

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

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

**Office of Elementary and Secondary Education (OESE) Assistance for Arts Education (AAE) Program**

**CFDA # 84.351A**

**PR/Award # S351A210048**

**Grants.gov Tracking#: GRANT13346188**

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210048

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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:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

04/14/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name: Minnesota Department of Education

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

\* c. Organizational DUNS:

d. Address:

\* Street1: 1500 Highway 36 West

Street2:

\* City: Roseville

County/Parish:

Ramsey

\* State: MN: Minnesota

Province:

\* Country: USA: UNITED STATES

\* Zip / Postal Code: 55113-4035

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Ms .

\* First Name:

Alina

Middle Name:

\* Last Name:

Campana

Suffix:

Title:

Organizational Affiliation:

Minnesota Department of Education

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S351A210048

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## Application for Federal Assistance SF-424

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

A: State 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:

84.351

CFDA Title:

Arts in Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-011521-003

\* Title:

Office of Elementary and Secondary Education (OESE): Assistance for Arts Education (AAE) Program  
Assistance Listing Number 84.351A

### 13. Competition Identification Number:

84-351A2021-1

Title:

Assistance for Arts Education (AAE) Program 84.351A

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

Add Attachment

Delete Attachment

View Attachment

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

Minnesota Department of Education (MDE) Culturally Relevant Arts Education (CRAE) Project

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.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 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

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

☒ \*\* I AGREE

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

**Authorized Representative:**Prefix: \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

1234-MDE ED AAE GEPA.pdf

Add Attachment

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## **U.S. Department of Education Assistance for Arts Education Program**

### **Section 427 of GEPA Compliance**

The following is one example of the steps the Minnesota Department of Education proposes to take in order to ensure equitable access to, and participation in, the Culturally Responsive Arts Education (CRAE) project.

Members of the advisory group and participants in professional learning cohorts will be recruited and selected to ensure there is racial, ethnic, gender, and geographic diversity in both groups. MDE's outreach and recruitment efforts include a wide range of partnerships with organizations that work with diverse individuals.

## 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.

#### \* APPLICANT'S ORGANIZATION

Minnesota Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Amanda Middle Name:   
\* Last Name: Sroka Suffix:   
\* Title: Grant Writer

\* SIGNATURE: Amanda L Sroka

\* DATE: 04/14/2021



U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms .	Alina		Campana	

Address:

Street1:	1500 Highway 36 West
Street2:	
City:	Roseville
County:	
State:	MN: Minnesota
Zip Code:	55113-4035
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<div></div>	

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**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) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, 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
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## Abstract

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

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

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

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## 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: 1235-MDE ED AAE Abstract.pdf

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### **Assistance for Arts Education (AAE) Grant Abstract**

The goal of the Minnesota Department of Education (MDE) Culturally Responsive Arts Education (CRAE) project is to **systematically support and increase the quality and relevance of arts education and equity in student achievement for all students, inclusive of all zip codes and backgrounds.**

The MDE CRAE project will achieve this goal through four ambitious, yet attainable, objectives and related strategies and outcomes:

**1. Develop the knowledge, skills, and abilities of district (LEA), school, and teacher leaders to support and provide culturally responsive and anti-racist arts curriculum, instruction, policies, and practices.**

*Strategy 1:* Increase the number of tools and resources that support increased equity in arts education, including the development of culturally responsive and anti-racist arts curriculum, instruction, policies, and practices at the district and school level.

*Strategy 2:* Provide multi-year, in-depth professional learning for cohorts of district, school, and teacher leaders to increase their knowledge, skills, and abilities to support and facilitate culturally responsive and anti-racist arts curriculum, instruction, policies, and practices.

*Outcome:* Increase the demonstrated equity and CRAE knowledge, skills, and abilities of administrators and teacher leaders.

**2. Actively support the development and implementation of culturally responsive and anti-racist arts curriculum, instruction, policies, and practices in districts and schools.**

*Strategy 1:* Provide support and technical assistance for local facilitation of culturally responsive and anti-racist arts curriculum, instruction, policies, and practices at the district, school, and classroom levels.

*Strategy 2:* Regularly convene an advisory group for the project, comprised of diverse practitioners and leaders in arts education and educational equity, to provide recommendations to help steer both resources and professional learning.

*Outcome:* Increase levels of equity, cultural responsiveness, and anti-racism as demonstrated by new and revised arts curriculum, instruction, policies, and practices in districts and schools.

**3. Expand arts education equity in participating districts and schools along six principles of arts equity: distribution of resources, access, participation, recognition, effect, and transformation (Kraehe, 2017).**

*Strategy:* In addition to strategies described above, support completion of annual equity audits at each participating district and school and identify a plan to increase arts education equity.

*Outcome:* Improve equity in arts education with regard to distribution of resources, access, participation, recognition, effect, and transformation.

**4. Sustain and expand culturally responsive and anti-racist arts education.**

*Strategy:* Disseminate project materials and research to aid in project adaptation in other settings.

*Outcome:* Improve state ability and resources to collaboratively lead and support equity in arts education, including culturally responsive and anti-racist curriculum, instruction, policies, and practices.

## Project Narrative File(s)

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**\* Mandatory Project Narrative File Filename:** 1236-MDE ED AAE Application Narrative Final.pdf

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

Delete Optional Project Narrative File

View Optional Project Narrative File



**U.S. Department of Education Assistance for Arts Education Program**

**Culturally Responsive Arts Education (CRAE)**

**Application Narrative**

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## A. Quality of the Project Design

**1. Goals, objectives, and outcomes.** The goal of the Minnesota Department of Education (MDE) Culturally Responsive Arts Education (CRAE) project is to **systematically support and increase the quality and relevance of arts education and equity in student achievement for all students, inclusive of all zip codes and backgrounds.** The MDE CRAE project will achieve this goal through four ambitious, yet attainable, objectives and related strategies and outcomes:

**1. Develop the knowledge, skills, and abilities of district (LEA), school, and teacher leaders to support and provide culturally responsive and anti-racist arts curriculum, instruction, policies, and practices.**

*Strategy 1:* Increase the number of tools and resources that support increased equity in arts education, including the development of culturally responsive and anti-racist arts curriculum, instruction, policies, and practices at the district and school level.

*Strategy 2:* Provide multi-year, in-depth professional learning for cohorts of district, school, and teacher leaders to increase their knowledge, skills, and abilities to support and facilitate culturally responsive and anti-racist arts curriculum, instruction, policies, and practices.

*Outcome:* Increase the demonstrated equity and CRAE knowledge, skills, and abilities of administrators and teacher leaders.

**2. Actively support the development and implementation of culturally responsive and anti-racist arts curriculum, instruction, policies, and practices in districts and schools.**

*Strategy 1:* Provide support and technical assistance for local facilitation of culturally responsive and anti-racist arts curriculum, instruction, policies, and practices at the district, school, and classroom levels.

*Strategy 2:* Regularly convene an advisory group for the project, comprised of diverse practitioners and leaders in arts education and educational equity, to provide recommendations to help steer both resources and professional learning.

*Outcome:* Increase levels of equity, cultural responsiveness, and anti-racism as demonstrated by new and revised arts curriculum, instruction, policies, and practices in districts and schools.

**3. Expand arts education equity in participating districts and schools along six principles of arts equity: distribution of resources, access, participation, recognition, effect, and transformation (Kraehe, 2017).**

*Strategy:* In addition to strategies described above, support completion of annual equity audits at each participating district and school and identify a plan to increase arts education equity.

*Outcome:* Improve equity in arts education with regard to distribution of resources, access, participation, recognition, effect, and transformation.

**4. Sustain and expand culturally responsive and anti-racist arts education.**

*Strategy:* Disseminate project materials and research to aid in project adaptation in other settings.

*Outcome:* Improve state ability and resources to collaboratively lead and support equity in arts education, including culturally responsive and anti-racist curriculum, instruction, policies, and practices.

**2. The design is appropriate to, and will successfully address, the needs of the target population or other identified needs.** The need for more equitable, culturally responsive, and anti-racist education in Minnesota is great. Often referred to as an “achievement” or “opportunity gap,” we refer to the systemic inequities in education as an “education debt” (Ladson-Billings, 2006). The state’s education debt is comprised of historical, economic, sociopolitical, and moral components that result in inequitable outcomes across race, class, and ability in standardized test scores, graduation rates, discipline rates, college readiness, course availability, and more (Minnesota Department of Education, 2021; Grunewald et al, 2019). It is imperative that all parts of education contribute to undoing this debt and be held accountable for change. A 2020 Governor’s Education Roundtable with 22 leaders in education identified the following priorities for transforming education in Minnesota: 1. “We need to redesign and rebuild systems that are anti-racist and culturally affirming with policy and practice decisions centering on the development of students of color and American Indian students to achieve racially equitable outcomes.” 2. “We need to ensure that students find relevance and representation in the curriculum, their teachers, and their overall educational experience resulting in equitable outcomes.”

Specifically in arts education, the needs for sustained, focused support in culturally responsive and anti-racist education are pronounced and urgent. Arts education is often believed to be apolitical and neutral and common narratives tell us it is naturally both inclusive and pluralistic (Gaztambide-Fernandez, Kraehe, & Carpenter, II, 2018). Although this can be the case, the default and traditional conceptualization of arts education centers “white middle class heterosexual male norms and values” as the



canon that all should appreciate, embody, and reproduce, encouraging assimilation and adherence to the status quo (Buffington & Day, 2018). Educators' worldviews, own educational experiences, and biases help craft what occurs in the classroom, often unconsciously. Meanwhile, students bring their own linguistic and cultural backgrounds that may clash with dominant cultural norms and ways of being (Buffington & Bryant, 2019; Puzio et al, 2017). Indeed, a recent literature review found, "current organization and norms of arts education result in marked educational disparities that track along the lines of race and class" (Kraehe, A. et al, 2016, p. 237). To truly address these systemic challenges, we must build both culturally responsive and anti-racist mindsets and actions at individual, interpersonal, and institutional levels. Simply put, being anti-racist is, "believing that racism is everyone's problem, and we all have a role to play in stopping it" (National Museum of African American History and Culture, 2021). Current anti-racist research approaches ask, "What is wrong with policies?" instead of the historically common and racist question, "What is wrong with people?" (Center for Antiracist Research, 2021). The MDE CRAE project will apply this anti-racist focus to both state and local arts education policies and practices.

Culturally responsive education is increasingly being incorporated into district and school priorities and teacher competencies in Minnesota. Yet, the education field's ability to support educators to develop and implement culturally responsive curriculum and instruction has not been sufficient to broadly change teacher practice. "Most school districts only offer teachers one-shot professional development 'trainings' with little or no continued support.... the biggest challenge I see teachers struggling with is how to

operationalize culturally responsive pedagogical principles into culturally responsive teaching practices” (Hammond, Z. L., 2015, p. 16).

Along these lines, support for culturally responsive pedagogy is an ongoing request from teachers and administrators in Minnesota. This has been one of the most requested subjects by curriculum leaders with regard to MDE arts curriculum leader meetings. The Arts Standards Implementation Leadership Team, a group of arts education leaders in Minnesota focused on supporting the implementation of Minnesota’s 2018 arts standards, identified resources and professional learning to support culturally responsive pedagogy in the arts as a need that should be prioritized by the state. When equity and culturally responsive art education professional learning has been offered to both arts teachers and curriculum leaders by MDE staff, registration has been strong, evaluation results have been overwhelmingly positive, and there is a demand for more. Further resources and professional learning are necessary, and the work can not end there in order for lasting change to occur.

Considering the situation systemically, beyond the individual teacher and classroom, “very few policies exist to support opportunities for students of marginalized backgrounds to engage in arts educational experiences that are affirming of their backgrounds, identities, and cultural practices” (Kraehe, A. et al, 2016, p. 237). There are currently pockets of excellent work being done to advance equity and culturally responsive arts education in individual classrooms, schools, districts, and communities. The MDE CRAE project proposes to build on and link those assets in order to more systemically and sustainably build equitable arts education across the state. This will happen through several key multi-year strategies that will lead to the outcomes outlined

in section A.1. It is critical that not only teacher leaders, but curriculum and administrative leaders at the school and district level, are engaged in this work in order for systems to change for the better long-term.

**3. The design for implementing and evaluating will result in information to guide possible replication of project activities or strategies.** Replicability can be challenging with equity work, as it is more complex than simply conducting an equity audit or following a list of strategies. Some aspects are specific to the individuals facilitating foundational professional learning and technical assistance, including supporting others to cultivate necessary mindsets, unlearn certain understandings of the world and groups of people, identify how bias is showing up in one's work and addressing that, and so on. This work needs to be specific to the community, but the process and focus may be replicated through adaptation. With that reality in mind, it is the project's intent to significantly contribute to the body of knowledge in the state and across the country regarding how to systemically support the development of equitable, culturally responsive, and anti-racist arts education.

To this end, the project will produce and widely disseminate the following, which we expect will be used and adapted to local needs, assets, and knowledge, resulting in better and more permanent outcomes: 1. *Project evaluation report(s)*. This will include lessons learned at the state and local level, which may generate best practices as well as areas for further development and exploration; 2. *Tools and resources piloted during the project*. Resources developed by MDE staff in response to recommendations from the advisory group to support and guide implementation, such as: an arts equity audit tool; recommendations for culturally responsive and anti-racist arts curriculum and

instruction; tools to evaluate current curriculum and instruction and identify areas for growth with regards to cultural responsiveness and anti-racism; and resources specific to best practices in facilitating development of curriculum and instruction. Feedback gathered during the project will inform revisions to the tools prior to broader dissemination; *3. Locally developed curriculum and instruction resources and materials.* Items will be collected from cohort participants, reviewed, and curated for inclusion in a package of resources for broad dissemination; *4. Video case studies.* Videos will allow project staff to incorporate multiple voices and perspectives over time in order to both tell the project's and participants' stories and explore the complexities that arise along the way. Taken together, this package of shared learning and resources will be able to help inform similar high-quality, high-impact work in the state and across the country.

**4. *The proposed project represents an exceptional approach.*** The proposed project is based on solid research and a sound logic model (attached, and summarized below) that describes how resources and assets will be leveraged to implement carefully selected activities that will produce thoughtfully identified outputs. Therefore, this plan has a high likelihood of resulting in the short-, mid- and long-term outcomes that are being targeted with this work.

*Inputs:* Minnesota's arts, education, and arts education fields have many resources and assets that can contribute to the project, including arts educators and teaching artists at the forefront of CRAE. ED AAE grant funds will allow MDE to leverage existing research, knowledge, and expertise. Diverse and experienced leaders in equity and culturally responsive arts education will form an advisory group to advise and guide the resources, professional learning, and implementation support. Leaders will come from

the arts sector and public LEAs and schools. An External Evaluator will document the project and collect and analyze data. MDE's extensive professional and administrative staff have the expertise to facilitate and implement all aspects of the project. This will grow out of the foundation of existing collaborative professional development focused on the arts, equity, and culturally responsive curriculum and instruction.

*Activities and Outputs:* MDE has identified high-leverage activities that will be conducted over the life of the project. MDE will assemble and regularly convene a diverse advisory group to advise and guide the development and implementation of resources and professional learning on culturally responsive and anti-racist teaching and learning. The agency will also assemble statewide cohorts of district, school, and teacher leaders in curriculum and instruction for professional learning. These cohorts will pilot local facilitation of the development and implementation of equity-focused policies and practices, including culturally responsive and anti-racist arts curriculum and instruction. To support that local work, MDE will deliver ongoing and embedded professional learning, provide technical assistance and supported feedback, and administer contractual agreements for implementation support. Finally, the External Evaluator and videographer will document the project and the External Evaluator will gather and analyze data and share in-progress and final results in the form of reports.

*Outcomes:* MDE anticipates multiple outcomes resulting from these activities. In the short-term, MDE expects improved state ability and resources to collaboratively lead and support equity and CRAE, as well as an increase in administrators' and teacher leaders' knowledge, skills, and competencies in equity and CRAE. Project participants will use this new knowledge, skill, and competency to work with others locally in their

districts and/or schools. We expect that local work to result in new or revised arts curriculum, instruction, and policies and practices that reflect increased levels of equity, cultural responsiveness, and anti-racism. There will be broad dissemination of project materials and research. Ultimately, MDE expects to see project practices and lessons learned adapted and used in other settings, as well as more equitable outcomes in arts education and student achievement along six dimensions of equity.

**5. *The proposed project demonstrates a rationale.*** In response to the need for more equitable, culturally responsive, and anti-racist arts education in Minnesota, the project focuses on systematically and sustainably supporting culturally responsive and anti-racist arts education. Key project components are informed by research and evaluation findings that suggest culturally relevant and culturally responsive teaching and learning are likely to improve relevant outcomes (see section B2 for more detail).

This project will apply current research on systems change in education to support the development and implementation of culturally responsive and anti-racist arts curriculum and instruction. It is not adequate or impactful to merely develop curriculum and instructional support materials and share them publicly. In order to make significant change in student learning, adults at all levels of the education system need support over time to understand and implement new concepts and approaches. A recent research report from Learning Forward (2018) notes that, “among the factors that schools have the power to address, the quality of teaching and the quality of the curriculum materials are two factors that, when integrated and improved with intention, have the potential to answer those equity challenges.” It identifies critical components to making changes in curriculum and instruction, which include: investing in leadership at

the school and district levels, because these leaders both support teachers and make a variety of decisions that impact organizational change; ensuring support for expert teacher leaders, as the people who in many cases are facilitating and providing direct support of teachers; and effective team learning and collaboration that is part of a larger organizational support structure. The services to be provided in this project will address these critical components.

Learning Forward emphasizes in its Equity Position Statement (2021) that professional learning aligned to Standards for Professional Learning (2011) can be used to disrupt and dismantle inequities (and thus also increase student learning) by: 1. “Eliminating gaps in access and opportunities by ensuring high-quality teaching, leading, and learning; 2. Equipping educators with knowledge and strategies specifically designed to recognize and eliminate bias in the classroom and in their own instructional practices; 3. Strengthening self-examination practices and collective responsibility of all educators in the system; 4. Providing evidence and data about strategies or designs that support equitable learning; 5. Prioritizing coherent and aligned systems that provide academic rigor, high-quality curriculum and culturally relevant instructional materials, educator quality, and resources to support each student; and 6. Transforming policies at all levels that shape anti-racist learning systems for adults and students alike.” The services provided in this project align with Learning Forward Standards for Professional Learning (2011), and align with each of these points regarding educational equity.

## **B. Quality of Project Services**

Members of the advisory group and participants in professional learning cohorts will be recruited and selected to ensure racial, ethnic, gender, and geographic diversity.

**1. Training or professional development services to be provided are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.** Multi-year, embedded, collaborative, and hands-on professional learning and related technical assistance are at the center of this project. Participants will be in cohorts in order to facilitate the development of learning communities that engage in continuous improvement and develop collective responsibility (Learning Forward). The professional learning arc is informed by relevant research and evaluation findings as described in section A5 and built to have both breadth and depth throughout the following three components:

*Annual multi-day summer convenings (Years 3-5):* Participants will engage in an immersive experience that weaves culturally responsive and anti-racist learning in and through the arts with educational equity-focused learning. In years 4 and 5, participants will also share what they are learning in the pilot implementation at their organizations. Convenings will be led by project staff with support from others at MDE, professional teaching artists, and other contractors with necessary expertise.

*Monthly workshops (Years 3, 4, 5):* Building capacity for equity-focused leadership and change takes an investment of time and energy, as well as facilitators of learning that can both challenge and bring participants along. Monthly workshops will allow regular conversation and growth to happen for participants. They will be supported to continually move through three key components of cultural responsiveness: 1. examining one's values and beliefs and how they drive professional and personal decisions; 2. analyzing one's actions and decisions with an equity lens and in the



context of societal, historical, and organizational inequities; and 3. moving from examination and analysis to action and change. Participants will learn through the arts and connect learning to their communities and organizations regularly. Additionally, participants will learn about the resources that have been created through the project to support the development of culturally responsive and anti-racist arts education.

*Supported planning and implementation for development of culturally responsive and anti-racist policies, practices, curriculum, and instruction (Years 4 and 5):* To support the movement to action and change, participants will make plans to facilitate the development of culturally responsive and anti-racist policies, practices, curriculum, and instruction within their organization, and implement those plans. Sustained support for implementation of professional learning is key to long-term change (Learning Forward) so MDE will provide technical assistance, as well as facilitate opportunities to share and learn from other participants in a model similar to professional learning communities. As leaders in their respective organizations, this will include developing capacity, advocating, and creating support systems for this work to be successful (Learning Forward), as well as piloting resources to support the development of culturally responsive and anti-racist arts education.

**2. Services will lead to improvements in the achievement of students as measured against rigorous academic standards.** The CRAE project is built on the understanding that, “Every system is perfectly designed to get the results it gets” - and that changes in adult behaviors and actions will produce different results for students. Supporting this premise, a growing body of research links culturally responsive and relevant teaching with positive impacts for students. Culturally responsive pedagogy

(Gay, G.) grew out of culturally relevant pedagogy (Ladson-Billings 2006). Some key principles of culturally responsive education include: validating students' experiences and values, disrupting power dynamics that privilege dominant groups, and empowering students (Bryan-Gooden, J. et al, 2019). Recent publications [Aronson, B.; Laughter, J., 2016; Council of Chief State School Officers (CCSSO), 2019] identify some impacts of culturally responsive education for students, including: 1. Positive increases in academic skills and concepts; 2. Increases in student motivation; 3. Increases in student interest in content; 4. Increases in student ability to engage content area discourses; 5. Increases in student perception of themselves as capable students; and 6. Reversing negative preconceptions of students that lead to teachers holding lower expectations of students, which can negatively influence the self-image and performance of students of color. Additionally, studies have shown that culturally responsive teaching, "promotes a sense of critical consciousness" and "is an important method to reduce achievement gaps and promote positive ethnic-racial identities for students of color" (Byrd, 2016). Hammond also found it "can strengthen student connectedness with school and enhance learning" (2015, pg. 15). This project's focus on change at various levels of the education system has equitable learning for students as a central goal. Support for adults' anti-racist learning and action will aid in the systemic focus and help participants see, analyze, and challenge institutional racism, and identify and address individual beliefs and their impacts on relationships.

**3. Likely impact of the services on the intended recipients of those services.** The strategies implemented through this project are research-informed, as outlined above, and therefore expected to have multiple positive impacts on participants and their

organizations including the students they serve. In the short-term, we expect the advisory group guidance, resources, tools, professional learning, and supported implementation will result in increased CRAE and anti-racist knowledge, skills, and competencies of administrators and teacher leaders. This should in turn lead to increased local capacity to lead the development of CRAE and anti-racist curriculum and instruction and equity-centered policies and practices. We should see the impact of this on policies and practices, as well as curriculum and instructional materials developed at the district and school level. This should lead to more equitable outcomes in arts education and student learning. In addition to the project participants, as the state broadly disseminates project materials and research, CRAE project practices and lessons learned will be adapted and used in other settings, furthering its impact on equity in arts education. Ultimately, the changes in policies and practice should impact multiple aspects of arts education equity including: the distribution of resources; access to arts educational experiences; unobstructed pathways to participation; the recognition, inclusion, acknowledgement, and valuing of diverse cultural expressions and perspectives; more equitable outcomes; and dynamic individual, group, and societal transformation (Kraehe 2017). This project focuses on supporting systemic changes and the ripple effects will likely extend deeply and over time, impacting not only students connected with participants currently, but all future students involved in these systems.

***4. Services involve the collaboration of appropriate partners for maximizing the effectiveness of project services.*** The active participation of leaders in the arts, arts education, equity, and CRAE sectors will be integral to the MDE CRAE project. Members of the advisory group will be selected with the following group makeup in

mind: 1. Licensed arts educators, teaching artists, and/or arts leaders whose work is deeply culturally responsive, anti-racist, and equity-focused; 2. A range of arts areas (representing dance, media arts, music, theater, and visual arts as well as other forms of cultural production that may not fit neatly in those categories, such as spoken word); 3. Racial, ethnic, gender, and geographic diversity; and 4. Minnesota and local capacity at this point in the work, perhaps with a few national participants, as appropriate.

Participants for the professional learning cohorts will be selected from across the state through an equitable application process. *Those eligible will have:* 1. A current role in leadership of arts curriculum and instruction development (such as a district curriculum director who oversees the arts, a principal or other school leader, or an arts teacher leader who acts as a leader for the district or school in arts curriculum and instruction development); 2. Affiliation with a district or school producing inequitable outcomes for students based on racial and/or ethnic demographic groups; 3. Organizational support and opportunity for increasing equity-focused arts education and culturally responsive arts policies, practices, curriculum and instruction; 4. Individual interest and readiness to examine oneself, practice, and systems through an equity lens, and change practice and/or policy in order to increase equity; and 5. Individual interest and readiness to build capacity in facilitating the development of culturally responsive and anti-racist arts curriculum and instruction. *Additional preference will be given to those:* 1. applying as a team (2-3 participants) to coordinate in a district or school and 2. from a district or school in which 20% or more of the students served are from families with an income below the federal poverty line.

### **C. Quality of Project Personnel**

MDE actively recruits and supports a workforce which is diverse and inclusive of people who have been historically underrepresented in the development of state policies, programs, and practices in order to ensure the success and growth of all Minnesotans.

#### ***1. Qualifications, including relevant training and experience, of key project***

***personnel.*** MDE is proposing two new positions that will become part of the Equity, Diversity, and Inclusion Center (EDI Center), supervised by the EDI Center director, Dr. Macarre Traynham (in-kind, resume attached), in robust collaboration with MDE's Academic Standards, Instruction, and Assessment (ASIA) division, including assistant director Doug Paulson and arts specialist, Alina Campana (resumes attached, both in-kind). A **1.00 FTE MDE CRAE Project Lead** (State Position Classification 17L: Education Specialist II) will be a new hire at MDE or contracted staff, if necessary. Qualifications include: thorough knowledge of and skill in culturally responsive, anti-racist arts education, as well as leading equity-centered work; strong knowledge and experience in leading professional learning for educators and strategic planning, including skill in coaching and supporting others; knowledge of key trends and issues in culturally responsive and anti-racist arts curriculum, instruction, and educational equity; and the ability to develop innovative arts and equity programs. A **1.00 FTE MDE CRAE Project Administrator** (State Position Classification 14L: State Program Administrator, Principal) will also be a new hire at MDE or contracted staff, if necessary. Qualifications include: knowledge of principles and practices of educational program evaluation; familiarity with developing and implementing professional learning programs and

services; experience in day-to-day project management and grant and/or project implementation and reporting. *Full position descriptions are attached to this application.*

#### **D. Quality of the Management Plan**

**1. Management plan to achieve objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for tasks.** Management plan is based on a grant period of October 2021-September 2026, with annual reporting to ED. S=Salary; F=Fringe; C=Contracts; T=Travel; Su=Supplies; I=In-kind

<b>Tasks and Milestones (with Responsible Staff)</b>	<b>Relevant Objectives</b>	<b>Budget Line</b>	<b>Timeframe</b>
Hire CRAE Project Lead and Administrator (MDE Equity Center & ASIA staff, HR)	1, 2, 3, 4	I	Oct.-Dec. 2021
Conduct RFP process for External Evaluator and finalize evaluation plan (CRAE and other MDE staff in consultation with advisory group, MDE Contracts staff, External Evaluator)	1, 2, 3, 4	S, F, C, I	Oct. 2021- Sept. 2022
Select advisory group and conduct ongoing advisory group work (CRAE and other MDE staff, advisory group)	1, 2, 3, 4	S, F, C, I	Jan 2022- Sept. 2026

Identify and develop tools and resources for professional learning (including external trainers, as necessary) and technical assistance (CRAE and other MDE staff in consultation with advisory group)	1, 2, 3, 4	S, F, C, I	June 2022- June 2023
Finalize and run selection processes for cohorts (CRAE staff; MDE Contracts staff)	1, 2, 3	S, F, C, I	July-Dec. 2022
Program evaluation (External Evaluator)	1, 2, 3, 4	C	Oct. 2022- Sept. 2026
Develop and run RFP process to select videographer (CRAE & Contracts staff)	4	C	Jan. - April 2023
Videographer documents project and develops and produces video case studies (CRAE staff & videographer)	4	C	June 2023 – June 2026
Annual multi-day professional learning convenings for cohorts (CRAE staff, external contractors as needed)	1, 2, 3	S, F, T, Su, C	June 2023, 2024, 2025, 2026

Year 1 Cohorts learning (CRAE staff, external PD contractors as needed)	1, 2, 3	S, F, T, Su, C	July 2023- June 2024
Attend and present at arts and/or education conferences (CRAE staff, possibly cohort participants and/or advisory group members)	4	T, Su	July 2023- June 2026
Year 2 Cohorts learning and Year 1 Cohorts piloting implementation (CRAE & LEA staff)	1, 2, 3	S, F, T, Su, C	July 2024- June 2025
Year 3 Cohorts learning and Year 2 Cohorts piloting implementation (CRAE & LEA staff)	1, 2, 3	S, F, T, Su, C	July 2025- June 2026
Videographer finalizes video case studies for sharing (CRAE staff, videographer)	4	C	June – Sept. 2026
Evaluation finishes, final reporting, and final dissemination of project tools, resources, and findings (External Evaluator, CRAE staff)	4	C, S, F, T	June-Sept. 2026

**2. Procedures for ensuring feedback and continuous improvement.** The MDE

CRAE project includes a comprehensive evaluation plan to determine success in meeting the stated goal and objectives. The Project Administrator will work with the External Evaluator to summarize the data collected and provide progress reports to all participants throughout the project period. Both process and outcome evaluation will be



used in order to: 1. Determine the effectiveness of resources, professional learning, and technical assistance provided to participants; 2. Document that the project objectives were achieved, as well as any best practices or lessons learned about how to successfully achieve the objectives; 3. Enable project staff and participants to make changes through a Plan-Do-Study-Act cycle that improves the effectiveness of professional learning, technical assistance, project tools and resources, and related project outcomes. Plan-Do-Study-Act is a component of Implementation Science that supports testing a change, activity, or program by planning it, trying it, understanding the impact, and adjusting based on what has been learned. Information gathered during the planning, implementation, and evaluation process will be used to continuously interpret, report findings, and recommend modifications for improvement.

**3. Mechanisms for ensuring high-quality products and services.** MDE executive leadership is committed to this project and its role in expanding equity in education. MDE staff and a professional External Evaluator will provide ample programmatic and subject matter expertise. Two MDE divisions in particular will be deeply involved in this work: 1. the *EDI Center*, which provides leadership and support in the development and implementation of an equity framework that guides MDE work and decision-making, as well as supports districts and schools in best practices and specialized strategies to address inequities and 2. the *ASIA division*, which supports the development and implementation of academic standards as well as effective curriculum and instruction, and has an Arts Specialist. The CRAE project will build on related work by these two divisions as described in section A.2. Externally, MDE will engage expertise in the arts and education communities for culturally responsive and anti-racist creativity, learning,

and change. The leadership and vision of this project will be centered in the guidance of diverse arts and education leaders already doing this important work.

**4. MDE will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project.** Assembling a diverse group of professionals from the arts and arts education fields to advise and guide this work is a central activity of the CRAE project as described in section B4. Advisory group members will be teachers, administrators, teaching artists, and arts organization leaders that represent a range of the visual and performing arts. They will provide recommendations and feedback to guide key elements of the project, including resource and tool identification and development, as well as the development of professional learning. While most committee members will be invited to participate at the start of the project, Dr. Amelia Kraehe has already committed to being a part of this group. Dr. Kraehe is an Associate Professor of Art at the University of Arizona. Her scholarship, teaching, and community engagement focus on how the arts and arts education can challenge, as well as reinforce, systems of inequality, and her six principles of arts education equity are an important framework for this project. Additionally, local implementation of culturally responsive and anti-racist arts education will involve engaging the diverse students and families they serve in deeper, more extensive ways.

## **E. Quality of the Project Evaluation**

**1. Methods of evaluation are thorough, feasible, and appropriate to goals, objectives, and outcomes.** Data collection and reporting will be coordinated by an experienced External Evaluator in close consultation with the CRAE project staff in

order to ensure the methods selected will yield reliable, valid, and useable performance data. For this project, a mixed-methods approach to evaluation using both quantitative and qualitative data will best track progress toward our goals. Narratives, observations, surveys, tools such as cultural competence self-assessment checklists (such as RAP, 2021), equity audits, and other qualitative data will be critical to adding depth and nuance to materials collected and analyzed through the project. As referenced in section A1, an important aspect of the CRAE project will be to track and evaluate changes in participating districts and schools along the six principles of arts equity (Kraehe, 2017). This will be done through the collection and analysis of multiple sources of data as outlined below in section E2.

**2. Methods of evaluation include objective performance measures clearly related to the intended outcomes that will produce quantitative and qualitative data to the extent possible.** Qualitative data is prominently featured as it will best track progress toward our goals - and it is of particular importance in equity and anti-racist work as detailed further in section E.3.

*\*Project performance measure also provides a required program performance measure*

<p><b>Objective 1 Outcome: Increase the demonstrated equity and CRAE knowledge, skills, and abilities of administrators and teacher leaders.</b></p>
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<p><i>Performance Measure 1.1: % of participants who complete 75% or more of the total hours of PD*; Performance Target: 90% participate in 90% of PD; Data: Professional learning (PL) schedule and attendance records</i></p>
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<p><i>Performance Measure 1.2: Positive progress in equity and CRAE knowledge, skills, and abilities (KSA) of administrators and teacher leaders; Performance Target:</i></p>
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<p>Increase demonstrated equity and CRAE KSA on a continuum; <i>Data:</i> Narratives (interview, PL conversations, etc.); PL observations; Pre and post participant surveys; Cultural responsiveness and anti-racism self-assessment tool(s), such as a rubric</p>
<p><i>Performance Measure 1.3:</i> Increase amount of diverse expertise and perspectives incorporated; <i>Performance Targets:</i> Amount of collaboration; Documentable impact of group's guidance on resources and PL; <i>Data:</i> # hours advisory group meets; Attendance; Meeting agendas; # of resources and recommendations produced and influence; Narratives (interviews, PL conversations, etc.)</p>
<p><b>Objective 2 Outcome: Increase levels of equity, cultural responsiveness, and anti-racism as demonstrated by new and revised arts curriculum, instruction, and policies and practices in districts and schools.</b></p>
<p><i>Performance Measure 2.1:</i> # of accessible, arts-based instructional materials developed* at the state level; <i>Performance Targets:</i> Resources: 5; Videos: 3; <i>Data:</i> Resources developed and shared</p>
<p><i>Performance Measure 2.2:</i> # of accessible, arts-based instructional materials that are developed* locally; <i>Performance Target:</i> Curriculum and instructional materials: 150 (30 districts x 5 resources); <i>Data:</i> Materials collected from local implementation</p>
<p><i>Performance Measure 2.3:</i> Level of equity, cultural responsiveness, and anti-racism demonstrated by new and revised arts curriculum, instruction, and policies and practices; <i>Performance Targets:</i> Hours of technical assistance (TA) provided; Increased level of equity, cultural responsiveness, and antiracism in arts curriculum,</p>

instruction, and policies and procedures; <i>Data:</i> TA attendance and content; Interviews, observations, etc. before and after local pilot; equity plans and audits
<b>Objective 3 Outcome: Improve equity in arts education with regard to distribution of resources, access, participation, recognition, effect, and transformation.</b>
<i>Performance Measure 3.1:</i> Annual equity audits completed at each participating district and school; <i>Performance Targets:</i> Equity audit completed annually for 3 years; Increases in equity in multiple principles; <i>Data:</i> Equity audits and plans; Interviews, observations, etc. before and after local pilot
<i>Performance Measure 3.2:</i> Degree to which plans developed to increase arts education equity are completed and lead to intended outcomes; <i>Performance Targets:</i> Equity plans developed in year 3 and revised as necessary each year for 2 years; <i>Data:</i> Equity plans; equity audits; curriculum, instruction, policies, and/or practices in each school or district; Observations and interviews
<b>Objective 4 Outcome: Improve state ability and resources to collaboratively lead and support equity in arts education, including culturally responsive and anti-racist curriculum, instruction, policies, and practices.</b>
<i>Performance Measure 4.1:</i> # of videos created and disseminated; <i>Performance Target:</i> 3 videos; <i>Data:</i> 3 videos made available on website and at presentations
<i>Performance Measure 4.2:</i> # of resources on website; <i>Performance Targets:</i> 5 state-level resources; 20 local; <i>Data:</i> Resources curated with quality criteria & on website
<i>Performance Measure 4.3:</i> # of conference presentations; <i>Performance Targets:</i> 2 annually in years 3, 4, and 5 of the project; <i>Data:</i> Conference programs and materials

**3. Methods of evaluation will provide valid and reliable performance data on relevant outcomes.** The proposed project evaluation will provide both formative and summative data related to the overall program based on both quantitative and qualitative data gathered from participants. Program-level findings that will inform best practice recommendations to others in order to facilitate the adaption of similar programming in other settings will be provided by the MDE External Evaluator. The research methodology is influenced by critical race theorists, who highlight narratives, storytelling, and other chronicles of the experiences and perspectives of people of color as “valid, appropriate, and necessary forms of data” (Solorzano & Yosso, 2002). These sources of data are important in order to challenge dominant ideologies and deficit-based narratives, unearth the ways in which research and education are not neutral, and provide counter-stories which can both bring communities together, bridge different understandings and worlds, and provide insight into stories and voices that are often silenced (Solorzano & Yosso, 2002, Delgado & Stefancic, 2012).

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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## **MDE CRAE Project Logic Model**

### **Assets, Resources, and Activities**

- **Inputs**
  - ED AAE Grant Funds
  - Minnesota Districts, Schools, Educators, and Leaders, including equity and CRAE leaders
  - Arts Sector Partners, including equity and CRAE leaders
  - MDE ASIA; Contracts; Finance; Diversity, Equity, and Inclusion Center; and other Education Program Staff
  - External Evaluator
  - Research that demonstrates a rationale
- **Activities**
  - Assemble and regularly convene diverse advisory group to advise and guide the development and implementation of resources and professional learning, evaluation, and implementation support
  - Assemble professional statewide cohorts for professional learning and pilot implementation
  - Deliver ongoing and embedded professional learning
  - Provide technical assistance, supported feedback, and financial support for implementation
  - Document project and gather and analyze data for reporting and dissemination
- **Outputs**
  - Advisory group
  - Professional cohorts engaged in multi-year, embedded, collaborative professional learning
  - Supported local pilot implementation at district and school levels
  - Evaluation report including outcome data, best practices, and lessons learned
  - Equity and CRAE resources for districts, schools, and teachers, including tools, recommendations, webpage, and videos

### **Outcomes**

- **Short**
  - Improved state ability and resources to collaboratively lead and support equity and CRAE
  - Increase in demonstrated equity and CRAE knowledge, skills, and competencies of administrators and teacher leaders



- **Intermediate**

- Increase level of equity, cultural responsiveness, and anti-racism as demonstrated by new and revised arts curriculum, instruction, and policies and procedures in districts and schools
- Broad dissemination project materials and research to aid in project adaptation in other settings

- **Long**

- MDE CRAE project practices and lessons learned adapted and used in other settings
- More equitable outcomes in arts education and student achievement along six dimensions of equity

**EXPERIENCE**

*2018-present*

**Minnesota Department of Education (MDE)**  
*Arts Specialist*

Roseville, MN

- Identify needs and forge strategy to support arts education statewide in newly formed position.
- Build a statewide system of support to help districts and educators implement the 2018 K-12 Academic Arts Standards. Includes forming and co-facilitating a statewide leadership team; gathering data from stakeholders and assessing needs; and developing a variety of resources and trainings.
- Develop projects to support equity and culturally-sustaining teaching and learning in the arts. Includes collaborating to create and facilitate series of workshops for schools and curriculum leaders on equity and the arts, and supporting culturally sustaining curriculum and instruction in the arts.
- Provide guidance and support to districts, educators, and families on state policies related to the arts. Present and communicate to a variety of groups on the value of the arts in learning and state requirements. Promote the arts in education.
- Collaborative leader for the Minnesota Arts Education Data Project, including helping to facilitate data requests, answering questions about data, providing feedback on the public data sharing website, and communicating about the purpose of the project.
- Facilitated transfer of Turnaround Arts: Minnesota program to MDE. Continue to lead the initiative, including program implementation, communications, partnerships, and documentation.

*2010-2018*

**Perpich Center for Arts Education**

Golden Valley, MN

*Arts Standards Committee Liaison to Minnesota Department of Education, 2017-2018*

*Program Director, Turnaround Arts: Minnesota, 2014-2018*

*Education Program Coordinator, Perpich Arts Integration Network of Teachers, 2011-2014*

*State Program Administrator, 2010-2011*

- Led multiple statewide arts education initiatives. Oversaw vision, implementation, communications with stakeholders, evaluation and documentation.
- Co-created and guided the support and resources provided by program team for partnering schools and staff. Co-designed and facilitated professional development workshops and conferences, based on research and best practices. Coached administrators and teacher leaders on building systems and capacity to strategically use the arts to address existing challenges and inequities.
- Supervised and coached a collaborative team of two program staff and one administrative assistant.
- Collaborated with and learned from program evaluators. Used data and findings to assess progress toward goals and shape future programmatic decisions.
- Synthesized program impacts into reports and other communications for internal and external audiences. Produced case study videos of arts integration. Developed content for and organization of project website.
- Oversaw grants to schools, including guidance on strategic investment of funds, monitoring, reporting, and assessing impact.
- Developed and ran application and selection process for schools and teachers to participate in programs.
- Built and sustained partnerships with diverse business, arts, and educational organizations and individuals.
- Co-coordinated revision of Minnesota K-12 Academic Standards in the Arts. Convened and co-facilitated statewide standards committee. Gathered feedback in multiple venues from across the state on drafts of the standards. Initiated and facilitated expert and bias reviews of draft standards.

2008-2010      **In the Heart of the Beast Puppet and Mask Theatre**      Minneapolis, MN  
*Communications and Development Coordinator*

- Developed and implemented communications plan. Crafted and disseminated regular e-newsletters, press releases, and social media content. Oversaw content and design of website and print materials.
- Coordinated annual fundraising event. Wrote grant proposals and appeal letters.

## PAST EXPERIENCE

2007-2008      **La Pilita Museum**      Tucson, AZ  
*Strategic Planning Consultant and Art Education Intern*

2007      **Santa Cruz County, Project ACCE (Arts in Core Curriculum Education)**      Santa Cruz County, AZ  
*Art Institute Instructor and Program Assistant*

2006-2008      **University of Arizona, School of Art, Art Education Division**      Tucson, AZ  
*Instructor, ARE 130: Exploring Art and Visual Culture, 2007*  
*Instructor, ARE 361: Elementary Art Methods, 2007*  
*Teaching Assistant, ARE 130: Exploring Art and Visual Culture, 2006-2008*

2005-2006      **Michigan 4-H Foundation**      Lansing, MI  
*Annual Giving Manager*

2003-2004      **Arts Council of Mongolia**      Ulaanbaatar, Mongolia  
*Marketing and Public Relations Coordinator*

2000-2003      **Peace Corps Mongolia**  
*Peace Corps Volunteer Coordinator, 2002-2003*      Ulaanbaatar, Mongolia  
*Teacher of English as a Foreign Language, 2000-2002*      Bulgan Soum, Arhangai, Mongolia

## EDUCATION

University of Arizona, Tucson, AZ  
M.A. Degree, Art and Visual Culture Education, Community and Museum Settings

Wellesley College, Wellesley, MA  
B.A. Degree, magna cum laude  
Major in Architecture

## PUBLICATIONS

Campana, A., Garber, E., Washington, G. (2013). The Verbs of Art, Community, and Curriculum Integration: Playing the Border Fence. *Stand(ing) Up, for a Change: Voices of Arts Educators*, Ed. Tavin, K. and Ballengee-Morris, C.

Campana, A. (2011). Agents of Possibility: Examining the Intersections of Art, Education, and Activism in Communities. *Studies in Art Education*, Summer 2011.

Campana, A. (2008). *A Portrait of Possibility: Examining the Artist/Educator/Activist as an Alternative Model for Art Educators* (Master's thesis). University of Arizona, Tucson, Arizona.

## PROFESSIONAL ASSOCIATIONS

Editorial Review Board. *Art Education*, National Art Education Association. 2011-2014.  
Current Member, National Arts Education Association.

## **CRAE Project Lead**

- Provide leadership for the project and the advisory group;
- Coordinate collaborative development of resources and tools to support curriculum and instruction leadership in the arts with an equity and anti-racist lens;
- Plan and provide multi-year, ongoing, embedded professional learning and technical assistance.

### EDUCATION SPECIALIST 2

#### KIND OF WORK

Professional educational consultative, program development, implementation and evaluation work.

#### NATURE AND PURPOSE

Under limited supervision, provides consultation and professional advice to educational personnel, institutions, organizations and policymakers in the design, selection and/or development of appropriate instructional content, methods, materials and delivery systems; develops and applies evaluation instruments and methodology to determine the progress of learners, teaching effectiveness, and/or the effectiveness of educational programs; plans and develops comprehensive curricula for educational programs to attain specific educational objectives in one or more subject areas, for pre-school, K-12, post-secondary or adult public and non-public educational programs on a statewide basis; performs related work as required.

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Consults with local school administrators, instructional and support staff at the pre-school, K-12, post-secondary and adult levels on methods to plan, develop, implement and/or evaluate educational programs in one or more subject areas by assessing need, presenting in-service programs and workshops, and directing the work of advisory committees.

Develops and publishes curriculum guides, expected learner outcomes, instructional materials and teaching/learning models to guide and advise school administrators, instructional and support staff in one or more academic areas by researching instructional content areas, synthesizing findings into appropriate reference materials and by providing interpretations of research findings to curriculum developers and education program managers.

Informs diverse client population including parents, the general public, governmental agencies, professional organizations, educational institutions and other public and private client groups to promote educational program development and improvement by preparing and disseminating information about the acquisition of educational program resources and program operations and by directly involving them through advisory task forces.

Plans and implements in-service and pre-service staff development activities for school administrators, teachers and support staff to improve instructional effectiveness by assessing individual and group needs, and planning, developing, implementing and evaluating activities to meet identified needs.

Monitors school educational practices and evaluates educational programs to comply with state or federal laws and/or State Board of Education rules by performing program evaluations, summarizing evaluation data, and instructing school administrators and instructional staff on methods for the improvement of educational programs and practices.

Assesses student achievement and evaluates specific educational issues, trends or developments to determine the effectiveness of the teaching/learning process by designing and implementing research studies, analyzing research findings and writing analytical reports to present findings for the purpose of educational program improvement.

Plans, develops, implements and evaluates statewide educational programs in one or more subject areas to determine the effectiveness of the educational program by guiding the activities of advisory committees, consulting with program staff, providing technical assistance to school district personnel and selecting, implementing and evaluating resources and materials.

#### KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

##### Knowledge of:

Theory and practice of curriculum development, implementation and evaluation processes sufficient to apply them at the pre-school, elementary, secondary, post-secondary and/or adult levels of education.

Principles and practices of educational program evaluation and the assessment of student achievement sufficient to design and implement evaluation programs, analyze evaluation data and utilize findings to improve instructional programs.

Principles and practices of the teaching/learning process sufficient to design and implement instructional methods, program models and delivery systems at the pre-school, elementary, secondary, post-secondary and/or adult levels.

Educational theory, administrative fundamentals and the psychology of teaching and learning for specific learner groups sufficient to provide solutions to programmatic problems and to recommend alternative program methods.

Educational trends, issues and developments occurring at the pre-school, elementary, secondary, post-secondary and/or adult program levels sufficient to be able to appraise and incorporate potentially effective developments into statewide programs.

The structure and function of Minnesota's educational system sufficient to provide solutions to policy and operational questions.

Laws, rules and policies which govern the operation of Minnesota's public and non-public schools sufficient to apply and interpret them to local education agency staff, Department of Education personnel and other clientele.

Ability to:

Design and/or implement research projects sufficient to assess the teaching/learning process or other educational issues and developments.

Assess the educational program planning process sufficient to determine or verify program budget allocations.

Write reports, publications and correspondence sufficient to clearly communicate technical subjects to a diverse audience.

Speak in public sufficient to conduct workshops and to make effective presentations to explain and promote educational programs.

Est.: 07/05/87  
Rev.: 10/29/69  
09/10/87

T.C.:  
Former Title(s):

## **CRAE Project Administrator**

- Coordinate with the project External Evaluator and videographer;
- Assist in planning advisory group meetings and professional learning logistics;
- Complete required grant reporting; and
- Work with the (in-kind) Business Manager and Contracts staff in MDE Agency Finance.

### **STATE PROGRAM ADMINISTRATOR, PRINCIPAL**

#### **KIND OF WORK**

Fourth-level professional program administration work.

#### **NATURE AND PURPOSE**

Under limited supervision, an employee in this class is responsible for analyzing and administering a state program(s) which is both comprehensive and technical in nature. Responsibility extends to withholding services and/or corrective action in cases of non-compliance. Responsibility includes consolidating multiple program activities to ensure efficient and effective administration. Providing support to clients before committees, commission meetings, and other forums is a common function; performs other duties as required.

*Know-How* (specific, integrative and human relations) -- Requires a thorough foundation in the principles and practices (i.e., both theoretical and applied) of a general field of knowledge sufficient to critique and evaluate the work of advanced professional staff to assure work quality and continually improve work processes with strong awareness of most immediate and sustained effects on customers. Activities have specific objectives and content, but coordination of, and with, related activities is required. Ability to influence, persuade, understand and work collaboratively with others are important.

*Problem-Solving* (context and thinking challenge) -- Acceptability of conclusions, improvements or solutions is guided/governed by substantially diversified procedures, specialized standards, and precedents; positions have great latitude to consider which among many procedures should be followed and in what sequence to achieve the required results. Work involves variable situations with high rates of substantive change (or presenting problems involving circumstances, facts and issues not encountered before) requiring analytical, interpretive and/or constructive thinking to identify alternatives and consequences.

*Accountability* (freedom to act/empowerment and impact on end results) requiring analytical, interpretive, evaluative and/or constructive thinking to identify alternatives and consequences.



EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Audits and evaluates program progress reports to determine if the program is achieving its objectives by receiving and reviewing periodic monitoring reports; contacting clients and proposing solutions to resolve problems discovered during the evaluation (may include amending current reports, etc.); retaining program records and files as specified by regulation; collecting and preparing data, analyzing, and organizing program activity data.

Represents the state at meetings with other governmental officials to ensure adequate information (on program guidelines) is communicated to both governmental officials and clients by functioning as an information clearinghouse for program questions; providing on-site technical assistance/training sessions with state and local interest groups/task forces; and working with other officials in joint projects related to public information and presentations.

Advises clients with a comprehensive understanding of all procedural and technical aspects of program activities so that reasonable administrative guidelines are developed by determining if requested services are within the limitations of the laws and policies involved; assessing whether or not program parameters have been met; analyzing resource distribution to avoid duplication within or between programs; verifying that provided services are consistent with program plans.

Conducts detailed and comprehensive studies of governmental programs so that management and client groups are informed about program activities, program needs and future program services are identified.

Testifies before departmental policy committees and recommends appropriate action in the areas of project funding, special stipulations and program administration.

Consolidates multiple public program activities to ensure their efficient and effective administration by integrating findings of several work groups; by preparing and coordinating an annual public administration plan; and by developing, processing and conducting an assessment of program activities.

Develops and implements financial reporting systems for state, federal and other funding sources to comply with state and federal auditing and reporting requirements by preparing budgets for all program requests, financial plans and expenditure reports; and establishing accounting and documentation procedures.



KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of:

Qualitative and quantitative analysis sufficient to evaluate program results and to critique the analytical methods and results of other public program professionals.

Governmental budgeting and legislative processes sufficient to consolidate multiple program activities and to propose legislative initiatives to meet current and future program needs.

Law and administrative procedures sufficient to serve as a technical expert before departmental policy committees and other public forums.

Public policy and administration principles sufficient to design, implement and evaluate public program and financial reporting systems.

Project planning and operations sufficient to organize projects with others, establish goals and timetables, clarify mutual expectations and evaluate results.

Skill in:

Human relations sufficient to build networks of colleagues throughout the public sector and to effectively persuade clients and other governmental officials by understanding complex and oftentimes, competing relationships and political agendas.

Ability to:

Read and comprehend public administration literature and program bulletins, manuals, rules, etc., sufficient to design and develop financial and program reporting systems and appropriate documentation.

Write reports, bulletins, procedures, rules, and correspondence sufficient to describe, promote and justify current and future program initiatives and outcomes.

Communicate orally sufficient to mobilize action to achieve organizational goals, to coach and advise other program staff, to speak to individuals and groups to resolve differences of opinion and to testify before departmental policy committees and at other public forums.

Adapt to continuous organizational and program changes sufficient to work constructively under pressure and cope with ambiguity and setbacks.

Est.: 12/96  
Rev.: 7/07

T.C.: 7/07  
Former Title(s): State Programs  
Administrator Principal

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

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



The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2019	6/30/2020			
Fixed	7/1/2020	6/30/2021			

**Distribution Base:**

MTDC                      Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above (each award; each year).

**Applicable To:**

APwR                      The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than

## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

### Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

### Section IV – Approvals

For the State Education Agency:

Minnesota Department of Education  
1500 Highway 36 West  
St. Paul, MN 55112-4266

For the Federal Government:

U.S. Department of Education  
OFO / OGA / ICD  
550 12th Street, SW

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Andre Hylton

\_\_\_\_\_  
Name

Director, Indirect Cost Division

\_\_\_\_\_  
Title

June 19, 2020

\_\_\_\_\_  
Date

Negotiator: Catherine Hull  
Telephone Number: (202) 245-7784

### **CRAE Project Bibliography**

Aronson, B.; Laughter, J. (2016). *The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas*. Review of Educational Research, AERA.

Bryan-Gooden, J.; Hester, M.; & Peoples, L. Q. (2019). *Culturally Responsive Curriculum Scorecard*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.

Buffington, M.L., & Bryant, A. (2019). Changing practice: Culturally sustaining pedagogy in art education. *Art Education (Reston)*, 72(2), 20-25.

Buffington, M. L., & Day, J. (2018). Hip hop pedagogy as culturally sustaining pedagogy. *Arts (Basel)*, 7(4), 97.

Byrd, C. M. (2016). Does culturally relevant teaching work? An examination from student perspectives. *SAGE Open*, 6(3), 110. <https://journals.sagepub.com/doi/10.1177/2158244016660744#>.

Center for Antiracist Research. 2021. Website. Boston University. <https://www.bu.edu/antiracism-center/>.

Council of Chief State School Officers (CCSSO). (2019). *A Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce*.

Delgado, R. & Stefancic, J. (2012). *Critical Race Theory*. New York: New York University Press.

Gaztambide-Fernandez, Kraehe, & Carpenter, (2018). *The Arts as White Property: An Introduction to Race, Racism, and the Arts in Education*. The Palgrave Handbook of Race and the Arts in Education.

Governor's Education Roundtable: A Roadmap for Transformational Change in Minnesota Education. (2020).

[https://education.mn.gov/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=prod034673&RevisionSelectionMethod=latestReleased&Rendition=primary](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=prod034673&RevisionSelectionMethod=latestReleased&Rendition=primary).

Grunewald, R.; Nath, A. (2019). *A Statewide Crisis: Minnesota's Education Achievement Gaps*. Federal Reserve Bank of Minnesota.

Hammond, Z. L. (2015). *Culturally responsive teaching and the brain*. Corwin Press.

Kraehe, A. (2017). Arts Equity: A Praxis-Oriented Tale. *Studies in Art Education*, 58:4, 267-278, DOI: 10.1080/00393541.2017.1368293.

Kraehe, A; Acuff, J; Travis, S. (2016). *Equity, the Arts, and Urban Education: A Review*. Urban Review: Issues and Ideas in Public Education.

Ladson-Billings, G. (2006). *From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools*. Educational Researcher.

Learning Forward. (2011). *Standards for Professional Learning Quick Reference Guide*. <https://learningforward.org/wp-content/uploads/2019/09/standards-reference-guide.pdf>.

Learning Forward. (2018). High-quality curricula and team-based professional learning: A perfect partnership for equity.

Learning Forward. (retrieved 2021). *Equity position statement*. <https://learningforward.org/about/vision-mission-beliefs/>.

Minnesota Department of Education. (2021). Minnesota Report Card. [https://rc.education.mn.gov/#mySchool/orgId--999999000000\\_\\_groupType--state\\_\\_p--3](https://rc.education.mn.gov/#mySchool/orgId--999999000000__groupType--state__p--3).

National Museum of African American History and Culture. (retrieved 2021). Being Antiracist. <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>.

Puzio, K., Newcomer, S., Pratt, K., McNeely, K., Jacobs, M., & Hooker, S. (2017). Creative failures in culturally sustaining pedagogy. *Language Arts*, 94(4), 223-233.

Refugee Resettlement Assistance Program (RAP), Rexdale Women's Centre, Western Centre for Research and Education on Violence Against Women and Children, & the Ontario Council of Agencies Serving Immigrants. (retrieved 2021). *Cultural Competence Self-assessment Checklist*. <http://rapworkers.com/resources/cultural-competence/>.

Solorzano, D. & Yoss, T. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry* 8(1):23-44.

## Education

### **Ed.D. Leadership, Administration and Policy Bethel University, St. Paul, MN, ABD**

Dissertation: Understanding Learning Progressions in Engineering Education

### **Principal Licensure St. Thomas University, St. Paul, MN, 2010**

K-12 Principal Licensure

### **M.Ed. Educational Leadership Bethel University, St. Paul, MN, 2003**

Thesis: Collaborative Teaching of Special and General Educators in Middle Level Mathematics

### **B.A. Elementary Education Concordia College, Moorhead, MN, 2000**

Science Emphasis

Spanish Minor

## Experience

### Director Academic Standards and Instructional Effectiveness – Minnesota Department of Education

August 2017- Present

- Direct division staff responsible for supporting standards, enrichment, and instruction across the state of Minnesota
- Coordinate the Minnesota P20 Educational Partnership
- Lead the revision and rulemaking for K-12 Academic Standards
- Lead the launch of federal grants including Striving Readers Comprehensive Literacy, Student Support and Academic Enrichment (Title IV-A), and Jacob Javits Gifted and Talented grants
- Communicate and provide guidance to district and charter curriculum directors
- Support policy development and implementation as it pertains to standards, dyslexia, gifted and talented, and graduation requirements

### Adjunct Faculty – Bethel University

January 2015 – January 2018

- Develop Applied STEM in the Classroom graduate course
- Support the development of the graduate STEM Certificate Program
- Adjunct faculty in the Education Graduate program

### STEM Specialist – Minnesota Department of Education

June 2010- August 2017

- Serve as the state program director for the federal Mathematics and Science Partnership Grants (MSP)
- Provide professional development incorporating essential components of school improvement with STEM best practices
- Provide guidance to the K-12 academic standards in Science and Mathematics
- Serve as STEM content expert in research, development and evaluation of STEM policy
- Develop and deliver professional development to districts in their implementation of school improvement plans
- Collaborated on developing the Federal 5-Year STEM plan
- Collaborated with the STEM Funders Coalition Network to strategically support STEM education
- Co-Convended 200 stakeholders to create Minnesota Cradle to Career STEM Compass indicator project
- Serve as the Minnesota Education Technology coordinator





## Curriculum Integration Coordinator - Monroe Elementary for Mathematics, Science, and Children's Engineering

Brooklyn Park, MN

July 2007-June 2010

- Develop and support K-5 curriculum writing and applications for magnet program
- Align district curriculum with STEM theme
- Vertically planned engineering curriculum K-12
- Provide leadership in maintaining equal access for students
- Provided support and training in inquiry instruction and standard implementation
- Developed partnership with City of Brooklyn Park – City Planning and Zoning department
- Coordinated student experiences with KARE 11, WeatherNation, Target, Science Museum of Minnesota, and The Works
- Assisted with administrative duties
- Planned staff development
- Collaborated engineering lessons with each staff member

Principal Internship – Buffalo Community Middle School

January 2007-June 2007

- Developed and ran ALC Targeted Services Program
- Worked with students referred due to discipline
- Participated in School Choice Task Force
- Conducted classroom observations
- Participated on Buffalo Safe Community Committee

Recreation Director – City of Wadena, MN

Summers 2006-2007

- Oversaw hiring and evaluation of coaches
- Coordinated scheduling and enrollment of courses
- Scheduled pool and facilities
- Developed and maintained budget
- Wrote grant proposals
- Reported to advisory board

6<sup>th</sup> grade Teacher – Deer Creek Intermediate School

June 2005-June 2006

- Presented Health and Science curriculum to Curriculum Accountability
- Selected and piloted Language Arts curriculum
- Calendar Committee
- Q-Comp committee
- Participated in Reading First initiative

6<sup>th</sup> grade Teacher – Robbinsdale School District - Plymouth Middle School

May 2000- June 2005

- Represented 6<sup>th</sup> grade on Site Council
- Chaired Building Staff Development Committee
- Participated on District Staff Development Advisory Council
- Participated on District Calendar Committee
- Served on Pre-Advanced Placement Application Committee
- Mentored student teachers from Bethel University
- Lead Teacher – Environmental Camp
- District Health and Science Curriculum Review Team
- Coached 8<sup>th</sup> grade boys' basketball
- Coached 6<sup>th</sup> – 8<sup>th</sup> grade girls' and boys' cross country and track
- Advised Science Club
- Summer School Math Curriculum writer, facilitator and advisor



Summer Recreation Director – Glyndon, MN	1998-2000
5 <sup>th</sup> Grade Spanish Teacher – West Fargo (ND) Elementary	1998-1999

## Professional Affiliations

- Council of State Science Supervisors
- State Education Technology Director Association
- Minnesota Association for Public Employees
- Minnesota Science Teachers Association
- Council for Computer Science Teachers
- Minnesota Council of Teachers of Mathematics
- ASCD
- MinnesotaASCD
- International Technology and Engineering Educators Association
- Wadena Education Association, Vice President of Local Chapter - 2005
- National Association of Science Teachers
- Minnesota Association of Science Teachers

## Community Activities

- National Academy of Engineering Committee on Implementation of K-12 Engineering Education 2014-2017
- Council of State Science Supervisors Board Director 2015-2018
- SciMathMN Board Ex-officio 2011-2017
- MN STEM Network Leadership Team 2011-present
- University of Minnesota STEM Center Advisory Board, Co-chair 2013-2014
- MinnesotaASCD Board of Directors 2011-2013
- AirSpaceMinnesota Board of Directors, Executive Board 2013-2016
- The Works: Technology Museum, Board Trustee 2009-2014
- Minnesota Independent School Forum STEM Advisory Board 2010- 2018
- Conference Chair Excellence in Elementary Engineering Education Conference 2009-2014
- Co-coordinated Girls in Science Saturday program at Bethel University 2007-2011
- Call Committee Chair, Our Savior's Lutheran Church, East Bethel, MN 2013
- City of Wadena Park and Recreation Board 2005-2007

## Publications, Presentations, and Awards

- Published Paulson, P., Williams-Tuenge, L., Roth, S., Wippler, R., & Paulson, D. (2009). *Inquiry is elementary: Differing approaches to inquiry within two elementary schools*. In Inquiry: The Key to Exemplary Science, R. Yager, Ed. pp. 139-150. Arlington, VA: NSTA Press.
- Published SciMathMN, Frameworks for Minnesota Science and Mathematics Standards. Retrived June 1, 2012 <http://www.scimathmn.org/stemtc>
- ASCD International Education Emerging Leaders, 2011
- Nominated for Minnesota Science Teachers Association Teacher of the Year, 2005
- WCCO Good Neighbor
- Olympic Torch Runner, 1996



# Macarre Traynham, Ed.D.

Anti-Racism Equity & Inclusion Leader

## Leadership Experience

### DIRECTOR OF EQUITY, DIVERSITY & INCLUSION CENTER

Minnesota Department of Education, Roseville, MN

March 2021 – Present

- Lead, develop, & implement strategies within the agency to advance systemic educational & organizational change to foster a positive & inclusive work environment
- Direct internal equity, diversity, & inclusion equal opportunity and affirmative action activities and programs
- Lead, develop, & implement strategic initiatives that help dismantle inequities & enhance inclusivity both within the agency and MN school systems

### EDUCATIONAL EQUITY SPECIALIST 2

Minnesota Department of Education, Roseville, MN

December 2017 – March 2021

- Developed the Equity Magnifier, an equity-oriented framework for evaluating policies, procedures, ideas and decisions to interrupt systemic racism
- Developed the Equity Center concept and the educational equity framework that operationalizes equity, inclusion and anti-racism principles throughout the agency
- Develop agency staff's understanding and commitment to educational equity and anti-racism principles as a means to identify, interrupt and transform behaviors, practices and policies
- Partner with Human Resources to develop and implement framework and training for diversity, equity and inclusion initiatives and trainings
- Partner in the Equity Leadership and Learning Community (ELLC) to develop and deliver an equity strategic guidebook for the State
- Lead and collaborate with Regional Centers of Excellence Equity Specialists to design, facilitate and assess professional development and the implementation of educational equity concepts while managing complaints & concerns and facilitating conflict
- Develop and assess tools and resources that support the implementation of equity

### FOUNDER & LEAD CONSULTANT

Elizabeth Mackenzie Consulting, LLC, Minneapolis, MN

July 2017 - Present

- Minnesota Professional Educator Licensing and Standards Board (PELSB) approved Cultural Competency Trainer
- Design, develop and facilitate anti-racism and equity-oriented professional learning opportunities and workshops for educational, nonprofit, and community groups
- Developed multiple equity and inclusion, anti-racism and anti-bias frameworks
- Provide tools and materials that ensure effective implementation of diversity, equity & inclusion initiatives
- Provide organizational, instructional, and leadership coaching and support
- Prepare reports summarizing findings and feedback from professional learning and

Minneapolis, MN

## Education

### LEWIS and CLARK COLLEGE

Doctor of Educational Leadership  
December 2020

### PORTLAND STATE UNIVERSITY

Continuing Administrator License  
March 2011

### CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

Master of Arts  
Educational Administration  
December 2001

### NORFOLK STATE UNIVERSITY

Bachelor of Science  
Mathematics  
May 1998

## Certifications

### PROFESSIONAL ADMINISTRATOR LICENSE

Oregon  
2013

### ADMINISTRATIVE SERVICES CREDENTIAL

California  
2002

### SINGLE SUBJECT TEACHING LICENSE: MATHEMATICS

California  
1998



Minneapolis, MN



## Certifications *continued*

**PROFESSIONAL  
ADMINISTRATIVE LICENSE**  
Minnesota  
2017

## Expertise

Facilitation

Racial Equity Leadership

Executive Presentations

Design & Development of PD

## Most Recent Professional Learning

### LEADING EQUITY-FOCUSED INITIATIVES

Midwest & Plains Equity Center  
October-December 2020

### BUILDING TRUSTING COACHING RELATIONSHIPS

Bright Morning  
September 2020

### STATE EQUITY LEADERS SUMMIT: EQUITY IN ACTION

Midwest & Plains Equity Center  
September 2019

### RACIAL EQUITY LEADERSHIP INSTITUTE

Facilitating Racial Equity

## Leadership Experience *continued*

### EXECUTIVE DIRECTOR OF TEACHING & LEARNING

Minneapolis Public Schools, Minneapolis, MN

October 2015 – June 2017

- Managed & supervised more than 50 staff, managed complaints and facilitated conflict resolution processes, and a \$13.8 million budget and department that oversaw curriculum, Advanced Academics, professional development for teachers & administrators, AVID, Online Learning, Instructional Technology, Materials Management, Science Center, all content areas, and elementary & secondary education
- Prioritized diversifying department leadership & staff, increasing diversity by 33%
- Provided equity leadership & culturally relevant professional development to transform mindsets & address bias within department
- Set the academic vision for cohesion among the academic departments
- Led department in process to reestablish a mission, vision, and values that focused on racial equity and research and evidence-based practices while keeping students at the center
- Provided individual coaching & mentoring to T&L leadership team to support them in leading their teams for change
- Established and led the district curriculum adoption process & developed the guidelines that included community, staff and school perspectives while focusing on research based best practices and cultural relevance
- Initiated & led the redesign of the secondary course catalogue, overhauling over 1400 high school courses, to ensure equitable access to credit-bearing graduation courses

### PRINCIPAL

Portland Public Schools, Portland, OR

June 2011 - October 2015

- Managed & supervised more than 40 staff, and managed complaints and facilitated conflict resolution processes
- Increased cohort graduation rate by 23%
- Designed & implemented Service Fridays as purposeful community service & career-related learning opportunities for 9<sup>th</sup> – 12<sup>th</sup> grade students
- Created yearlong and multi-year vision of equity-oriented professional development for staff
- Implemented an Equity Team that designed professional development focused on racial disparities & created ongoing dialogue about practices in the school & classroom that negatively impacted student achievement & centered dominate perspectives and norms
- Equity Team presented nationally on the intricacies and effective steps for delivering equity and anti-racism professional development to peers
- Increased average growth of Latinx students' performance on state testing by 10% in reading & 18% in math over 3 years
- Established the MLC Educational Foundation which raised more than \$10,000 after its first 2 months of formation

## Teaching Experience

### MATHEMATICS TEACHER

Cabrillo High School, Long Beach, CA

August 2001 – June 2004

Moreno Valley Unified School District, Long Beach, CA

August 1998 – June 2001



Minneapolis, MN

## Additional Professional Learning

### TRANSITIONING TO AN EQUITY CENTERED DESIGN APPROACH

Metropolitan Education Leaders  
January 2019

### CREATING & IMPLEMENTING EQUITY FRAMEWORKS

San Diego State University  
November 2018

### FACILITATING CRITICAL CONVERSATIONS

Teaching Tolerance

## References

GREG KEITH

Director of School Supports  
Minnesota Department of  
Education

MARQUITA STEPHENS

Director of Education  
Twin Cities Urban League

NAOMI TAYLOR, Ed.D.

Director of Intercultural Life  
Saint Paul Academy

## Systems Change Roles

### ADVISORY BOARD MEMBER, EARLY CHILDHOOD EDUCATION MONTESSORI PROGRAMS

St. Catherine University, St. Paul, MN

March 2020 – Present

### ONE MDE CO-CHAIR

Minnesota Department of Education, Roseville, MN

August 2019 - Present

### CHANGE CHAMPIONS COMMITTEE MEMBER & FACILITATOR

Minnesota Department of Education, Roseville, MN

February 2018 - Present

### PEDAGOGY OF EQUITY COMMITTEE MEMBER

Minneapolis Public Schools, Minneapolis, MN

November 2015 – June 2017

### AFRICAN AMERICAN STEERING COMMITTEE CO-LEAD, ADMINISTRATORS OF COLOR

Portland Public Schools, Portland, OR

January 2011 – October 2015

### FACILITATOR, EQUITY PROFESSIONAL LEADERSHIP LEARNING COMMUNITY

## Professional Development & Presentations

### LET'S TALK: RAISING OUR KIDS IN A RACIALIZED WORLD (*series*)

Families for Equity & Justice at Burroughs Community Schools, Minneapolis, MN  
January 2020 - Present

### MAKING WHITENESS VISIBLE (*series*)

Regional Centers of Excellence, statewide  
April 2020 - Present

### EXPLORING IDENTITY TO ATTAIN A CULTURALLY SUSTAINING COMMUNITY (*series*)

Seward Montessori PTSA & Site Council, Minneapolis, MN  
December 2018 – December 2019

### EQUITY & EDUCATION

Westminster Presbyterian Church, Minneapolis, MN  
January 2019

### BUILDING ORGANIZATIONAL READINESS: CULTURAL CHANGE FOR EDUCATIONAL EQUITY (*series*)

West Metro Education Programs, Minneapolis, MN  
October 2017-June 2018

### UNCLE TOM, BANANA, OREO, COCONUT, APPLE...PEOPLE OF COLOR WE NEED TO TALK

Oregon Leadership Network Spring Institute, Salem, OR  
April 2014

20<sup>th</sup> Annual Northwest Public Employees Diversity Conference, Portland, OR

## Publication

Traynham, M. A. (2013). Voices from the inside: Macarrie Traynham. In G. E. Singleton, *More courageous conversations about race* (pp. 23-26). Thousand Oaks, CA: Corwin A SAGE Company. Page e61

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



**United States Department of Education (ED) Assistance for Arts Education (AAE)**

**Minnesota Department of Education (MDE) Culturally Responsive Arts Education (CRAE)**

**Budget Narrative**

**1. Personnel - \$ [REDACTED]**

Positions are budgeted by State of Minnesota job classification, with 3% projected for annual cost of living and step increases.

- **1.00 FTE MDE CRAE Project Lead** (State Position Classification: Education Specialist II). New hire at MDE or contracted staff, if necessary, will: provide leadership for the project and the advisory group; coordinate collaborative development of resources and tools to support curriculum and instruction leadership in the arts with an equity and anti-racist lens; plan and provide multi-year, ongoing, embedded professional learning and technical assistance.
- **1.00 FTE MDE CRAE Project Administrator** (State Position Classification: State Program Administrator, Principal). New hire at MDE or contracted staff, if necessary, will: coordinate with the project External Evaluator

and videographer; assist in planning advisory group meetings and professional learning logistics; complete required grant reporting; and work with the (in-kind) Business Manager and Contracts staff in MDE Agency Finance.

The two new positions will become part of the Equity, Diversity, and Inclusion Center (EDI Center), supervised by the EDI Center director, Dr. Macarre Traynham (in-kind), in robust collaboration with MDE's Academic Standards, Instruction, and Assessment (ASIA) division, including assistant director Doug Paulson and arts specialist, Alina Campana (both in-kind).

Personnel		Year One		Year Two		Year Three		Year Four		Year Five	
	Base Salary	Wages	FTE	Wages	FTE	Wages	FTE	Wages	FTE	Wages	FTE
CRAE Project Lead											
CRAE Project Administrator											
TOTAL											



**2. Fringe Benefits= \$** [REDACTED]

Fringe benefits are determined based on the State Position Classification for all grant funded personnel listed in the chart above. A 3% annual increase is included. Fringe benefits include the employer's portion of health, dental, and life insurance, social security and Medicare tax, and retirement contributions.

Personnel	Year One	Year Two	Year Three	Year Four	Year Five
CRAE Project Lead	[REDACTED]				
CRAE Project Administrator					
TOTAL					

**3. Travel - \$** [REDACTED]

Travel costs are in accordance with Part 200 Uniform Administrative Requirements Cost Principles for Federal Awards (200.472 Travel Costs), as well as State of Minnesota policies.

Costs are based on maximum reimbursement rates in Minnesota's Commissioner's Plan: federal mileage rate, \$ [REDACTED]/day for meals in non-metropolitan areas and \$ [REDACTED]/day in metropolitan areas (as designated in the Plan), and lodging costs that

are reasonable and consistent with the facilities available. Out of state trips also include airfare, airport transportation, and event registration, as applicable.

- **In-state travel** is required to visit partner districts and schools for technical assistance, coaching, and other supports, following appropriate COVID-19 guidance and procedures. Schools located in the metro area will only require mileage if a state car is not available. Schools located in greater Minnesota may require a hotel stay (estimated at \$[REDACTED]/night) and meal reimbursement in addition to mileage. Budgeted at \$[REDACTED]/year for five years. In-state travel costs are based on prior year costs while completing similar work with LEAs.
- **Out of state travel** is required for the CRAE Project Lead and Administrator to attend relevant equity and arts education professional learning gatherings such as: the Critical Race Studies in Education Association Conference, National Alliance for Partnerships in Equity National Summit, National Arts Education Association Conference, and/or National Association for Music Education conference, in order to improve project outcomes as well as aid in project information dissemination [REDACTED]

Travel	Year One	Year Two	Year Three	Year Four	Year Five
In-state					

Out of State					
Total					

**4. Equipment=**

N/A

**5. Supplies=\$**

Supplies costs are in accordance with Part 200 Uniform Administrative Requirements Cost Principles for Federal Awards (200.432 Conferences; 200.453 Material and Supplies, including Computing Costs; and 200.472 Training and Education Costs), as well as State of Minnesota policies. Supply costs are based on prior year costs while completing similar work with LEAs.

- **Meeting room rental** for professional learning with districts and schools.
- **Printing costs** for professional learning and communication with districts and schools  
for five years.
- **Training and related art and office supplies** necessary to carry out the federal award.  
for five years.
- **Lunch costs for up to four in-person full day professional learning workshops per year** with districts and schools (other five meetings/year will be held virtually).

Supply Costs	Year One	Year Two	Year Three	Year Four	Year Five
Meeting room rental					
Printing costs					
Training and related art and office supplies					
Lunch costs for all- day professional learning					
TOTAL					

## 6. Contractual=\$██████████

MDE follows all federal and state procedures for procurement. Contractual cost estimates are based on prior year costs while completing similar work with LEAs.

- **External Evaluator** - An experienced external evaluator is critical to meeting the expectations of the grant program and to helping MDE and its LEA partners continuously improve the project and the corresponding results to provide the best project model to inform similar high-quality, high impact work in the state and across the country.  
  
Budgeted at the industry standard of approximately 10% of the total grant award amount over the five year grant period.
- **Resource dissemination:**
  - **Video development** - MDE will contract with an individual or company that has experience successfully providing educational documentary video development, production, and accessibility services. Budgeted at ██████████ in years one and two and \$██████████/year in years 3-5 of the grant period.
  - **MDE webpage creation and resource posting** - Minnesota's Information Technology department has first right of refusal for all State of Minnesota information technology work. Budgeted at \$██████████/year in years 2-5 of the grant period.
- **District and school professional learning and implementation support** through a joint powers agreement:

- **Annual multi-day summer professional learning convenings** - mileage reimbursement at federal rate, breakfast and dinner meal reimbursement at the rates provided in the Commissioner's plan for three days, and hotel (estimated \$■■■■/night) for two nights for attendees from outside the metro area (estimated at 40/60 cohort members) as necessary and attendance compensation (\$■■■■/day) for all attendees. Budgeted at \$■■■■/summer convening in years 2-5 of the grant period.
- **Professional learning workshops during the school year (Sept.- May)** - mileage reimbursement at federal rate, breakfast and dinner meal reimbursement at the rates provided in the Commissioner's plan for attendees from outside the metro area (estimated at 40/60 cohort members) as necessary for four in-person meetings/school year (other five meetings will be held virtually) and substitute pay at \$■■■■/day to allow teacher leaders (estimated at 40/60 cohort members) to attend all professional learning sessions. Budgeted at \$■■■■/school year in years 3-5 of the grant period.
- **Implementation support to schools and districts** – substitute pay at \$■■■■/day and meeting supplies and materials costs to allow an estimated 10 teacher leaders in each of an estimated 30 participating districts to meet to plan implementation in their district and contracting funds for each participating district for necessary district/school-specific professional learning beginning in year 3 and ramping up in years 4 and 5 with an additional cohort. Budgeted at \$■■■■ in year three and \$■■■■/year in years 4 and 5.

- **Advisory group support** – Mileage, food, hotel, and/or airfare (if necessary) reimbursement for members from outside the metro area or state for full-day in-person meetings twice per year (all other meetings to be held virtually) and a participation stipend (\$████/day) for all advisory group members estimated for 8 meetings in year 1, 6 meetings in years 2 and 3, and 4 meetings in years 4 and 5. Budgeted at \$████ in year 1, \$████ in years 2 and 3, and \$████ in years 4 and 5.
- **External trainers for professional learning** – MDE will contract with specific subject matter experts as necessary to provide professional learning to schools and districts. Budgeted at \$████/year in years 2-5.

Contractual Costs	Year One	Year Two	Year Three	Year Four	Year Five
External Evaluator					
Resource dissemination					
District and school professional					

learning and implementation support		and Sept.)			not included)
Advisory group support					
External trainers for professional learning					
TOTAL					

7. Construction= ■

N/A



8. Other=\$

Rent at \$ per grant-funded FTE with a projected annual increase of 3% per year.

Other	Year One	Year Two	Year Three	Year Four	Year Five
Rent					

9. Total Direct Costs= \$

10. Indirect Costs= \$

Calculated on modified total direct costs at federally approved rate of Approved indirect cost rate agreement is attached.

Indirect Costs	Year One	Year Two	Year Three	Year Four	Year Five
Approved Rate					

11. Training Stipends=

N/A

12. Total Costs=



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

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Minnesota Department of Education

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: 07/01/2020 To: 06/30/2021 (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 # S351A210048

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Name of Institution/Organization		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.	
Minnesota Department of Education			
<p align="center"><b>SECTION B - BUDGET SUMMARY</b> <b>NON-FEDERAL FUNDS</b></p>			
Budget Categories			
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)			
<p align="center"><b>SECTION C - BUDGET NARRATIVE (see instructions)</b></p>			

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Minnesota Department of Education</div>	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								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

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