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BOARD OF EDUCATION

Special Meeting - April 22, 2024 - 4:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

AGENDA

1.	CALL TO ORDER/ROLL CALL	2
2.	APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS	3
	A. WMS and Gleason Lake Pavement Rehab	4
	B. WHS and Bus Depot Pavement Rehab	7
	C. AP/IB STEM Grant Approval	10
3.	ADJOURN	52



Board of Education
Regular Meeting – April 22, 2024

AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

COMMENTS BY: Milind Sohoni, Board Chair

	PRESENT	ABSENT
Heidi Kader	_____	_____
Sheila Prior	_____	_____
Sarah Johansen	_____	_____
Paras Bhende	_____	_____
Valentina Eyres	_____	_____
Dan Ginestra	_____	_____
Milind Sohoni	_____	_____
Chace Anderson, ex-officio	_____	_____



Board of Education
Regular Meeting – April 22, 2024

AGENDA SECTION: Approval of Agenda and Consent Agenda Items

ITEM: Approval of Agenda and Consent Agenda Items

COMMENTS BY: Milind Sohoni, Board Chair

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event, the item will be removed as a Consent Agenda item and addressed. Consent Agenda items are as follows:

- A. WMS and Gleason Lake Pavement Rehab
- B. WHS and Bus Depot Pavement Rehab
- C. AP/AB STEM Grant Approval

Recommended Action: Approve the full agenda as presented, and the consent agenda items.

Motion by: _____

Passed: _____

Second by: _____

Failed: _____

Abstentions: _____



Board of Education
Work Session – April 22, 2024

AGENDA SECTION: Approval of Agenda and Consent Agenda Items

ITEM: Finance and Business Services Recommendations

COMMENTS BY: Scott LeSage, Executive Director, Finance and Operations

The bid opening for the 2024 Pavement Rehabilitation at West Middle School and Gleason Lake Elementary School was held at 17305 19th Avenue North, Plymouth, MN 55447 on April 9, 2024 at 2:00 p.m.

The scope of the project includes: At West Middle School – reclaim, grade, pave and restripe the southeast parking lot. At Gleason Lake – reclaim, grade, and pave the east perimeter drive and southeast bituminous playground area; concrete curb and sidewalk replacement on the building side of the east perimeter drive; storm drainage improvements in the east perimeter drive; reconstructing exterior concrete stairs and handrails south of the school building.

Attached are the lowest responsible bidders and their base bid amount for purposes of contract award.

The project is funded from Long-Term Facilities Maintenance Revenue.

Please see the attached bid tabulation and recommendation from Inspec.

Recommended Action: Award the 2024 Pavement Rehabilitation at West Middle School and Gleason Lake Elementary School to Park Construction Company for the base bid in the amount of \$401,956.

Motion by: _____ **ROLL CALL** **Passed:** _____

Second by: _____ **Failed:** _____

Abstentions: _____

BID TABULATION

*Preliminary Bid Tabulation - Bids are
Contingent Upon Further Review*



OWNER: Wayzata Public Schools - ISD 284

PROJECT: 2024 Pavement Rehabilitation at West Middle & Gleason Lake Elementary (Bid Package 1)

BID DATE / TIME: April 9, 2024 at 2:00 PM

PROJECT # 215792

CONTRACTOR	Addendum No. 1	Bid Bond	Resp. Contractor Affidavit	BASE BID	Unit Price 1 (Subgrade Corrections/CY)
Park Construction Company	✓	✓	✓	\$401,956.00	\$34.00
Minnesota Roadways Co.	✓	✓	✓	\$410,995.00	\$65.00
GMH Asphalt Corp.	✓	✓	✓	\$429,700.00	\$50.00
Northwest Asphalt, Inc.	✓	✓	✓	\$443,600.00	\$35.00
Omann Contracting Companies, Inc.	✓	✓	✓	\$459,900.00	\$38.50
Bituminous Roadways, Inc.	✓	✓	✓	\$503,500.00	\$60.00
ASTECH Corp.	✓	✓	✓	\$554,924.70	\$62.60



April 10, 2024

Smart engineering of
roofs, walls, windows,
pavements
and waterproofing

Mr. Rod Peterson
Wayzata Public Schools
17305 – 19th Avenue North
Plymouth, MN 55447

RE: 2024 Pavement Rehabilitation at West Middle School and
Gleason Lake Elementary School (Bid Package 1)

Dear Mr. Peterson:

On April 9, 2024, competitive bids were received for the above-referenced project. Of the seven bids received, Park Construction Company submitted the lowest Base Bid in the amount of \$401,956.

Our personnel contacted Mr. Chris Grimes from Park Construction Company and he indicated that they would be able to perform the work as specified for the submitted bid amount. We have personal experience working with Park Construction Company and feel that they are competent and qualified to perform the specified work.

Based on the above information, we recommend that Park Construction Company be awarded the 2024 Pavement Rehabilitation project at West Middle School and Gleason Lake Elementary School.

If you have any questions or comments regarding the above information, please feel free to contact our office.

Sincerely,

INSPEC

A handwritten signature in black ink that reads "Brent Boelter".

Brent Boelter, P.E.
Senior Consultant

BB/

Enclosure: Bid Tabulation

5801 Duluth Street
Minneapolis, MN 55422
Ph. 763-546-3434
Fax 763-546-8669

Chicago

Milwaukee

Minneapolis

www.inspec.com



Board of Education
Work Session – April 22, 2024

AGENDA SECTION: Approval of Agenda and Consent Agenda Items

ITEM: Finance and Business Services Recommendations

COMMENTS BY: Scott LeSage, Executive Director, Finance and Operations

The bid opening for the 2024 Pavement Rehabilitation at Wayzata High School and the Bus Garage was held at 17305 19th Avenue North, Plymouth, MN 55447 on April 9, 2024 at 2:30 p.m.

The scope of the project includes: At Wayzata High School – remove existing bituminous pavement in the northwest parking lot and the northwest portion of the perimeter drive; grade, stabilize, and compact existing aggregate base and place new bituminous pavement; stripe parking lot and drive to match existing. At Bus Garage – remove existing bituminous pavement in bus parking areas, automobile parking areas, and drives; grade, stabilize and compact existing aggregate base and place new bituminous pavement; stripe parking areas to match existing.

Attached are the lowest responsible bidders and their base bid amount for purposes of contract award.

The project is funded from Long-Term Facilities Maintenance Revenue.

Please see the attached bid tabulation and recommendation from Inspec.

Recommended Action: Award the 2024 Pavement Rehabilitation at Wayzata High School and the Bus Garage to Minnesota Roadways Co. for the base bid in the amount of \$794,950.

Motion by: _____ **ROLL CALL** **Passed:** _____

Second by: _____ **Failed:** _____

Abstentions: _____

BID TABULATION

*Preliminary Bid Tabulation - Bids are
Contingent Upon Further Review*



OWNER: Wayzata Public Schools - ISD 284

PROJECT: 2024 Pavement Rehabilitation at Wayzata High School & Bus Garage (Bid Package 2)

BID DATE / TIME: April 9, 2024 at 2:30 PM

PROJECT # 215806

CONTRACTOR	Bid Bond	Resp. Contractor Affidavit	BASE BID	Unit Price 1 Curb & Gutter R&R (lf)	Unit Price 2 Portland Cement (ton)
Minnesota Roadways Co.	✓	✓	\$794,950.00	\$65.00	\$247.00
Northwest Asphalt, Inc.	✓	✓	\$826,400.00	\$60.00	\$235.00
ACI Asphalt & Concrete, LLC	✓	✓	\$829,122.00	\$70.00	\$274.00
Minnesota Paving & Materials	✓	✓	\$845,300.00	\$60.00	\$250.00
GMH Asphalt Corp.	✓	✓	\$876,300.00	\$56.50	\$245.00
Bituminous Roadways, Inc.	✓	✓	\$899,900.00	\$65.00	\$250.00
ASTECH Corp.	✓	✓	\$981,065.26	\$62.00	\$247.16
Park Construction Company	✓	✓	\$981,699.00	\$47.00	\$300.00



April 11, 2024

Smart engineering of
roofs, walls, windows,
pavements
and waterproofing

Mr. Rod Peterson
Wayzata Public Schools
17305 – 19th Avenue North
Plymouth, MN 55447

RE: 2024 Pavement Rehabilitation at Wayzata High School and the Bus Garage
(Bid Package 2)

Dear Mr. Peterson:

On April 9, 2024, competitive bids were received for the above-referenced project. Of the eight bids received, Minnesota Roadways Co. submitted the lowest Base Bid in the amount of \$794,950.

Our personnel contacted Mr. John Nemecek from Minnesota Roadways Co. and he indicated that they would be able to perform the work as specified for the submitted bid amount. We have personal experience working with Minnesota Roadways Co. and feel that they are competent and qualified to perform the specified work.

Based on the above information, we recommend that Minnesota Roadways Co. be awarded the 2024 Pavement Rehabilitation project at Wayzata High School and the Bus Garage.

If you have any questions or comments regarding the above information, please feel free to contact our office.

Sincerely,

INSPEC

A handwritten signature in black ink, appearing to read "Brent Boelter".

Brent Boelter, P.E.
Senior Consultant

BB/

Enclosure: Bid Tabulation

5801 Duluth Street
Minneapolis, MN 55422
Ph. 763-546-3434
Fax 763-546-8669

Chicago

Milwaukee

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Board of Education
Regular Meeting – April 22, 2024

AGENDA SECTION: Approval of Agenda and Consent Agenda Items

ITEM: Finance and Operation Services Recommendations

COMMENTS BY: Dana Miller, Executive Director of Teaching and Learning

The Minnesota Department of Education (MDE) made funding available through the AP/IB STEM Grant for the purpose of raising academic achievement through increased student participation in Pre-AP, Advanced Placement (AP), and International Baccalaureate (IB) science, technology, engineering, and math (STEM) programs, particularly for those belonging to historically underserved student groups. WPS' AP/IB grant will focus on raising enrollment in computer science courses for underrepresented student populations in these courses, female students and students of color. The grant will support development of a new course at the high school and greater articulation and collaboration between the middle schools and high school. WPS has been awarded \$67,034, just shy of the \$75,000 maximum possible and will support activities over a period of 3 years.

Recommended Action: Approve the Minnesota Department of Education's Advanced Placement /International Baccalaureate (AP/IB) STEM grant as proposed in the attached materials.

Motion by: _____

Passed: _____

Second by: _____

Failed: _____

Abstentions: _____



AP/IB STEM Grant – State Funds FY24 through FY26 – Round 2

Application Coversheet

Submit the completed and signed application coversheet, assurances, and the application narrative responses, to mde.compgrants@state.mn.us by November 3, 2023, no later than 5 p.m. central time. A guide to the application, including submission instructions and scoring rubric, can be found in the [instruction document](#).

Applicant Information

Legal name of applicant organization: **Wayzata Public Schools**

If district or charter school applicant, enter organization number: **ISD 284**

Address: **4955 Peony Lane**

City, state and zip code + 4: **Plymouth, MN 55446-1600**

If you are a school district or charter school, name the partnering accredited college or university: **NA**

Total grant request: **\$72,102.84**

Required Identification Numbers

Minnesota SWIFT vendor ID number: 0000193860

Federal UEI number: LKBLWCKJPRW3

Contact Information

Identified Official with Authority (IOWA) to Sign

Instructions: Enter the contact information of the person who will sign the application in the [signature section](#).

Name of official with authority to sign: DeeDee Kahring

Title: Executive Director of Finance and Operations

Phone number: 763-745-5023

Email: deedee.kahring@wayzataschools.org

Primary Program (PM) Contact Information

Name of Program Contact: [Steph Ebert](#)

Title: [CTE Coordinator](#)

Phone number: [\(763\) 745-7010](#)

Email: stephanie.ebert@wayzataschools.org

Business Manager (BM) Contact Information

Name of business manager: Kari Lynch

Title: Accounting Manager

Phone number: 763-745-6640

Email: kari.lynch@wayzataschools.org

Signature Section

Signature and Date of the Official with Authority to sign

By signing below, I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein and additional state, local, federal regulations and policies that apply to my organization.

Name: DeeDee Kahring
Executive Director Finance & Operations

Date: 11-2-23

Signature: DeeDee Kahring

Assurances

The applicant, by signing the coversheet to the application submitted to the State, certifies they have read all application documents, including any revised documents. The applicant agrees to comply with the approved application and all federal, state and local laws, ordinances, rules and regulations, public policies herein and all others as applicable.

1. Survival of Terms

The following clauses below survive the expiration or cancellation of this award: 4D) State and Federal Audits; 5) Liability; 6) Ownership of Materials and Intellectual Property Rights; 7) Publicity; 8) Government Data Practices and Disclosure of Breach in Security; 9) Data Disclosure; and 12) Governing Law, Jurisdiction and Venue.

2. Use of Funds

The use of funds shall be limited to that portion identified in the application materials and the attached application and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the State) or for payments to vendors displaying exhibits for their profit. Funds should support the purpose and activities approved in the application. Funds must not be used to benefit state employees, or to reimburse them for any of their expenditures, including travel expenses, alcohol purchases, costs of registration fees for training sessions or educational courses presented or arranged, payments to state employees for presentations at workshops, seminars, etc., whether on state time, vacation time, leave of absence or any other non-work time.

- A. The grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the State within the times required by it. The State reserves the right to withhold funding if reporting requirements are not met. The grantee must promptly return to the State any unexpended funds not accounted for in the financial report due to the State at grant closeout.
- B. The grantee shall present reports to the Commissioner of the Department of Education or the State's Authorized Representative. At the Commissioner's discretion, these reports may be presented at departmental, legislative, other state agency or public meetings where the grantee shall be available to explain the project and respond to questions.
- C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by grantee in performance of this project will be paid if allowed in the approved budget, provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan," promulgated by the Commissioner of Minnesota Management and Budget (MMB). The grantee will only be reimbursed for travel and subsistence outside Minnesota if it has received prior written approval for such out-of-state travel from the State. The current [Commissioner's Plan](#) can be viewed to obtain current maximum expense reimbursement rates. Exceptions to these travel rates are those that may be negotiated with the University of Minnesota.

3. Equipment

Upon termination of the award, the State shall have the right to require transfer or return of any equipment purchased during the award grant period using these grant funds.

4. Financial and Administrative Provisions

A. Allowability of Costs

The allowability of costs for federal funding incurred under this award shall be determined in accordance with the procedures and principles given in the federal Office of Management and Budget (OMB) circulars located in [2 Code of Federal Regulations \(CFR\), Part 200](#) and/or as in the approved budget and/or specific legislation.

For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this award by the grantee will be allowed by the State unless approved in writing by the State. Such approval shall be considered to be a modification of the award. There may be additional limitations on allowable costs, which shall be noted in the award.

A grantee hosting a meeting or conference may not use federal grant funds to pay for food for attendees unless it is necessary and reasonable to accomplish a legitimate meeting, conference business for approved grant activities. Budget allocations for food must be approved by the Minnesota Department of Education (MDE). Example: A working lunch might be allowable to ensure full participation by attendees and if training continues during the lunch. Funds may not be used for entertainment, alcohol purchases or gifts. Refer to the applicable federal uniform guidance for cost principle information.

A meeting or conference hosted by a grantee and charged to the grant must not be promoted as a U.S. Department of Education conference.

B. Records

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

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

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

C. Examination

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

D. State and Federal Audits

Under [Minnesota Statutes 2022, section 16B.98, subdivision 8](#), the grantee's books, records, document, and accounting procedures and practices relevant to this grant are subject to examination by the Commissioner, the State and/or the state auditor or legislative auditor, as appropriate, for a minimum of six years from the end of this grant agreement, receipt and approval of all final reports, or the required period of time to satisfy all state retention requirements, whichever is later. If federal funding, all grantees are subject to retention requirements related to audits.

If the grantee (in federal Office of Management and Budget (OMB) Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the applicable single audit requirements. The grantee will provide copies of the single audit reporting package upon request.

5. Liability

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

6. Ownership of Materials and Intellectual Property Rights

A. Intellectual Property Rights

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

B. Notification

Whenever any invention, improvement or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the grantee, including its employees and subcontractors, in the performance of the award, the grantee will immediately give the State's authorized representative written notice thereof, and must promptly furnish the authorized representative with complete information and/or disclosure thereon.

C. Representation

The grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the works and documents are the sole property of the State, and that neither the grantee nor its employees, agents, or subcontractors retain any interest in and to the works and documents. The grantee represents and warrants that the works and documents do not and will not infringe upon any intellectual property of other persons or entities.

Notwithstanding Liability clause 5, the grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the State, at the grantee's expense, from any action or claim brought against the State to the extent that it is based on a claim that all or part of the works or documents infringe upon the intellectual property rights of others.

The grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the grantee's or the State's opinion is likely to arise, the grantee, must at the State's discretion, either procure for the State the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing works or documents as necessary and appropriate to obviate the infringement claim. This remedy of the State will be in addition and not exclusive of other remedies provided by law.

7. Publicity

Any publicity given to the program on, publications or services provided resulting from the award, including, but not limited to, notices, informational pamphlets, press releases, research, website pages, reports, signs and similar public notices prepared for the grantee or its employees individually or jointly with others or any subrecipients, shall publicly identify the State as the sponsoring agency and identify the source of funding. The publicity described may only be released with the prior approval of the State's authorized representative.

The applicant/awardee must **not** claim that the state or the federal Department of Education **endorses** its products or services. See a sample statement below:

Example: The contents of this publication, film, or conference do not necessarily represent the policy of the federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.

See the sample publicity statement below for citing the funding source below:

Example: This training is partially funded with a grant from the Minnesota Department of Education using federal funding, CFDA 84.027A, Special Education - Grants to States.

8. Government Data Practices and Disclosure of Breach in Security

The grantee and the State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the State under the award, and as it applies to all data created collected, received, stored, used, maintained or disseminated by the grantee under the award. The civil remedies of [Minnesota Statutes 2022, section 13.08](#) apply to the release of the data referred to in this paragraph by either the grantee or the State.

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

[Minnesota Statutes 2022, section 13.055](#), applies to all government entities in Minnesota, not just state agencies. This applies to all school districts and charter schools. Government entities must notify individual data subjects when nonpublic data about them has been the subject of a breach of security of the data.

9. Data Disclosure

Under [Minnesota Statutes 2022, section 270C.65](#), and other applicable laws, the grantee consents to disclosure of its SWIFT Supplier ID Number (formally known as SWIFT Vendor ID), Social Security number, UEI number, federal employer tax identification number and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the grantee to file state tax returns and pay delinquent state tax liabilities, if any.

10. Worker's Compensation

Grantee certifies that it is in compliance with [Minnesota Statutes 2022, section 176.181, subdivision 2](#), pertaining to workers' compensation insurance coverage. The grantee's employees and agents will not be considered state employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility. (Exemption/Waiver as allowed under law.)

11. Antitrust

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

12. Governing Law, Jurisdiction and Venue

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

13. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 2 Code of Federal Regulations (CFR), Part 200, the grantee when signing the application, certifies that:

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

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.

14. Debarment, Suspension, and Other Responsibility Matters

As required by [Executive Order 12549](#), Debarment and Suspension, and implemented at 2 CFR 180.200 or amendments thereto, for prospective participants in primary covered transactions.

The grantee certifies that it and its principals:

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

15. Drug-Free Workplace (Awardees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR, Part 200, the grantee certifies that it will continue to provide a drug-free workplace by:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
7. Establishing an on-going drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace;
 - b. The grantee's policy of maintaining a drug-free workplace;
 - c. Any available drug counseling, rehabilitation and employee assistance programs; and
 - d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
8. Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (1);
9. Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the award, the employee will:
 - a. Abide by the terms of the statement; and,
 - b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
10. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award;
11. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted:
 - a. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or,
 - b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency;
12. Making a good faith effort to continue to maintain a drug-free workplace through implementation of Paragraphs (1), (2), (3), (4), (5) and (6).

16. Transferability

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

17. Time

The grantee must comply with the time requirements described in the application and award and inform the grantor of any potential long term delays or changes affecting those timelines.

18. Nondiscrimination

The grantee will comply with nondiscrimination statutes.

1. Grantees will follow the Civil Rights Act of 1964, and amendments thereto which prohibits discrimination on the basis of race, color, or national origin.
13. Section 504 of the Rehabilitation Act of 1973, and amendments which prohibits discrimination on the basis of disability.
14. Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs.
15. Age Discrimination in Employment Act of 1975 and amendments.
16. In addition, per federal CFR 200.415, Agreement of Applicant, which states that prior to the Commissioner's issuance of any commitment or other loan approval, shall agree, by signing the application, (in a form prescribed by the Commissioner), that there shall be no discrimination against anyone who is employed in carrying out work receiving assistance pursuant to this chapter, or against an applicant for such employment, because of race, color, religion, sex, handicap, age or national origin.
17. [Minnesota Statutes 2022, Chapter 363A. Human Rights.](#)

19. Pre-Award Work and Pre-Award Costs

The grantee understands that no work should begin and no pre-award costs would be covered under this award until all required signatures have been obtained, an Official Grant Award Notification (OGAN) has been issued, or other award documentation has been received and the grantee is notified to begin work by the State's program authorized representative or their designee. If an exception to this is determined necessary by MDE, the grantee would be informed in writing or email by the State's program authorized representative or designee.

20. Grantee's Grant Program Representative

The applicant's Program Contact Representative will be named on the OGAN or other award information. If the Program Contact Representative or official with authority to sign changes at any time during the grant award period, the applicant/grantee must immediately notify the State.

21. Delinquent State or Federal Debt

As an applicant, you are not delinquent on the repayment of any federal debt. If delinquent in state debt, payments shall not be made by the state agency to the vendor until the commissioner notifies the agency the vendor is no longer a delinquent taxpayer or as otherwise indicated under [Minnesota Statutes 2022, section 270C.65, subdivision 3](#).

22. Cancellation With or Without Cause

An award contract may be cancelled by the State at any time, with or without cause, upon thirty (30) days' written notice to the grantee. Upon termination, the grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed and for approvable expenditures.

23. Cancellation Due to Discontinued or Insufficient Funding

It is expressly understood and agreed that in the event the funding to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and/or continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the State to the grantee. The State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the grantee will be entitled to payment, determined on a pro-rata basis, for services satisfactorily performed and approvable expenditures incurred prior to termination to the extent that funds are available. The State will not be assessed any penalty if the grant is terminated because of a decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The State must provide the grantee notice within a reasonable time of the State receiving notice.

24. Cancellation Due to Failure to Comply

The State may cancel an award contract immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The State may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

25. Termination of Grant Agreements

Commissioner of Administration may unilaterally cancel this grant contract agreement if further performance under the agreement would not serve agency purposes or is not in the best interest of the State. As indicated in Minn. Stat. §16B.991, subd. 2 and [Chapter 62 - MN Laws](#) – Article 7, Section 12.

26. Conflict of Interest

In accordance with the [Minnesota Office of Grants Management Policy 08-01](#), the grantee will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or present the appearance of personal or organizational conflicts of interest, or personal gain.

27. Voter Registration Services

The commissioner or chief administrator officer of each state agency or community-based public agency or nonprofit corporation that contracts with the state agency to carry out obligations of the state agency shall provide voter registration services for employees and the public. Refer to [Minnesota Statutes 2022, section 201.162](#), Duties of State Agencies for the complete statute.

28. Minimizing State Funded Administrative Costs

Under [Minnesota Statutes 2022, section 16B.98](#), Grants Management Process, a grant from an appropriation of state funds, the recipient of the grant must agree to minimize administrative costs.

29. Supplanting

Grant funds shall not be used to supplant salaries and wages normally budgeted for an employee of the applicant/agency. Total time for each staff position paid through various funding streams financed in part or whole with grant funds shall not exceed one Full Time Equivalent (FTE), except in certain situations. The grantee may allow staff to work on extended day assignments, such as, after school programs, special education services or other projects, if necessary, or allowable under funding. The grantee must be prepared to disclose all required supporting documentation for salaries paid for their employees.

30. Uniform Municipal Contracting Law – Counties, Schools, Cities – Supplies/Construction

Per [Minnesota Statutes 2022, section 471.345](#), grantees that are municipalities as defined in subdivision 1, must follow service contracting and bidding requirements as stated, including prevailing wage rules for construction work of \$25,000 or more. Support documentation for the procurement processes must be retained.

Support document for the procurement processes must be retained regardless of the source of funding.

31. Contracting – Nongovernmental Entities

Pursuant to [Minnesota Statutes 2022, 471.345](#), any grant-funded services and/or materials that are expected to cost:

- \$175,000 or more must undergo a formal notice and bidding process.
- Between \$25,000 and \$174,999 must be competitively awarded based on a minimum of three (3) verbal quotes or bids.
- Between \$10,000 and \$24,999 must be competitively awarded based on a minimum of two (2) verbal quotes or bids or awarded to a targeted vendor.

For grant-funded projects that include construction work of \$25,000 or more, prevailing wage rules apply per [Minnesota Statutes 2022, section 177.41 through section 177.44](#). The bid request must state the project is subject to prevailing wage. These rules require that the wages of laborers and workers should be comparable to wages paid for similar work in the community as a whole. A prevailing wage form should accompany these bid submittals.

The grantee must take all necessary affirmative steps to assure that targeted vendors from businesses with active certifications through these entities are used when possible:

- [State Department of Administration's Certified Targeted Group, Economically Disadvantaged and Veteran-Owned Vendor List](#).
- Metropolitan Council's Targeted Vendor list: [Minnesota Unified Certification Program](#).
- Small Business Certification Program through Hennepin County, Ramsey County, and City of St. Paul: [Central Certification Program](#).

The grantee must maintain:

- Written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.
- Support documentation of the purchasing and/or bidding process utilized to contract services in their financial records, including support documentation justifying a single/sole source bid, if applicable.

The grantee must not contract with vendors who are on the [Suspended/Debarred Vendor Report](#).

Domestic preferences for procurements

As appropriate and to the extent consistent with law, the non-federal entity should, to the greatest extent practicable under a federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including, but not limited, to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

32. Amendments

Any amendment to an award must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant award or assurances, or their successors in office.

33. Evidence-Based Education Grant Report

[Minnesota statute 127A.20](#) requires that, within 180 days of the end of the grant period, each grant recipient must compile a report that describes the data that was collected and evaluate the effectiveness of the strategies. The evidence-based report may identify or propose alternative strategies based on the results of the data. The report must be submitted to the commissioner of education and to the chairs and ranking minority members of the legislative committees with jurisdiction over prekindergarten through grade 12 education. The report must be filed with the Legislative Reference Library according to section [3.195](#).

34. Other Provisions

- a. When a grant includes the production of a report or other publication and this publication may be posted on the Minnesota Department of Education's website, that document must adhere to all department communication's policies, available upon request from the Communication Division.
- b. The grantee shall cooperate with the State when enforcing applicable Minnesota Office of Grants Management policies and statutes.
- c. Grantees funded with federal funding must follow CFR 200.308, Revision of Budget and Program, or as approved in the OGAN or other award documentation.
- d. Grantees and subcontractors receiving grants exceeding \$100,000 must comply with all applicable standards, orders, or requirements under section 306 of the Clean Air Act, section 508 of the Clean Water Act and Environmental Protection Agency regulations (40 CFR, part 15).

- e. The grantee must promptly return to the State any unexpended funds that have not been accounted for in a financial report to the State due at grant closeout.
- f. The grantee shall comply with any and all provisions of the Family Educational Rights to Privacy Act of 1974 (FERPA).
- g. Grantees will submit reports and comply with the terms as outlined in the OGAN, other award document and relevant legislation.
- h. Grantees will submit reports and comply with the terms as outlined in the Official Grant Award Notification.

Application Narrative Section

Follow the directions and prompts described in [AP/IB STEM Grant FY24 Instructions](#), which also includes the scoring rubric and submission instructions.

Executive Summary

Narrative Response: The Wayzata School District is located in the western suburbs of the Twin Cities. The high school currently serves around 3800 students. The community is supportive of both the school and our AP courses. Currently we offer AP Computer Science A and AP Computer Science Principles. They are successful courses in that we usually offer 4 sections per year, however the population of those classes is overwhelmingly male and overwhelmingly White and Asian.

We would like to increase both our female population and other racial representation within our population (i.e., black, Hispanic, etc.). Our 3-year plan focuses on increasing opportunity and representation for these populations. Our plan is to attack this on multiple fronts. We will survey our students and their families to determine their interest in computer science and what barriers are in place that are keeping them from taking these classes. We will create better vertical alignment with our middle schools to increase awareness and interest. Our middle school currently offers one required technical education class in sixth grade and no computer science classes. We will start a computer science class there and start a mentorship program. We will connect with the middle schools to create a half day program for their students to come to the high school and experience our CTE classes for a day. At the high school we will add a pre-AP course looking at real world applications of computer science, such as AI, to increase interest among targeted populations. We will give our computer science teachers professional development to better increase their curriculum related knowledge as well as their understanding of the unique challenges these populations face and give them tools to help combat them. We will identify and reach out to potential students who may have been previously overlooked to invite them personally to take our pre-AP, concurrent enrollment, and AP courses. Once they are in our classes, we want to ensure their success through an optional summer pre-AP program, a student support group, academic mentors and tutors. We will purchase some laptops and hotspots to ensure all students have equal access to resources so the lack of those resources are not a barrier to students taking our classes and succeeding in them. With that, our district supplies students with iPads which are not compatible with our curriculum needs. Finally, we will increase our community involvement through the use of guest instructors, an advisory board, and field trips to showcase different opportunities within the computer science field.

Our end goal is to raise representation of our targeted populations in our AP classes to levels that are comparable to their representation within Wayzata High School. We would like to increase college credit opportunities for these students through concurrent enrollment and successful completion of the AP tests with a score of 3 or better.

Asset Mapping and Needs Assessment

Narrative Response: Wayzata schools serves 3,824 students and their families. Of those students, 50.6% are male and 49.4% are female; the racial breakdown is 59.5% white, 22.1% Asian, 8% Black, 4.7% Latin American, 2.4% American Indian and 5.2% 2 or more races. We have a robust AP program and our families are very supportive of AP classes. Wayzata has 14 AP classes and ___% of students take at least 1 AP class before they graduate. We offer both AP Computer Science A and AP Computer Science Principles classes and two pre-AP classes as well as several introductory level courses in computer science. This year we have 173 students taking one of the AP Computer Science classes which is approximately 4.7% of the school population. The vast majority of the students who take the classes are white or Asian males. The percentage of females who are in our AP or pre-AP classes is 19.8% and the percentage of non-white or Asian students is 6.3%. We would like to see these last two numbers greatly increase so that our pre-AP and AP courses are more diverse and representative of the overall percentages of these populations at Wayzata High School.

The Wayzata school district requires all elementary students to have some computer instruction through 5th grade. Participation and interest from both genders and all races is high at the elementary school. Once students enter middle school there is only one required career and tech ed class in sixth grade. There are no computer science classes offered at the middle school. By the time students reach the high school the numbers of female students and non-white/Asian students who elect to take computer science classes has dropped down to the reported levels. This is a very big indicator that we are losing students at the middle school level and we need to address that. We know that students tend to take classes where they feel comfortable, a sense of belonging, and when they are interested in the subject. We are aware that our current numbers do not present a welcoming environment to females and non-white/Asian students and we recognize this needs to change. Adding to these challenges our district is currently experiencing cost containment. Courses and budgets are currently being cut rather than added. This severely limits our ability to maintain, let alone improve our curriculum and outreach programs.

We would like to add a computer science class at the middle school, add support and training for the middle school teachers so that they are confident with the material, create a mentorship program for high school students to work with middle school students so that the middle school students have role models from the high school, and create a vertical alignment between the middle school and the high school so that interest is maintained and there is a smoother transition for these students as they enter high school.

At the high school we would like to take a targeted approach so that we can recruit students from our identified, underrepresented populations to take these pre-AP and AP computer science classes. We would also like to add another pre-AP class specifically targeted to these populations that will look at computer science in a different way using AI, big data, etc. We would like to identify barriers (such as hardware access) that is preventing them from taking and/or succeeding in these classes and remove them. We would like to put programs in place so that these students not only take these classes but find success in the classes. To accomplish these goals we will be relying on data gathered from our advisory board which is made up of representatives from industry professionals from within the community as well as students and parents from

the district. We will be gathering data via surveys of students and families from these target groups. Our goal is to involve both our community experts and our families as much as possible in identifying and solving these barriers.

Capacity of the Applicant Agency

Narrative Response: Our supporting staff in our CTE Department will be the main contributors to the implementation of the plan outlined below. Our staff is dedicated to going the extra mile for every student, both underrepresented and those already represented. The communication our staff maintains with local and national businesses allows us to understand how they operate and what qualities they seek in an employee. At Wayzata High School, our mission is, 'Every student will graduate Wayzata High School prepared for post-secondary success, regardless of race, class, gender, or ability.' This mission resonates with our department's role if this grant becomes accessible to our school. Tika Kude, Steph Ebert, and Jorun Hamre will be in direct contact with MDE regarding the obligations we will undertake and how we will communicate the use of our budget to assist underrepresented students throughout this grant process. Steph will outline the budget, while Tika and Jorun will reach out to all teachers in our department to prepare for the time when we will describe the work outlined below, with Tika and Jorun leading the projects and seeing them through to completion.

Wayzata's CTE department is committed to seeing this entire process through with support from our administration and collaboration with other departments outside the STEM field to connect data across our school's resources. Students will witness this from the very beginning of the implementation, understanding how many students feel underrepresented in STEM, and how we can reach out to more of our community here at Wayzata. Within first few months, all students will hopefully be able to experience the full STEM Department through various surveys and learning sessions during the school day and beyond, allowing them to have firsthand experience with the teachers and others associated with the idea of making everyone feel included in our STEM department. The community will observe the collective efforts by both Wayzata Administration and our educators associated with this grant to achieve the primary goal of our team; which is to significantly increase diversity in terms of race and gender of students in Pre-AP and AP classes Computer Science classes.

When establishing practices that promote community involvement in this movement, we look forward to establishing deeper relationships with all ethnicities and genders during our 'Back to Business Night.' In the past, all departments in our school had an opportunity to hold open forums for discussion related to ideas in their classes. With this event, we aim to reach out more than just one night a year. We want to include student-incorporated and possibly student-led sessions to create excitement for all, regardless of race, gender, ethnicity, or ability. This will both validate and embrace the culture that we strive to establish every day. This grant will provide us with additional tools to use as educators, allowing us to adopt a holistic approach to Wayzata Schools. We also aim to connect with each middle school (where we lose the most students in CTE) by having a few days each year to connect our students with middle school students. Finally, to harness the community's strengths, our school aims to create a session at each school in the Wayzata district where students and teachers have an opportunity to engage in a STEM education

session (15-30 minutes) to promote the perspective that our community members are part of and involved in through their students' activities, which could prompt them to inquire about Pre-AP and AP courses.

The Wayzata School District's PERKINS fund coordinator will oversee the additional funds required for these courses to ensure collaboration and programs that align with what this grant timeline entails. We have full support from all administration and the financial department of Wayzata Public Schools to collaborate with STEM teachers on the vision we aim to achieve through this grant. Additionally, we have full administrative and staff support associated with both public and non-public funding, ensuring that all resources align with the STEM Department to meet the specified due dates and standards listed in the OGAN.

Project Outcome Goals

Complete the following:

Project Outcome Goals
Increase the number of Pre-AP, AP and/or IB STEM courses or programs from X offered during the 2022-2023 school year to X offered during the 2025-2026 school year.
Increase the variety of Pre-AP, AP and/or IB STEM courses or programs from X offered during the 2022-2023 school year to X offered during the 2025-2026 school year.
Increase the number of students enrolled in Pre-AP, AP and/or IB STEM courses or programs from 173 participating during the 2022-2023 school year to 205 participating during the 2025-2026 school year.
Increase the percent of historically underserved students enrolled in Pre-AP, AP and/or IB STEM courses or programs from 6.36% of non-white or Asian and 19.8% female of participants during the 2022-2023 school year to 13% non-white or Asian and 35% female of participants during the 2025-2026 school year. (Note – non white or Asian population in Wayzata is 18%)

Project Outcome Goals
Increase the number of students achieving a score of 3 or higher on AP and/or IB STEM related exams from 87 (63%) during the 2022-2023 school year to 85% during the 2025-2026 school year.
Increase the percent of historically underserved students achieving a score of X or higher on AP and/or IB STEM related exams from X during the 2022-2023 school year to X during the 2025-2026 school year. <i>Data unavailable</i>
Optional: Increase the number of Pre-AP, AP and/or IB Computer Science courses or programs from 4 offered during the 2022-2023 school year to 6 offered during the 2025-2026 school year.

Objectives, Activities, and Estimated Timelines

Strategy 1. Collaboration and Partnerships

Objective 1.1 Adopt and implement a three-year plan. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Identify key learning outcomes based on research and identify curriculum development needs and marketing tools to reach our community specifically targeting traditionally underrepresented populations.	Tika Kude/Jorun Hamre/Steph Ebert	December 2024
Identify student and community interest in AP/concurrent enrollment computer science courses particularly within traditionally underrepresented populations.	Tika Kude/Jorun Hamre	January - May 2024
Participate in Wayzata’s ‘Registration Night’, where students both present and prospective can look into what our Technology Department can offer their students. Students will be able to look at each class and major projects we create in our classrooms, as well as different companies that we work with.	Tika Kude/ Jorun Hamre/ Steph Ebert	Annually in February

Objective 1.1 Adopt and implement a three-year plan. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Identify barriers for underrepresented populations in taking our classes through surveys and focus groups	Steph Ebert	May 2024
Work with other departments such as math to identify potential students who would be a good fit for the course. Reach out to those students and their families personally to invite them into our AP courses	Tika Kude/Jorun Hamre /Other Wayzata Teachers	By June 2024
Develop a plan for vertical alignment between the middle schools and the high school for computer science while increasing enrollments for all students with a focus on our underrepresented populations	Middle school and high school CTE teachers	June 2025
Participate in training to develop teachers in identified areas of need	Tika Kude/Jorun Hamre	By June 2025
Purchase flexible machines (machines students may check out and take home) for students needing resources	Steph Ebert	June 2025
Seek yearly data from students/community members as to the success of the program	Steph Ebert	Ongoing starting June 2026
Evaluate the program’s impact on students’ success in college and beyond	Steph Ebert	Ongoing starting June 2026
Introduce pre-AP computer science course with topics addressing the broader applications and interests of all students (i.e., AI in sports)	Tika Kude/Jorun Hamre	September 2025

Objective 1.1 Adopt and implement a three-year plan. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Develop a course at the middle school to promote excitement and interest in computer science	Middle school CTE teachers	September 2025
Assess and refine AP/Pre-AP programs to continue to expand in our population and community	Steph Ebert & middle and high school CTE teachers	Ongoing starting Sept 2025
Establish a support group for students in underrepresented communities in computer science to promote success withing the courses	Jorun Hamre/Tika Kude	September 2025
Connect with Wayzata Middle Schools to create a half-day CTE Seminar. This would create a day where they could investigate the daily tasks of CTE students and be able to work side-by-side with students at the other schools.	Steph Ebert/CTE Teachers	December 2025
Create a 15-minute lesson that will be released district wide to get every student to code some type of coding program to increase connectivity between CTE and all students from grades 6 - 12.	Tika Kude/Jorun Hamre/ Peggy Fox/ Michelle Jacklitch/ Step Ebert	February 2025

1.1 Equity Considerations

Who is involved in establishing the plan? Are those involved representative of the school community? How has the organization involved historically underserved students and families in the planning process?

1.1 Indicators

What will you use to indicate success for this objective?

- Three-year board approved implementation plan. – Required
- Letter of Support for the plan from the College Board and/or MNIB. – Required
- Enter other indicators here:
 - Survey data from at least 10% of the student population and their families identifying at least 3 barriers with potential solutions annually
 - Advisory Board Meetings 2 per year
 - 2 meetings per year between high school and middle school teachers annually and a vertical alignment/curriculum development plan

Objective 1.2 Effectively involve local business and community organizations that are integral to pre-AP, AP, or IB STEM courses or programs. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Survey district families to identify interests, needs and barriers in relation to AP computer science courses	Steph Ebert	Feb.- June 2024
Participate in advisory board meetings to ensure we are staying up to date in the tech business world	Steph Ebert, Jorun Hamre, Tika Kude	Ongoing-Twice during the school year
Utilize community members as guest instructors and mentors to increase student awareness of career opportunities including job shadows and internships within the field	Tika Kude & Jorun Hamre	Ongoing starting September 2024
Participate in field trips to different companies so students are aware of the diverse opportunities in different businesses within the field	Tika Kude & Jorun Hamre	One per year, starting Sept. 2024
Participate in related training (i.e., AI) to increase instructor knowledge thereby offering a broader topic to appeal to a more diverse population	Tika Kude & Jorun Hamre	By December 2024

1.2 Equity Considerations

Are AP/IB STEM project leaders systematically collecting and analyzing demographic information about local business and community organization partners to ensure they are representative of the community? Is the AP/IB STEM project encouraging cross-sector collaboration between afterschool, schools, workforce, health, and other sectors to meet the needs of historically underserved students in a holistic way?

1.2 Indicators

What will you use to indicate satisfactory/quality partnerships?

- Enter indicators here:
 - At least 2 advisory board meetings per year with dedicated industry professionals
 - At least 1 off site experience per year
 - Instructors will participate in 1 curriculum specific training per year
 - Increase the number of guest instructors in AP classes from 0 to 2 per year

Objective 1.3 Meaningfully involve targeted students and their families in planning and evaluating Pre-AP, AP, or IB STEM courses or programs. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Survey district families to identify interests, needs and barriers in relation to AP computer science courses	Steph Ebert	Feb – June 2024
Reach out to targeted students and their families personally to invite them into our AP courses	Jorun Hamre/Tika Kude	Ongoing starting Feb. 2024
Add 2-3 underrepresented students to the advisory board	Jorun Hamre/Tika Kude	April 2024
Create a mentorship program between the high school and the middle school to encourage interest in computer science	Jorun Hamre/Tika Kude/Steph Ebert	Ongoing starting March 2024
Establish a support group for students in underrepresented communities in computer science to promote success withing the courses	Jorun Hamre/Tika Kude	September 2025

Objective 1.3 Meaningfully involve targeted students and their families in planning and evaluating Pre-AP, AP, or IB STEM courses or programs. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Seek yearly data from students/community members as to the success of the program and make adjustments	Steph Ebert	Ongoing starting June 2026
Evaluate the program’s impact on students’ success in college and beyond	Steph Ebert	Ongoing starting June 2026
Add students to advisory boards		

1.3 Equity Considerations

Are AP/IB STEM project leaders systematically collecting and analyzing demographic information about family partners to ensure they are representative of the community? How are historically underserved students and families engaged in ongoing determination of effective strategies to overcome barriers to participation?

1.3 Indicators

What will you use to indicate successful engagement of students and families in determining, implementing and evaluating integral activities?

- Enter indicators here:
 - Addition of at least 3 students to advisory board
 - Survey data from at least 10% of under-represented students and their families identifying interest and barriers to taking AP Computer Science courses

Strategy 2. Increase Access to Historically Underserved Students

Objective 2.1 Increase the availability and types of AP and/or IB STEM courses or programs.		Person Responsible	Timeline
<i>Describe each action/task to reach this objective. Add rows as needed.</i>		<i>Who is responsible for completing the task?</i>	<i>When will the task occur?</i>
Remove some Computer Science AP course prerequisites and open up the courses to 10 th grade students		Tyler Shepard	Jan. 2024
Meet with counselors to ensure alignment to targeted goal		Steph Ebert	Jan. 2024
Establish a support group for students in AP courses from underrepresented populations to help ensure their success in these courses		Jorum Hamre	Jan. 2024
Computer Science Department Award Winner, to represent the skills and ideas incorporated with an outstanding work ethic and energy for the Computer Science Department.	Jorun Hamre/ Tika Kude / Peggy Fox/ Michelle Jacklitch	June 2024	
Establish a mentorship program between middle school and high school instructors	Tika Kude/Jorun Hamre	Sept. 2024	
Offer a new course at the middle school to increase interest and awareness of computer science courses at the high school		Steph Ebert	Ongoing starting June 2025
Offer new pre-AP college credit course looking at real world applications of computer science focusing on AI- uses and ethics (sports, marketing, style, etc.), big data, drones, robotics that are all representative of potential careers in our community		Jorun Hamre/ Tika Kude	June 2025

2.1 Equity Considerations

Is access to AP and/or IB STEM courses and programs equitable across demographics, and student needs? Which students have access to new AP and/or IB STEM courses and programs? Are there groups of students who lack this access? Are AP and/or IB STEM courses and programs conducting structural racial equity analysis of internal policies and practices that influence program design? Are AP and/or IB STEM courses and programs providing students content and new experiences that support positive development, and are these offerings distributed equitably among students with different characteristics?

2.1 Indicators

What will you use to indicate success for increasing new College Board and/or IB-approved courses and programs? What evidence will you collect of student interest in these courses and programs, of intentional promotion of the courses and program available to targeted student groups, of student participation in determining the courses, and of more inclusive policies/procedures for who is encouraged to participate in AP and/or IB courses?

- Courses entered in the Minnesota Common Course Catalog. – Required
- Enter indicators here:
 - Addition of 1 new pre-AP course at both the middle school and the high school
 - Addition of a mentorship program between the high school and the middle school
 - Establishment of a support group to assist under-represented students succeed in the course
 - Alignment meeting with counselors
 - 500 post cards/emails sent out to targeted students

Objective 2.2 Increase the number and the diversity of the students, particularly those belonging to historically underserved student groups, who participate in AP and/or IB STEM courses or programs. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Track gender and racial breakdown of all AP and pre-AP/concurrent enrollment courses with the goal of increasing representation to levels representing populations in our school	Steph Ebert/Tika Kude/Jorun Hamre	Ongoing
Track middle school gender and racial breakdown in computer science electives and see how that increases/decreases in high school	Middle and high school CTE teachers	Ongoing

<p>Objective 2.2 Increase the number and the diversity of the students, particularly those belonging to historically underserved student groups, who participate in AP and/or IB STEM courses or programs.</p> <p><i>Describe each action/task to reach this objective. Add rows as needed.</i></p>	<p>Person Responsible</p> <p><i>Who is responsible for completing the task?</i></p>	<p>Timeline</p> <p><i>When will the task occur?</i></p>
Post student survey to assess experiences and find areas for improvement	Middle and high school CTE teachers	Ongoing
Identify barriers for underrepresented populations in taking our classes through surveys and focus groups	Steph Ebert	May 2024
Work with other departments such as math to identify potential students who would be a good fit for the course. Reach out to those students and their families personally to invite them into our AP courses	Tika Kude/Jorun Hamre /Other Wayzata Teachers	By June 2024
Develop a plan for vertical alignment between the middle schools and the high school for computer science while increasing enrollments for all students with a focus on our underrepresented populations	Middle school and high school CTE teachers	June 2025
Purchase flexible machines (machines students may check out and take home) for students needing resources	Steph Ebert	June 2025
Seek yearly data from students/community members as to the success of the program	Steph Ebert	Ongoing starting June 2026
Introduce pre-AP computer science course with topics addressing the broader applications and interests of all students (i.e., AI in sports)	Tika Kude/Jorun Hamre	September 2025
Develop a course at the middle school to promote excitement and interest in computer science	Middle school CTE teachers	September 2025

Objective 2.2 Increase the number and the diversity of the students, particularly those belonging to historically underserved student groups, who participate in AP and/or IB STEM courses or programs. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Assess and refine AP/Pre-AP programs to continue to expand in our population and community	Steph Ebert & middle and high school CTE teachers	Ongoing starting Sept 2025
Establish a support group for students in underrepresented communities in computer science to promote success withing the courses	Jorun Hamre/Tika Kude	September 2025
Connect with Wayzata Middle Schools to create a half-day CTE Seminar. This would create a day where they could investigate the daily tasks of CTE students and be able to work side-by-side with students at the other schools.	Steph Ebert/CTE Teachers	December 2025
Create a 15-minute lesson that will be released district wide to get every student to code some type of coding program to increase connectivity between CTE and all students from grades 6 - 12.	Tika Kude/Jorun Hamre/ Peggy Fox/ Michelle Jacklitch/ Step Ebert	February 2025

2.2 Equity Considerations

Are the students with high participation rates representative of the community? Are there groups of students who are not reaching participation goals? Do historically underserved students have high program attendance?

Are AP/IB STEM project staff members provided professional development on how to integrate equity in policies and practices? Who delivers professional development to staff? Is the AP/IB STEM project allocating sufficient financial resources to support building the capacity of program leaders for equity work? Are program staff provided professional development that will enhance their understanding of racial equity? Is the team leading the professional development representative of the community? Are partner organizations examining staff leadership structures?

2.2 Indicators

What will you use to indicate success for this goal?

- Enter indicators here:
 - Spreadsheet containing tracked numbers of gender and racial breakdowns of pre-AP and AP Computer Science classes at the high school

Objective 2.3 Increase the number and the diversity of the students, particularly those belonging to historically underserved student groups, who receive a score that will likely result in college credit by achieving satisfactory scores on AP and/or IB STEM related exams. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Participate in the Wayzata school district equity commitment and ongoing professional development trainings	All CTE teachers	Ongoing
Participate in at least 2 courses from Coursera	Jorun Hamre/Tika Kude	June 2024
Participate in Women in Technology Training	Jorun Hamre/Tika Kude	September 2024
Utilize the National Center for Women & Technology (NCWIT) to utilize their engagement practices to better communicate to women and to work to eliminate miscommunications about women in the field.	All CTE Teachers	September 2024
Join CSTA to participate in various offered professional development opportunities	All CTE Teachers	September 2024

2.3 Equity Considerations

Are the students achieving satisfactory scores and receiving college credit representative of the community? Are there groups of students who are not reaching score goals? Do historically underserved students have high program success?

2.3 Indicators

What will you use to indicate success for this goal?

- Enter indicators here:
 - Increase instructor trainings annually to at least 2 full day experiences per instructor per year

Strategy 3. Continuous Improvement

Objective 3.1 Complete continuous improvement processes and practices that enhance quality and effectiveness of your programs in meeting the identified goals of the AP/IB STEM grant. <i>Describe each action/task to reach this objective. Add rows as needed.</i>	Person Responsible <i>Who is responsible for completing the task?</i>	Timeline <i>When will the task occur?</i>
Track AP scores for all populations, comparing the scores of our targeted populations to all Wayzata AP scores	Amy Swenson	Ongoing
Establish an optional pre-AP summer program to increase support for students who would like additional support to feel more confident entering AP.	Jorun Hamre	Ongoing starting June 2025
Establish a support group for students in underrepresented communities in computer science to promote success withing the courses	Jorun Hamre/Tika Kude	September 2025
Ensure that there are academic mentors/tutors available for students needing additional support	Jorun Hamre/Tika Kude	Ongoing
AP classes are offered in a hybrid. Classes meet in person 2 days per week. The other 3 days are available for extra student help	Jorun Hamre/Tika Kude	Ongoing
Offering laptops to students where resources have previously been a barrier to increase student access to material, time to complete assignments, etc.	Steph Ebert	January 2025

3.1 Equity Considerations

Has the AP/IB STEM grant continuous improvement process analyzed who is enrolling and who is not enrolling in AP and/or IB STEM courses and programs? Are there groups of students who have inequitable participation? Are there barriers certain groups of students may face that prevent them from participating in programs? How can the AP/IB STEM grant continuous improvement process address these barriers?

Who is involved in setting improvement priorities for the grant project? Are historically underserved students and families meaningfully involved in reviewing data and determining action steps? Is outcome measurement affecting the experiences historically underserved students and families have in programs? In what ways, and are they desirable and equitable?

3.1 Indicators

What will you use to indicate success enhancing quality and effectiveness? How will you know which initiatives led to program success, require improvement, or should be eliminated?

- Enter indicators here:
 - Spreadsheet tracking scores of targeted population
 - Annual meeting to review data and adjust plan as necessary
 - Creation of summer pre-AP summer program to increase support for students
 - Implementation of targeted intervention programs to assist targeted populations

Excel Budget with Descriptions

Complete the [Excel budget](#) and attach with submission.

December 5, 2023

SENT VIA ELECTRONIC MAIL ONLY

Wayzata Public Schools
DeeDee Kahring, Executive Director of Finance and Operations
4955 Peony Lane
Plymouth, MN 55446-1600

Re: Advanced Placement (AP)/International Baccalaureate (IB) STEM Grant

Dear DeeDee Kahring,

Congratulations! We have selected your application submitted in response to the Advanced Placement (AP)/International Baccalaureate (IB) STEM grant opportunity for funding contingent upon clarifications and negotiations that will be necessary before executing the award. The grant offer is \$67,034.00.

If needed, Beth Barsness, PSEO/Concurrent Enrollment Specialist, may contact you to discuss clarifications to your work plan, budget, or assurances. She can be reached at beth.barsness@state.mn.us.

Nyagatare Valens, Grants Specialist, will be assisting with preparation of the Official Grant Award Notification (OGAN), financial reporting, processing of payments requests, and dissemination of the award document. Their contact information is nyagatare.valens@state.mn.us. The grants specialist will also be conducting a Pre-Award Risk Assessment, which may require a review of financial documentation and prior grant performance before the execution of the OGAN. The grants specialist will contact you if they need any information to conduct that assessment.

Please do not incur any expenditures until the OGAN is fully executed. Any expenditure you make prior to the full execution of the OGAN will be your sole responsibility to pay.

We look forward to working with you in the future.

Sincerely,

Pamela J. Schneider, Accounting Operations Manager

cc: Steph Ebert, CTE Coordinator
Kari Lynch, Accounting Manager
Beth Barsness, PSEO/Concurrent Enrollment Specialist
Nyagatare Valens, Grants Specialist

Official Grant Award Notification

Grantee Information

Organization Name: Wayzata Public Schools, ISD284

Address: 4955 Peony Lane

City/State/ZIP+4: Plymouth, MN 55446-1600

Identified Official with Authority (IOwA) Name and Title: DeeDee Kahring, Executive Director of Finance and Operations

IOwA Phone: 763-745-5023

IOwA Email: deedee.kahring@wayzataschools.org

Grant Program Contact Name: Steph Ebert, CTE Coordinator

Grant Program Contact Phone: 763-745-7010

Grant Program Contact Email: stephanie.ebert@wayzataschools.org

Grant Business Manager or Accountant Name: Kari Lynch, Accounting Manager

Grant Business Manager Phone: 763-745-6640

Grant Business Manager Email: kari.lynch@wayzataschools.org

Grant Project Title: Grants to increase science, technology, engineering, and math course offerings.

Single Source

Competitive

Other

Funding Information

GMS NUMBER:

SWIFT Contract Number:

SWIFT Vendor Number: 0000193860

Purchase Order Number:

State Source Code Number: 01S370

Funding Source/Legislative Authority: Minnesota Laws 2023, Regular Session, Chapter 55, Article 2, Section 64, subdivision 18

Federal Awarding Agency Name: N/A

Federal Award Number: N/A

Federal Award Year: N/A

Federal ALN Number: N/A

Federal ALN Name: N/A

Subrecipient Indirect Cost Rate: N/A

Research and Development? Yes or No

Unique Entity Identifier (UEI): LKBLWCKJPRW3

Federal UFARS Finance Code Number: N/A

Award Period

Start Date: February 2, 2024

End Date: June 30, 2026

Continuation grant awards:

are an option

are not an option

Award Amount: \$67,034 (FY24 \$22,345) (FY25 \$22,345) (FY26 \$22,344)

MDE Authorized Representative

Name: Beth Barsness

Division: Career and College Success

Phone: 651-582-8336

Email: beth.barsness@state.mn.us

MDE Grant Specialist

Name: Nyagatare Valens

Division: Agency Finance

Phone: 651-582-8480

Email: nyagatare.valens@state.mn.us

Terms of Acceptance

This award is made with respect to the terms and conditions of the application materials for the identified grant project under which the grantee has an approved application and has agreed to the assurances, which are incorporated by reference herein. These materials are referred to as the "Application" throughout this Official Grant Award Notification (OGAN). By accepting this award the grantee agrees to comply with all provisions of the award including all assurances and certifications made in the Application and all applicable state or federal

statutes, regulations and guidelines. The grantee agrees to administer the program in accordance with the approved Application, budget, timelines, and other supplemental information submitted in support of the approved Application. All terms not defined below are as set forth in the Application.

1. PURPOSE OF FUNDING/GRANT

To participate in advanced placement and international baccalaureate STEM programs consistent with Minn. Stat. 120B.132.

2. PROGRAM REPORTING

Interim Progress Reports (IPR), summarizing grant activities and outcomes, including any data collected/requested related to the grant program, are due to MDE, as follows:

IPR must be received by:

- **July 20, 2024** for activities occurring for the grant period of **February 2, 2024 to June 30, 2024**.
- **January 20, 2025** for activities occurring for the grant period of **July 1, 2024 to December 31, 2024**.
- **July 20, 2025** for activities occurring for the grant period of **January 1, 2025 to June 30, 2025**.
- **January 20, 2026** for activities occurring for the grant period of **July 1, 2025 to December 31, 2025**.

3. FINANCIAL REPORTING

Financial Reporting Forms (FRF) summarizing grant expenditures to date shall be submitted in the form and manner prescribed by MDE, as follows:

- a) FRFs must be received by **April 20, 2024**, reporting expenditures incurred for the grant period **February 2, 2024, through March 31, 2024**.

• April 1, 2024 to June 30, 2024	Due July 20, 2024
• July 1, 2024 to September 30, 2024	Due October 20, 2024
• October 1, 2024 to December 30, 2024	Due January 20, 2025
• January 1, 2025 to March 30, 2025	Due April 20, 2025
• April 1, 2025 to June 30, 2025	Due July 20, 2025
• July 1, 2025 to September 30, 2025	Due October 20, 2025
• October 1, 2025 to December 30, 2025	Due January 20, 2026
• January 1, 2026 to March 30, 2026	Due April 20, 2026
• April 1, 2026 to June 30, 2026	Due July 20, 2026

- b) If this grant goes beyond the state fiscal year-end date of June 30 or ends June 30 of that state fiscal year, all expenditures incurred through June 30 must be submitted by July 20 of that same state fiscal year.
- c) Expenditures incurred on or after July 1 must be submitted on a new and separate FRF.
- d) Reimbursement of approved expenditures will be made based on expenditures reported on the FRF. Reimbursement for expenditures deemed allowable, allocable and reasonable will be made within 30 days of receipt of a request. Payments are subject to review of supporting documentation, if requested. The state reserves the right to withhold payment for any reimbursement request deemed to be in question of being allowable, allocable and reasonable, or for which adequate supporting documentation does not exist.

- e) Reimbursement requests may be submitted no more frequently than once per month and no less frequently than quarterly unless otherwise stated in this OGAN.
- f) Grantees must track the grant budget and record expenditures and reimbursement payments separately from their other organization budgets.

4. FINANCIAL RECONCILIATION/MONITORING AND SUPPORTING DOCUMENTATION

- a) **A financial reconciliation or desk review** of reported expenditures to supporting documentation will occur at least once during the award period on grants that are at or exceed \$50,000. MDE will request supporting documentation for review and reconciliation of at least two (2) budget line item expenditures based on a financial reporting form (FRF) submitted by the grantee.
- b) In the event **a monitoring visit(s)** is required by MDE, the grantee shall cooperate with MDE and shall comply with MDE's request for documentation and other information, before, during and/or after the visit(s).
- c) Financial documentation to support expenditures incurred under this award must be maintained by the grantee and provided to MDE upon request.

5. FINAL PROGRAM AND FINANCIAL REPORTING

Final Program and Financial Reporting Forms are due by **July 20, 2026**. Final reporting may include, but is not limited to, the following items:

- a) A final program report summarizing activities completed, as requested by MDE, along with supporting data requested by the program staff or federal or state funding.
- b) Final Financial Reporting Form (FRF) with a budget narrative describing expenditures.
- c) Expenditure detail report, such as general ledger, from accounting system.

6. EVIDENCE-BASED EDUCATION GRANT REPORT

Evidence Based Education Grant Report is due no later than **December 27, 2026**.

[Minnesota statute 127A.20](#) requires that, within 180 days of the end of the grant period, each grant recipient must compile a report that describes the data that was collected and evaluate the effectiveness of the strategies. The evidence-based report may identify or propose alternative strategies based on the results of the data. The report must be submitted to the commissioner of education and to the chairs and ranking minority members of the legislative committees with jurisdiction over prekindergarten through grade 12 education. The report must be filed with the Legislative Reference Library according to section [3.195](#).

7. BUDGET AND/OR WORK PLAN REVISIONS

The grantee must receive prior written approval from MDE for any budgetary changes of approved line item amounts greater than 10 percent of the total grant award available for expenditure during the grant period. Total budget line item deviations exceeding 10 percent of the total award must be approved in writing by MDE

prior to incurring the expenditure. In their request for approval the grantee must include supporting information to justify why the change is necessary. MDE is not legally obligated to approve expenditures incurred on budget line item changes that exceed 10 percent of the total award for which prior approval has not been granted. Grantee may not incur expenditures within a budget line item that is not included in the approved budget without the written approval of MDE.

8. CANCELLATION

- a) **Cancellation With or Without Cause.** An award contract may be cancelled by the state at any time, with or without cause, upon thirty (30) days' written notice to the Grantee. Upon termination, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed and for approvable expenditures.
- b) **Cancellation Due to Discontinued or Insufficient Funding.** It is expressly understood and agreed that in the event the funding to the state from Federal sources or appropriations by the Minnesota Legislature are not obtained and/or continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the state to the grantee. The state is not obligated to pay for any services that are provided after notice and effective date of termination. However, the grantee will be entitled to payment, determined on a pro-rata basis, for services satisfactorily performed and approvable expenditures incurred prior to termination to the extent that funds are available. The state will not be assessed any penalty if the grant is terminated because of a decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The state must provide the grantee notice within a reasonable time of the state receiving notice.
- c) **Cancellation Due to Failure to Comply.** The state may cancel an award contract immediately if the state finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The state may take action to protect the interests of the state of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

9. AMENDMENTS

Any amendments to this award shall be in writing and shall be executed by the same parties who executed the original award, or their successors. An amendment must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or their delegate. *No amendments will be considered on expired grant awards.*

MDE Signatures

I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured.

Beth Barsness **Beth Barsness** Digitally signed by Beth Barsness
Date: 2023.12.21 13:34:50 -06'00'

Authorized Representative Name and Signature **Date**

I, the division director, by signing above verify that agency policies and procedures were followed in the awarding of this grant and do hereby approve this award and attest to the Authorized Representative's review of said documentation and documents related to this award.

Sally Reynolds **Sally Reynolds** Digitally signed by Sally Reynolds
Date: 2023.12.21 14:05:12 -06'00'

Division Director Name and Signature **Date**

I hereby certify that funds have been encumbered as required by Minnesota Statutes, section 16A.15 and 16C.05. *(Signature is for current fiscal year only.)*

Norrita Rech **Norrita Rech** Digitally signed by Norrita Rech
Date: 2024.02.01 17:18:17 -06'00'

Encumbrance Agent Name and Signature **Date**

As representative of the Minnesota Department of Education, I hereby certify that this award notification and release of funds are therefore approved, legal, binding and valid.

Pam Schnieder **Pamela J Schneider** Digitally signed by Pamela J Schneider
Date: 2024.02.02 14:11:24 -06'00'

Authorized Representative Name and Signature **Date**



Board of Education
Regular Meeting – April 22, 2024

AGENDA SECTION: Adjourn

ITEM: Adjourn

COMMENTS BY: Milind Sohoni, Board Chair

This agenda item brings closure to the School Board meeting.

Recommended Action: Call the meeting to a close.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Time of Adjournment: _____