outcomes</b>	<b>Long Term Outcomes</b>
<ul style="list-style-type: none"> <li>● Realignment of attendance boundaries</li> <li>● Increase magnet program seats</li> </ul>	<ul style="list-style-type: none"> <li>● Establish attendance zones with “base + choice”</li> <li>● Open 3 elementary and 2 middle Montessori schools in underserved regions of the county</li> <li>● Transition SCS to 6-8 school and revise the theme</li> <li>● Reinvigorate the theme at SSES</li> <li>● Strategic marketing of magnet programs</li> <li>● Intentional recruitment of diverse staff</li> </ul>	<ul style="list-style-type: none"> <li>● Increased racial and economic diversity in magnet schools</li> <li>● Reduce under and over utilization of facilities to prepare for growth</li> <li>● Reduce the “scarcity” and “elitism” associated with Magnet Programs</li> </ul>	<ul style="list-style-type: none"> <li>● Increased racial and economic diversity at other district schools</li> </ul>	<ul style="list-style-type: none"> <li>● Closing opportunity gaps for disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>● Stronger, healthier schools and community</li> <li>● Increased student enrollment, pulling students back from charter schools</li> </ul>



**Selection Criteria 4: Project Personnel**

Dr. Julie Pack has extensive experience managing federal grants and an excellent track record of establishing community and industry partnerships. Dr. Rathbone has 10 years of experience as a school level magnet coordinator and two years in district level support. She completed her doctoral internship under Margaret Henderson, the veteran former Magnet Programs Director for Wake County (North Carolina) Schools who in her career developed and implemented numerous MSAP grants. During her internship she helped develop the DPS 2013 MSAP grant submission and was a key member of the team that planned the magnet program for The School for Creative Studies. Dr. Rathbone also worked closely with Dr. Kimberly Lane during her tenure at Durham Public Schools who is now the current Director of Magnet Programs for Wake County Schools and president elect of Magnet Schools of America. Please see **Appendix D** for full resumes of Project Directors and School Leaders.

**Project Directors**

	<p>Dr. Julie Pack, Senior Executive Director of CTE &amp; Magnet Programs</p> <ul style="list-style-type: none"> <li>● 20+ years’ experience in educational administration</li> <li>● 12 years’ experience managing federal grants including CTE and GEARUP funding</li> <li>● Doctoral degree in Educational Leadership and Cultural Foundations (an equity focused program)</li> <li>● Former NC Principal Fellow</li> </ul>
	<p>Dr. Rita Rathbone, District Magnet Specialist</p> <ul style="list-style-type: none"> <li>● 20+ years’ experience classroom teaching, 10 years’ experience magnet program support</li> <li>● Doctoral degree in Educational Leadership and Cultural Foundations (an equity focused program)</li> <li>● NBPTS Certification, MSA Magnet Schools Awards for 6 consecutive years</li> <li>● Former NC Teaching Fellow</li> </ul>

**Grant Support**

The direct work of the grant will be supported by these two full-time positions that will expire at the end of the grant cycle.

<p>New Position</p>	<p><i>MSAP Grant Coordinator</i>  <i>*Position created if approved for MSAP grant</i>  <i>Draft Job Description:</i>  <b>POSITION PURPOSE:</b> Supports the implementation of the Durham Public Schools (DPS) Magnet Schools Assistance (MSAP) grant. Engages in project management tasks to ensure successful implementation of Power of Possibilities Plan including implementation of new application programs, and new student assignment rules. This position and grant is schedule to end on December 31, 2029 <b>EDUCATION, TRAINING, AND EXPERIENCE</b>  ▪ Bachelor’s degree in education, business administration, planning, or related field; ▪ Five years of experience in education, business administration, planning; or project management ▪ Experience with grant implementation and management in a public school or governmental context; <b>PREFERRED QUALIFICATIONS:</b> ▪ Experience and knowledge in at least one of the following instructional programs: Montessori, STEM, or performing arts. ▪ Experience with planning and delivering professional development to adult learners. <b>ESSENTIAL DUTIES AND RESPONSIBILITIES:</b> 1. Provides leadership in implementation of the Growing Together student assignment plan. 2. Works directly with principals, school-based magnet coordinators, and other staff members to support schools. 3. Coordinates and/or delivers related staff professional development 4. Provides grant updates through written and oral presentations to DPS management and assists with presentation to the Board of Education. 5. Performs other related duties, as assigned.</p>
<p>New Position</p>	<p><i>MSAP Budget Analyst</i>  <i>*Position created if approved for MSAP grant</i>  <i>Draft Job Description:</i>  <b>POSITION PURPOSE:</b> Analyzes, verifies, coordinates, and reconciles MSAP budgets to ensure the maximized use of resources; complies with local, state, and federal fiscal requirements. Focuses on compiling and generating data relevant to program development and budget accountability. Collaborates with teachers, administrators, vendors, and the school system's Purchasing and Budget departments to track encumbrances and invoices to facilitate the reconciliation of accounts and to ensure effective use of resources to improve student performance. This position and grant funded is schedule to end on December 31, 2029 <b>EDUCATION, TRAINING, AND EXPERIENCE</b> Associate’s degree from a regionally accredited college or university in business, accounting, or related field; AND Five years of experience in finance, accounting, or related field; OR An equivalent combination of education and relevant experience sufficient to successfully perform the essential duties of the job.  <b>KNOWLEDGE, SKILLS, AND ABILITIES:</b> Considerable knowledge of generally accepted accounting practices and principles; Considerable knowledge of working with contracts; Considerable knowledge of Microsoft Office, specifically Word and Excel; Google Apps; Strong skills in budget, purchasing, and procurement procedures; Critical thinking and problem-solving skills; Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback; Ability to operate accounting systems for data management, problem resolution, and information research; Ability to meet deadlines; Ability to proofread documents and prepare clear and comprehensive reports; Ability to exercise independent initiative to perform both original and recurring assignments, and exercise judgment in the absence of clear directives; Ability to establish and maintain effective working relationships with school system staff, external agencies, vendors, and the community.  <b>PREFERRED QUALIFICATIONS:</b> Bachelor’s degree from a regionally accredited</p>

	<p><i>college or university in business or accounting.</i></p> <p><b>ESSENTIAL DUTIES AND RESPONSIBILITIES:</b> <i>Initiates, prepares, and processes all budget-related transactions (e.g., transfers, amendments, purchase orders, travel, direct pays, etc.) including obtaining the budget manager’s signature, verifying available balances, identifying new account codes, resolving discrepancies, assigning transaction numbers, verifying data, distributing documents, and maintaining a file of all transactions. Assists the Magnet Specialist in the preparation and tracking of contracts and applicable routing documents; including the purchase order requisition and required certifications. Reviews MSAP related contracts to ensure compliance with local, state, and federal laws and regulations. Prepares, processes, and analyzes budget reports monthly for department administrators as well as reports for internal and external agencies. Assists in the preparation of budget development materials. Performs all duties and responsibilities in accordance with DPS Finance Manual standards, Board of Education policies, and state and federal laws and regulations. Performs other related duties, as assigned.</i></p>
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**Other District Level Personnel**

Other district leaders have been and will continue to be key in the planning and implementation of the Power of Possibilities Grant Project. Dr. Pitman is the cabinet level leader that has coordinated, spearheaded, and shepherded this work along the way. Mr. Hiraldo, while serving to coordinate Dual Language Instruction magnet programs as well as Global Languages, has a Montessori background and deep roots in Puerto Rico. He will be instrumental in the grant funded Montessori teacher recruitment effort. Erin Carroll is our district Outdoor Learning Specialist who has and will continue to support the work at Lucas, Little River, and SSES. The Office of Student Assignment led by Melody Marshall and supported by Joy Bingham and others works collaboratively with Magnet Programs and School Planning under Mathew Palmer assisted by Vitaly Radsky and others to ensure magnet schools are filled to appropriate capacities based on sound utilization plans and in compliance with state and local policies. To do this, we rely on an excellent team managing student data in Research and Accountability led by Dr. Royster and supported by Mr. Surles and others. Finally, the magnet team also works closely with our Office of Public Affairs that expertly and strategically coordinates communication and marketing efforts.

Dr. Deborah Pitman, Assistant Superintendent of Specialized Services

- 30 years of experience in school and district administration
- Doctorate in Education Leadership
- Experience at district level administration of Early Learning, Arts Education, CTE, Magnet Program, ESL, Athletics, Student Records, Advanced Academics, Student Assignment, After School Care, Special Education Programs, Student Support Services, Hospital/Homebound Education, and Title 1 Programs
- Principal Cellist, Durham Symphony Orchestra since 1992

Victor Hiraldo, Coordinator of DLI and Global Languages  
*Position created and locally funded to support Growing Together*

- 22 years of experience as an educator, including 10 years' experience teaching Spanish Dual Language Immersion & 4 years' experience coordinating Spanish Dual Language Immersion programs and coaching teachers
- Holds a master's degree in Mathematics Curriculum
- Holds Montessori Teacher Certification
- Ordained minister active in Latino outreach ministry programs

Erin Carroll, Outdoor Learning Specialist

- Master's degree in environmental education
- Master of Arts in Teaching and bachelor's degree in environmental science
- 4 years of experience classroom teaching

Melody Marshall, Director of Student Assignment

- 20+ years' experience in mental health, counseling, and education
- Licensed Counselor Supervisor with National Board certification and master's degree
- Prior experience as DPS Homeless Education Coordinator managing the educational rights of students experiencing homelessness
- DPS graduate

Joy Bingham, Student Transition Coordinator  
*Position created and locally funded to support Growing Together*

- 23 years of experience as an educator
- Masters of School Administration and Masters in Curriculum & Instruction
- DPS graduate and current parent
- Member Delta Sigma Theta Sorority, Inc.

Mathew Palmer, Senior Executive Director of School Planning & Operational Services

- PhD Candidate in City and Regional Planning
- 10 years of experience managing research projects related to school transportation
- Master's degree in Urban and Regional Planning
- Co-Chair of the American Planning Association's Public Schools Interest Division

Vitaly Radsy, School Planner–Growth & Enrollment

- PhD candidate in Education Leadership, Policy, & School Improvement
- Doctoral studies have focused on equity and desegregation in public schools
- Former College Advising Corps member
- Coaches high school wrestling

Dr. Albert Royster, Executive Director of Research and Accountability

- 18 years of experience in educational leadership
- Doctoral degree in Educational Leadership and Cultural Foundations (an equity focused program)
- Member Kappa Alpha Psi Fraternity, Inc

Nelson Surles, Director of Data Integration

- 12+ years of experience in district level data analysis and accountability

Sheena Cooper, Senior Executive Director of Public Affairs

- 21 years professional communications and marketing experience all in the local community, 5 years with DPS
- Chosen for the New York Times Student Journalism Institute
- Current DPS parent

Maria Bajgain, Director of Marketing

- Over 20 years of experience in Communications and Marketing in the Public and Education sectors
- Former Public Information Officer the Town of Morrisville
- Holds a BA in Journalism from NC Central University and a MA in English from NC State University
- Current DPS parent and former foster parent

### Key School Personnel

At the school level, each of these schools is led by a highly qualified, dedicated administrator as well as other relevant staff in dedicated support positions specifically trained and equipped to support the programming at the school.

Dr. Cory Hogans, Principal Little River School

- 21 years of experience as a school administrator, 8 of those a principal of a public Montessori school
- 8 years' experience teaching English
- EdD In Educational Administration and Supervision

Dr. Teresa Van Acker, Little River Magnet Coordinator and Montessori Coach

- 9 years of experience as a public Montessori classroom teacher (one of the founding staff members of Morehead Montessori)
- Assistant Principal at a public Montessori school for 12 years
- 2 years of experience as a Montessori teacher trainer

Dr. Sara Sanchez, Principal Luca Middle School

- Doctoral degree in Educational Leadership and Cultural Foundations (an equity focused program)
- 13 years of experience in school administration

Madelyne Pieringer, Magnet Coordinator and Montessori Coach

- 10 year of experience teaching middle school ELA
- Attending Montessori schools as a K-12 student
- Has started full CMSTEP training

Chaundra Clay, Principal The School for Creative Studies

- 18 years of experience in school administration
- Graduate of Durham Public Schools
- MSA degree from NC Central University

Beth Rhodes, Magnet Coordinator The School for Creative Studies

- BS and MS degrees in elementary education and certified in Middle Grades ELA
- 12 years of experience as a classroom teacher

Jerome Leathers, Principal Southern School of Energy and Sustainability

- Masters in Secondary School Administration from NCCU
- 16 years of experience in school administration, 10 as principal of SSES
- Taught high school math for 12 years
- Durham Public Schools graduate

Antia Cooper, Career Development and Advanced Placement Coordinator, SSES

- 8 years of experience teaching Biotechnology
- MS in Biotechnology Management from The University of Maryland

Denettia Shaw, Magnet Coordinator, SSES

- 9 years of experience as Director of NCCU's office of Transfer Services and Veterans Affairs
- 16 years of experience at DTCC as admissions counselor

## **Future Staffing**

Durham is a vibrant, diverse urban city with a progressive reputation and a healthy job market to help address hiring needs related to grant implementation. DPS offers highly competitive pay within the public education sector in NC. In addition to BOE Policy 1900 that addresses equity previously discussed in this document, the DPS strategic plan also affirms a strong commitment to diversifying our staff. Specifically, attracting and retaining outstanding educators and staff is goal three of the current district strategic plan with a specific subgoal: “By 2028, the percentage of DPS educators and staff who identify as Hispanic or Black will increase by at least 5 percent.” To meet this goal, DPS has established relationships with strategic partners to engage in targeted recruitment. Section 7000 of the Durham Board of Education Policy Manual addresses a strong commitment to non-discriminatory hiring processes and policy 7235 expressly affirms: “It is the board’s policy that transgender and transitioning employees are treated with dignity, respect, and sensitivity in the workplace.” The policy comes with clear guidance to ensure a supportive workplace for staff that identify as LGBTQIA+. This policy is part of a larger LGBTQIA+ support plan for both district staff and students with required yearly training for all DPS staff as part of annual bullying and harassment training (Durham Public Schools District Policy 7235).

## **Selection Criteria 5: Evaluation Plan**

The DPS Office of Research and Accountability and the Office of the Chief of Staff will oversee data collection, reporting, and dissemination of relevant data per the stated grant requirements. When notified of the MSAP grant award, DPS will immediately use established district RFP procurement processes to contract with an independent evaluator with the necessary expertise, experience, and capacity to conduct the work specifically for federal education grants in similar contexts. Approximately [REDACTED] of the proposed MSAP grant budget has been dedicated to cover the cost of independent evaluation. The external evaluator will be responsible for: 1) preparing a detailed evaluation plan; 2) organizing data collection procedures; 3) completing annual and cumulative program implementation and outcome evaluation reports; and 4) producing quarterly formative reports for the MSAP leadership team. In order to facilitate use of formative data and analyses in a continuous improvement process, the third-party evaluator will meet with the project management on a quarterly basis.

The evaluation will include both process and outcome evaluations. The process evaluation will use mixed methods to 1) assess fidelity of program implementation; 2) understand factors affecting implementation at the district and school levels; and 3) draw lessons that can be disseminated for program replication. Our plan would include a variety of quantitative and qualitative tools and methods. This mixed method approach will provide for increased validity of measurement through triangulation, as well as insight into which strategies are working well, possible barriers to implementation, and avenues for improvement of the project. The formative evaluation will document fidelity of implementation to the proposed plan, strengths of implementation, barriers to implementation, and opportunities for improvement. Formative data collection will include both quantitative and qualitative methods including use of surveys, site visits, observations using valid and reliable observation instruments, rubrics, focus groups, and interviews. Specific to Montessori, the NCMPS has developed a variety of assessment tools to help evaluate the effectiveness and fidelity of Montessori classroom practices.

The evaluation team will examine implementation of the strategies aligned with each MSAP purpose and measurable outcome including: marketing and recruitment, the application and lottery



process, provision of transportation, theme implementation, incorporation of magnet themed instruction into all aspects of school planning and instruction, staff participation in and satisfaction with professional development, staff implementation of strategies learned through professional development, family engagement, and heterogeneous grouping of students. The summative evaluation will focus on documenting progress on each of the measurable outcomes and thus be more quantitative in nature. This will include analysis of magnet applications, student enrollment, achievement, and attainment data (e.g. test scores on standardized tests, transcript analysis for high school credits earned), attendance records for professional development, measures of student well-being, and family participation records. Additionally, the evaluators will work with the project director to develop appropriate rubrics to measure the integration of magnet themes into curriculum units developed by teachers in this project and measure the integration of magnet themes into each school's improvement plan.

The planned evaluation is a mixed methods evaluation employing both qualitative and quantitative data. The measurable outcomes for this project have all been specified in a quantifiable form. Most of the outcome data is by its nature quantitative (e.g. analysis of magnet school application and enrollment patterns disaggregated by racial population group, analysis of MSAP per-pupil budgetary expenditures, analysis of achievement data produced in the state's testing accountability system, participation in magnet fairs and tours, Likert-item and multiple-choice surveys, and the number of hours of professional development teachers attend). The evaluators will use existing valid and reliable rubrics and observation instruments whenever possible. When necessary (e.g. to assess integrated curriculum units), the evaluators will develop protocols and instruments to quantify other data using methods such as observation instruments, rubrics, and content analysis of archival documents (e.g., partnership commitments, theme-focused curriculum units). Qualitative methods will be especially useful in developing explanations for quantitative findings and generating suggestions for improvements in implementation if interim benchmarks are not reached.

Within three months of the beginning of the grant, the independent evaluation firm will finalize the evaluation plan in coordination with the Magnet and MSAP staff, the Office of the Chief of Staff, and

Office of Research & Accountability. This evaluation plan will detail the measurement instrumentation to be used for evaluation of each outcome, the mechanism for deploying the measurement instrumentation (i.e., if a survey, to whom will this be distributed and whether it be distributed online or hard copy), when the data will be collected, and how the data will be organized and analyzed. The evaluator will make comparisons to prior years whenever baseline data is available. When possible, the measurement instrumentation that will be used in the Power of Possibilities will be synchronized with instrumentation that DPS is already using with schools across the district, reducing the burden on schools and permitting the evaluator to make comparisons between the project schools and other Durham Public Schools. Additionally, the DPS Department for Research & Accountability conducts its own internal evaluation of the magnet school program in the district, and the department will identify the five project schools as a subset to compare with the other magnet schools when it conducts these evaluations. The independent evaluator will conduct at least one visit per semester to each project school to carry out interviews and observations and coordinate review of documents and school-based data collection.

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## Appendix A: Archived Public Presentations around the Growing Together Plan

All tables included in this document are from the publicly available presentations listed here:

7.20.2019	DPS Board Retreat - July 2019  Topics <ul style="list-style-type: none"> <li>• PreK classroom assessment</li> <li>• Magnet program overview</li> <li>• School capacity overview</li> </ul>	Video: <a href="#">DPS Board Education Summer Retreat 2019</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107131&amp;PageID=3775">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107131&amp;PageID=3775</a>
10.24.2019	Creekside/Parkwood & Brogden/Githens boundary adjustment BOE presentation #1  Topics <ul style="list-style-type: none"> <li>• Creekside/Parkwood boundary adjustment</li> <li>• Brogden/Githens boundary adjustment</li> </ul>	Video: <a href="https://www.youtube.com/watch?v=IKHymRK0vcQ">https://www.youtube.com/watch?v=IKHymRK0vcQ</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107137&amp;PageID=3775">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107137&amp;PageID=3775</a>  Oct 14-19 Public Presentations: <a href="https://www.dpsnc.net/domain/292">https://www.dpsnc.net/domain/292</a>
11.7.2019	Public Hearing on Creekside/Parkwood & Brogden/Githens boundary adjustment @ CC Spaulding	Video: <a href="https://www.youtube.com/watch?v=aQQ_sOUVmwC">https://www.youtube.com/watch?v=aQQ_sOUVmwC</a>  Agenda & Minutes: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107138&amp;PageID=3775">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107138&amp;PageID=3775</a>
11.21.2019	Creekside/Parkwood & Brogden/Githens boundary adjustment BOE presentation #2 & Vote  Topics <ul style="list-style-type: none"> <li>• Creekside/Parkwood boundary adjustment</li> <li>• Brogden/Githens boundary adjustment</li> </ul>	Video: <a href="https://www.youtube.com/watch?v=7dH2q50jBh0">https://www.youtube.com/watch?v=7dH2q50jBh0</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107139&amp;PageID=3775">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107139&amp;PageID=3775</a>
1.9.2020	DPS BOE Meeting on Strategic Plan  Topics <ul style="list-style-type: none"> <li>• Strategic plan and how Growing Together fits into it</li> </ul>	Video: <a href="https://www.youtube.com/watch?v=ff0KSpuKABc">https://www.youtube.com/watch?v=ff0KSpuKABc</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107144&amp;PageID=3775">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=15240&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=107144&amp;PageID=3775</a>
4.30.2020	DPS Board Retreat -- April 2020  Topics <ul style="list-style-type: none"> <li>• School planning overview</li> <li>• DPS historic demographics &amp; diversity data</li> <li>• DPS enrollment &amp; capacity data</li> <li>• DPS school choice &amp; magnet school review</li> <li>• Educational data systems report: . McMillan, S. (2018). Common Practices in Changing School Attendance Zone Boundaries.</li> </ul>	Video: <a href="#">Board of Education Retreat April 30, 2020</a>  Packet: <a href="https://www.dpsnc.net/cms/lib/NC01911152/Centricity/Domain/77/BOE%20Retreat%20Agenda%20Packet%2004.30.20.pdf">https://www.dpsnc.net/cms/lib/NC01911152/Centricity/Domain/77/BOE%20Retreat%20Agenda%20Packet%2004.30.20.pdf</a>



	<p>Educational Data Systems.</p> <ul style="list-style-type: none"> <li>Hanover research (2015). Best Practices In District Rezoning (Prepared for Portland Public Schools).</li> </ul>	
5.19.2020	Joint DPS- BOCC Meeting	Video: <a href="#">Durham Joint Board of County Commissioners and Board of Education Quarterly Meeting</a>
May 26- June 9, 2021	<p>Growing Together Spring 2021 Engagement</p> <p>Topics</p> <ul style="list-style-type: none"> <li>School boundaries and student assignment overview</li> <li>Connection w/ strategic plan</li> <li>History of student assignment in Durham to 1990s</li> <li>Magnet and application data</li> </ul>	<p>Padlet from the Kick-off meeting: <a href="#">Growing Together: A Community Kick Off</a></p> <p>Kickoff meeting: <a href="https://www.facebook.com/DurhamPublicSchools/videos/117140570495464">https://www.facebook.com/DurhamPublicSchools/videos/117140570495464</a></p>
6.17.2021	<p>DPS Board Retreat - June 2021</p> <p>Topics</p> <ul style="list-style-type: none"> <li>PreK &amp; EC overview</li> <li>Magnet vision and alignment</li> <li>School boundary and choice review</li> </ul>	<p>Video: <a href="#">Durham Public Schools Board of Education Retreat June 17, 2021 8:30 AM</a></p> <p>Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=7981&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=50349&amp;PageID=4664">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=7981&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=50349&amp;PageID=4664</a></p>
Oct 26-Nov 10, 2021	Growing Together Fall 2021 Engagement	GT Project: <a href="https://engage.dpsnc.net/dps-boundary-and-magnet-project">https://engage.dpsnc.net/dps-boundary-and-magnet-project</a>
11.18.2021	<p>Lyons Farm Elem boundary and Policy 4150 presentation #1</p> <p>Topics</p> <ul style="list-style-type: none"> <li>Lyons Farm boundary and assignment plan</li> <li>Policy 4150 on student assignment</li> </ul>	<p>Video: <a href="#">Durham Public Schools Board of Education Monthly Meeting November 18, 2021 6:30 PM</a></p> <p>Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=55820&amp;PageID=5587">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=55820&amp;PageID=5587</a></p>
12.9.2021	<p>Lyons Farm Elem boundary and Policy 4150 presentation #2 &amp; Vote</p> <p>Topics</p> <ul style="list-style-type: none"> <li>Lyons Farm boundary and assignment plan</li> <li>Policy 4150 on student assignment</li> </ul>	<p>Video: <a href="#">#DPSCommunity   DPS Board of Education   Work Session   12/9/21</a></p> <p>Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=56391&amp;PageID=5587">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=56391&amp;PageID=5587</a></p>
4.28.2022	<p>Town Hall</p> <p>Topics</p> <ul style="list-style-type: none"> <li>Growing Together Elementary school boundaries &amp; placement of choice (magnet) programs</li> </ul>	Video: <a href="https://engage.dpsnc.net/growing-together-regions-programs-and-boundaries/widgets/47841/videos/3584">https://engage.dpsnc.net/growing-together-regions-programs-and-boundaries/widgets/47841/videos/3584</a>
5.19.2022	<p>Elementary GT Plan presentation to BOE #1</p> <p>Topics</p> <ul style="list-style-type: none"> <li>Growing Together Elementary school boundaries &amp; placement of choice (magnet) programs</li> </ul>	<p>Video: <a href="#">#DPSCommunity   DPS Board of Education Monthly Meeting   5/19/22</a></p> <p>Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=58169&amp;PageID=5587">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=58169&amp;PageID=5587</a></p>

5.31.2022	Public Hearing on Elementary GT Plan	<a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59371&amp;PageID=5587">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59371&amp;PageID=5587</a>
6.9.2022	Elementary GT Plan Presentation to BOE #2  Topics <ul style="list-style-type: none"> <li>• Growing Together Elementary school boundaries &amp; placement of choice (magnet) programs</li> </ul>	Video: <a href="#">#DPSCommunity   DPS Board of Education Work Session   6/9/22</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59089&amp;PageID=5587">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59089&amp;PageID=5587</a>
6.23.2022	Elementary GT Plan Presentation to BOE & Vote  Topics <ul style="list-style-type: none"> <li>• Growing Together Elementary school boundaries &amp; placement of choice (magnet) programs</li> </ul>	<a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59090&amp;PageID=5587">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=10688&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59090&amp;PageID=5587</a>
8.3.2022	Board Retreat – Aug 2022  Topics <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• GT elementary program budget</li> <li>• Secondary school enrollment &amp; demographic overview</li> <li>• Priorities for secondary student assignment</li> </ul>	Video: <a href="#">Board of Education Retreat</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=60495&amp;PageID=6453">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=60495&amp;PageID=6453</a>
1.12.2023	BOE Work Session: Presentation & Vote on Elementary Rules of Access  Topics <ul style="list-style-type: none"> <li>• Transportation overview</li> <li>• Elementary rule of assignment under Growing Together (transition plan)</li> </ul>	Video: <a href="#">#DPSCommunity   DPS Board of Education Monthly Work Session   1/12/23</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59605&amp;PageID=6453">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59605&amp;PageID=6453</a>
5.18.2023	Secondary GT Plan Presentation to BOE  Topics <ul style="list-style-type: none"> <li>• Secondary school boundaries, choice (magnet) program placement, and rules of assignment</li> </ul>	Video: <a href="#">#DPSCommunity   DPS Board of Education Monthly Meeting   5/18/23</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59615&amp;PageID=6453">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59615&amp;PageID=6453</a>
6.15.2023	Secondary GT Plan Presentation to BOE #2 & Vote  Topics <ul style="list-style-type: none"> <li>• Secondary school boundaries, choice (magnet) program placement, and rules of assignment</li> </ul>	Video: <a href="https://www.youtube.com/watch?v=IKoEmhMIUOw">https://www.youtube.com/watch?v=IKoEmhMIUOw</a>  Agenda: <a href="https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59619&amp;PageID=6453">https://www.dpsnc.net/site/default.aspx?PageType=3&amp;DomainID=77&amp;ModuleInstanceID=13526&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=59619&amp;PageID=6453</a>

## Appendix B: DPS Montessori Plan

### DRAFT DPS Comprehensive Montessori Plan

#### **Vision:**

DPS provides Montessori education because it is a significantly different philosophical, pedagogical, and instructional approach to classroom instruction with benefits for students well documented in peer-reviewed research.

(See: <https://www.public-montessori.org/wp-content/uploads/2020/07/Research-Summary-Montessori-Does-it-Work.pdf> )

#### **Non-Negotiables:**

Leading Montessori organizations, including AMS, and the Association Montessori Internationale, agree that quality public Montessori classrooms exhibit specific characteristics, including:

- Mixed-age groups of students (congruous with the planes of development defined by Maria Montessori as much as feasible).
- At least 50% of teachers credentialed for the age group they are teaching through an accredited Montessori training program.
- A full complement of developmentally appropriate Montessori learning materials in classroom settings.
- Reasonable fidelity to the Montessori instructional approach, including child-directed work and an extended uninterrupted work period.
- All students in the school (including EC special program students) receive access to the Montessori curriculum through appropriately trained teachers and materials.

#### **From AMS accreditation standards:**

*The Early Childhood curriculum integrates the core areas of Practical Life, Sensorial, Math, Language, Peace and Cosmic Education, and Cultural Subjects. The learning environment is student-centered and self-directed. It promotes the development of order, coordination, concentration, and independence.*

*The Elementary curriculum integrates the core subjects of Mathematics (including geometry and algebra), Biological and Physical Sciences, Technology, Language Arts and Literature, History, Physical and Political World Geography, Civics, Economics, Anthropology, Peace and Cosmic Education, Art, Music, Additional/World Language, and Physical Education. Individually-paced academic progress allows students to explore their interests and acquire the mastery of basic skills and knowledge. The learning environment is student-centered and designed to promote the development of organizational and time management skills, conflict resolution skills, concentration, independence, cooperation, and collaboration.*

### **Role of the Magnet Programs Office:**

To provide leadership in collaboration within the DPS Montessori community and ensure sustainable Montessori programming is provided with fidelity while meeting the NCSCOS of study and aligning with district and state expectations.

### **Alignment issues:**

**Pacing Guides:** As student centered and directed learning is a foundational component of Montessori, compromises MUST be found with district pacing guides.

**ELA and Math Curriculum:** As use of Montessori materials is a foundational component of Montessori, compromises MUST be found with math curriculum that integrate the use of Montessori manipulatives. Nothing about the Montessori model precludes the use of current ELA curricular materials as part of instructional practice.

### **Sustainability Issues:**

**Training:** To make Montessori training sustainable moving forward, we have the following recommendations:

- AMS accreditation only requires that a lead teacher for each level (primary, elementary I and II) be fully credentialed. We hope to sustain a higher standard of 50% of all classroom teachers.
- The recommendation is that training be separated into two years. Year one, teachers will receive foundational knowledge and skills needed for implementation (from accredited trainers). Year three would include the classroom time that would lead to certification if all requirements were met. Along with ongoing embedded PD and mentoring, year one training would allow teachers to implement Montessori curriculum.
- The Magnet Programs office would like to consolidate magnet funds used for training from schools to the Magnet Office to sustain a program that brings the training to us and does not require travel or summer training time.
- Long term sustainability will also require continued compensation in the form of extra duty contracts for the hundreds of hours teachers dedicate to the training.

**Teacher Recruitment:** Sustained, target efforts need to be made by HR, OPR, and Magnet Programs Office to recruit teachers who are Montessori trained or experienced and/or good candidates for such. The recommendation is to combine efforts with DLI to recruit from Puerto Rico and possibly the Denver area due their high number of Montessori schools and new state certification program.

## Montessori on Middle School:

**AMS Accreditation standards for secondary schools:** *In addition to the core curriculum areas of Math, Language Arts, Social Studies, Science, Additional/World Language, and Creative Arts, the Secondary curriculum includes opportunities for community service, career exploration, economic awareness, technology, peace and cosmic education, physical education, outdoor education, and field studies. The curriculum prepares students for post-secondary education or careers through self-construction, extensive self-reflection, and opportunities for leadership and personal responsibility. Personality integration and stewardship of the Earth and humanity are crucial elements of the curriculum. Students' independent decision-making, problem solving, community building, and application of learning indicate successful implementation of the curriculum.*

### Maria Montessori quotes:

"The essential reform is this: to put the adolescent on the road to achieving economic independence. We might call it a "school of experience in the elements of social life."" (From Childhood to Adolescence, p. 64)

"The chief symptom of adolescence is a state of expectation, a tendency towards creative work and a need for the strengthening of self-confidence." (From Childhood to Adolescence, p. 63)

"...derive great personal benefit from being initiated in economic independence . For this would result in a "valorization" of his personality, in making him feel himself capable of succeeding in life by his own efforts and on his own merits, and at the same time it would put him in direct contact with the supreme reality of social life . We speak therefore of letting him earn money by his own work. (From Childhood to Adolescence, p. 65)

**Best practice from experts:** (<http://cmstep.com/wp-content/uploads/Articles-Whats-the-Difference-Best-Practices-the-Montessori-Secondary-Program.pdf>)

*In the Montessori secondary classroom, the environment for the adolescent is planned with the concept of Valorization of the Personality in mind. Valorization is Montessori's term for the adolescent's process of becoming a strong and worthy person. Valorization comes gradually to the adolescent as she realizes she is useful and capable of effort. It happens when adolescents have appropriate responsibilities and expectations and when they are able to experience the joy that comes from successfully meeting challenges. The adolescent is in a sensitive period for developing the qualities of valorization. Those qualities include joy, selflessness, optimism, confidence, dignity, self-discipline, initiative, independence, helpfulness, good judgment, and the ability to work with others.*

### Leadership curriculum:

From these quotes, two things are clear: 1) Montessori approaches to adolescent education are well aligned with most aspects of current practices in middle and high schools 2) One of the foundation and unique aspects of the Montessori educational approach for adolescents is leadership development.

Leadership development for adolescents is a well researched educational topic. There are clear pedagogical approaches and measurable objectives that have been developed as well as fully developed programming options:

<https://www.tandfonline.com/doi/full/10.1080/02673843.2017.1292928>

[https://journalofleadershiped.org/wp-content/uploads/2019/02/13\\_3\\_rehm230.pdf](https://journalofleadershiped.org/wp-content/uploads/2019/02/13_3_rehm230.pdf)

**It is the recommendation of the Magnet Programs office that Leadership Development either be used in conjunction with alignment to Montessori and/or that leadership development become a key aspect of programming at ALL middle schools.**

A leadership framework has been used at a number of high successful magnet schools across the country including here in NC. Such a framework has these key features to be a part of a successful magnet program.

- Can be used to orient the vision and mission of the entire school
- Can be easily aligned with national, state, and local objectives for students
- Can be easily integrated into all content areas

### **Possible Leadership Models:**

One leadership model highly aligned with Montessori and a history of application with youth is that of Warren Bennis who identified these characteristics:

- Integrity: Integrity means alignment of words and actions with inner values. It means sticking to these values even when an alternative path may be easier or more advantageous.
- Dedication: Dedication means spending whatever time and energy on a task is required to get the job done, rather than giving it whatever time you have available.
- Magnanimity: A magnanimous person gives credit where it is due. It also means being gracious in defeat and allowing others who are defeated to retain their dignity.
- Humility: Humility is the opposite of arrogance and narcissism. It means recognizing that you are not inherently superior to others and consequently that they are not inferior to you. It does not mean diminishing yourself, nor does it mean exalting yourself.
- Openness: Openness means being able to listen to ideas that are outside one's current mental models, being able to suspend judgment until after one has heard someone else's ideas.
- Creativity: Creativity means thinking differently, being able to get outside the box and take a new and different viewpoint on things.

The Bennis model aligns closely with Montessori philosophy, is research based, and is well established. Along with the model of the characteristics of leadership, Rehm provides a solid model for leadership development in youth. ([https://journalofleadershiped.org/wp-content/uploads/2019/02/13\\_3\\_rehm230.pdf](https://journalofleadershiped.org/wp-content/uploads/2019/02/13_3_rehm230.pdf)).



\*PAE = Personal Application Experiences

Model of Leadership Development in Adolescents:

Best Practices of Leadership: taught and reinforced (Bennis model), considered in examples and role-models.

Self-efficacy: developed through self-assessment, mentoring, role models, goal setting, recognizing achievements, restorative practices etc.

Identity explored through: inventories, affinity/interest grouping, career exploration, extra-curricular activities, electives, etc.

Personal Application

Experiences: intentionally designed experiences for students to engage their leadership ability and reflect and assess.

**Program Placement and Budgetary Implications:**

The recommendation is to place a second middle school program grounded in Montessori Philosophy at Lucas Middle School for the following reasons:

- Natural connection for Little River students
- The school is under enrolled and the facility under-utilized
- The location and facility program fertile ground for outdoor education and other Montessori grounded programming.
- The location of the school near to biotechnology corporations and protected natural areas allows the school to lean into “stewardship of Earth and humanity” through biotechnology and environmental science programming provided in conjunction with community partners.

The primary budgetary concern would be for staff professional development and position allotments:

- Provide a full-time position that would serve as Magnet/Montessori Coordinator and second position to support outdoor learning and agriculture.
- Provide the school with a \$ [REDACTED] yearly budget to support programming, training, and instructional materials and field trips.

## **Appendix C: Creativity in Education Literature Review**

### **Literature Review on Creativity Education**

Creativity is one of the new buzz words of education. The rhetoric of 21st Century Skills has drawn attention to the issue of creativity in education. Indeed, it is clear that creativity is of value to humanity and, in our ever more complex world, both individual and societal creativity is necessary for the challenges of everyday life and the larger challenges to humanity. Creativity, however, is a word with many meanings, interpretations, connotations, and implications. The word creativity is often used incorrectly to describe the related (yet distinctly different) concepts of divergent thinking, problem-solving, innovation, originality, imagination, expressiveness, invention, insight, and discovery. While these distinctions are valuable for researchers, they quickly break down in a classroom setting where any and all of these behaviors should be valued. Research shows us, however, that while teachers routinely claim to value creativity in students and consider it a desirable behavior, in actual practice, teachers often discourage and devalue creative behaviors because they are often seen as disruptive. Many educators also cling to myths and misunderstandings of creativity (Makel, 2009; Runco, 2007; Stojanova, 2010).

For over 50 years, researchers, scholars, and theorist from a wide variety of fields have worked to clarify and understand the nature of creativity. Before we dig into what researchers say about creativity, some things to take into consideration. First, much creativity research has been conducted with adults, often in work settings. Some have made the mistake of applying these findings and conclusions to children in classroom settings when there is no evidence that this is appropriate (Shapiro, 1975; Beattie, 2000; Cropley, 2001; Runco, 2007). Second, everyone seems to have an opinion about creativity and there are a frightening amount of materials on creativity aimed at teachers that have no grounding in research. Thirdly, experts in the field of creativity research often disagree vehemently on many of the finer points of the topic. Due to these facts, educators should choose resources related to creativity wisely.

#### **Current Theories of Creativity**

The most universally accepted definition of creativity is the production of things, ideas, or concepts that are both novel/original and useful/valuable/appropriate. It is widely understood that creativity is a natural human trait and that all people possess creative potential. The process of creativity requires both divergent and convergent thinking. A systems approach to understanding creativity is the most accepted and most applicable to classroom setting. The classic model proposed by Csikszentmihalyi demonstrates that creativity results from the interaction of a field (social and cultural aspects of the job or craft), a domain (the structure and organization of the body of knowledge of the field), and the individual. In this systems approach, it is important to understand that the individual and the context both affect creativity (Beattie, 2000; Cropley, 2001; Dineen, Samuel, & Livesey, 2005; Runco, 2007; Starko, 2010; Sternberg, 2007). The systems approach also raises the question whether creativity can transfer from one domain to the other. There is much debate whether creativity should be researched in domain specific or general ways. True creativity also requires a basis of knowledge in a domain, implying that creativity and content standards are not incompatible (Baer & Garrett 2010; Runco, 2002, 2007; Starko, 2010).

#### **Applying Creativity Research to a Classroom Setting**

These definition of creativity is problematic in a classroom setting. As Beattie (2000) puts it: “this socially constructed definition of creativity does not embrace creativity in children because they have not yet mastered a domain and their products are usually not unique or valuable to the field” (p. 180). Some also point out that creativity requires symbolic thought and children who are not yet capable of symbolic thought are also not capable of creativity (Shapiro, 1975). Others claim that children are not capable of true creativity until they have reached the



postconventional stage of development (beginning at about age 12) (Cromptley, 2002; Runco, 2007). Therefore, to apply creativity research to children, we must take into account developmental issues; redefine “field” and “domain;” and understand creative achievements as those that are novel and valuable to the student in the classroom context and that alter the domain as the child understands it (Beattie, 2000).

To help in applying creativity research to children, others have made a useful differentiation of creativity into two types. There is the type of creativity that produces big ideas that make a great impact on a field, a domain, or society as a whole (called “big C” creativity, Type A creativity, or eminent creativity) and the creativity of everyday life (called “little c” creativity, Type B creativity, or everyday creativity). Everyday creativity is the result of the cognitive process we habitually use (or don’t use) to solve problems. These “habits of mind” determine the level of creativity people apply to solving problems and is often thought of as “creative problem-solving” (Gow, 2000; Starko, 2010; Sternberg, 2006). It is this “habits of mind” approach that is most often taken in schools. However, the transferability of these habits to various domains is debatable and still more fundamental questions exist about the relationship between creativity and problem solving. Another dilemma involving creativity in a classroom setting is, who is being creative? Creatively designed lessons do not necessarily engage students in creative behaviors. A impressive finished product that appears creative can be accomplished by following rigid directions and not engage student’s creativity (Starko 2010). Creativity is also a socially bound phenomenon and a creative product must be appropriate for its context, something that should be taken in consideration when working with diverse groups of students in a classroom setting. The conception of creativity as requiring novelty or originality, it is argued, is based on the hegemony of Western thought. Many cultures value tradition and a sense of collective, not individual accomplishment. Creativity in these cultures is not defined as something new, but and as thoughtfully interpreting ideas existing in the cultural traditions or individual spiritual growth that contributes to the community’s well-being (Beattie, 2000; Hennessey, 2007; Starko, 2010).

### **The Creative Process**

Teaching students to be creative requires an understanding of the creative process. One of the most important parts of the creative process is problem finding (unfortunately, in schools we often focus student more on solving problems than finding them). The creative process has been described as starting with preparation, followed by incubation, illumination, and finally validation. This process often develops many feedback loops before a finished product is developed. Much research has gone into trying to understand the mysterious incubation period, with some scholars even denying its existence. Various “habits of mind” or characteristics have demonstrated a correlation to creative thinking—metaphorical thinking; flexibility in decision making (considering alternatives and a variety of perspectives); independence in judgment (do not need approval from others); tolerating novelty, uncertainty, and ambiguity; logical thinking skills; visualization; seeing larger patterns; willingness to take risks; perseverance, drive, and commitment to a task; curiosity; and openness to experience. It is helpful to think of the classroom as a setting where teachers can help students practice and develop these skills that contribute to creativity. Engaging students in problem finding, divergent thinking (focusing on fluency of ideas, flexibility of ideas, originality of ideas, and elaboration), brainstorming, and attribute listing are suggestions (Baer & Garrett, 2010; Starko, 2010; Sternberg, 2007).

### **Best Practices Supported by the Research**

Best Practice #1--Teach students about the creative process, meta-cognitive skills, and the habits of mind used in creativity. The best results in developing student creativity have come from teaching students about creativity research--theories on what creativity is, how it works, how it is affected by intrinsic and extrinsic motivation, and the steps to the creative process . Teachers must educate themselves on creativity and model these processes in the classroom. Students should learn to reflect on and analyze their own creative processes. They should have strong self-evaluation skills. Best Practice #2--Create a classroom environment that encourages

autonomy, self-direction, intrinsic motivation, and independent learning. This will take some honest self-reflection on classroom practice. Students need opportunities, encouragement, and rewards for creative behavior. Independent learning skills are a necessary foundation for creativity. Best Practice #3--Engage students in observation. Observing is the foundation of the creative process yet most students observational skills are weak and are not reinforced in the classroom setting.

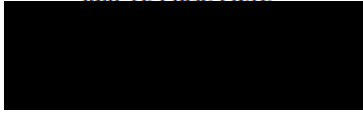
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**Appendix D: Resumes**

*Julie A. Pack, Ed.D.*



**Areas of Interest**

Curriculum & Instruction	Equity and Access
Career and Technical Education	Literacy
Technology Integrated Learning	Community Engagement

**Education**

<b>Doctorate in Educational Leadership</b> <i>University of North Carolina Greensboro</i> Dissertation Title: The Impact of a Middle School 1:1 Laptop Initiative on the Quality of Instruction, Teacher Engagement, and Digital Equity	2013
<b>Specialist in Education</b> <i>University of North Carolina Greensboro</i>	2008
<b>Masters of School Administration</b> <i>University of North Carolina Greensboro</i> North Carolina Principal Fellow	2003
<b>B.A. in History with Teacher Certification</b> <i>Elon College (now Elon University), Elon, NC</i> Graduated Magna Cum Laude North Carolina Prospective Teacher Scholarship-Loan Recipient	1995

**Professional Licenses and Certifications**

Current NC Licenses:

School Administrator: Superintendent	School Administrator: Principal
Curriculum Instructional Specialist	Social Studies: History 9-12

**Publications and Presentations**

Presenter—NCEP/GEAR UP Annual Conference, 2011, 2012  
 “From Big Dreams to Big Results: A Synopsis of the Impact of the GEAR UP Funding in Asheboro City Schools”  
 “AHS Nova Academy: Building Supports for Students to Burn Brighter”  
 “Literacy 2.0”

Co-Presenter—Collaborative Conference for Student Achievement, 2013  
 “Engaging North Carolina in Transforming 21<sup>st</sup> Century Teaching & Learning: Student Empowerment Through Empowering Teacher Leaders”

Presenter—NC CTE Directors’ Internship Program, 2013, 2014, 2015  
 “Building a Collaborative Local Plan”

Co-Presenter—Association of Career & Technical Education (ACTE) Vision Conference, 2016  
 “Innovative Partnerships with Higher Education: Creating Opportunities, Changing Lives”

Presenter—NC CTE Directors’ Internship Program, 2018, 2019  
 “Curriculum & Instruction in CTE”

Co-Presenter—National Career Pathways Network Conference, 2018  
 “Implementing Pathways to Prosperity in a Rural North Carolina County”

Session Co-Leader—Association of Career & Technical Education (ACTE) Vision Conference, 2021  
 ACTE Administration Division Opening Session

Author—Educators in Action Blog, ACTE, 2020  
 “Addressing the Skilled Trades Skills Gap”

Co-Author—Techniques Magazine (ACTE publication), 2021  
 “The Untapped potential of Culturally Responsive Teaching in CTE”

Adjunct Faculty, UNCG: ELC 684 Teacher Rights, Recruitment, Retention, & Evaluation (2017)  
 UNCG Teacher Assistant to Dr. Carl Lashley: ELC 687 Legal and Ethical Dimensions of Leadership (2010), Special Education Law (2010), ELC 670 Leadership for Teaching & Learning (2016), and ELC 750 Seminar in Educational Law & Policy (2017)

**Employment and Experience**

<p><b>Executive Director of Career &amp; Technical Education and Magnet Programs, Durham Public Schools</b></p> <ul style="list-style-type: none"> <li>• Provide administrative support to administrators, teachers, superintendent and local Board of Education to ensure an effective CTE and Magnet Program</li> <li>• Facilitate appropriate staffing and staff development focused on improved instruction and student achievement through performance data analysis</li> <li>• Collaborate with postsecondary institutions and intermediary agencies to provide seamless transitions and articulation for students</li> <li>• Participate in regional, state, and national conferences, workshops, and meetings to stay current on CTE and Magnet issues such as legislation, policies, labor market, and economic development trends, and best practices</li> <li>• Work cooperatively to build strong community/business and industry involvement to promote and enhance Career &amp; Technical Education Programs             <ul style="list-style-type: none"> <li>• 3-2-1 Work-based Learning Program for all DPS students</li> <li>• Implementation of the Skilled Trades Pathway Program</li> </ul> </li> <li>• Manage federal, state and local funds to administer the CTE and Magnet Programs             <ul style="list-style-type: none"> <li>• Updated and computerized systems for financial requests</li> </ul> </li> <li>• Innovative program support:             <ul style="list-style-type: none"> <li>• DPS Hub Farm (30-acre facility integrating outdoor learning for grades PK-12)</li> <li>• Created and managed the position of Outdoor Learning Specialist to provide district support for outdoor learning</li> </ul> </li> <li>• Member of the “DPS Growing Together” leadership team working to update magnet school policy, programs, placement, access and boundaries utilizing community input</li> </ul>	<p>2019-present</p>
<p><b>Director of Secondary Education, Asheboro City Schools</b></p> <ul style="list-style-type: none"> <li>• Supervise and Support 6-12 Curriculum</li> <li>• Director of Career and Technical Education             <ul style="list-style-type: none"> <li>• Initiated Health Sciences Academy SLC and Agriscience Program</li> <li>• Reimagined Program to align with current industry and labor market demand</li> <li>• 2015 Danny Hardee Central Region CTE Administrator of the Year Recipient</li> </ul> </li> <li>• Instructional Technology Interim Director (2016)</li> <li>• AIG Coordinator</li> <li>• Coordinate Small Learning Communities including Asheboro High School Zoo School</li> <li>• Developed and initiated the AHS Early College Academy</li> <li>• Coordinate and initiate educational services with post-secondary institutions, including Randolph Community College (RCC)             <ul style="list-style-type: none"> <li>• Instrumental in the development of partnership with RCC and Randolph County School System (RCSS) to collaborate with industry partners and intermediaries in the development of pathways and work-based learning opportunities</li> <li>• Collaboration with RCC and RCSS to write and receive Golden LEAF grant, Catalyzing CTE through Enhanced Career Pathways Incentive Grant, and Career Coach grants.</li> <li>• Collaboration with RCC to write and receive funding for Timken grant.</li> </ul> </li> <li>• MTSS District Implementation Team</li> <li>• Coordinate professional development, instructional leadership, and instructional monitoring in collaboration with curriculum leadership team</li> <li>• Provide professional development for teachers and principals on topics including technology integration, learning targets, new standards, formative assessment, PBL</li> <li>• Supervise secondary lead teachers, graduation coach, and Baldwin-Wallace student teachers</li> <li>• Serve as school coach/partner for Balfour Elementary (14-15, 15-16)</li> <li>• Coordinate and create STEM co-curricular activities for students</li> <li>• Initiated Chinese Language Program             <ul style="list-style-type: none"> <li>• Chinese Bridge Program Participant—program to study education in China</li> </ul> </li> </ul>	<p>2011-2019</p>
<p><b>Assistant Principal, Asheboro High School, Asheboro City Schools</b></p>	<p>2008-2011</p>
<p><b>Assistant Principal, Randleman High School, Randolph County Schools</b></p>	<p>2007-2008</p>
<p><b>Assistant Principal, Randleman Middle School, Randolph County Schools</b></p> <ul style="list-style-type: none"> <li>• 2007 Randolph County Assistant Principal of the Year</li> </ul>	<p>2003-2007</p>
<p><b>Administrative Intern, Broadview Middle School, Alamance-Burlington School System</b></p>	<p>2002-2003</p>
<p><b>Social Studies Educator, Southern Alamance High School, Alamance-Burlington School System</b></p>	<p>1995-2002</p>

## RITA RATHBONE, Ed.D.

<b>SKILLS SUMMARY:</b>	Established collaborative leader with the proven ability to bring innovative ideas to fruition. More than two decades of experience solving complex problems in public sector settings.
<b>RELEVANT EXPERIENCE:</b>	<p><b>District Magnet Specialist, Durham Public Schools, Durham NC</b> 2021-Present</p> <p><i>Leadership:</i></p> <ul style="list-style-type: none"><li>● Lead and facilitate the work of 33 school level coordinators</li><li>● Support leaders of 32 magnet schools to implement magnet programming with fidelity</li><li>● Aligning the work of the Magnet Programs Department with the district strategic plan and collaborate effectively with other departments</li><li>● Effective community engagement with various stakeholder groups building understanding and consensus around magnet programming changes</li></ul> <p><i>Program Administration:</i></p> <ul style="list-style-type: none"><li>● Planning and execution of district level magnet marketing, messaging, and recruitment efforts for 32 magnet schools across 8 theme categories</li><li>● Coordinate implementation of 7 new elementary magnet programs: IB PYP, Montessori, and Dual Language Immersion including timelines, budgets, and training</li><li>● Lead team member for planning and execution of district Showcase of Schools, an event involving 250+ district staff and attended by 1000+ Durham parents and students</li></ul> <p><i>Specific Accomplishments:</i></p> <ul style="list-style-type: none"><li>● Coordinated with Instructional Technology and used G-suite tools to implement an automated lottery data and contact dashboard system to streamline processes and increase accuracy of data</li><li>● Revised and reorganized DPS Applications Program website and create Application Schools App to ensure clarity and accessibility of information in both English and Spanish</li><li>● Effectively work within tight deadlines and across departments to draft key informational documents including 32 school specific FAQ documents covering complex lottery rules</li></ul> <p><b>Magnet Coordinator, The School for Creative Studies, Durham NC</b> 2013-2021</p> <p><i>Program Administration</i></p> <ul style="list-style-type: none"><li>● SCS Site Coordinator for summer school programs</li><li>● Administered and coordinated Project AIR, a three-year, grant funded professional-in-residence program with a \$50,000 annual budget</li></ul> <p><i>Instructional Leadership</i></p> <ul style="list-style-type: none"><li>● Developed, implemented, and evaluated design thinking related curricula and instructional practice</li><li>● Ensured the implementation of the school's design thinking magnet theme with fidelity through professional development, technology integration, and selection of instructional materials</li><li>● Provided quality professional development in design thinking to teachers and other school staff in the form of in-person workshops, self-paced online instruction, and other facilitated learning opportunities</li></ul> <p><b>Chair, Fine and Performing Arts Department, Riverside High School, Durham NC</b> 2007-2013</p> <ul style="list-style-type: none"><li>● Led a diverse, collaborative team of nine visual and performing arts teachers</li><li>● Managed theater rentals, contracts for guest artists, theater scheduling, and maintenance</li><li>● Reviewed resumes, arranged and led interviews, and practice lessons for hiring new teachers</li></ul>
<b>EDUCATION:</b>	<p><b>The University of North Carolina at Greensboro, Greensboro, NC</b> December, 2015—<i>Doctorate in Education in Educational Leadership, 4.0 GPA</i></p> <p><b>East Carolina University, Greenville, NC</b> May, 2009—<i>Master of Arts in Education, Art Education, Summa Cum Laude</i></p> <p><b>Western Carolina University, Cullowhee, NC</b> May, 2000—<i>Bachelor of Science in Education, Art Education, Summa Cum Laude</i></p>

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**SARAH SANCHEZ-KIRMSE**

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**Education**

**Doctorate in Educational Leadership**

University of North Carolina at Greensboro  
Graduated May 2023

**Masters of School Administration**

University of North Carolina at Greensboro  
Graduated December 2009

**Bachelor of Arts Degree in Elementary Education (K-6)**

Shepherd University, Shepherdstown, West Virginia  
Graduated December 2004

**Licensure**

**Principal K-12**

North Carolina, 2009

**Elementary K-6**

North Carolina, 2005 and West Virginia, 2005

**Work Experience**

**Durham Public Schools**

**Lucas Middle School**

*Principal* (July 2019 – Current)

**Duties:**

Provide visionary leadership and direction for a diverse 6-8 school community.  
Implement data-driven instructional practices to improve student achievement and meet academic standards.  
Foster a positive school culture that promotes collaboration among faculty, staff, students, and parents.  
Manage school operations, including budgeting, staffing, and facilities management.

**Spring Valley Elementary**

*Principal* (July 2014-2019)

**Lucas Middle School (Project Based Learning School)**

*Assistant Principal* (July 2012 to 2014)

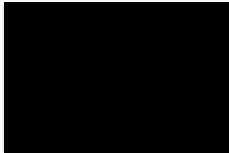
**Duties:** Provide administrative assistance to the principal in the areas of staff leadership, organization management, student support, curriculum and instructional design, teacher evaluation, and support on all major school operations.

**Chewning Middle School**

*Assistant Principal* (July 2011 to July 2012)



**Cory  
Hogans,  
Ed.D.**



#### **SUMMARY**

I desire to continue my commitment to servant leadership through teaching/training opportunities.

#### **EXPERIENCE**

**Principal, Little River K-8 School, Durham Public Schools**  
Durham, NC — 2012-present

Facilitated leadership and operation of the school program.

**Principal, Morehead Montessori Magnet School, Durham Public Schools**  
Durham, NC — 2004-2012

Facilitated leadership and operation of the school program.

**Assistant Principal, Frank Porter Graham Elementary, Chapel Hill-Carrboro Public Schools**  
Chapel Hill, NC — 2002-2004

Assisted in facilitating leadership and operation of the school program.

**Administrative Intern, Carrboro Elementary/Guy B. Phillips Middle School, Chapel Hill-Carrboro Public Schools**  
Chapel Hill, NC — 2001-2002

Assisted in facilitating leadership and operation of the school program.

**Consultant/Program Assistant, CHCCS Summer School, Chapel Hill-Carrboro City Public Schools**  
Chapel Hill, NC — Summer 2001

Worked as co-administrator of high school program.

Assisted Director of Special Programs in the setup of the summer school program.

Assisted Program Director.

Assisted Director of Special Programs.

**Adjunct Instructor of English, Durham Technical Community College**  
Durham, NC — 1998-2000

Taught freshman composition.

**Teacher of English, CHCCS Summer School, Chapel Hill-Carrboro City Public Schools**  
Chapel Hill, NC — 1999/2000

Taught ninth grade English in a summer school setting.

**Teacher of English, Chapel Hill High CEED Program, Chapel Hill-Carrboro City Public Schools**  
Durham, NC — 1999-2000

Taught sophomore and senior English in an alternative educational setting with emphasis on remediation and differentiation.



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**Teacher of English, East Chapel Hill High School, Chapel Hill-  
Carrboro City Public Schools**  
Chapel Hill, NC — 1997-2000

Taught ninth and eleventh grade English.  
Served as faculty representative to the School Governance Committee.  
Served as co-advisor to the student minority support group.

**Teacher of English, James B. Dudley High School, Guilford County  
Schools**  
Greensboro, NC — 1994-1997

Taught ninth and eleventh grade English.  
Served as advisor to the school newspaper.

## **EDUCATION**

**North Carolina State University, Raleigh, NC**  
Doctorate in Educational Administration and Supervision — 2013

**North Carolina State University, Raleigh, NC**  
Masters of School Administration — 2002

**North Carolina Agricultural and Technical State University,  
Greensboro, NC**  
Bachelor of Science-English Education—1993

## **SKILLS**

- Executive leadership.
- Curriculum and instruction specialist.
- Program supervision and evaluation.

## **REFERENCES**

Available upon request.

# Chaundra Danielle Clay



## *PROFILE*

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I am a resourceful instructional leader with a high impact 25-year track record in education who is a personable team-builder with experience in PBIS and Collaborative Leadership. I am a resource manager who can accelerate diverse schools in a data-driven environment towards continuous academic improvement. I have strong communication and interpersonal skills to build lasting community relationships. I have varying skills involving shared decision-making, acknowledging that teachers are experts in their field, and conflict resolution.

## *PROFESSIONAL EXPERIENCE*

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### *SCHOOL ADMINISTRATION AND LEADERSHIP*

**October 2022-Present                      The School for Creative Studies (6-12) Durham NC**  
**Principal**

- Supervise all Departments Middle and High School
- Evaluate and Set the Vision and Mission for The School for Creative Studies
- Lead and Facilitate Professional Development for Teachers, Staff and Administrators
- Coordinate and Plan Activities in Collaboration with the PTSA, Department Chairs, School Staff for Students
- Evaluate Teachers and Staff based on NCEES and District Requirements
- Perform all duties assigned by Superintendent and Assistant Superintendent over Middle Schools for Durham Public Schools
- Recruit and Retain teachers and staff for instructional purposes and student achievement.
- Collaborate and Served on the Professional Learning Steering Committee to prepare for Professional Development for SPLASH
- Collaborate with Directors of the Exceptional Children's Department to ensure SCS follows IDEA and service delivery for students with Individual Education Plans
- Collaborate with ESL Director to ensure ESL teachers have support for students when planning for the ACCESS testing.

**October 2010-October 2022                      Riverside High School                      Durham, NC**  
**Assistant Principal**

- Facilitate Master Schedule development- Strategic planning for scheduling over 1850 students and 119 teachers.
- Facilitated EOC Test Prep Academy
- Ensure policies and procedures are followed during IEP and 504 Meetings
- Collaborate with in-house and community agencies for student support services
- Restructured Student Services Department for efficiency and equity
- Facilitated Transition Programs for Rising 9<sup>th</sup> Grade Students

- Coordinated professional development for Beginning teachers and other staff members
- Recruit, retain, and support highly qualified teachers
- Led the Alternative Education Program
- Coordinate the Junior-Senior Prom and Senior Year Senior Activities
- Provide Administrative Support in the instruction and development of students in grades 9-12
- Created and Implement Academic Contracts for Seniors to Recover Credit towards Graduation Requirements
- Supervise and evaluate teachers in accordance within state guidelines
- Developed mentor/mentee professional development sessions

2006-2010                      Northwood High School                      Pittsboro, NC  
*Assistant Principal*

- Assisted with Master Schedule
- Supervised bus drivers and custodians
- Developed, communicated, and initiated the CERT Plan
- Ensured policies and procedures are followed during IEP and 504 Meetings
- Collaborated with Student Services and community agencies for students in crisis
- Co-facilitated with the English Department a school-wide writing program
- Coordinated the PSAT Administration
- Restructured the Student Services Department
- Supervised End of Course testing
- Facilitated Curriculum Fair and 9<sup>th</sup> grade Transition Nights

2005-2006                      Sherwood Githens Middle School                      Durham, NC  
*Principal Intern*

- Provided Administrative Support in the instruction and development of students in grades 6-8
- Coordinated Parent-Teacher-Student meetings
- Conducted grade level meetings
- Facilitated peer mediation groups with guidance counselors
- Re-established Student of the Month Recognition
- Supervised and evaluated teachers in accordance within state guidelines
- Facilitated Literacy Professional Development.
- Planned Showcase of Schools Night
- Developed Duty Station Schedule

**TEACHING EXPERIENCE**

2000-2005                      Lakewood Elementary School                      Durham, NC  
*Teacher, 5<sup>th</sup> Grade*

- Represented Lakewood at district Teacher Council meetings
- Planned field trips, facilitated weekly meetings, planned meeting agenda, coordinating end-of-the year activities for fifth grade recognition programs as the grade level chairperson
- Planned agenda for monthly meetings, represented the school in district meetings, coordinated customer satisfaction surveys, assisted in writing, developing and implementing the School Improvement Plan as the site-based Chairperson.
- Planned and organize the annual Health Fair, Science Fair, Literacy and Curriculum Nights

## The Power of Possibilities

Applicant: Durham Public Schools

Desegregation Plan Summary

### Overarching Goal of the Plan

The goal of the DPS desegregation plan is for every school to be within 10 percentage points of the district average of direct certification students. Through BOE policies #1900 and #4150 the Board of Education has established guiding principles for the Office of Student Assignment, School Planning, and Magnet Programs to develop policy that helps reach this overarching goal to have all schools reflect the Racial and Socioeconomic profile of our district as a whole. They have authorized and approved the Growing Together Plan to meet this goal that:

- Establishes attendance boundaries based on detailed census data to promote racial and socioeconomic diversity in all schools
- Established regional access to magnet programming to promote racial and socioeconomic diversity
- Permits the use of a weighted lottery to promote racial and socioeconomic diversity in magnet schools
- Establishes protocols to ensure that the placement, access, and programs offered through magnet schools promote racial and socioeconomic diversity

### BOE POLICY #4150

**VIEWABLE HERE:** <https://go.boarddocs.com/nc/dpsnc/Board.nsf/goto?open&id=CGPHWB4A7501>

Adopted June 27, 2019

Last Revised June 23, 2022

Last Reviewed June 23, 2022

Prior Revised Dates 12/09/2021

**PLEASE NOTE: THE EFFECTIVE DATE FOR THIS VERSION OF 4150 APPLIES TO ASSIGNMENTS FOR THE 2024-25 SCHOOL YEAR AND ONWARDS**

The Board of Education and Superintendent shall develop a student assignment plan that gives students equitable access to quality schools and programs regardless of where they live within the Durham Public Schools. The foundation of this plan will include development of excellent programs at every school, with initial student assignments based on geographic boundaries. In addition, entry to some special programs and schools will be by an application process. Application schools and programs shall be designed to provide all students with equitable access. Every DPS school is committed to fulfilling the district mission of embracing, educating, and empowering every student to innovate, serve, and lead.

## **A. Assignment Boundaries**

The superintendent shall recommend to the board student assignment boundaries for the schools in the system. The assignment boundaries will be developed in accordance with state requirements and court rulings; the need to serve all school-age children who live in the system; and the effective use of each school facility. The superintendent shall evaluate districtwide assignment boundaries every five years and submit recommendations for revisions to the board when necessary. DPS shall complete enrollment projections and 10-year enrollment forecasts annually and shall make school level assignment boundary adjustments as necessary.

## **B. Assignment of Students**

School assignments shall generally be based on where students are domiciled.

Students shall attend a school serving the geographic attendance region in which they are domiciled. A student who is domiciled in a region will be assigned to a neighborhood school within the region unless the student has been assigned to another school through the appropriate application or assignment process.

The superintendent shall assign students to particular schools based upon established assignment boundaries unless the student has been assigned to another school in the school system through the appropriate application/assignment process. Assignments must be made in a non-discriminatory manner. Notwithstanding the provisions of this policy, the superintendent shall (1) assign students that are covered under McKinney-Vento in a manner consistent with state and federal law and board policy, and (2) assign students in foster care to their school of origin unless contrary to their best interest, as required by federal law, and (3) assign students with disabilities receiving services under an Individualized Education Program (IEP) or 504 plan to schools pursuant to the sections A, B, C, and D of this policy unless the superintendent or designee determines that a different assignment is appropriate in order to provide the student access to a program or service required under the IEP or 504 plan.

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by [G.S. Chapter 15C](#) will be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

## **C. Specialized Programs**

Durham Public Schools will place specialized programs using a regional model in elementary, middle and high schools. Specialized programs include Pre-kindergarten (PreK), Exceptional Children's (EC) special programs, and schools accessed through application including program application schools and calendar application schools to support Durham students and families.

### **1. Regional Access**

The district shall offer a reasonably comparable set of specialized programs to all students in each region. Regions will: (1) support the maximum number of students possible; (2) provide relevant program options; and (3) increase proximity and probability of access to programs.

The superintendent may use regions which may be defined by but are not limited to: (1) community infrastructure such as natural ecosystems, highways, interstates, and non-residential land uses such as universities, hospitals, and business parks; and (2) community and neighborhood characteristics such as socioeconomic status indicators.

## 2. Program Placement

The planned placement of DPS PreK, EC special programs, and schools which are accessed through an application process (henceforth referred to as “application schools”) influences the equity and access of programs for DPS students. DPS must provide for equitable access to schools and programs by considering factors including: (1) the centrality of the school in relation to the region it serves; (2) the capacity and utilization of the school; (3) the projected enrollment of the school; and (4) the road speed, jurisdiction, and network on and around the school campus with consideration of walkability and pedestrian access to promote student safety, health and wellness through walking or biking to school.

## 3. District-wide Access

Durham Public Schools has some unique specialized programs that are offered district-wide to support academic instruction and student learning needs. These programs will be accessible through the application process to all DPS students and families regardless of their regional assignment.

### **D. Assignment to Application Schools**

Parents or guardians have the option of applying for admission to one of the school system’s application schools in their region. Pursuant to Policy 1900, Racial and Educational Equity, the regulations and procedures for assignment to application schools will ensure access and representation in academic programming in schools and maintain a socioeconomic diversity that is reasonably reflective of the school system as a whole. In addition, the following criteria may be considered:

1. effective and efficient use of school facilities and transportation;
2. whether siblings attend the same school;
3. enabling program links; and
4. any program criteria that must be met by the student for admission to the particular school.

### **E. Requests for Reassignment**

#### 1. Reassignment from a Special Assignment or Application School

Upon acceptance of a lottery seat at an application school, the assignment is binding for the following full school year unless a special assignment transfer to the student’s base neighborhood school is approved pursuant to Policy 4132.7, Student Transfers.

#### 2. Transfers into an Application School

Students may request a transfer from their assigned school into another school that is not a designated program application school pursuant to policy 4132, Student Transfers.

### 3. Procedure for Requesting Reassignment

After receiving notice of assignment for the following school year, parents or guardians may request reassignment on forms provided by the Office of Student Assignment. Pursuant to Policy 4132, Student Transfers, the superintendent or designee may consider the student capacity of a school, the number of students at a grade level, and local or state class size guidelines when considering student reassignment requests.

### **F. Assignment to Alternative School**

Students may be assigned to an alternative school or alternative learning program in accordance with policy 3470/4305, Alternative Learning Programs/Schools.

### **G. Administrative Assignment**

The Superintendent or designee may in exceptional circumstances administratively reassign a student to any school in the system other than an alternative school or alternative learning program governed by policy 3470/4305, Alternative Learning Programs/Schools, when such action is deemed necessary to promote staff or student health, safety, and welfare and is in the best interest of the student being reassigned and the school system as a whole. Administrative reassignments are initiated by the administration and are not intended as an alternative channel for families to request school transfers. For students identified as eligible under the IDEA, the student's IEP team shall make all transition decisions that would result in a change in placement. Families who are dissatisfied with an administrative reassignment may appeal pursuant to policy 4132.10.

### **H. Effective Date of Policy**

The detailed student assignment plans that the Board approves in compliance with this policy will apply to assignments for the 2024-2025 school year and after. The process for admission to application schools developed under this policy will first operate during the 2023-2024 school year for admission in 2024-2025.

## **BOE POLICY #1900**

**VIEWABLE HERE: <https://go.boarddocs.com/nc/dpsnc/Board.nsf/goto?open&id=C9NPZ266FB33>**

Adopted June 24, 2021

To ensure that students experience educational success and opportunity regardless of their identity, Durham Public Schools will:

1. Develop systems for compiling and analyzing data in all departments/schools to identify inequitable structures, policies, and/or practices that create or exacerbate disparities. **As inequitable structures, policies, and/or practices are identified, departments/schools will be tasked with developing plans to dismantle those practices.** Systems of transparency and accountability might include the development and monitoring of equity action plans, reports, and data dashboard.

2. Close the opportunity gap that exists for students by:
  - a. Identifying, developing, and enhancing systems for supporting students who are most deeply impacted by inequitable systems (i.e. students from historically marginalized communities, experiencing insecurities in food, housing, healthcare, sustainable income, etc.);
  - b. Allocating resources based on individual needs of the school community;
  - c. Expanding access to grade level and advanced level curriculum and instruction and diverse educational options and programs.

#### D. Ensure Access & Representation in Academic Programming in Schools

To ensure that students are equitably represented in the diverse educational programs offered by our schools, Durham Public Schools will:

1. Eliminate practices, biases, and barriers contributing to inequitable access to advanced courses/content for students from historically marginalized populations;
2. Support inclusive access, opportunity, quality programming/instruction for students with disabilities;
3. Promote and develop alternative and non-traditional educational programs that will meet the needs of students;
4. Decolonize methods of learning and ideas of knowledge by:
  - a. Eliminating deficit thinking towards the academic potential, intellectual capacity, and cultural value of historically marginalized communities;
  - b. Recognizing the value of ethnic studies courses and supporting accessibility to these courses at the middle and high school levels (i.e. African-American literature, Latinx history, etc.);
  - c. Creating and utilizing anti-racist curriculum/culturally diverse teaching resources;
  - d. Providing students with equitable access to curricular materials, practices, and instruction that are culturally responsive and identity-affirming.



## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

LEA Name:

**Table 1: Magnet Schools Included in the Project OMB-1855-0011- Expiration 01/31/2025**

- Please list each magnet proposed for development, expansion, and/or implementation as part of the application.
- Indicate if the proposed magnet will be a whole-school magnet or a magnet program within a school.
- Please indicate whether the magnet will be newly created as part of the MSAP project or is an existing magnet being further developed or revised. If the magnet is existing, indicate the first year it was implemented.

<b>Magnet Name</b>	<b>Whole-School Magnet or Magnet Program Within a School</b>	<b>New or Existing</b>	<b>If Existing, First School Year as a Magnet</b>
Lucas Middle School--Montessori	whole school	new	
Little River Elementary--Montessori	whole school	new	
The School for Creative Studies	whole school	existing	2013
Southern School of Energy and Sustainability	whole school	existing	2013

LEA Name:

**Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025**

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2023, and projected data for Project Years 1-5 (October 1, 2024-2028).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment  
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	1	0.1%	13	1.9%	259	38.0%	170	25.0%	0	0.0%	173	25.4%	65	9.5%	681
K	3	0.1%	54	2.3%	768	32.8%	769	32.8%	3	0.1%	555	23.7%	192	8.2%	2344
1	4	0.2%	55	2.4%	756	33.1%	763	33.4%	0	0.0%	535	23.4%	174	7.6%	2287
2	4	0.2%	58	2.4%	824	33.5%	876	35.6%	3	0.1%	524	21.3%	173	7.0%	2462
3	4	0.2%	46	2.0%	798	34.9%	790	34.6%	0	0.0%	497	21.8%	149	6.5%	2284
4	4	0.2%	54	2.3%	851	36.8%	771	33.3%	3	0.1%	472	20.4%	159	6.9%	2314
5	1	0.0%	42	1.8%	848	36.4%	848	36.4%	2	0.1%	463	19.9%	125	5.4%	2329
6	0	0.0%	42	2.0%	792	36.8%	782	36.3%	2	0.1%	415	19.3%	120	5.6%	2153
7	1	0.0%	44	2.0%	788	36.6%	792	36.8%	1	0.0%	408	19.0%	119	5.5%	2153
8	3	0.1%	43	1.9%	850	37.9%	828	37.0%	2	0.1%	393	17.5%	121	5.4%	2240
9	8	0.2%	61	1.8%	1381	40.6%	1289	37.9%	1	0.0%	492	14.5%	171	5.0%	3403
10	8	0.3%	66	2.4%	1135	40.4%	971	34.6%	1	0.0%	486	17.3%	141	5.0%	2808
11	3	0.1%	54	2.1%	986	38.5%	901	35.2%	3	0.1%	490	19.1%	124	4.8%	2561
12	2	0.1%	49	2.3%	839	38.7%	703	32.4%	0	0.0%	473	21.8%	102	4.7%	2168
<b>Total</b>	46	0.1%	681	2.1%	11875	36.9%	11253	35.0%	21	0.1%	6376	19.8%	1935	6.0%	32187

Projected Enrollment  
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	1	0.1%	14	2.0%	259	36.4%	186	26.1%	0	0.0%	175	24.6%	77	10.8%	712
K	3	0.1%	54	2.3%	739	31.2%	790	33.3%	4	0.2%	565	23.8%	215	9.1%	2370
1	3	0.1%	57	2.4%	760	32.5%	788	33.7%	1	0.0%	532	22.7%	200	8.5%	2341
2	5	0.2%	53	2.4%	719	32.4%	759	34.2%	0	0.0%	514	23.2%	170	7.7%	2220
3	3	0.1%	55	2.3%	807	33.0%	886	36.3%	2	0.1%	515	21.1%	176	7.2%	2444
4	4	0.2%	45	2.0%	773	34.2%	789	34.9%	0	0.0%	491	21.7%	159	7.0%	2261
5	3	0.1%	55	2.4%	825	36.5%	764	33.8%	2	0.1%	449	19.9%	160	7.1%	2258
6	1	0.0%	39	1.8%	784	36.0%	803	36.9%	1	0.0%	421	19.3%	128	5.9%	2177
7	0	0.0%	45	2.1%	763	35.7%	788	36.9%	1	0.0%	402	18.8%	138	6.5%	2137
8	1	0.0%	45	2.1%	779	36.0%	805	37.2%	1	0.0%	408	18.8%	126	5.8%	2165
9	3	0.1%	63	1.9%	1209	36.3%	1347	40.4%	1	0.0%	512	15.4%	198	5.9%	3333
10	8	0.3%	56	2.0%	1072	39.2%	968	35.4%	1	0.0%	467	17.1%	163	6.0%	2735
11	6	0.2%	66	2.6%	1011	39.5%	866	33.8%	1	0.0%	475	18.5%	136	5.3%	2561
12	3	0.1%	50	2.2%	877	38.1%	777	33.8%	1	0.0%	473	20.5%	121	5.3%	2302
<b>Total</b>	<b>44</b>	<b>0.1%</b>	<b>697</b>	<b>2.2%</b>	<b>11377</b>	<b>35.5%</b>	<b>11316</b>	<b>35.3%</b>	<b>16</b>	<b>0.0%</b>	<b>6399</b>	<b>20.0%</b>	<b>2167</b>	<b>6.8%</b>	<b>32016</b>

Projected Enrollment

(Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	1	0.1%	15	2.0%	259	34.7%	204	27.3%	0	0.0%	177	23.7%	91	12.2%	747
K	3	0.1%	54	2.2%	712	29.7%	811	33.8%	5	0.2%	575	23.9%	241	10.0%	2401
1	3	0.1%	57	2.4%	731	30.9%	809	34.2%	1	0.0%	542	22.9%	224	9.5%	2367

2	4	0.2%	55	2.4%	723	31.8%	783	34.4%	1	0.0%	512	22.5%	195	8.6%	2273
3	4	0.2%	51	2.3%	704	31.9%	768	34.8%	0	0.0%	505	22.9%	173	7.8%	2205
4	3	0.1%	54	2.2%	782	32.3%	885	36.5%	1	0.0%	509	21.0%	188	7.8%	2422
5	3	0.1%	46	2.1%	749	33.9%	782	35.4%	0	0.0%	467	21.2%	160	7.2%	2207
6	2	0.1%	51	2.4%	762	36.1%	724	34.3%	1	0.0%	408	19.3%	164	7.8%	2112
7	1	0.0%	42	1.9%	755	34.9%	809	37.4%	1	0.0%	408	18.9%	147	6.8%	2163
8	0	0.0%	46	2.1%	754	35.1%	801	37.3%	1	0.0%	402	18.7%	146	6.8%	2150
9	1	0.0%	66	2.0%	1108	34.4%	1309	40.6%	1	0.0%	531	16.5%	206	6.4%	3222
10	3	0.1%	58	2.2%	938	34.9%	1012	37.7%	1	0.0%	486	18.1%	189	7.0%	2687
11	6	0.2%	56	2.2%	955	38.3%	863	34.6%	1	0.0%	456	18.3%	157	6.3%	2494
12	6	0.3%	61	2.6%	899	39.0%	747	32.4%	0	0.0%	459	19.9%	132	5.7%	2304
<b>Total</b>	<b>40</b>	<b>0.1%</b>	<b>712</b>	<b>2.2%</b>	<b>10831</b>	<b>34.1%</b>	<b>11307</b>	<b>35.6%</b>	<b>14</b>	<b>0.0%</b>	<b>6437</b>	<b>20.3%</b>	<b>2413</b>	<b>7.6%</b>	<b>31754</b>

Projected Enrollment

(Year 3 of Project—October 1, 2026)

<b>Grade Level</b>	<b>American Indian / Alaskan Native (#)</b>	<b>American Indian / Alaskan Native (%)</b>	<b>Asian (#)</b>	<b>Asian (%)</b>	<b>Black or African American (#)</b>	<b>Black or African American (%)</b>	<b>Hispanic/Latino (#)</b>	<b>Hispanic/Latino (%)</b>	<b>Native Hawaiian or Other Pacific Islander (#)</b>	<b>Native Hawaiian or Other Pacific Islander (%)</b>	<b>White (#)</b>	<b>White (%)</b>	<b>Two or more races (#)</b>	<b>Two or more races (%)</b>	<b>Total Students</b>
PK	1	0.1%	16	2.0%	259	32.9%	224	28.5%	0	0.0%	179	22.7%	108	13.7%	787
K	3	0.1%	54	2.2%	686	28.1%	833	34.2%	7	0.3%	585	24.0%	270	11.1%	2438
1	3	0.1%	57	2.4%	705	29.4%	831	34.6%	2	0.1%	551	23.0%	251	10.5%	2400
2	4	0.2%	55	2.4%	695	30.2%	804	35.0%	1	0.0%	521	22.7%	219	9.5%	2299
3	3	0.1%	52	2.3%	708	31.4%	792	35.1%	1	0.0%	503	22.3%	199	8.8%	2258
4	4	0.2%	50	2.3%	682	31.2%	767	35.1%	0	0.0%	499	22.8%	185	8.5%	2187
5	3	0.1%	55	2.3%	758	32.0%	877	37.1%	1	0.0%	484	20.4%	189	8.0%	2367
6	2	0.1%	43	2.1%	692	33.5%	741	35.8%	0	0.0%	425	20.6%	164	7.9%	2067
7	2	0.1%	55	2.6%	734	34.9%	729	34.6%	1	0.0%	395	18.8%	189	9.0%	2105
8	1	0.0%	43	2.0%	747	34.3%	822	37.8%	1	0.0%	408	18.7%	155	7.1%	2177
9	0	0.0%	68	2.1%	1073	33.4%	1303	40.6%	1	0.0%	524	16.3%	239	7.5%	3208
10	1	0.0%	60	2.3%	860	33.0%	983	37.7%	1	0.0%	504	19.3%	197	7.6%	2606
11	2	0.1%	58	2.4%	836	34.0%	902	36.7%	1	0.0%	475	19.3%	182	7.4%	2456
12	6	0.3%	52	2.3%	849	37.8%	744	33.1%	0	0.0%	441	19.6%	153	6.8%	2245

<b>Total</b>	35	0.1%	718	2.3%	10284	32.5%	11352	35.9%	17	0.1%	6494	20.6%	2700	8.5%	31600
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Projected Enrollment  
(Year 4 of Project—October 1, 2027)

<b>Grade Level</b>	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	<b>Total Students</b>
<b>PK</b>	1	0.1%	17	2.0%	259	31.1%	246	29.6%	0	0.0%	181	21.8%	128	15.4%	832
<b>K</b>	3	0.1%	54	2.2%	660	26.6%	856	34.5%	9	0.4%	595	24.0%	303	12.2%	2480
<b>1</b>	3	0.1%	57	2.3%	679	27.9%	853	35.0%	2	0.1%	561	23.0%	281	11.5%	2436
<b>2</b>	4	0.2%	55	2.4%	671	28.8%	826	35.4%	1	0.0%	530	22.7%	245	10.5%	2332
<b>3</b>	3	0.1%	52	2.3%	681	29.8%	813	35.6%	1	0.0%	512	22.4%	223	9.8%	2285
<b>4</b>	3	0.1%	51	2.3%	686	30.6%	791	35.3%	1	0.0%	497	22.2%	213	9.5%	2242
<b>5</b>	3	0.1%	51	2.4%	661	31.0%	760	35.6%	0	0.0%	474	22.2%	186	8.7%	2135
<b>6</b>	2	0.1%	51	2.3%	700	31.6%	831	37.5%	1	0.0%	440	19.8%	193	8.7%	2218
<b>7</b>	2	0.1%	46	2.2%	666	32.3%	747	36.2%	0	0.0%	412	20.0%	189	9.2%	2062
<b>8</b>	2	0.1%	57	2.7%	726	34.2%	741	34.9%	1	0.0%	395	18.6%	200	9.4%	2122
<b>9</b>	1	0.0%	63	1.9%	1063	32.7%	1337	41.1%	1	0.0%	531	16.3%	254	7.8%	3250
<b>10</b>	0	0.0%	62	2.4%	833	32.0%	979	37.6%	1	0.0%	498	19.1%	228	8.8%	2601
<b>11</b>	1	0.0%	60	2.5%	766	32.1%	877	36.8%	1	0.0%	492	20.6%	189	7.9%	2386
<b>12</b>	2	0.1%	54	2.4%	744	33.6%	778	35.1%	0	0.0%	459	20.7%	177	8.0%	2214
<b>Total</b>	30	0.1%	730	2.3%	9795	31.0%	11435	36.2%	19	0.1%	6577	20.8%	3009	9.5%	31595

Projected Enrollment  
(Year 5 of Project—October 1, 2028)

<b>Grade Level</b>	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
<b>PK</b>	1	0.1%	18	2.0%	259	29.4%	270	30.6%	0	0.0%	183	20.7%	151	17.1%	882
<b>K</b>	3	0.1%	54	2.1%	635	25.1%	879	34.8%	12	0.5%	605	23.9%	340	13.4%	2528
<b>1</b>	3	0.1%	57	2.3%	653	26.3%	877	35.4%	3	0.1%	570	23.0%	316	12.7%	2479
<b>2</b>	4	0.2%	55	2.3%	646	27.3%	848	35.8%	1	0.0%	539	22.8%	274	11.6%	2367
<b>3</b>	3	0.1%	52	2.2%	657	28.3%	835	36.0%	1	0.0%	521	22.5%	249	10.7%	2318
<b>4</b>	3	0.1%	51	2.2%	660	29.1%	812	35.8%	1	0.0%	506	22.3%	238	10.5%	2271
<b>5</b>	3	0.1%	52	2.4%	665	30.3%	784	35.8%	1	0.0%	473	21.6%	214	9.8%	2192
<b>6</b>	2	0.1%	48	2.4%	611	30.5%	720	36.0%	0	0.0%	431	21.5%	190	9.5%	2002
<b>7</b>	2	0.1%	55	2.5%	674	30.4%	837	37.8%	1	0.0%	426	19.2%	222	10.0%	2217
<b>8</b>	2	0.1%	47	2.3%	659	31.7%	759	36.5%	0	0.0%	412	19.8%	200	9.6%	2079
<b>9</b>	2	0.1%	84	2.7%	1033	32.6%	1205	38.0%	1	0.0%	514	16.2%	328	10.4%	3167
<b>10</b>	1	0.0%	58	2.2%	825	31.3%	1004	38.1%	1	0.0%	504	19.1%	242	9.2%	2635
<b>11</b>	0	0.0%	62	2.6%	742	31.1%	873	36.6%	1	0.0%	486	20.4%	219	9.2%	2383
<b>12</b>	1	0.0%	55	2.6%	681	31.6%	756	35.1%	0	0.0%	475	22.1%	184	8.6%	2152
<b>Total</b>	30	0.1%	748	2.4%	9400	29.7%	11459	36.2%	23	0.1%	6645	21.0%	3367	10.6%	31672

LEA Name: Durham Public Schools

Magnet Name: Little River Elementary--Montessori  Whole school  Magnet program within a school

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025**

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment (Current School Year—October 1, 2023) Magnet Projected Enrollment (Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students		
PK	0	0.0%	0	0.0%	4	23.5%	2	11.8%	0	0.0%	4	23.5%	7	41.2%	17	PK	0	0.0%	0	0.0%	13	33.3%	8	20.5%	0	0.0%	10	25.6%	8	20.5%	39		
K	0	0.0%	0	0.0%	8	25.8%	5	16.1%	0	0.0%	12	38.7%	6	19.4%	31	K	0	0.0%	1	1.5%	22	32.4%	21	30.9%	0	0.0%	16	23.5%	8	11.8%	68		
1	0	0.0%	0	0.0%	6	14.0%	8	18.6%	0	0.0%	26	60.5%	3	7.0%	43	1	0	0.0%	0	0.0%	5	25.0%	4	20.0%	0	0.0%	7	35.0%	4	20.0%	20		
2	0	0.0%	0	0.0%	9	20.9%	13	30.2%	0	0.0%	18	41.9%	3	7.0%	43	2	0	0.0%	0	0.0%	3	11.1%	5	18.5%	0	0.0%	17	63.0%	2	7.4%	27		
3	0	0.0%	0	0.0%	8	26.7%	9	30.0%	0	0.0%	12	40.0%	1	3.3%	30	3	0	0.0%	0	0.0%	7	28.0%	8	32.0%	0	0.0%	8	32.0%	2	8.0%	25		
4	0	0.0%	0	0.0%	13	29.5%	6	13.6%	0	0.0%	24	54.5%	1	2.3%	44	4	0	0.0%	0	0.0%	8	26.7%	9	30.0%	0	0.0%	12	40.0%	1	3.3%	30		
5	0	0.0%	0	0.0%	28	37.8%	14	18.9%	0	0.0%	29	39.2%	3	4.1%	74	5	0	0.0%	0	0.0%	13	28.9%	6	13.3%	0	0.0%	25	55.6%	1	2.2%	45		
6															0	6																0	
7															0	7																	0
8															0	8																	0
9															0	9																	0
10															0	10																	0
11															0	11																	0
12															0	12																	0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>76</b>	<b>27.0%</b>	<b>57</b>	<b>20.2%</b>	<b>0</b>	<b>0.0%</b>	<b>125</b>	<b>44.3%</b>	<b>24</b>	<b>8.5%</b>	<b>282</b>	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>0.4%</b>	<b>71</b>	<b>28.0%</b>	<b>61</b>	<b>24.0%</b>	<b>0</b>	<b>0.0%</b>	<b>95</b>	<b>37.4%</b>	<b>26</b>	<b>10.2%</b>	<b>254</b>		

Magnet Projected Enrollment (Year 2 of Project—October 1, 2025) Magnet Projected Enrollment (Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	0	0.0%	13	33.3%	8	20.5%	0	0.0%	10	25.6%	8	20.5%	39	PK	0	0.0%	0	0.0%	19	32.8%	17	29.3%	0	0.0%	14	24.1%	8	13.8%	58
K	0	0.0%	0	0.0%	22	31.4%	21	30.0%	0	0.0%	19	27.1%	8	11.4%	70	K	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62
1	0	0.0%	0	0.0%	25	32.1%	24	30.8%	0	0.0%	20	25.6%	9	11.5%	78	1	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62
2	0	0.0%	0	0.0%	20	31.7%	20	31.7%	0	0.0%	16	25.4%	7	11.1%	63	2	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62
3	0	0.0%	0	0.0%	21	29.2%	22	30.6%	0	0.0%	25	34.7%	4	5.6%	72	3	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62
4	0	0.0%	0	0.0%	7	28.0%	8	32.0%	0	0.0%	9	36.0%	1	4.0%	25	4	0	0.0%	0	0.0%	18	25.7%	20	28.6%	0	0.0%	28	40.0%	4	5.7%	70



5	0	0.0%	0	0.0%	8	26.7%	9	30.0%	0	0.0%	12	40.0%	1	3.3%	30	5	0	0.0%	0	0.0%	22	32.8%	23	34.3%	0	0.0%	18	26.9%	4	6.0%	67
6															0	6															0
7															0	7															0
8															0	8															0
9															0	9															0
10															0	10															0
11															0	11															0
12															0	12															0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>116</b>	<b>30.8%</b>	<b>112</b>	<b>29.7%</b>	<b>0</b>	<b>0.0%</b>	<b>111</b>	<b>29.4%</b>	<b>38</b>	<b>10.1%</b>	<b>377</b>	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>139</b>	<b>31.4%</b>	<b>136</b>	<b>30.7%</b>	<b>0</b>	<b>0.0%</b>	<b>128</b>	<b>28.9%</b>	<b>40</b>	<b>9.0%</b>	<b>443</b>

**Magnet Projected Enrollment  
(Year 4 of Project—October 1, 2027)**

**Magnet Projected Enrollment  
(Year 5 of Project—October 1, 2028)**

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	0	0.0%	19	32.8%	17	29.3%	0	0.0%	14	24.1%	8	13.8%	58	PK	0	0.0%	0	0.0%	19	32.8%	17	29.3%	0	0.0%	14	24.1%	8	13.8%	58
K	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62	K	0	0.0%	0	0.0%	20	33.3%	19	31.7%	0	0.0%	17	28.3%	4	6.7%	60
1	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62	1	0	0.0%	0	0.0%	20	33.3%	19	31.7%	0	0.0%	17	28.3%	4	6.7%	60
2	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62	2	0	0.0%	0	0.0%	20	33.3%	19	31.7%	0	0.0%	17	28.3%	4	6.7%	60
3	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62	3	0	0.0%	0	0.0%	20	33.3%	19	31.7%	0	0.0%	17	28.3%	4	6.7%	60
4	0	0.0%	0	0.0%	20	32.3%	19	30.6%	0	0.0%	17	27.4%	6	9.7%	62	4	0	0.0%	0	0.0%	20	33.3%	19	31.7%	0	0.0%	17	28.3%	4	6.7%	60
5	0	0.0%	0	0.0%	18	25.4%	20	28.2%	0	0.0%	29	40.8%	4	5.6%	71	5	0	0.0%	0	0.0%	20	33.3%	19	31.7%	0	0.0%	17	28.3%	4	6.7%	60
6															0	6															0
7															0	7															0
8															0	8															0
9															0	9															0
10															0	10															0
11															0	11															0
12															0	12															0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>137</b>	<b>31.2%</b>	<b>132</b>	<b>30.1%</b>	<b>0</b>	<b>0.0%</b>	<b>128</b>	<b>29.2%</b>	<b>42</b>	<b>9.6%</b>	<b>439</b>	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>139</b>	<b>33.3%</b>	<b>131</b>	<b>31.3%</b>	<b>0</b>	<b>0.0%</b>	<b>116</b>	<b>27.8%</b>	<b>32</b>	<b>7.7%</b>	<b>418</b>

LEA Name: Durham Public Schools

Magnet Name: Lucas Middle School

Whole school

Magnet program within a school

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025**

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment  
(Current School Year—October 1, 2023)

Magnet Projected Enrollment  
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0.0%	2	1.3%	70	47.0%	57	38.3%	0	0.0%	13	8.7%	7	4.7%	149
7	0	0.0%	1	0.7%	68	48.6%	45	32.1%	0	0.0%	21	15.0%	5	3.6%	140
8	0	0.0%	1	0.8%	57	44.2%	47	36.4%	0	0.0%	18	14.0%	6	4.7%	129
9															0
10															0
11															0
12															0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>4</b>	<b>1.0%</b>	<b>195</b>	<b>46.7%</b>	<b>149</b>	<b>35.6%</b>	<b>0</b>	<b>0.0%</b>	<b>52</b>	<b>12.4%</b>	<b>18</b>	<b>4.3%</b>	<b>418</b>
<b>Magnet Projected Enrollment (Year 2 of Project—October 1, 2025)</b>															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0.0%	1	0.5%	95	48.5%	70	35.7%	0	0.0%	24	12.2%	6	3.1%	196
7	0	0.0%	2	1.0%	91	46.2%	76	38.6%	0	0.0%	21	10.7%	7	3.6%	197
8	0	0.0%	2	1.0%	87	45.1%	76	39.4%	0	0.0%	21	10.9%	7	3.6%	193
9															0
10															0
11															0
12															0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>0.9%</b>	<b>273</b>	<b>46.6%</b>	<b>222</b>	<b>37.9%</b>	<b>0</b>	<b>0.0%</b>	<b>66</b>	<b>11.3%</b>	<b>20</b>	<b>3.4%</b>	<b>586</b>
<b>Magnet Projected Enrollment (Year 4 of Project—October 1, 2027)</b>															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0.0%	1	0.5%	99	49.0%	73	36.1%	0	0.0%	23	11.4%	6	3.0%	202
7	0	0.0%	1	0.5%	99	48.8%	73	36.0%	0	0.0%	24	11.8%	6	3.0%	203
8	0	0.0%	2	1.1%	80	42.6%	79	42.0%	0	0.0%	20	10.6%	7	3.7%	188
9															0
10															0
11															0
12															0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>4</b>	<b>0.7%</b>	<b>278</b>	<b>46.9%</b>	<b>225</b>	<b>37.9%</b>	<b>0</b>	<b>0.0%</b>	<b>67</b>	<b>11.3%</b>	<b>19</b>	<b>3.2%</b>	<b>593</b>
<b>Magnet Projected Enrollment (Year 5 of Project—October 1, 2028)</b>															

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0.0%	1	0.5%	103	49.5%	76	36.5%	0	0.0%	22	10.6%	6	2.9%	208
7	0	0.0%	1	0.5%	103	49.3%	76	36.4%	0	0.0%	23	11.0%	6	2.9%	209
8	0	0.0%	1	0.5%	95	47.3%	76	37.8%	0	0.0%	23	11.4%	6	3.0%	201
9															0
10															0
11															0
12															0
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>0.5%</b>	<b>301</b>	<b>48.7%</b>	<b>228</b>	<b>36.9%</b>	<b>0</b>	<b>0.0%</b>	<b>68</b>	<b>11.0%</b>	<b>18</b>	<b>2.9%</b>	<b>618</b>

LEA Name: Durham public Schools

Magnet Name: School for Creative Studies  Whole school  Magnet program within a school

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025**

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment (Current School Year—October 1, 2023)																Magnet Projected Enrollment (Year 1 of Project—October 1, 2024)															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0	PK															0
K															0	K															0
1															0	1															0
2															0	2															0
3															0	3															0
4															0	4															0
5															0	5															0
6	0	0.0%	0	0.0%	25	46.3%	20	37.0%	0	0.0%	5	9.3%	4	7.4%	54	6	0	0.0%	0	0.0%	24	46.2%	19	36.5%	0	0.0%	5	9.6%	4	7.7%	52

7	0	0.0%	0	0.0%	40	56.3%	20	28.2%	0	0.0%	8	11.3%	3	4.2%	71	7	0	0.0%	0	0.0%	24	46.2%	19	36.5%	0	0.0%	5	9.6%	4	7.7%	52		
8	0	0.0%	0	0.0%	36	50.7%	17	23.9%	0	0.0%	16	22.5%	2	2.8%	71	8	0	0.0%	0	0.0%	38	55.9%	19	27.9%	0	0.0%	8	11.8%	3	4.4%	68		
9	2	2.7%	0	0.0%	30	41.1%	27	37.0%	0	0.0%	11	15.1%	3	4.1%	73	9	2	2.9%	0	0.0%	28	40.6%	26	37.7%	0	0.0%	10	14.5%	3	4.3%	69		
10	0	0.0%	0	0.0%	22	41.5%	19	35.8%	0	0.0%	9	17.0%	3	5.7%	53	10	2	2.9%	0	0.0%	28	40.6%	26	37.7%	0	0.0%	10	14.5%	3	4.3%	69		
11	0	0.0%	0	0.0%	32	55.2%	18	31.0%	0	0.0%	6	10.3%	2	3.4%	58	11	0	0.0%	0	0.0%	21	41.2%	18	35.3%	0	0.0%	9	17.6%	3	5.9%	51		
12	1	2.1%	0	0.0%	22	45.8%	20	41.7%	0	0.0%	4	8.3%	1	2.1%	48	12	0	0.0%	0	0.0%	30	54.5%	17	30.9%	0	0.0%	6	10.9%	2	3.6%	55		
<b>Total</b>	3	0.7%	0	0.0%	207	48.4%	141	32.9%	0	0.0%	59	13.8%	18	4.2%	428	428	0	0.0%	0	0.0%	193	46.4%	144	34.6%	0	0.0%	53	12.7%	22	5.3%	416		
<b>Magnet Projected Enrollment</b>																	<b>Magnet Projected Enrollment</b>																
<b>(Year 2 of Project—October 1, 2025)</b>																	<b>(Year 3 of Project—October 1, 2026)</b>																
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students		
PK															0	PK															0		
K															0	K																0	
1															0	1																0	
2															0	2																0	
3															0	3																0	
4															0	4																0	
5															0	5																0	
6	0	0.0%	0	0.0%	63	42.0%	58	38.7%	0	0.0%	25	16.7%	4	2.7%	150	6	0	0.0%	0	0.0%	62	41.9%	57	38.5%	0	0.0%	25	16.9%	4	2.7%	148		
7	0	0.0%	0	0.0%	23	46.0%	18	36.0%	0	0.0%	5	10.0%	4	8.0%	50	7	0	0.0%	0	0.0%	62	41.9%	57	38.5%	0	0.0%	25	16.9%	4	2.7%	148		
8	0	0.0%	0	0.0%	23	46.0%	18	36.0%	0	0.0%	5	10.0%	4	8.0%	50	8	0	0.0%	0	0.0%	22	45.8%	17	35.4%	0	0.0%	5	10.4%	4	8.3%	48		
9	2	3.0%	0	0.0%	27	40.9%	25	37.9%	0	0.0%	9	13.6%	3	4.5%	66	9	1	1.6%	0	0.0%	26	41.3%	24	38.1%	0	0.0%	9	14.3%	3	4.8%	63		
10	2	3.0%	0	0.0%	27	40.9%	25	37.9%	0	0.0%	9	13.6%	3	4.5%	66	10	1	1.6%	0	0.0%	26	41.3%	24	38.1%	0	0.0%	9	14.3%	3	4.8%	63		
11	2	3.0%	0	0.0%	27	40.9%	25	37.9%	0	0.0%	9	13.6%	3	4.5%	66	11	1	1.6%	0	0.0%	26	41.3%	24	38.1%	0	0.0%	9	14.3%	3	4.8%	63		
12	0	0.0%	0	0.0%	20	40.8%	17	34.7%	0	0.0%	9	18.4%	3	6.1%	49	12	2	3.1%	0	0.0%	26	40.6%	24	37.5%	0	0.0%	9	14.1%	3	4.7%	64		
<b>Total</b>	6	1.2%	0	0.0%	210	42.3%	186	37.4%	0	0.0%	71	14.3%	24	4.8%	497	<b>Total</b>	5	0.8%	0	0.0%	250	41.9%	227	38.0%	0	0.0%	91	15.2%	24	4.0%	597		
<b>Magnet Projected Enrollment</b>																	<b>Magnet Projected Enrollment</b>																
<b>(Year 4 of Project—October 1, 2027)</b>																	<b>(Year 5 of Project—October 1, 2028)</b>																
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students		
PK															0	PK																0	
K															0	K																	0
1															0	1																	0
2															0	2																	0
3															0	3																	0
4															0	4																	0
5															0	5																	0
6	0	0.0%	0	0.0%	61	41.8%	56	38.4%	0	0.0%	25	17.1%	4	2.7%	146	6	0	0.0%	0	0.0%	60	41.7%	55	38.2%	0	0.0%	25	17.4%	4	2.8%	144		
7	0	0.0%	0	0.0%	61	41.8%	56	38.4%	0	0.0%	25	17.1%	4	2.7%	146	7	0	0.0%	0	0.0%	60	41.7%	55	38.2%	0	0.0%	25	17.4%	4	2.8%	144		

8	0	0.0%	0	0.0%	61	41.8%	56	38.4%	0	0.0%	25	17.1%	4	2.7%	146	8	0	0.0%	0	0.0%	60	41.7%	55	38.2%	0	0.0%	25	17.4%	4	2.8%	144
9	2	3.2%	0	0.0%	25	40.3%	23	37.1%	0	0.0%	9	14.5%	3	4.8%	62	9	2	3.3%	0	0.0%	24	40.0%	22	36.7%	0	0.0%	9	15.0%	3	5.0%	60
10	2	3.2%	0	0.0%	25	40.3%	23	37.1%	0	0.0%	9	14.5%	3	4.8%	62	10	2	3.3%	0	0.0%	24	40.0%	22	36.7%	0	0.0%	9	15.0%	3	5.0%	60
11	2	3.2%	0	0.0%	25	40.3%	23	37.1%	0	0.0%	9	14.5%	3	4.8%	62	11	2	3.3%	0	0.0%	24	40.0%	22	36.7%	0	0.0%	9	15.0%	3	5.0%	60
12	2	3.2%	0	0.0%	25	40.3%	23	37.1%	0	0.0%	9	14.5%	3	4.8%	62	12	2	3.3%	0	0.0%	24	40.0%	22	36.7%	0	0.0%	9	15.0%	3	5.0%	60
<b>Total</b>	<b>8</b>	<b>1.2%</b>	<b>0</b>	<b>0.0%</b>	<b>283</b>	<b>41.3%</b>	<b>260</b>	<b>37.9%</b>	<b>0</b>	<b>0.0%</b>	<b>111</b>	<b>16.2%</b>	<b>24</b>	<b>3.5%</b>	<b>686</b>	<b>Total</b>	<b>6</b>	<b>1.0%</b>	<b>0</b>	<b>0.0%</b>	<b>252</b>	<b>41.2%</b>	<b>231</b>	<b>37.7%</b>	<b>0</b>	<b>0.0%</b>	<b>102</b>	<b>16.7%</b>	<b>21</b>	<b>3.4%</b>	<b>612</b>

LEA Name: Durham Public Schools

Magnet Name: Southern High School

Whole school

Magnet program within a school

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025**

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment (Current School Year—October 1, 2023)														Magnet Projected Enrollment (Year 1 of Project—October 1, 2024)																		
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	
PK															0	PK																0
K															0	K																0
1															0	1																0
2															0	2																0
3															0	3																0
4															0	4																0
5															0	5																0
6															0	6																0
7															0	7																0
8															0	8																0
9	1	0.2%	2	0.4%	220	44.1%	249	49.9%	0	0.0%	7	1.4%	20	4.0%	499	9	1	0.2%	2	0.4%	230	44.1%	261	50.0%	0	0.0%	7	1.3%	21	4.0%	522	
10	2	0.6%	4	1.1%	165	45.7%	169	46.8%	0	0.0%	12	3.3%	9	2.5%	361	10	1	0.2%	2	0.4%	209	44.0%	237	49.9%	0	0.0%	7	1.5%	19	4.0%	475	
11	0	0.0%	0	0.0%	116	39.3%	162	54.9%	0	0.0%	9	3.1%	8	2.7%	295	11	2	0.6%	4	1.2%	157	45.5%	161	46.7%	0	0.0%	12	3.5%	9	2.6%	345	
12	0	0.0%	2	0.9%	92	41.6%	112	50.7%	0	0.0%	7	3.2%	8	3.6%	221	12	0	0.0%	0	0.0%	110	39.0%	154	54.6%	1	0.4%	9	3.2%	8	2.8%	282	
<b>Total</b>	<b>3</b>	<b>0.2%</b>	<b>8</b>	<b>0.6%</b>	<b>593</b>	<b>43.1%</b>	<b>692</b>	<b>50.3%</b>	<b>0</b>	<b>0.0%</b>	<b>35</b>	<b>2.5%</b>	<b>45</b>	<b>3.3%</b>	<b>1376</b>	<b>Total</b>	<b>4</b>	<b>0.2%</b>	<b>8</b>	<b>0.5%</b>	<b>706</b>	<b>43.5%</b>	<b>813</b>	<b>50.1%</b>	<b>1</b>	<b>0.1%</b>	<b>35</b>	<b>2.2%</b>	<b>57</b>	<b>3.5%</b>	<b>1624</b>	
Magnet Projected Enrollment Year 2 of Project—October 1, 2025)														Magnet Projected Enrollment (Year 3 of Project—October 1, 2026)																		
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	



Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0
<b>Magnet Projected Enrollment (Year 2 of Project—October 1, 2025)</b>															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0
<b>Magnet Projected Enrollment (Year 4 of Project—October 1, 2027)</b>															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0
<b>Magnet Projected Enrollment (Year 5 of Project—October 1, 2028)</b>															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
<b>Total</b>	0		0		0		0		0		0		0		0

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
<b>Total</b>	0		0		0		0		0		0		0		0



LEA Name:

**Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025**

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data (without the magnet program students) for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented.

Schools			Actual Enrollment as of October 1, 2023 (Current School Year)															
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	
304	Bethesda ES	K to 5	Little River ES	0	0.0%	11	2.1%	230	42.9%	221	41.2%	0	0.0%	38	7.1%	36	6.7%	536
306	Brogden MS	6 to 8	Lucas MS	0	0.0%	12	1.7%	248	35.1%	327	46.3%	0	0.0%	91	12.9%	29		707
312	Jordan HS	9 to 12	Southern HS	7	0.1%	77	3.7%	627	29.8%	637	30.5%	2	0.1%	615	29.5%	133	6.4%	2088
313	Easley ES	K to 5	Little River ES	0	0.0%	10	2.1%	94	19.7%	108	22.6%	0	0.0%	223	46.8%	42		477
315	Eno Valley ES	K to 5	Little River ES	1	0.2%	7	1.6%	227	52.9%	144	33.6%	0	0.0%	25	5.8%	25		429
316	Carrington MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	14	1.9%	286	38.6%	312	42.2%	0	0.0%	92	12.4%	36	4.9%	740
320	Glenn ES	K to 5	Little River ES	0	0.0%	5	0.9%	174	30.2%	342	59.3%	1	0.2%	25	4.3%	30		577
324	Hillandale ES	K to 5	Little River ES	2	0.4%	6	1.1%	210	39.0%	194	36.0%	0	0.0%	86	16.0%	41		539
325	Hillside HS	9 to 12	Southern HS	4	0.3%	14	0.9%	929	63.0%	431	29.2%	2	0.1%	37	2.5%	58	3.9%	1475
328	Holt ES	K to 5	Little River ES	0	0.0%	16	2.5%	168	26.0%	388	60.2%	0	0.0%	35	5.4%	38	5.9%	645
338	Shepard MS	6 to 8	Lucas MS	0	0.0%	1	0.3%	246	62.0%	135	34.0%	0	0.0%	6	1.5%	9		397
342	Lakewood MS	6 to 8	Lucas MS	0	0.0%	4	1.3%	53	17.5%	60	19.8%	1	0.3%	169	55.8%	16		303
343	Lucas MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	4	1.0%	195	46.7%	149	35.6%	0	0.0%	52	12.4%	18	4.3%	418
346	Loves Grove MS	6 to 8	Lucas MS	2	0.3%	9	1.4%	313	48.8%	250	38.9%	0	0.0%	33	5.1%	35		642
348	Mangum ES	K to 5	Little River ES	2	0.7%	1	0.3%	26	8.9%	51	17.5%	0	0.0%	188	64.4%	24		292
352	Merrick-Moore ES	K to 5	Little River ES	0	0.0%	8	1.5%	192	34.9%	299	54.4%	2	0.4%	24	4.4%	25		550
355	Neal MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	9	1.2%	304	39.1%	402	51.7%	3	0.4%	31	4.0%	29	3.7%	778
356	Northern HS	9 to 12	Southern HS	3	0.2%	18	1.3%	544	40.5%	495	36.9%	0	0.0%	215	16.0%	67	5.0%	1342
360	Oak Grove ES	K to 5	Little River ES	0	0.0%	2	0.4%	205	45.3%	190	41.9%	0	0.0%	33	7.3%	23	5.1%	453
365	Riverside HS	9 to 12	Southern HS	5	0.3%	41	2.2%	516	27.5%	745	39.7%	0	0.0%	481	25.6%	90	4.8%	1878
366	Githens MS	6 to 8	Lucas MS	1	0.1%	31	3.8%	213	25.8%	289	35.0%	0	0.0%	224	27.2%	67	8.1%	825
369	Sandy Ridge ES	K to 5	Little River ES	0	0.0%	4	0.7%	318	53.9%	196	33.2%	0	0.0%	43	7.3%	29		590
376	Spring Valley ES	K to 5	Little River ES	0	0.0%	21	3.8%	250	45.5%	163	29.7%	0	0.0%	73	13.3%	42	7.7%	549

Schools			Projected Enrollment as of October 1, 2024 (Year 1 of Project)															
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	
304	Bethesda ES	K to 5	Little River ES	0	0.0%	9	1.8%	216	42.1%	206	40.2%	0	0.0%	49	9.6%	33	6.4%	513
306	Brogden MS	6 to 8	Lucas MS	0	0.0%	10	1.3%	234	31.6%	376	50.7%	0	0.0%	93	12.6%	28	3.8%	741
312	Jordan HS	9 to 12	Southern HS	2	0.1%	87	3.8%	695	30.5%	716	31.4%	2	0.1%	635	27.9%	141	6.2%	2278
313	Easley ES	K to 5	Little River ES	0	0.0%	9	1.8%	81	16.5%	115	23.5%	0	0.0%	240	49.0%	45	9.2%	490
315	Eno Valley ES	K to 5	Little River ES	1	0.2%	7	1.6%	237	52.7%	158	35.1%	0	0.0%	20	4.4%	27	6.0%	450
316	Carrington MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	7	1.0%	274	38.3%	307	42.9%	0	0.0%	85	11.9%	42	5.9%	715
320	Glenn ES	K to 5	Little River ES	0	0.0%	7	1.2%	172	29.8%	336	58.2%	1	0.2%	26	4.5%	35	6.1%	577
324	Hillandale ES	K to 5	Little River ES	3	0.6%	7	1.3%	203	37.7%	197	36.5%	0	0.0%	85	15.8%	44	8.2%	539
325	Hillside HS	9 to 12	Southern HS	3	0.2%	19	1.2%	934	60.6%	475	30.8%	3	0.2%	44	2.9%	64	4.2%	1542
328	Holt ES	K to 5	Little River ES	0	0.0%	21	3.2%	154	23.6%	401	61.5%	0	0.0%	37	5.7%	39	6.0%	652
338	Shepard MS	6 to 8	Lucas MS	0	0.0%	1	0.2%	264	63.6%	138	33.3%	0	0.0%	6	1.4%	6	1.4%	415
342	Lakewood MS	6 to 8	Lucas MS	0	0.0%	4	1.3%	39	12.5%	61	19.6%	2	0.6%	190	60.9%	16	5.1%	312
343	Lucas MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	5	1.1%	213	47.8%	165	37.0%	0	0.0%	44	9.9%	19	4.3%	446
346	Lowes Grove MS	6 to 8	Lucas MS	0	0.0%	10	1.8%	265	47.0%	224	39.7%	0	0.0%	32	5.7%	33	5.9%	564
348	Mangum ES	K to 5	Little River ES	3	1.1%	1	0.4%	23	8.1%	52	18.3%	0	0.0%	182	64.1%	23	8.1%	284
352	Merrick-Moore ES	K to 5	Little River ES	0	0.0%	8	1.5%	178	33.5%	296	55.7%	3	0.6%	21	4.0%	25	4.7%	531
355	Neal MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	6	0.8%	281	38.8%	377	52.0%	1	0.1%	26	3.6%	34	4.7%	725
356	Northern HS	9 to 12	Southern HS	4	0.3%	17	1.1%	620	41.7%	587	39.5%	0	0.0%	186	12.5%	73	4.9%	1487
360	Oak Grove ES	K to 5	Little River ES	0	0.0%	2	0.5%	197	45.7%	172	39.9%	0	0.0%	37	8.6%	23	5.3%	431
365	Riverside HS	9 to 12	Southern HS	8	0.4%	43	2.0%	607	28.9%	865	41.2%	0	0.0%	468	22.3%	110	5.2%	2101
366	Githens MS	6 to 8	Lucas MS	1	0.1%	40	4.8%	205	24.8%	280	33.8%	0	0.0%	236	28.5%	66	8.0%	828
369	Sandy Ridge ES	K to 5	Little River ES	0	0.0%	4	0.7%	328	55.2%	186	31.3%	0	0.0%	42	7.1%	34	5.7%	594
376	Spring Valley ES	K to 5	Little River ES	0	0.0%	22	3.9%	249	44.5%	172	30.8%	0	0.0%	73	13.1%	43	7.7%	559
																		0
Schools			Projected Enrollment as of October 1, 2025 (Year 2 of Project)															

	FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
304	Bethesda ES	K to 5	Little River ES	0	0.0%	0	0.0%	100	36.2%	133	48.2%	0	0.0%	29	10.5%	14	5.1%	276
306	Brogden MS	6 to 8	Lucas MS	0	0.0%	9	1.3%	219	30.7%	417	58.5%	0	0.0%	38	5.3%	30	4.2%	713
312	Jordan HS	9 to 12	Southern HS	3	0.1%	89	3.6%	830	33.8%	799	32.5%	0	0.0%	598	24.3%	140	5.7%	2459
313	Easley ES	K to 5	Little River ES	0	0.0%	5	1.4%	78	22.2%	91	25.9%	0	0.0%	142	40.5%	35	10.0%	351
315	Eno Valley ES	K to 5	Little River ES	0	0.0%	8	1.5%	163	31.1%	231	44.1%	0	0.0%	79	15.1%	43	8.2%	524
316	Carrington MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	264	34.4%	328	42.7%	0	0.0%	134	17.4%	42	5.5%	768
320	Glenn ES	K to 5	Little River ES	0	0.0%	2	0.5%	153	36.8%	203	48.8%	0	0.0%	34	8.2%	24	5.8%	416
324	Hillandale ES	K to 5	Little River ES	4	0.7%	11	1.8%	156	25.8%	238	39.3%	0	0.0%	148	24.5%	48	7.9%	605
325	Hillside HS	9 to 12	Southern HS	1	0.1%	22	1.7%	766	57.5%	376	28.2%	1	0.1%	103	7.7%	64	4.8%	1333
328	Holt ES	K to 5	Little River ES	0	0.0%	24	4.5%	138	25.7%	315	58.6%	0	0.0%	23	4.3%	38	7.1%	538
338	Shepard MS	6 to 8	Lucas MS	0	0.0%	0	0.0%	355	59.7%	216	36.3%	0	0.0%	9	1.5%	15	2.5%	595
342	Lakewood MS	6 to 8	Lucas MS	0	0.0%	12	2.8%	60	13.8%	123	28.3%	3	0.7%	215	49.5%	21	4.8%	434
343	Lucas MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	3	0.6%	233	50.3%	165	35.6%	0	0.0%	44	9.5%	18	3.9%	463
346	Lowes Grove MS	6 to 8	Lucas MS	0	0.0%	24	7.2%	140	42.2%	88	26.5%	0	0.0%	50	15.1%	30	9.0%	332
348	Mangum ES	K to 5	Little River ES	4	1.2%	0	0.0%	34	10.4%	63	19.3%	0	0.0%	197	60.4%	28	8.6%	326
352	Merrick-Moore ES	K to 5	Little River ES	0	0.0%	7	1.6%	155	35.6%	241	55.3%	2	0.5%	6	1.4%	25	5.7%	436
355	Neal MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	245	41.8%	284	48.5%	0	0.0%	27	4.6%	30	5.1%	586
356	Northern HS	9 to 12	Southern HS	6	0.3%	19	1.1%	742	42.5%	691	39.6%	0	0.0%	208	11.9%	80	4.6%	1746
360	Oak Grove ES	K to 5	Little River ES	0	0.0%	2	0.7%	130	44.1%	129	43.7%	3	1.0%	20	6.8%	11	3.7%	295
365	Riverside HS	9 to 12	Southern HS	12	0.5%	41	1.7%	749	30.2%	1145	46.1%	0	0.0%	394	15.9%	142	5.7%	2483
366	Githens MS	6 to 8	Lucas MS	0	0.0%	39	4.6%	215	25.4%	323	38.2%	0	0.0%	206	24.4%	62	7.3%	845
369	Sandy Ridge ES	K to 5	Little River ES	1	0.1%	4	0.5%	468	57.8%	246	30.4%	0	0.0%	48	5.9%	43	5.3%	810
376	Spring Valley ES	K to 5	Little River ES	0	0.0%	22	5.2%	206	49.0%	72	17.1%	0	0.0%	78	18.6%	42	10.0%	420
																		0
<b>Schools</b>				<b>Projected Enrollment as of October 1, 2026 (Year 3 of Project)</b>														

	FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
304	Bethesda ES	K to 5	Little River ES	0	0.0%	0	0.0%	97	36.1%	126	46.8%	0	0.0%	33	12.3%	13	4.8%	269
306	Brogden MS	6 to 8	Lucas MS	0	0.0%	9	1.3%	207	29.5%	420	59.9%	0	0.0%	35	5.0%	30	4.3%	701
312	Jordan HS	9 to 12	Southern HS	0	0.0%	85	3.3%	867	33.4%	870	33.5%	0	0.0%	636	24.5%	137	5.3%	2595
313	Easley ES	K to 5	Little River ES	0	0.0%	5	1.4%	73	20.4%	91	25.4%	0	0.0%	151	42.2%	38	10.6%	358
315	Eno Valley ES	K to 5	Little River ES	0	0.0%	9	1.6%	170	31.1%	237	43.4%	0	0.0%	85	15.6%	45	8.2%	546
316	Carrington MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	250	32.5%	334	43.4%	0	0.0%	140	18.2%	45	5.9%	769
320	Glenn ES	K to 5	Little River ES	0	0.0%	1	0.3%	145	36.5%	192	48.4%	0	0.0%	35	8.8%	24	6.0%	397
324	Hillandale ES	K to 5	Little River ES	4	0.6%	11	1.8%	152	24.2%	251	40.0%	0	0.0%	155	24.7%	55	8.8%	628
325	Hillside HS	9 to 12	Southern HS	0	0.0%	20	1.6%	701	55.9%	378	30.2%	0	0.0%	83	6.6%	71	5.7%	1253
328	Holt ES	K to 5	Little River ES	0	0.0%	27	4.9%	131	23.9%	327	59.6%	0	0.0%	22	4.0%	42	7.7%	549
338	Shepard MS	6 to 8	Lucas MS	0	0.0%	0	0.0%	343	58.5%	219	37.4%	0	0.0%	9	1.5%	15	2.6%	586
342	Lakewood MS	6 to 8	Lucas MS	0	0.0%	12	2.7%	57	12.7%	129	28.8%	3	0.7%	226	50.4%	21	4.7%	448
343	Lucas MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	3	0.6%	245	50.9%	174	36.2%	0	0.0%	41	8.5%	18	3.7%	481
346	Lowes Grove MS	6 to 8	Lucas MS	0	0.0%	24	7.5%	134	41.9%	85	26.6%	0	0.0%	47	14.7%	30	9.4%	320
348	Mangum ES	K to 5	Little River ES	5	1.5%	0	0.0%	35	10.8%	56	17.3%	0	0.0%	204	63.2%	23	7.1%	323
352	Merrick-Moore ES	K to 5	Little River ES	0	0.0%	9	2.1%	139	32.3%	253	58.8%	2	0.5%	4	0.9%	23	5.3%	430
355	Neal MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	233	41.2%	275	48.7%	0	0.0%	27	4.8%	30	5.3%	565
356	Northern HS	9 to 12	Southern HS	8	0.4%	20	1.1%	795	42.9%	742	40.0%	0	0.0%	202	10.9%	88	4.7%	1855
360	Oak Grove ES	K to 5	Little River ES	0	0.0%	2	0.7%	134	44.7%	129	43.0%	4	1.3%	21	7.0%	10	3.3%	300
365	Riverside HS	9 to 12	Southern HS	12	0.4%	44	1.6%	829	30.8%	1271	47.3%	0	0.0%	365	13.6%	168	6.2%	2689
366	Githens MS	6 to 8	Lucas MS	0	0.0%	42	4.8%	204	23.6%	339	39.1%	0	0.0%	216	24.9%	65	7.5%	866
369	Sandy Ridge ES	K to 5	Little River ES	0	0.0%	4	0.5%	475	58.4%	244	30.0%	0	0.0%	45	5.5%	45	5.5%	813
376	Spring Valley ES	K to 5	Little River ES	0	0.0%	22	5.0%	217	48.9%	79	17.8%	0	0.0%	87	19.6%	39	8.8%	444
																		0
<b>Schools</b>				<b>Projected Enrollment as of October 1, 2027 (Year 4 of Project)</b>														

	FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
304	Bethesda ES	K to 5	Little River ES	0	0.0%	0	0.0%	90	38.0%	105	44.3%	0	0.0%	29	12.2%	13	5.5%	237
306	Brogden MS	6 to 8	Lucas MS	0	0.0%	9	1.3%	198	28.7%	423	61.2%	0	0.0%	31	4.5%	30	4.3%	691
312	Jordan HS	9 to 12	Southern HS	0	0.0%	89	3.3%	878	32.6%	914	33.9%	0	0.0%	668	24.8%	146	5.4%	2695
313	Easley ES	K to 5	Little River ES	0	0.0%	6	1.6%	74	20.3%	88	24.1%	0	0.0%	159	43.6%	38	10.4%	365
315	Eno Valley ES	K to 5	Little River ES	0	0.0%	7	1.3%	166	30.3%	237	43.2%	0	0.0%	86	15.7%	52	9.5%	548
316	Carrington MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	237	30.7%	340	44.1%	0	0.0%	146	18.9%	48	6.2%	771
320	Glenn ES	K to 5	Little River ES	0	0.0%	0	0.0%	134	36.1%	177	47.7%	0	0.0%	34	9.2%	26	7.0%	371
324	Hillandale ES	K to 5	Little River ES	5	0.8%	13	2.0%	144	22.6%	260	40.9%	0	0.0%	158	24.8%	56	8.8%	636
325	Hillside HS	9 to 12	Southern HS	0	0.0%	20	1.6%	666	54.7%	378	31.0%	0	0.0%	79	6.5%	75	6.2%	1218
328	Holt ES	K to 5	Little River ES	0	0.0%	28	5.1%	124	22.8%	330	60.7%	0	0.0%	21	3.9%	41	7.5%	544
338	Shepard MS	6 to 8	Lucas MS	0	0.0%	0	0.0%	331	57.3%	223	38.6%	0	0.0%	9	1.6%	15	2.6%	578
342	Lakewood MS	6 to 8	Lucas MS	0	0.0%	12	2.6%	54	11.7%	135	29.2%	3	0.6%	237	51.3%	21	4.5%	462
343	Lucas MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	3	0.6%	256	51.4%	183	36.7%	0	0.0%	38	7.6%	18	3.6%	498
346	Lowes Grove MS	6 to 8	Lucas MS	0	0.0%	24	7.8%	128	41.6%	82	26.6%	0	0.0%	44	14.3%	30	9.7%	308
348	Mangum ES	K to 5	Little River ES	6	1.9%	0	0.0%	36	11.2%	55	17.1%	0	0.0%	200	62.3%	24	7.5%	321
352	Merrick-Moore ES	K to 5	Little River ES	0	0.0%	10	2.4%	120	28.6%	264	62.9%	0	0.0%	3	0.7%	23	5.5%	420
355	Neal MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	221	40.7%	265	48.8%	0	0.0%	27	5.0%	30	5.5%	543
356	Northern HS	9 to 12	Southern HS	8	0.4%	20	1.1%	809	42.6%	778	41.0%	0	0.0%	190	10.0%	92	4.8%	1897
360	Oak Grove ES	K to 5	Little River ES	0	0.0%	1	0.3%	149	50.2%	116	39.1%	5	1.7%	19	6.4%	7	2.4%	297
365	Riverside HS	9 to 12	Southern HS	12	0.4%	44	1.6%	859	30.9%	1334	48.0%	0	0.0%	357	12.8%	176	6.3%	2782
366	Githens MS	6 to 8	Lucas MS	0	0.0%	45	5.1%	195	21.9%	356	40.0%	0	0.0%	227	25.5%	68	7.6%	891
369	Sandy Ridge ES	K to 5	Little River ES	0	0.0%	5	0.6%	452	57.1%	243	30.7%	0	0.0%	43	5.4%	49	6.2%	792
376	Spring Valley ES	K to 5	Little River ES	0	0.0%	24	5.2%	234	50.4%	84	18.1%	0	0.0%	87	18.8%	35	7.5%	464
																		0
<b>Schools</b>				<b>Projected Enrollment as of October 1, 2028 (Year 5 of Project)</b>														

	FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
304	Bethesda ES	K to 5	Little River ES	0	0.0%	0	0.0%	88	39.5%	92	41.3%	0	0.0%	30	13.5%	13	5.8%	223
306	Brogden MS	6 to 8	Lucas MS	0	0.0%	9	1.3%	189	27.7%	426	62.5%	0	0.0%	28	4.1%	30	4.4%	682
312	Jordan HS	9 to 12	Southern HS	0	0.0%	93	3.3%	889	31.8%	959	34.3%	0	0.0%	702	25.1%	155	5.5%	2798
313	Easley ES	K to 5	Little River ES	0	0.0%	6	1.7%	70	19.5%	76	21.2%	0	0.0%	171	47.6%	36	10.0%	359
315	Eno Valley ES	K to 5	Little River ES	0	0.0%	6	1.0%	184	31.1%	252	42.6%	0	0.0%	93	15.7%	56	9.5%	591
316	Carrington MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	226	29.2%	346	44.6%	0	0.0%	152	19.6%	51	6.6%	775
320	Glenn ES	K to 5	Little River ES	0	0.0%	0	0.0%	122	35.2%	163	47.0%	0	0.0%	37	10.7%	25	7.2%	347
324	Hillandale ES	K to 5	Little River ES	6	0.9%	12	1.8%	134	20.3%	289	43.9%	0	0.0%	162	24.6%	56	8.5%	659
325	Hillside HS	9 to 12	Southern HS	0	0.0%	20	1.7%	633	53.4%	378	31.9%	0	0.0%	75	6.3%	79	6.7%	1185
328	Holt ES	K to 5	Little River ES	0	0.0%	30	5.2%	115	19.9%	369	63.8%	0	0.0%	20	3.5%	44	7.6%	578
338	Shepard MS	6 to 8	Lucas MS	0	0.0%	0	0.0%	320	56.0%	227	39.8%	0	0.0%	9	1.6%	15	2.6%	571
342	Lakewood MS	6 to 8	Lucas MS	0	0.0%	12	2.5%	51	10.7%	141	29.6%	3	0.6%	248	52.1%	21	4.4%	476
343	Lucas MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	3	0.6%	268	51.9%	192	37.2%	0	0.0%	35	6.8%	18	3.5%	516
346	Lowes Grove MS	6 to 8	Lucas MS	0	0.0%	24	8.1%	122	41.2%	79	26.7%	0	0.0%	41	13.9%	30	10.1%	296
348	Mangum ES	K to 5	Little River ES	6	1.9%	0	0.0%	38	12.1%	55	17.5%	0	0.0%	195	61.9%	21	6.7%	315
352	Merrick-Moore ES	K to 5	Little River ES	0	0.0%	12	2.8%	104	24.1%	291	67.5%	0	0.0%	0	0.0%	24	5.6%	431
355	Neal MS	6 to 8	Creative Studies and Lucas MS	0	0.0%	0	0.0%	209	40.0%	256	49.0%	0	0.0%	27	5.2%	30	5.7%	522
356	Northern HS	9 to 12	Southern HS	8	0.4%	20	1.0%	825	42.3%	818	42.0%	0	0.0%	181	9.3%	97	5.0%	1949
360	Oak Grove ES	K to 5	Little River ES	0	0.0%	0	0.0%	160	52.1%	120	39.1%	6	2.0%	15	4.9%	6	2.0%	307
365	Riverside HS	9 to 12	Southern HS	12	0.4%	44	1.5%	890	30.9%	1401	48.7%	0	0.0%	349	12.1%	183	6.4%	2879
366	Githens MS	6 to 8	Lucas MS	0	0.0%	48	5.2%	186	20.2%	374	40.7%	0	0.0%	240	26.1%	71	7.7%	919
369	Sandy Ridge ES	K to 5	Little River ES	0	0.0%	6	0.8%	453	56.8%	246	30.9%	0	0.0%	42	5.3%	50	6.3%	797
376	Spring Valley ES	K to 5	Little River ES	0	0.0%	25	5.0%	266	52.9%	88	17.5%	0	0.0%	91	18.1%	33	6.6%	503
																		0

**Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2**

**Instructions:**

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

**LEA Name: Durham Public Schools**

**Magnet School: The School for Creative Studies**

Nature of Revision or Change to the Magnet School: In order to revamp the Creative Studies theme and make it more comparable to its sister year-round school, the plan calls for the following changes.

The reintroduction of competitive athletics now that the school size and grade span can support it.

The shifting of the theme from using primarily visual arts as a tool to develop creativity and problem solving to using primarily performing arts as a tool for the development of creativity and communication skills. The school will shift elective courses and will develop a chorus program and integrate the existing digital music and audio production program with a NC Standard Course of Study Modern Band program. Not only does this provide more equitable (but still specialized) programming across schools, it is more appropriate for middle school aged students who benefit greatly from the physical and emotional expression and sense of accomplishment of the performing arts. Performing arts programs also hold the promise of more sustainable staffing.

The phasing out of high school courses at the school will also allow for more flexibility and creativity in elective offerings that can be developed by the school staff to address the theme. While the previous elective programs focus on a career preparation continuum for high

Explanation of How or Why the Revision is Significant: This revision is significant as changing the grade span of the school changing the curriculum that can be offered. The shift in focus from visual arts to performing arts integration will also create significant shifts in curriculum and promote student achievement for middle school students



**Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2**

Instructions:

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

**LEA Name: Durham Public Schools**

**Magnet School: Southern School of Energy and Sustainability**

Nature of Revision or Change to the Magnet School: The plan to reinvigorate the school calls for:

The transformation of the automotive program to an electrical program that will align with the skilled trades pathway as well as focus on electric vehicles. Students will complete a project to rehab an electric vehicle or convert an conventional fuel vehicle to electric as a marketing and engagement conduit.

The reorganization of the school around a Freshman and Sophomore Academy followed by an individualized career and college path for junior and senior years. Using this model instead of career pathway based academies will address the public misperception of the school as a “trade school.”

The development of elective courses and integrated instruction in core classes that focuses on sustainability—understanding the principles and application of data, technology, and skills to potential solutions. Specifically, each year will include a Project Management elective course with a student selected and managed project to make their own campus more sustainable.

Explanation of How or Why the Revision is Significant: This revision is significant as it will integrate the theme into core classes, reorganize the school to support the development of learning communities for students and significantly improve the CTE offerings at the school.

**Table 6: Selection of Students-Competitive Preference 3**

**Instructions:**

For each magnet school included in the project:

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

**LEA Name: Durham Public Schools**

**Magnet School(s):** Little River ES, Lucas MS, The School for Creative Studies, Southern School of Energy and Sustainability

Check the appropriate box:

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

All of the schools included in the Power of Possibilities MSAP grant proposal seat students by random lottery without academic or other criteria beyond residence in eligible regions of the district. In fact, no DPS lottery based programs, outside of those aligned with the NC Cooperative and Innovative High Schools early college program, have academic or other criteria. Per DPS BOE policy 4150, lottery priorities must be aligned to BOE policy 1900, Racial and Educational Equity, and maintain socioeconomic diversity that is reasonably representative of the school system as a whole. This policy allows for the use of a weighted lottery system based on socioeconomic census tract data if a school falls ten or more percentage points below the district direct certification average. The policy also allows for the prioritization of sibling links in elementary school and for siblings attending year-round calendar schools across grade spans. Also encouraged is the linking of students continuing in a program across grade spans. Therefore, at Little River elementary school, priority is given to lottery students with a sibling currently attending the school. At The School for Creative Studies, priority is given to lottery placed students who have a sibling also at a year-round calendar school and those matriculating from a year-round calendar elementary school. Lucas and

**Magnet School(s):**

Check the appropriate box:

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

Describe the student selection process.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## The Power of Possibilities

Applicant: Durham Public Schools

### BUDGET NARRATIVE

#### Grant Administration Costs

To effectively implement this MSAP proposal, the budget calls for a Grant Coordinator and Budget Analyst position with the budget covering salaries, fringe benefits, laptop computers, and office furniture [Line items 1(a), 1(b), 2(a), 2 (b), 4(a), 4(b)]. These expenses are necessary and appropriate to manage a grant this large. These positions will end at the end of the grant period and do not need to be sustained. Additionally, intra-district travel between school sites will be required by the Magnet Programs staff to support the grant project [Line item 3(b)]. To support the complexity of the magnet lottery with the new policies we need extra services from our vendor, SchoolMint [Line item 6(p)].

Further costs for the grant administration include funds to attend Magnet Schools of America, Montessori, and CTE conferences for necessary technical support and engagement within the wider community of districts implementing these programs. The costs are necessary and appropriate to ensure grant implementation is aligned with research based best practices. The amount budgeted represents approximately █████ of the annual budget of the grant. DPS policy expressly addresses expectations for responsible use of funds for travel [Line item 3(a)]. The grant budget calls for the use of an outside grant evaluator. Standard practice is an expense of █████% of a grant budget for outside evaluation. This budget calls for a high estimate because of the desire for robust evaluation and the need to address the larger Growing Together Plan in some research activities [Line item 6(a)]

- Calculations:
  - Salary based on mid-career salary on appropriate salary schedule with adjustments for experience steps and possible state and local raises.
  - Fringe benefits calculated at █████ for FICA, an estimated █████ for retirement, and \$█████ for hospitalization.

- Mileage is based on estimates of the frequency of travel, the districts between sites, and the current mileage reimbursement rate.
- Considering average costs of conference attendance for recent MSA and Montessori conferences (\$████ plus the number of staff to potentially attend (teams of 2-3 from each school as well as district leaders to attend multiple conferences)

**Summer Magnet SPLASH, and Professional Development for all MSAP Schools**

To support the professional development needs of the Magnet schools in this proposal, as well as the larger continuum of Montessori schools in DPS, we will host summer Professional Development following an existing template of quality programming. The provided budget will be able to provide compensation for approximately 200 staff members to participate and/or present at the mini conference for \$████ of compensation for their time (\$████/per hour for 24 hours of contact time) [*Line item 1(h) & 2(h)*]. This rate is the current rate provided for SPLASH attendance. Additionally, \$████ would be provided each year for the cost of contracted providers for professional development, which is reasonable based on the typical consulting rates [*Line item 6(g)*]. To address specific requests from district Montessori teachers, the budget includes extra duty pay for existing district staff to develop professional development material specifically on serving English Language Learners in Montessori classroom environments [*Line item 1(l) & 2(l)*] Additionally, to support the ability for teachers at all four MSAP schools, the budget calls for 250 days a year of substitute coverage that will allow teachers observe other teachers and/or time to collaborate for curricula development [*Line items 1(g) & 2(g)*] The sustainability from the use of these funds will be in the creation of curriculum materials generated from the collaborative planning sessions.

- Calculations:
  - \$████ of sub pay (our highest rate) for 250 days.
  - Fringe benefits calculated at █████ for FICA and an estimated █████ for retirement.

### **Little River New Montessori Elementary School**

To convert Little River to a Montessori school, best practice recommendations from the American Montessori Society place the start-up costs for a classroom at \$██████ to cover the specialized instructional materials and furniture. DPS has already covered the costs of 11 classrooms and will need to eventually cover the costs of 36 additional classrooms total plus 4 Exceptional Children’s classrooms (these spaces have fewer students and can be covered by \$██████ each) [Line item 5(b)]. MACTE accredited training is \$██████ total in tuition (over two years) and covers over 300 contact hours [Line item 6(d)]. After the large-scale teacher training, and classroom upfits, the regular district magnet budget can support training needed based on staff turnover and replacement of materials based on wear and tear.

### **Lucas New Montessori Middle School**

To convert Lucas Middle School to Montessori, the National Center for Montessori in the Public Sector will be providing consultation services over the course of the transition [Line item 6(b)]. Much funding will be invested in training and the development of the outdoor learning and agricultural components that are key parts of an adolescent Montessori curriculum [Line item 5(a), 5(g), & 5(h)]. The budget supports an Outdoor Learning Specialist position that will be sustained through newly allotted positions based on enrollment growth at the school [Line items 1(d) & 2(d)]. These budgetary items for outdoor learning and agricultural activities are reasonable and based on best practice guidance in the fields as supplied by our DPS Outdoor Learning Specialist. The budget includes the development of a bouldering wall climbing experience for students on the campus [Line item 6(h)], a “fire classroom” that allows students to learn to build a campfire safely [Line item 5(i)], composting services [Line item 6(j)], and supporting bee hives at the school [Line item 6(i)]. After these start-up costs, programs can be sustained with regular Magnet and CTE budgets as well as community partnerships and potential income streams for the agricultural activities. Training for teachers through CMSTEP will be covered with teacher leaders receiving full certification and all other instructional staff foundational courses from CMSTEP. Tuition for full training is \$██████ each (including required travel expenses) and introductory

courses are \$ [REDACTED] each with each teacher expected to take two courses. After start up costs, training for staff turnover can be supported by the Magnet budget.

- Calculations:
  - \$ [REDACTED] per teacher per year for tuition for full CMSTEP training, two cohorts of 6 years over 2 years followed by training for turnover.
  - \$ [REDACTED] per course for two courses CMSTEP introductory training, training 20 teachers the first year and up to 10 each year after that

### **Additional Montessori Costs**

To provide appropriate compensation for extra time teachers must invest in full Montessori training, funds will be used to provide \$ [REDACTED] a year extra duty pay for any teacher engaged in the 300+ contact hour programs [*Line items 1(i) & 7 2(i)*]. To have a strong pool of qualified teachers and to be equitable, teachers at any Montessori school would be eligible for this extra pay. The budget would cover such expenses for up to 20 teachers per year. Additionally, all EC teachers in Montessori schools would take a course provided by the Montessori Medical Partners for Inclusion. The course is taught by educators with Special Education licensure and experience as well as Montessori credentials and experience [*Line item 6(c)*]. This 54 contact hour course costs \$ [REDACTED] per teacher and teachers and Instructional Assistants would be provided with \$ [REDACTED] in extra duty pay upon successful completion [*Line items 1(j) & 2(j)*].

Teachers at Lucas or Lakewood completing the CMSTEP introductory courses would be offered \$ [REDACTED] of extra pay upon the completion of each course [*Line items 1(k) & 2(k)*]. The budget would allow up to 20 teachers in the first year and 10 each year after that. The budget would allow for 10 years a year to complete the course. After the initial cost of training many staff, the regular Magnet budget could support teacher turnover costs. Additionally, the budget allows for \$ [REDACTED] of Montessori classroom materials to be purchased for EC classrooms by teacher request for specific items [*Line item 5(c)*]. Successful diversification of any one Montessori school is facilitated by diversification of the program across all DPS Montessori schools. Therefore the budget supports Montessori teacher recruitment efforts



in Puerto Rico [Line item 3(c)] including relocation stipends for hired teachers [Line item 8(a)], a Spanish Liaison for Lakewood Montessori Middle School [Line items 1(e) & 2(e)] as well as \$ [REDACTED] per year in scholarships for needy student to attend the Erdkinder experience the school offers [Line item 8(b)]. Erdkinder (which translates to land children) was Dr. Montessori's vision of teens living away from their parents on a farm where they would both study but also learn important skills of independence, connection to the land, and how to run a small business. Every year, Lakewood takes all 7th and 8th grade students for a 3-day, 2-night experience at a wilderness camp during the school year. These scholarships will defray the \$ [REDACTED] per student cost of the program. The recruitment program can be sustained on a smaller scale with local funds after the grant and the Spanish liaison position can end with the grant and be replaced by hiring more Spanish speaking staff. Lakewood will be tasked with locating a community partner to continue funding to support the Erdkinder experience for needy families.

### **The School for Creative Studies**

To support The School for Creative Studies, a Chorus teacher position will be added [Line items 1(c) & 2(c)]. This position will be sustained by an allotted position after enrollment growth. After the start-up costs for a Chorus program [Line item 5(k)] and Band program [Line item 5(l)], those programs will be sustained by the regular DPS arts education budget allotted to the school. These amounts of [REDACTED] respectively are necessary and based on guidance from professional music education associations. An additional \$ [REDACTED] are provided each of the next two years for start-up supplies that classroom experience finds to be missing. Programming at SCS will also be supported by contracted professional development training for the Habits of Mind framework [Line item 6(k)]. This \$ [REDACTED] contract would cover 4 full days of training during SPLASH for all SCS instructional staff. Finally, students at the school would be able to suggest uses of \$ [REDACTED] per year to support projects that create a sense of belonging and community for students and support positive peer relationships [Line item 8(c)].

## **Southern School of Energy and Sustainability**

Grant funding would cover the start-up costs for the transition of the automotive classroom to an electrical program for \$ [REDACTED] for the first year with a supplemental \$ [REDACTED] each of the next two years for any supplies that classroom experience finds to be missing [Line item 5(d)]. A salary differential will also be necessary to retain a teacher with the necessary industry experience and credentials [Line items 1(f) & 2(f)]. This \$ [REDACTED] supplement would be sustained by our community partner, WayMakers, after the grant period. Money in the budget would also support learning activities led by SSES students at two nearby middle schools as both an educational and recruitment tool. The \$ [REDACTED] a year would allow for two, multi-day hands-on projects at each school every year [Line item 5(f)]. The school will be tasked with finding a community partner to sustain this program. Students will also get to participate in a Project Management course that would allow them to tackle a sustainability issue on their campus every year [Line item 5(e)]. The \$ [REDACTED] budgeted in the grant would be supplemented by matching CTE funds. After the grant period, the school will be tasked with expanding the course to support the community and locating grant funding and/or community partners to supplement CTE funds. Finally, \$ [REDACTED] a year would be invested in the SSES band program as it is a key recruitment vehicle for diverse students [Line item 5(m)]. Supported by the district instrument repair budget, instruments purchased will have a 20-30 year lifespan. The district also provides uniform funding on a rotating basis which SSES can use to sustain uniforms moving forward.

## **Marketing**

The expenses for marketing included in the budget: \$ [REDACTED] one-time cost for camera equipment [Line item 4(c)] as well as recurring expenses \$ [REDACTED] for printing [Line item 6(l)], \$ [REDACTED] for mailing [Line item 6(m)], \$ [REDACTED] for video production [Line item 6(n)], and \$ [REDACTED] for advertising [Line item 6(o)] are reasonable and necessary to increase enrollment at the MSAP schools based on standard costs in our region.

## **Indirect Costs**

Indirect costs were calculated at the North Carolina Department of Public Instruction required rate for Durham Public Schools of [REDACTED]

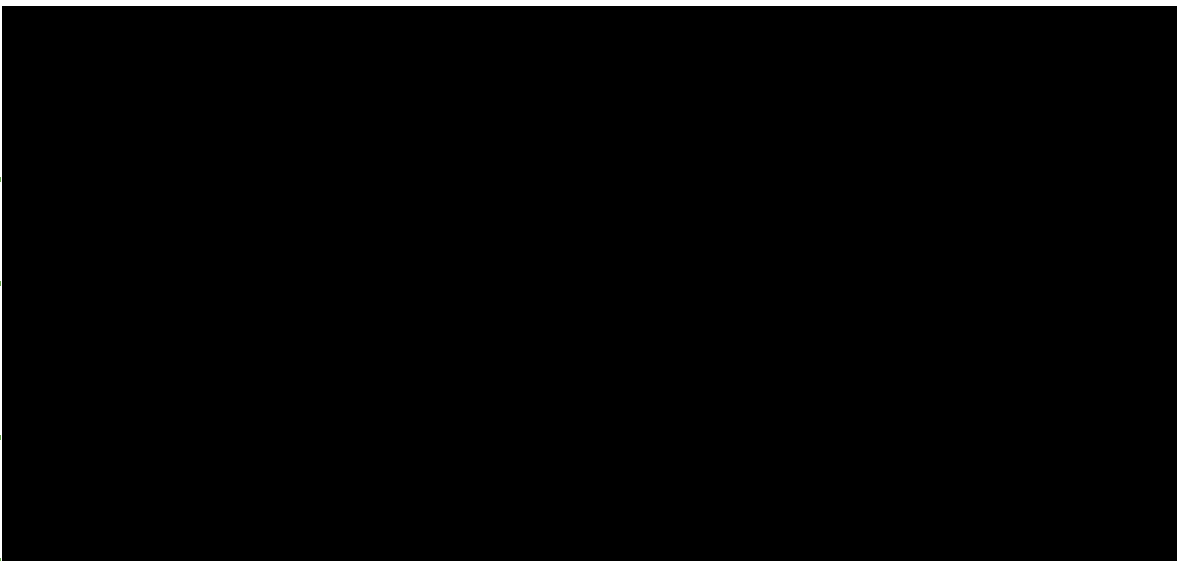
		Year 1	Year 2	Year 3	Year 4	Year 5	
<b>1</b>	<b>Personnel</b>						
a	MSAP Grant Coordinator						
b	MSAP Budget Analyst						
c	Performing Arts Teacher SCS (Chorus)						
d	Outdoor Learning Specialist Lucas						
e	Spanish Liaison Lakewood MMS						
f	Salary Differential CTE Electrical Teacher						
g	Substitute Teacher days for PD and Collaborative Planning 250 days						
h	Pay for Magnet SPLASH summer PD						
i	Extra Duty Pay full Montessori training						
j	Extra Duty Pay for EC Montessori training						
k	Extra Duty Pay for CMSTEP intro courses						
l	Extra Duty Pay planning Montessori ELL PD						
	<b>Subtotal</b>						
<b>2</b>	<b>Fringe Benefits</b>						
a	MSAP Grant Coordinator						FICA, retirement, and hospitalization
b	MSAP budget Analyst						FICA, retirement, and hospitalization

c	Performing Arts Teacher SCS		FICA, retirement, and hospitalization
d	Outdoor Learning Specialist Lucas		FICA, retirement, and hospitalization
e	Spanish Liaison Lakewood		FICA, retirement, and hospitalization
f	Salary Differential CTE Electrical Teacher		FICA, retirement
g	Substitute Teacher days for PD and Collaborative Planning 250 days		FICA, retirement
h	Pay for Magnet SPLASH summer PD		FICA, retirement
i	Extra Duty Pay full Montessori training		FICA, retirement
j	Extra Duty Pay for EC Montessori training		FICA, retirement
k	Extra Duty Pay for CMSTEP intro courses		FICA, retirement
l	Extra Duty Pay planning Montessori ELL PD		FICA, retirement
	Subtotal		
<b>3 Travel</b>			
a	Conferences/PD travel		
b	Mileage		
c	Montessori teacher recruitment		
	Subtotal		
<b>4 Equipment</b>			
a	laptop (2 staff)		
b	office furniture (2 staff)		

c	camera equipment for marketing		
	<b>Subtotal</b>		
<b>5</b>	<b>Supplies</b>		
a	Instructional Supplies for Montessori middle schools		
b	Instructional Supplies and furniture for new Montessori Elementary School		
c	Instructional Supplies for EC Montessori classrooms		
d	SSES Electrical Lab Conversion		
e	SSES Campus project course		
f	SSES Vertical projects with Neal and SCS		
g	Start-up costs for outdoor learning at Lucas		
h	Start-up costs for agriculture at Lucas		
i	Outdoor Fire Classroom Lucas		
j	Trail building Lucas		
k	SCS Chorus Program		
l	SCS Modern Band Program		
m	SSES band instruments and uniforms		
	<b>Subtotal</b>		
<b>6</b>	<b>Contractual</b>		
a	Program Evaluation		
b	Montessori Consulting from NCMPS (Lucas)		

c	Montessori PD for EC teachers from MPPI		
d	Montessori PD from CMTE-NC (Little River)		
e	Montessori PD from CMSTEP (Lucas)		
f	Montessori Full training from CMSTEP		
g	PD providers for Magnet SPLASH PD		
h	Bouldering wall at Lucas		
i	Beekeeping at Lucas		
j	Composting service		
k	Habits of Mind PD for SCS staff		
l	Marketing--printing		
m	Marketing--mailing		
n	Marketing--video production		
o	Marketing--advertising		
p	SchoolMint Lottery development		
	Subtotal		
<b>7</b>	<b>Construction</b>		
<b>8</b>	<b>Other</b>		
a	Relocation stipends		
b	Erdkinder Scholarships (Lakewood)		

<b>c</b>	<b>Student created belonging initiatives at SSES and SCS</b>
	<b>Subtotal</b>
<b>9</b>	<b>Total Direct Cost</b>
<b>10</b>	<b>Indirect Cost</b>
<b>11</b>	<b>Training Stipends</b>
<b>12</b>	<b>Total Costs</b>







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

OMB Number: 1894-0008  
Expiration Date: 08/31/2026

Name of Institution/Organization

Durham 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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify):   
 The Indirect Cost Rate is  %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) 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  %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or,  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S165A240957

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Name of Institution/Organization Durham 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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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Name of Institution/Organization Durham 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.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to?  (a) indirect and direct costs or,  (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524

U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

OMB Number: 1894-0007  
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

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

\* Project Director Level of Effort (percentage of time devoted to grant): 5

Address:

* Street1:	511 Cleveland Street
Street2:	
* City:	Durham
County:	NC
* State:	NC: North Carolina
* Zip Code:	27705-3005
* Country:	USA: UNITED STATES

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

\* Email Address:


OPE ID(s) (if applicable)
NCES School ID(s) (if applicable)
NCES LEA/School District ID(s) (if applicable)
3701260

2. New Potential Grantee or Novice Applicant:

N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

Yes  No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

5

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

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

Yes Provide Exemption(s) #(s):  1  2  3  4  5  6  7  8

No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

**4. Infrastructure Programs and Build America, Buy America Act Applicability:**

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

Construction

Remodeling

Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

## **NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information. Responses are limited to 4,000 characters.

**1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.**

Mission: Durham Public Schools embraces, educates, and empowers every student to innovate, serve, and lead.  
Vision: Durham Public Schools: Igniting Limitless Potential  
Core Beliefs: We believe in:  
    \* Equity: Our students and schools deserve equitable access to the resources and opportunities they need to succeed. Durham Public Schools and the community must distribute those resources in a manner that eliminates inequities.  
    \* Shared Responsibility: Durham Public Schools must be intentional in acting collaboratively and involving all stakeholders, ensuring that our community utilizes its collective resources to support every child. The Durham community shares responsibility with DPS for the success of our children.  
    \* High Expectations: Durham Public Schools will challenge every stakeholder, especially our students and educators, to embrace a growth mindset: the belief that every child can be academically successful. It is our expectation that all of our students will excel globally and reach their highest potential.  
    \* A Child-centered Approach: Our students deserve an education that is caring, is culturally responsive and embraces the whole child. Durham Public Schools will address the social, emotional, and academic needs of each student.

**2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?**

There are no barriers that my impede equitable access and participation of students, educators, or other beneficiaries to this program.

**3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

There will be no barriers.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

If barriers are identified we will take immediate action to correct the barriers.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

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. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



# U.S. Department of Education Evidence Form

OMB Number: 1894-0001  
Expiration Date: 07/31/2025

## 1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

- Demonstrates a Rationale    
 Promising Evidence    
 Moderate Evidence    
 Strong Evidence

## 2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Academic Impacts of Career and Technical Schools Neild, Ruth Curran,; Boccanfuso, Christopher; Byrnes, Vaughan (2015). Career and Technical Education Research, v40 n1 p28-47 . Retrieved from: <a href="https://eric.ed.gov/?id=EJ1132478">https://eric.ed.gov/?id=EJ1132478</a>	Increase in GPA, increased completion of a college preparatory math sequence, improvement in general literacy and math skills, higher graduation rate, more likely to complete a second language sequence through a CTE focused magnet program	Urban high school students, 71% Black, 100% free or reduced lunch
Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative. Research Report for the Houston Independent School District. Volume 7, Issue 4 Bowen, Daniel H.; Kisida, Brian (2019). Houston Education Research Consortium. Retrieved from: <a href="https://eric.ed.gov/?id=ED598203">https://eric.ed.gov/?id=ED598203</a>	Increasing in reading, writing, and math scores, lowered absence rate, increased student empathy, and reduced discipline through an arts integration program	29% ELL, 24% Hispanic students in an urban setting



## Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., &amp; Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	<p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., &amp; Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

**Paperwork Burden Statement:** 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 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, 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, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

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