

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: District-Charter Collaborative Compacts TAPS NUMBER: #14AT60	DOE USE ONLY Date Received Project Number (DOE Assigned)								
B) Name and Address of Eligible Applicant: School Board of Broward County, Florida 600 SE 3 rd Avenue Fort Lauderdale, FL 33301		(Vertical stamp: RECEIVED OCT 17 2014)								
C) Total Funds Requested: \$ 3,300,000 <hr style="width: 20%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Leslie Brown, Chief Portfolio Services Officer</td> <td style="width: 40%;">Telephone Numbers: 754-321-2100</td> </tr> <tr> <td>Fiscal Contact Name: Michaelle Pope, Student Support Initiatives</td> <td></td> </tr> <tr> <td>Mailing Address: 600 SE 3rd Avenue Fort Lauderdale, FL 33301</td> <td>E-mail Addresses: leslie.brown@browardschools.com</td> </tr> <tr> <td>Physical/Facility Address: 600 SE 3rd Avenue Fort Lauderdale, FL 33301</td> <td>DUNS number: 0772834710000 FEIN number: 59-6000530</td> </tr> </table>		Contact Name: Leslie Brown, Chief Portfolio Services Officer	Telephone Numbers: 754-321-2100	Fiscal Contact Name: Michaelle Pope, Student Support Initiatives		Mailing Address: 600 SE 3rd Avenue Fort Lauderdale, FL 33301	E-mail Addresses: leslie.brown@browardschools.com	Physical/Facility Address: 600 SE 3 rd Avenue Fort Lauderdale, FL 33301	DUNS number: 0772834710000 FEIN number: 59-6000530
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CERTIFICATION <p>I, <u>Robert W. Runcie</u>, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="margin-top: 20px;"> E) <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> Signature of Agency Head </div> </div>										



Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
 - B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
 - C. Enter the total amount of funds requested for this project.
 - D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS) number requirement is explained on page A-2 of the Green Book. The Physical/Facility address and Federal Employer Identification Number (FEIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
 - E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



**District-Charter Collaborative Compacts Grant
TAPS#14AT60
School Board of Broward County, Florida Submission**

Abstract

Broward County, Florida is the second largest county in the state and the eighteenth largest county in the nation. It is an incredibly diverse county and one that includes some of the state's best and some of the state's most challenged schools. Many of the children in the county's most disadvantaged neighborhoods are faced with a multitude of challenges impacting their health and socio-emotional wellbeing. The District-Charter Collaborative Compacts (DCCC) Grant gives Broward County Public Schools the opportunity to pilot an innovative program of whole-child support in partnership with an established high-impact education provider.

We believe that through a coordinated effort in one of our most challenged neighborhoods, we can bring about dramatic change to the current trajectory of our students. The critical pieces in this effort are the alignment of the educational practices of a high-impact charter school and the health and socio-emotional support services needed by our most at-risk students.

With the DCCC grant, Broward County Public Schools (BCPS) will both significantly enhance its authorizing capacity and dramatically increase student performance. BCPS has for many years authorized charter schools. However, this grant gives the District an opportunity, for the first time, to actively solicit proven high-impact charter school operators to serve the District's students.

To this aim, the goal of this grant opportunity in our target neighborhood is to:

1. Increase the high-quality educational options available to students;
2. Build a complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center;
3. Integrate programs and break down agency “silos” so that student-centered services are delivered effectively and efficiently across agencies;
4. Develop the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the school district beyond the initial neighborhood; and
5. Establish a proof point educational model that significantly outperforms other district and state schools serving a similar student population.

BCPS is committed to spending a significant amount of time and resources in this effort and to working in partnership with the charter(s) it authorizes to ensure better outcomes for its students.

I. Project Summary

The District-Charter Collaborative Compact (DCCC) grant gives Broward County Public Schools (BCPS) an opportunity to both significantly enhance its authorizing capacity and dramatically increase student performance through the *iXL, Opportunities for Brilliant Minds* program. BCPS has for many years authorized charter schools. However, this grant gives the District an opportunity, for the first time, to actively solicit proven high-impact charter school operators to serve the District's students.

The need in our county is undeniable and the opportunity is significant. We believe that through a coordinated effort in one of our most challenged neighborhoods, we can bring about dramatic change to the current trajectory of our students. The critical pieces in this effort are the alignment of the educational practices of a high-impact charter school and the health and socio-emotional support services needed by our most at-risk students. To this aim, the goal of this grant opportunity in our target neighborhood is to:

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BCPS is committed to spending a significant amount of time and resources in this effort and to working in partnership with the charter(s) it authorizes to ensure better outcomes for its students.

II. Project Need

Broward County, Florida is the second largest county in the state and the eighteenth largest county in the nation with an estimated 1,748,066 residents (2010 U.S. Census). Broward County's racial and ethnic diversity is rapidly increasing with immigration from Caribbean and Latin American countries. The 2010 Census data shows that Broward County is the most racially and ethnically diverse county in Florida with 36.9% non-white population, and over half of the population is either African American or Hispanic. Many of the minority residents are situated in pockets throughout the county, but tend to be clustered in areas along the Interstate 95 corridor in historically Black and Hispanic neighborhoods.

Target Neighborhood

The target neighborhood for the work described in this application is an area that covers most of zip code 33311, in the heart of Ft. Lauderdale, split by Interstate 95. Many efforts have been focused here to improve the health, education and living conditions of residents in this community but oftentimes, these efforts are done independently, without a lot of coordination or input from the residents themselves.

With high rates of poverty, unemployment and health disparities, it will require a coordinated effort to transform this neighborhood into a place where residents can safely live, work, learn, and play.

The total population in zip code 33311 is 63,786. The population is 84% Black (including 21% from West Indian ancestry) and 5% Hispanic. More than 30% of the residents are younger than 20 years old and 8% are under the age of 5. There has been a 3.5% drop in population since 2000 mainly due to poor living conditions and lack of job opportunities in the area. There are 14,346 families living in 33311 and almost half of these families are in households where the mother is the only parent. More than 52% of the residences are renter occupied.

Indicators of Need

Many schools in high poverty areas have students who possess the potential to achieve, but are performing below this potential. “A long line of research finds that poverty concentrations—even more than racial concentrations—are a barrier to high academic achievement and that continuing to allow student segregation by income condemns low-income students to substandard schooling” (Kahlengerg, 2004).

Factors contributing to low achievement among low socio-economic students include infrequent or nonexistent parental involvement and lack of college-educated role models. Parental involvement has been an acknowledged factor in student achievement. In 1999, the National Center for Education Statistics determined that in homes where the combined income was \$50,000 or more 50.3% of parents volunteered or acted on committees at school. This differed drastically with homes where the combined income was between \$10,001 and \$20,000, where only 22.6% of parents

volunteered or acted on committees at school. The same report established that in families where one or more parent had earned a bachelor's degree, 49.4% of parents volunteered or acted on committees in school, whereas; in homes where parents had only achieved a high school diploma or GED only 25.4% of parental involvement occurred. That percentage dropped to 14.0% in homes where parents did not finish high school (Navigating Resources, 1999).

A closer look at the income and poverty statistics for zip code 33311 show that the median income for the zip code was \$33,800 with over 37% of the population making less than \$25,000 a year and 37.8% below the poverty level (2010 U.S. Census). Additionally, 41% adults over 25 do not have a High School diploma (or equivalent), which limits their ability to find a good job and support their families. One factor attributed to low educational attainment is teenage pregnancy. Many young mothers drop out of school to care for their children. In 2010, there were 177 births to mothers who were less than 20 years old which represents 15% of the total births in the 33311 zip code. Furthermore, 45 of these births were repeat births for this age group. This zip code also has one of the highest infant mortality rates in the county at 14.3 deaths per 1,000 births, which indicates the poor health status of the mother and lack of adequate prenatal care.

Good health and nutrition is a challenge to those living in low-income neighborhoods and affects children's performance in school. The Pediatric Quality Indicators (PDIs) are a set of measures that can be used with hospital inpatient discharge data to identify quality of care for "ambulatory care-sensitive conditions" for children under the age of 18. These are conditions for which high quality primary and

preventive care can potentially prevent the need for hospitalization or for which early intervention can prevent complications or more severe disease. In 2010, the Asthma PDI for zip code 33311 was 449 per 100,000 children as compared to 178 per 100,000 for Broward County. The diabetes PDI was 39 per 100,000 children as compared to the county rate of 29. Having unnecessary hospitalizations for these conditions affects attendance rates and children's ability to perform well in school.

The 33311 zip code is also a known "food desert" where the lack of access to healthy foods leads to poor school performance, obesity, and other health issues. A recent study by Anthony Olivieri of FHEED (Food for Health, Environment, Economy, and Democracy) shows that the Neighborhood Unhealthy Food Index (NUFI) is 4.37, or 337% higher than the county index. The NUFIs is a measure that compares the relative rate of unhealthy food stores (such as convenience stores) to healthy food stores (supermarkets) in a community. The lack of grocery stores has prompted an initiative by the local housing authority to implement community gardens in their complexes but these gardens only address a small portion of the healthy food needs for the community.

School Performance

The Broward County Public Schools system is divided into 28 zones with the high school as the anchor for each zone. The 33311 zip code includes the worst performing zone for the 2013/14 school year with the most D and F rated schools. The school grades are determined by the Florida Department of Education and are based on a combination of assessment measures and learning gains measures. All of the schools have a high percentage (over 87%) of students who participate in the Free or Reduced

Lunch (FRL) program. Many of these schools also provide breakfast and dinner. The high retention rates in the elementary schools show that many students are struggling with the basic reading, math and writing skills. The high mobility rate in many of these schools makes it difficult to track and address children's learning needs and disrupts the learning process.

Not only do schools in high poverty areas in urban settings produce lower achievement scores than their counterparts in non-urban settings, but the proficiency that exists at the middle school level declines in the high school years. This decline may be attributed to the reduction in enrollment in advanced level courses (Advanced Placement, Dual Enrollment and International Baccalaureate) between the transition from middle school to high school.

In the past few years, Dillard High School in this target community has been transformed into a community school where a wide array of academic, cultural, social, recreational, and lifelong learning opportunities for students and their families are available. This has led to significant educational and family support improvements and is reflected in the improvement in the school's grade from a D in 2009 to an A in 2014. For 2014, the graduation rate for Black students was 90.3% and for Hispanic students 90.9% (NGA Graduation rates). The advances seen in Dillard High School demonstrate both the need for and ability to incorporate a holistic approach to meeting student needs.

III. Project Objectives

The overarching objective of this project is to dramatically change the educational and developmental outcomes for youth in the target community, one of Broward County's and the state of Florida's most challenged. The District believes this can be accomplished through collaboration with a leading Charter Management Organization (CMO) or established charter incubator employing a strategy of whole-community support. Broward County Public Schools' commitment in these efforts is four-fold:

1. **Innovative Authorization:** including **aggressive national recruitment** of a high-impact charter CMO or charter school incubator (an organization specializing in the startup of independent, high-impact charter schools, but not technically a CMO) with a track record of success in similar communities coupled with a **rigorous charter school authorization and oversight process**
2. **Facilities Support:** providing access to a ready-for-occupancy District-owned facility that meets the needs of the school group
3. **Knowledge Transfer: methodical documentation and dissemination of best practices** to other Broward schools and communities facing similar challenges
4. **Resource Equity: deep collaboration and coordination** with the selected operator to pave the way for success, including, but not limited to, providing equitable funding, access to the District's nutrition program, coordination on transportation services, and ESE/wraparound support resources

Innovative Authorization

This grant presents the District with an excellent opportunity to enhance its authorizing capacity, ensuring that only the highest quality charter schools are authorized and renewed. The District will work with national organizations such as the National Association of Charter School Authorizers (NACSA) to **build and manage a rigorous request for proposals (RFP)** that leads to the approval of a high-impact charter school organization, **actively recruit the very best CMOs and charter incubators** to apply to operate in Broward County, **build a robust performance framework** for charter schools, and **build out its oversight processes to include monitoring** against this framework.

In this work, BCPS commits wholeheartedly to employing the Florida Principles and Standards for Quality School Authorizing, which is rooted in the National Association of Charter School Authorizing (NACSA) Principles & Standards. NACSA's work has guided charter school authorizers throughout the country for a decade.

Florida's Three Core Principles of Charter Authorizing:

1. Maintain High Standards
2. Uphold School Autonomy
3. Protect Student and Public Interests

Florida's Standards for Quality Charter School Authorizing:

1. Sponsor Commitment and Capacity
2. Application Process and Decision Making
3. Performance Contracting
4. Ongoing Oversight and Evaluation

5. Termination and Renewal Decision Making

Request for Proposals (RFP)

BCPS will work with national organizations such as NACSA to establish a detailed RFP and accompanying selection process. The target CMOs and charter school incubators (along with any other interested applicants) will be encouraged to submit proposals through this process, culminating in the selection of the most qualified group(s) to lead the desired scope of work.

The District plans to leverage this grant opportunity to make the biggest community impact possible. The District believes that the target community needs more than simply a high-impact charter school to dramatically change the educational and developmental outcomes for a sizable group of children. It will take significant coordination – including addressing the PreK-12 continuum and the non-educational needs of the children in the target community. The RFP will seek operators that can commit to:

- Growing and serving up to 5,000 students, PreK-12;
- Dramatically changing the educational and developmental outcomes of the children attending its schools;
- Integrating programs and services in the community to impact student outcomes beyond the traditional academic setting;
- Building a complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center;
- Aligning the educational plan with Florida's Next Generation PreK-20 Education Strategic Plan, Just Read Florida, and the Florida Math/Science Initiative; and

- Sharing best practices in a methodical and coordinated way with BCPS in order to expand the impact of the grant program and established proof points.

The RFP process is further described in the Management Plan below.

Recruitment

In order to eventually authorize the right partner(s) to do this work, **the District will deliberately cultivate a group of operators capable of producing the level of performance needed.** The team must then convince them that Broward County is the right place to make an impact.

Authorization and Ongoing Oversight

This grant will allow the school District to dramatically enhance the support and monitoring processes of its charter school office. **The District will work with national organizations such as NACSA to develop a performance framework that includes metrics for academic, financial and organizational performance above and beyond the state mandated template for charter application review.** The framework will enhance an already existing intervention plan to be used in the event that this charter fails to meet performance expectations. NACSA and other national organizations will help develop a model charter performance contract that ties directly to this framework and intervention plan, giving the school District the added leverage it needs to hold this school accountable for performance. The contract will also allow high-impact charter organizations to open with an initial 10-year term and the ability to open additional campuses once performance goals are met.

BCPS commits to the creation of an annual performance report on the overall health of the BCPS charter school portfolio, which will be presented

publicly and posted to the BCPS website. The performance report will provide clear, accurate performance data for all BCPS charter schools including individual school performance according to the framework set forth in the performance contract.

BCPS will enhance its charter school authorizing office by building capacity for necessary authorizing functions, including but not limited to staffing adjustments. BCPS currently oversees 100 charter schools. The oversight office is staffed with one director, two coordinators, three content specialists, and one accountant, and manages support during the application process from other content area expert administrative staff in the organization. Recognizing that this staffing model makes it challenging to manage such a large portfolio of charter schools the District anticipates needing additional support, staff, and expertise.

Facilities Support

BCPS commits to providing District facilities or space in under-utilized District facilities to the approved operator(s) for long-term use, free of rental fees. BCPS does not currently have any unoccupied school facilities, but we will work with the target community to identify the right schools to transition to charter management. We recognize that there are numerous models that charter operators use to start schools – including slow growth of one grade per year, co-locating with a District school, full-scale management of an established school, among others. We plan to work closely with the chosen operator(s) and the target community to determine which model will work best in this situation.

Knowledge Transfer

BCPS has been operating an effective Professional Learning Community (PLC) program for some time, and **newly-authorized charter schools will be invited take part in specially-designed PLCs. New teachers will be invited to participate in the District's well-developed New Teacher Center programs, which include coaching and pre-service learning opportunities.**

The District also commits to sharing the best practices it develops with other authorizers through learning opportunities sponsored by the Florida Association of Charter School Authorizers.

Resource Equity

The District understands the challenges of opening a new school in a new community and is committed to providing **deep collaboration and coordination** with the selected operator(s) to pave the way for success, including, but not limited to, **providing equitable funding, access to the District's nutrition program, coordination on transportation services, participation in teacher recruitment efforts, and dedicated staff to support ESE/wraparound needs.**

Funding

One of the most important commitments we can make to any new charter school in our District is the provision of equitable per-pupil funding, putting the charter school on par with the District per-pupil average. Along with this comes the commitment to pass along the proportional level of per-pupil federal funding. This serves as the baseline level of resource equity that we plan to give the schools approved through our RFP.

We acknowledge, however, that in order to make the ambitious gains we seek, an operator may need significantly more support, particularly if it is new to Broward County and/or Florida, and particularly at the onset of its work.

As a result, the funding secured through this grant will be split between the school District and the authorized charter schools. The District portion will be used to fund authorizer enhancements, RFP and oversight process development, and program management. The money may also be sub granted to the operators with assurance that funds will be used for efficiently developing the wraparound services model. If sub grants are given, ongoing performance metrics will be developed and monitored.

Food Services

BCPS will give the charter the option of running an independent food program or partnering with the school District. The District is prepared and willing to provide food services through the National School Lunch Program (food and program staffing) to the charter schools authorized in this RFP at no cost to the school.

Transportation

All transportation services will be provided in accordance with the State of Florida and the Florida Department of Education (FLDOE) statutes and rules, and **the charter will have the option of contracting with BCPS for transportation services.** Actual charges associated with the cost of transportation services will be governed under separate contractual agreement.

The primary responsibility for determining the safest mode of non-school bus transported students to take from home to school and back always resides with the

parents/guardians. Each family has a comfort level for the degree of safety of their student.

Students living less than two miles or students living outside the attendance zone for the charter school would be responsible for providing their own means of transportation. To prevent transportation from becoming a barrier for equal access, the school will work with and contract with the School District's Transportation Department to determine transportation eligibility. Transportation arrangements may result in parents providing their own transportation to the school, car pools, or transportation by school bus.

Teacher Recruitment Programs

BCPS offers a significant array of teacher recruitment opportunities. As a partnering school operator, teacher recruitment fairs, on-line application processes as well as national searches for qualified candidates will be offered as services to the new school at no cost.

IV. Management Plan

BCPS is the largest fully accredited school system in the nation, and is a nationally recognized leader in the quality and diversity of education offered. BCPS's culture and priorities are reflected through a focus on the three pillars of high quality instruction, continuous improvement and effective communication. BCPS has the capacity and experience to efficiently and effectively manage this collaboration, with clearly delineated authority and responsibility, and with experienced, highly qualified professional staff. BCPS will leverage support from across various departments

including: Portfolio Services, Charter Schools Management/Support, Student Support Initiatives, School Design/Support, Facilities, Grants Administration and School Performance/Accountability.

Leslie Brown, BCPS Chief Portfolio Services Officer, and Michaelle Pope, Director of Student Support Initiatives, will oversee the administration of this grant program, with heavy support from the District Charter School Management/Support Office, which Ms. Brown oversees. The Portfolio Office will collaborate closely with the Support Services office to provide the level of programmatic support necessary for the wraparound services envisioned.

Innovative Authorizing

This scope of work will begin with a comprehensive needs assessment conducted by NACSA. The assessment results will serve as a blueprint for the work the District will do to enhance the authorizing office within BCPS as it provides oversight for more than 100 charter schools.

RFP Process

Together with NACSA and other national organizations, BCPS will design and manage a comprehensive RFP that aligns with Florida's and NACSA's Principles & Standards for Charter School Authorizing. The RFP will ensure applicants describe their track record in school management and student performance, discuss their growth plan, describe their ability to serve the student population represented in our target neighborhood, and assure an understanding of Florida education and charter school law. The RFP will also, at minimum,

- Be open, publicized and transparent, and organized around clear, realistic timelines;
- State the authorizing priorities outlined above;
- Include a letter of intent from interested applicants;
- Articulate comprehensive application questions to elicit the information needed for rigorous evaluation of the applicants' plans and capacities;
- Provide clear guidance and requirements regarding application content and format, while explaining the evaluation criteria and how each stage of the application process is conducted and evaluated; and
- Be free of conflicts of interest, and includes full disclosure of any potential or perceived conflicts.¹

BCPS program staff will schedule site visits with the most promising of these potential applicants – both to visit their operations and to have the applicants visit Broward County. The most serious applicants will submit a detailed application that addresses both past performance and how the organization will address the priorities outlined in the RFP. The District authorizing team will closely shadow NACSA staff and consultants in the review of applications to build local capacity for rigorous evaluations. This rigorous review model will be shared across the state of Florida through the Florida Association of Charter School Authorizers. The evaluation process will not only include a thorough review of the written proposal, but also due diligence into the applicants' past operations and a substantive capacity interview with the applicant. The evaluation

¹ *Florida Principles and Standards for Quality School Authorizing, 2014*

team will then make a recommendation for approval or denial for each of the applications evaluated.

Recruitment

The recruitment work begins with a national search. The District plans to leverage relationships with the Charter School Growth Fund, the Walton Foundation, New Schools Venture Fund, and other national organizations that support the expansion of high-impact charter schools. Through contacts with these organizations and other research methods, we will identify a core group of charter school organizations capable of executing the ambitious priorities outlined in the RFP.

BCPS program management will cultivate relationships with the most promising of these organizations to build excitement for the possibility this grant opportunity offers, and to convince them to submit proposals. Through visits to the charter operators' school sites and their management headquarters, by the point of authorization, both BCPS program staff and the leadership staff of the approved operator should have had ample time to get to know each other.

Performance Contract

BCPS will use NACSA and other national organizations' application evaluation recommendations as the leading guide in authorization decision-making in conjunction with statutory mandates. Once the operator has been selected and approved by the School Board, BCPS will negotiate a performance contract. In alignment with Florida's Principles and Standards, the contract will, at minimum:

- Establish a performance framework through which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality, and including financial and organizational performance standards;
- Specify expectations for appropriate access and education support services for students with disabilities;
- Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, qualitative reviews, and comparisons with other comparable public schools in the District and state;
- Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;
- Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, school climate, sound public stewardship and ethical practices; and²
- Include a 10-year initial charter term with the ability to open multiple schools over time, once certain performance benchmarks are met.

Ongoing Oversight

The District's annual oversight process includes a desk audit to check for compliance with written policies and procedures. Three official site visits will be

² *Florida Principles and Standards for Quality School Authorizing, 2014*

conducted annually by District staff and peer reviewers for this charter school; and staff may also make unannounced visits to charter schools at the District staff's discretion, as long as the visits do not infringe on the autonomy of the school.

Transparent communication is the hallmark of BCPS authorizing practices. This includes regular and clear communication with leadership and governing boards of our charter schools regarding timelines, expectations, and results of performance reviews.

In order to enhance the authorizing functions, BCPS anticipates the need to add up to three additional full time content area specialists, a grant specialist, and establish a flexible funding source to support the hiring of expert consultants during high needs periods throughout the year such as during application reviews, renewals, and contract negotiations. The District also anticipates the need to purchase a comprehensive electronic document monitoring system for charter school compliance.

Facilities Support

The authorized school(s) will operate as public start-up charters on a district school campus. Specific facilities will be identified at least nine months before the school is scheduled to begin serving students. The charter school will be located on an existing school campus via an agreement between the District and the governing board of the charter school. The program will occupy all educational space within the school. The students and staff from the school will have access to facilities and equipment owned by The School Board of Broward County, Florida and housed at said school. Prospective facilities will meet the following requirements:

- 10,200 square foot minimum (in year one) with ADA accessibility, of which 80% will be dedicated to direct learning and instructional space,

- Convenient access to public transportation,
- Appropriate sign and display opportunities,
- Classroom facilities which accommodate a school arrangement, and
- 30-50 parking spaces for staff, with additional parking spaces made available for students as the high school population grows.

Because the charter will be located at a District school, it will meet or exceed all of the State of Florida codes as pursuant to Charter School Law and State Regulations for Educational Facilities (SREF). Any maintenance, renovation or remodeling must be approved by the Governing Board and defined in an agreement/contract with The School Board of Broward County, Florida. The charter school shall be responsible for auxiliary fees relating to maintenance and operation of the school.

Knowledge Transfer

A combined support structure has been established through the collaborative work of the Office of School Performance and Accountability, the Office of Talent Development and the Office of Academics to provide a seamless learning opportunity from supervisor level through the teacher in the classroom. This organizational structure connects best practices in teacher evaluation procedures across schools, creates opportunities for personalized learning at both the teacher and student level and supports differentiated instruction strategies for both students in need of remediation and those ready for rigorous enrichment. A focused and authentic PLC has been developed at every school using the CARE model that intimately investigates the Curriculum, the Assessment protocol, the Remediation plans and the Enrichment plans of each unit of study explored at the various grade level in each school. Best practices

are shared through this process across the school level (departmentalized/content specific PLC structure as well as grade level PLC structures) and through a greater professional learning community across schools through the Cadre Director model of bi-monthly meetings to learn across schools.

The schools authorized through will take part in the meetings of the Innovation Zone Schools PLC to share ideas and best practices. The District is particularly interested in topics like school leader autonomy, talent development, wrap-around services for student development, and personalized learning, among others.

The District will work with team managing its Investing in Innovation Grant (I3) to support the inclusion of the new teachers at these new schools in the methodology supported through the New Teacher Center. Identified teachers are supported for two years with an induction coach that provides 60-90 minutes per week to provide one-on-one coaching to assist with planning, model lessons, observing and providing feedback to teachers and to provide reflection and support on the teacher growth.

In addition to this support model, the District will invite new teachers to participate in pre-teacher activities including: an Introduction to Florida Standards/"Defining the Core", an Introduction to Instructional Practices Framework, Training in Accessing FDOE Data/CPalms and training in Ethics and Professionalism. This opportunity will be followed with sessions in Classroom Management, an Overview of High Probability/Frequency Elements, Digital Infusion in the classroom as well as the Florida Educator Accomplished Practices (FEAPs). Teachers may also participate in additional sessions while in their new teaching position for Lesson Planning, Use of Student Data to inform and differentiate instruction, Learning Goals and Scales, Exceptional Student

Education (ESE) and training in the iObservation evaluation process.

Resource Equity

Support Services

There are six essential elements to create a pathway to family self-sufficiency: food, shelter, education, occupation, physical wellness, and emotional wellness. Truly changing the trajectory for students growing up in this fragile geographic area will take a coupling of the unique educational opportunity offered by the charter(s) authorized in the RFP along with the social service resources available in Broward County.

BCPS is prepared to offer the first layer of this support, but this project will also need the help of collaborative partners including, but not limited to: United Way of Broward, YMCA of Broward, Children's Services Council, the Early Learning Coalition, Broward College, Broward Education Foundation, and the Urban League.

The District will directly provide psychological and social work support planning for the first funding cycle as these partnerships are fully developed. This planning work will result in the creation of a holistic support model that will work in parallel with the educational model pursued by the new charter school(s). The goal is that in subsequent years the charter school, with District support, will maintain a true in-school referral and support system with multiple service agencies working directly in the school setting. As school enrollment grows, the school will leverage FTE resources to support these positions as well as contract with the District for the continued provision of these services – with staff positions provided through contracted District services. Pre-K services will be funded through the schools' Title 1 allocation.

Project Period 1: Through June 30, 2015 (RTTT Funds)

November-December 2014

- NACSA (and other national organizations) and BCPS begin collective research to build a recruitment target list of and charter school operators
- BCPS staff builds key talking points and communication tools for recruitment
- BCPS hires a grant coordinator and charter office staff
- Consultant team begins designing the wraparound support structure and begins alignment with social service agencies in the community

January-February 2015

- NACSA conducts needs assessment
- Phase 1 of community engagement effort begins
- Contract for design and management of the RFP process established
- BCPS begins cultivating relationships with recruitment targets

March-April 2015

- Performance framework, model performance contract, and oversight protocols developed to a level that exceeds state baseline expectations
- Phase 2 of community engagement effort begins
- BCPS hosts a charter school Opportunity Day bringing the highest potential targets to the Broward County for a site visit; RFP letters due at the end of March
- BCPS staff visit some of the highest potential targets that submit letters of intent to view their practices first-hand

May-June 2015

- Proposals due and RFP evaluation process takes place

Project Period 2: July 1, 2015 through June 30, 2016

- Charter authorization(s) by School Board
- New charter(s) apply for up to \$325,000 in state-funded planning grants
- BCPS and charter negotiate performance contract
- Facility(ies) for new charter identified
- Phase 3 of community engagement effort begins
- Hiring for school-based wraparound services and/or sub grants given to charters for use on these services

Project Period 3: July 1, 2016 through June 30, 2017

- First school(s) in the proposal open; Wraparound services model fully deployed
- Additional charter school facility(ies) identified, groundwork laid for 2017 opening
- PLCs commence for the newly-opened charter

Project Period 4: July 1, 2017 through June 30, 2018

- Second school or second wave of schools open

V. Support for Strategic Plan

This project has great breadth and aligns extremely well with most of the priorities outlined Florida's Next Generation PreK-20 Education Strategic Plan.

School Choice

Of course, as a charter-focused plan, it will clearly meet the goal of expanding school choice options for students. Our performance framework and intervention strategies will also ensure that the students served in the charter school outperform their peers in other BCPS and Florida charter schools – increasing the percentage of

charter school students performing at grade level and helping to improve the state's overall charter school performance.

PreK-12 Students

By authorizing a high-impact charter school that will eventually serve students Pre-K-12, we are addressing the bulk of the priorities outlined in the strategic plan for PreK-12 students. Aligning with our high quality instruction goal of increasing college/career readiness to 80%, grade 3 combined proficiency to 84% and grade 5 combined proficiency to 69% by 2015, our performance framework will ensure that the students in these charter schools continually grow in academic success over the term of the charter. It is essential that the charters authorized through this plan outperform other schools serving a similar population, thereby increasing the percentage of students performing at or above grade level in all subject areas.

Reading and Math/Science Initiatives

The RFP will require a commitment from charter school applicants to align the schools' educational program with Florida's Next Generation PreK-20 Education Strategic Plan, Just Read Florida, and the Florida Math/Science Initiative. Schools will be held accountable for this alignment through the performance contract, and checks for alignment will be part of the regular charter school oversight process.

VI. Dissemination Plan

Full execution of this proposal will require intensive community engagement. District school transitions to charter schools are often very sensitive issues, even in the case where a school has been underperforming for many years. We need community

support and involvement in school selection and in the ultimate success of the charter schools' programs.

The District Student Success Opportunity Schools will guide the community engagement work. Through this framework, community members, elected officials, school based staff and students will collectively identify needs, vision, resources, goals and measurable expected results. Through this community engagement method a Governing Board for the new school system will be identified that represents the community it will serve. This Governing Board will have representation from the local ESE community, ESOL community, community services partners, mental health providers association, medical health providers association as well as the Department of Juvenile Justice. This community based Governing Board will work with the Charter School Operator and the District to facilitate communication with all stakeholders. The communication gateway established through the Governing Board will continue throughout the remainder of the grant period and beyond.

We will employ a multi-tiered advertising strategy utilizing local radio, newspapers, school newsletters and parent phone calls that will alert and inform community members of the engagement events and the District's strategy. Because of the diversity of our community, we will translate all communications into three parent-friendly languages: Spanish, Portuguese, and Haitian-Creole. The BCPS website will be kept up-to-date as the strategy and timeline evolve and will include a continuously evolving 'Frequently Asked Questions' document.

Phase 1: Pre RFP Design

In the lead-up to the RFP design and execution, District staff will hold community and stakeholder forums to assist in determining the school community's needs and wants and develop the community Governing Board. This will also be an opportunity for District staff to begin outlining the long-term opportunity presented by this program. We will also hold design team meetings with small groups of community stakeholders to identify education and wraparound services priorities prior to finalizing the RFP.

Phase 2: Post RFP Design

Once RFP design feedback is collected, the outreach efforts will transition to winning community buy-in for the RFP and school conversion process. The Governing Board will schedule presentations to local churches and community organizations to share the details of the plan and answer questions.

Phase 3: Post Authorization

After the operators are selected and authorized, communication will become much more logistically-focused. The District and Governing Board will hold events to assist parents with learning more about the charter-authorized schools and the enrollment process, and the ongoing success of the school(s).

VII. Budget

See attached project wide and project period budgets.

Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)

District: Broward

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	130	Other Certified Personnel - District Authorizing team, consisting of a mixture of Nurse, Behavior Specialist, Psychologist, Social Worker, Family Counselor to help develop the RFP process		RTTT/ Foundation	\$ 158,066.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	210	Retirement (7.2%)		RTTT/ Foundation	\$ 11,380.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	220	FICA (7.4%)		RTTT/ Foundation	\$ 11,697.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	240	Worker's Comp. (1.8%)		RTTT/ Foundation	\$ 2,846.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	250	Unemployment (0.2%)		RTTT/ Foundation	\$ 316.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	290	Other (0.1%)		RTTT/ Foundation	\$ 158.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	310	Purchased Services - Contracting with national organizations to develop Requests for Proposals (RFP).		RTTT/ Foundation	\$ 200,593.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	330	Travel - Travel Costs to designated sites for purpose of reviewing and implementing best practices		RTTT/ Foundation	\$ 25,000.00

Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)

District: Broward

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	510	Supplies - Start up costs for supplies		RTTT/ Foundation	\$ 5,000.00
Innovation Authorization, Knowledge Transfer, Resource Equity	6100	640	Equipment - Start up costs for equipment		RTTT/ Foundation	\$ 7,353.00
, Knowledge Transfer, Resource Equity	6100	690	Software - Educational software		RTTT/ Foundation	\$ 45,000.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	160	Other Support Personnel - District Authorizing team, consisting of a mixture of Administrative, Financial, Clerical and Other Support positions to help develop the RFP process		RTTT/ Foundation	\$ 1,231,018.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	210	Retirement (7.2%)		RTTT/ Foundation	\$ 88,633.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	220	FICA (7.4%)		RTTT/ Foundation	\$ 91,095.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	240	Worker's Comp. (1.8%)		RTTT/ Foundation	\$ 22,159.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	250	Unemployment (0.2%)		RTTT/ Foundation	\$ 2,462.00

Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)

District: Broward

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	290	Other (0.1%)		RTTT/ Foundation	\$ 1,231.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7700	640	Equipment - Start up costs for equipment		RTTT/ Foundation	\$ 7,059.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	160	Other Support Personnel - District Authorizing team, consisting of a Community Outreach position to help develop the RFP process		RTTT/ Foundation	\$ 172,325.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	210	Retirement (7.2%)		RTTT/ Foundation	\$ 12,407.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	220	FICA (7.4%)		RTTT/ Foundation	\$ 12,752.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	240	Worker's Comp. (1.8%)		RTTT/ Foundation	\$ 3,102.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	250	Unemployment (0.2%)		RTTT/ Foundation	\$ 345.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	290	Other (0.1%)		RTTT/ Foundation	\$ 172.00

Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)

District: Broward

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	310	Purchased Services - Contracting with local agencies to provide support services.		RTTT/ Foundation	\$ 60,000.00
Innovation Authorization, Knowledge Transfer, Resource Equity	9100	640	Equipment - Start up costs for equipment		RTTT/ Foundation	\$ 588.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7200	790	Indirect Cost		RTTT/ Foundation	\$ 127,231.00
Innovation Authorization, Knowledge Transfer, Resource Equity	5100	390	Purchased Services: Allocation to Charter Schools		RTTT/ Foundation	\$ 1,000,000.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	130	Inkind Match - 2 years of 5% Leadership Salary (2 positions), 5% of Charter School Department budget, 20% of Venture and Design's Department budget, 2% of Student Support Leadership salaries, 2% of Grants Management budget		District Match	\$ 171,380.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	210	Retirement (7.2%)		District Match	\$ 12,339.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	220	FICA (7.4%)		District Match	\$ 12,682.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	240	Worker's Comp. (1.8%)		District Match	\$ 3,085.00

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Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)

District: Broward

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	250	Unemployment (0.2%)		District Match	\$ 343.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	290	Other (0.1%)		District Match	\$ 171.00
Innovation Authorization, Knowledge Transfer, Resource Equity	7790	290	Other (0.1%)		District Match	\$ 12.00

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

School Board of Broward County, Florida

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60 (Year 1)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
		Other Certified Personnel - District Authorizing team, consisting of a mixture of Nurse, Behavior Specialist, Psychologist, Social Worker, Family Counselor to help develop the RFP process						
6100	130			\$ 76,698.00	100			
6100	210	Retirement (7.2%)		\$ 5,522.00	100			
6100	220	FICA (7.4%)		\$ 5,676.00	100			
6100	240	Worker's Comp. (1.8%)		\$ 1,381.00	100			
6100	250	Unemployment (0.2%)		\$ 153.00	100			
6100	290	Other (0.1%)		\$ 77.00	100			
		Purchased Services - Contracting with national organizations to develop Requests for Proposals (RFP).						
6100	310			\$ 75,000.00	100			
		Travel - Travel Costs to designated sites for purpose of reviewing and implementing best practices						
6100	330			\$ 10,000.00	100			
6100	510	Supplies - Start up costs for supplies			100			
6100	640	Equipment - Start up costs for equipment		\$ 2,353.00	100			
6100	690	Software - Educational software		\$ 15,000.00	100			
		Other Support Personnel - District Authorizing team, consisting of a mixture of Administrative, Financial, Clerical and Other Support positions to help develop the RFP process						
7700	160			\$ 234,977.00	100			
7700	210	Retirement (7.2%)		\$ 16,918.00	100			
7700	220	FICA (7.4%)		\$ 17,388.00	100			
7700	240	Worker's Comp. (1.8%)		\$ 4,230.00	100			
7700	250	Unemployment (0.2%)		\$ 470.00	100			
7700	290	Other (0.1%)		\$ 235.00	100			
7700	640	Equipment - Start up costs for equipment		7,059.00	100			
		Other Support Personnel - District Authorizing team, consisting of a Community Outreach position to help develop the RFP process						
9100	160			\$ 18,404.00	100			
9100	210	Retirement (7.2%)		\$ 1,325.00	100			
9100	220	FICA (7.4%)		\$ 1,362.00	100			
9100	240	Worker's Comp. (1.8%)		\$ 331.00	100			
9100	250	Unemployment (0.2%)		\$ 37.00	100			
9100	290	Other (0.1%)		\$ 18.00	100			
		Purchased Services - Contracting with local agencies to provide support services.						
9100	310			\$ 20,000.00	100			
9100	640	Equipment - Start up costs for equipment		\$ 588.00	100			
7200	790	Indirect Cost		\$ 25,703.00	100			
		Purchased Services: Allocation to Charter Schools						
5100	390			\$ 125,762.00	100			
D) TOTAL				\$ 666,667.00				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: School Board of Broward County, Florida

B) DOE Assigned Project Number: _____

C) TAPS Number: 14AT60 (Year 2)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	130	Other Certified Personnel - District Authorizing team, consisting of a mixture of Nurse, Behavior Specialist, Psychologist, Social Worker, Family Counselor to help develop the RFP process		\$ -	100			
6100	210	Retirement (7.2%)		\$ -	100			
6100	220	FICA (7.4%)		\$ -	100			
6100	240	Worker's Comp. (1.8%)		\$ -	100			
6100	250	Unemployment (0.2%)		\$ -	100			
6100	290	Other (0.1%)		\$ -	100			
6100	310	Purchased Services - Contracting with national organizations to develop Requests for Proposals (RFP).		\$ 75,000.00	100			
6100	330	Travel - Travel Costs to designated sites for purpose of reviewing and implementing best practices		\$ 10,000.00	100			
6100	510	Supplies - Start up costs for supplies		\$ 5,000.00	100			
6100	640	Equipment - Start up costs for equipment		\$ 5,000.00	100			
6100	690	Software - Educational software		\$ 15,000.00	100			
7700	160	Other Support Personnel - District Authorizing team, consisting of a mixture of Administrative, Financial, Clerical and Other Support positions to help develop the RFP process		\$ 781,166.00	100			
7700	210	Retirement (7.2%)		\$ 56,244.00	100			
7700	220	FICA (7.4%)		\$ 57,806.00	100			
7700	240	Worker's Comp. (1.8%)		\$ 14,061.00	100			
7700	250	Unemployment (0.2%)		\$ 1,562.00	100			
7700	290	Other (0.1%)		\$ 781.00	100			
7700	640	Equipment - Start up costs for equipment		-	100			
9100	160	Other Support Personnel - District Authorizing team, consisting of a Community Outreach position to help develop the RFP process		\$ 75,823.00	100			
9100	210	Retirement (7.2%)		\$ 5,459.00	100			
9100	220	FICA (7.4%)		\$ 5,611.00	100			
9100	240	Worker's Comp. (1.8%)		\$ 1,365.00	100			
9100	250	Unemployment (0.2%)		\$ 152.00	100			
9100	290	Other (0.1%)		\$ 76.00	100			
9100	310	Purchased Services - Contracting with local agencies to provide support services.		\$ 20,000.00	100			
9100	640	Equipment - Start up costs for equipment		\$ -	100			
7200	790	Indirect Cost		\$ 60,324.00	100			
5100	390	Purchased Services: Allocation to Charter Schools		\$ 374,238.00	100			
D) TOTAL				\$ 1,564,668.00				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____**Signature:** _____**Title:** _____**Date:** _____**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____**Signature:** _____**Title:** _____**Date:** _____

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

School Board of Broward County, Florida

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60 (Year 3)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
		Other Certified Personnel - District Authorizing team, consisting of a mixture of Nurse, Behavior Specialist, Psychologist, Social Worker, Family Counselor to help develop the RFP process		\$ 81,368.00	100			
6100	130							
6100	210	Retirement (7.2%)		\$ 5,858.00	100			
6100	220	FICA (7.4%)		\$ 6,021.00	100			
6100	240	Worker's Comp. (1.8%)		\$ 1,465.00	100			
6100	250	Unemployment (0.2%)		\$ 163.00	100			
6100	290	Other (0.1%)		\$ 81.00	100			
6100	310	Purchased Services - Contracting with national organizations to develop Requests for Proposals (RFP).		\$ 50,593.00	100			
6100	330	Travel - Travel Costs to designated sites for purpose of reviewing and implementing best practices		\$ 5,000.00	100			
6100	510	Supplies - Start up costs for supplies		\$ -	100			
6100	640	Equipment - Start up costs for equipment		\$ -	100			
6100	690	Software - Educational software		\$ 15,000.00	100			
		Other Support Personnel - District Authorizing team, consisting of a mixture of Administrative, Financial, Clerical and Other Support positions to help develop the RFP process		\$ 214,875.00	100			
7700	160							
7700	210	Retirement (7.2%)		\$ 15,471.00	100			
7700	220	FICA (7.4%)		\$ 15,901.00	100			
7700	240	Worker's Comp. (1.8%)		\$ 3,868.00	100			
7700	250	Unemployment (0.2%)		\$ 430.00	100			
7700	290	Other (0.1%)		\$ 215.00	100			
7700	640	Equipment - Start up costs for equipment		\$ -	100			
		Other Support Personnel - District Authorizing team, consisting of a Community Outreach position to help develop the RFP process		\$ 78,098.00	100			
9100	160							
9100	210	Retirement (7.2%)		\$ 5,623.00	100			
9100	220	FICA (7.4%)		\$ 5,779.00	100			
9100	240	Worker's Comp. (1.8%)		\$ 1,406.00	100			
9100	250	Unemployment (0.2%)		\$ 156.00	100			
9100	290	Other (0.1%)		\$ 78.00	100			
9100	310	Purchased Services - Contracting with local agencies to provide support services.		\$ 20,000.00	100			
9100	640	Equipment - Start up costs for equipment		\$ -	100			
7200	790	Indirect Cost		\$ 41,204.00	100			
5100	390	Purchased Services: Allocation to Charter Schools		\$ 500,000.00				
D) TOTAL				\$ 1,068,653.00				

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DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____**Signature:** _____**Title:** _____**Date:** _____**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____**Signature:** _____**Title:** _____**Date:** _____

APPENDIX A – PROJECT NEED DATA

Broward County, Florida is the second largest county in the state and the eighteenth largest county in the nation with an estimated 1,748,066 residents (2010 U.S. Census). Broward County's racial and ethnic diversity is rapidly increasing with in-migration from Caribbean and Latin American countries. The 2010 Census data shows that Broward County is the most racially and ethnically diverse county in Florida with 36.9% non-white population and over half of the population is either African American or Hispanic. Many of the minority residents are situated in pockets throughout the county, but tend to be clustered in areas along the Interstate 95 corridor in historically Black and Hispanic neighborhoods.

Target Neighborhood

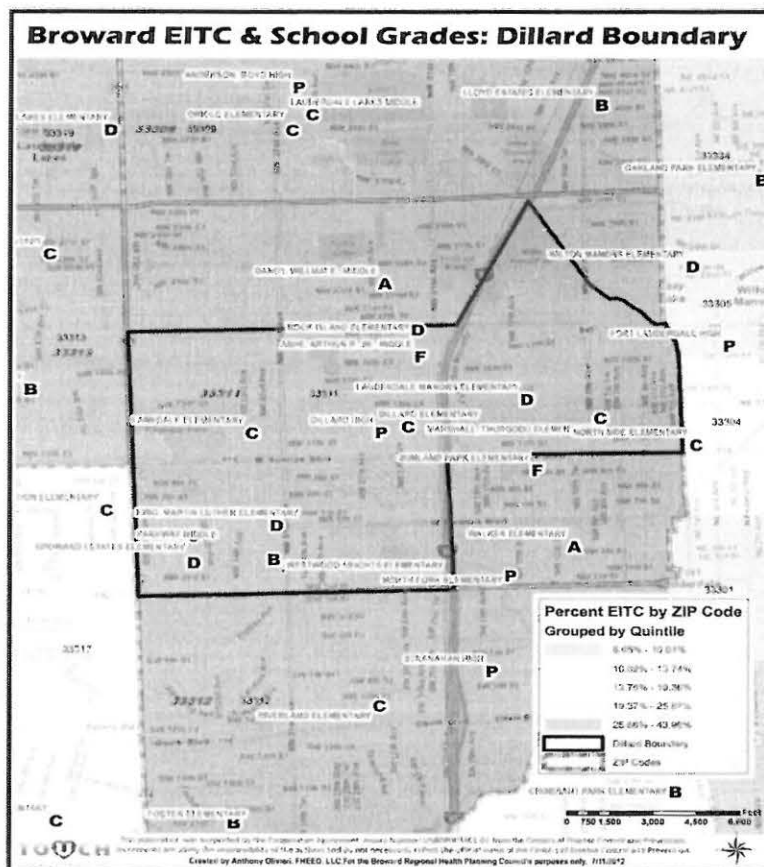
The target neighborhood selected by the community is the Dillard Innovation Zone. This area covers most of zip code 33311 and is in the heart of Ft. Lauderdale split by Interstate 95. Many efforts have been focused here to improve the health, education and living conditions of residents in this community but oftentimes, these efforts are done independently, without a lot of coordination or input from the residents themselves. With high rates of poverty, unemployment and health disparities, it will require the efforts of the whole community to transform this neighborhood into a place where residents can safely live, work, learn and play.

The total population in zip code 33311 is 63,786, with approximately 33,000 living in the Dillard Innovation Zone. The population is 84% Black (including 21% from West Indian ancestry) and 5% Hispanic. Over 30% of the residents are less than 20 years old and 8% are under the age of 5. There has been a 3.5% drop in population since

2000 mainly due to poor living conditions and lack of job opportunities in the area.

There are 14,346 families living in 33311 and almost half of these families are in households where the mother is the only parent. Over 52% of the residences are renter occupied.

The Dillard Innovation Zone encompasses two-thirds of the zip code and is based on the high school boundary for that area. The following map shows the boundary area within the zip code (bordered in black), the schools within the boundary and their score on the state grading system for the 2011/12 school year. The map also



illustrates the high concentration of residents who received an Earned Income Tax Credit (EITC) with the 2008 rate of 44%. In Broward County, the EITC rate is an indicator of poverty.

Indicators of Need

Many schools in high poverty areas have students who possess the potential to achieve, but are

performing below this potential. "A long line of research finds that poverty concentrations—even more than racial concentrations—are a barrier to high academic

achievement and that continuing to allow student segregation by income condemns low-income students to substandard schooling" (Kahlengerg, 2004).

Factors contributing to low achievement among low socio-economic students include infrequent or nonexistent parental involvement and lack of college-educated role models. Parental involvement has been an acknowledged factor in student achievement. In 1999, the National Center for Education Statistics determined that in homes where the combined income was \$50,000 or more 50.3% of parents volunteered or acted on committees at school. This differed drastically with homes where the combined income was between \$10,001 and \$20,000 where only 22.6% of parents volunteered or acted on committees at school. The same report established that in families where one or more parent had earned a bachelor's degree, 49.4% of parents volunteered or acted on committees in school, whereas; in homes where parents had only achieved a high school diploma or GED only 25.4% of parental involvement occurred. That percentage dropped to 14.0% in homes where parents did not finish high school (Navigating Resources, 1999).

A closer look at the income and poverty statistics for zip code 33311 show that the median income for the zip code was \$33,800 with over 37% of the population making less than \$25,000 a year and 37.8% below the poverty level (2010 U.S. Census). Additionally, 41% adults over 25 do not have a High School diploma (or equivalent) which limits their ability to find a good job and support their families. One factor attributed to low educational attainment is teenage pregnancy. Many young mothers drop out of school to care for their children. In 2010, there were 177 births to mothers who were less than 20 years old which represents 15% of the total births in the

33311 zip code. Furthermore, 45 of these births were repeat births for this age group. This zip code also has one of the highest infant mortality rates in the county at 14.3 deaths per 1,000 births which indicates the poor health status of the mother and lack of adequate prenatal care.

Good health and nutrition is a challenge to those living in low income neighborhoods and affects children's performance in school. The Pediatric Quality Indicators (PDIs) are a set of measures that can be used with hospital inpatient discharge data to identify quality of care for "ambulatory care-sensitive conditions" for children under the age of 18. These are conditions for which high quality primary and preventive care can potentially prevent the need for hospitalization or for which early intervention can prevent complications or more severe disease. In 2010, the Asthma PDI for zip code 33311 was 449 per 100,000 children as compared to 178 per 100,000 for Broward County. The diabetes PDI was 39 per 100,000 children as compared to the county rate of 29. Having unnecessary hospitalizations for these conditions affects attendance rates and children's ability to perform well in school.

The 33311 zip code is also a known "food desert" where the lack of access to healthy foods leads to poor school performance, obesity, and other health issues. A recent study by Anthony Olivieri of FHEED (Food for Health, Environment, Economy, and Democracy) shows that the Neighborhood Unhealthy Food Index (NUFI) is 4.37, or 337% higher than the county index. The NUFI is a measure that compares the relative rate of unhealthy food stores (such as convenience stores) to healthy food stores (supermarkets) in a community. The lack of grocery stores has prompted an initiative by the local housing authority to implement community gardens in their complexes but

these gardens only address a small portion of the healthy food needs for the community.

School Performance

The Broward County Public Schools system is divided into 28 zones with the high school as the anchor for each zone. The Dillard Innovation Zone is the worst performing zone for the 2013/14 school year with the most D and F rated schools. The school grades are determined by the Florida Department of Education school grading system and are based on a combination of assessment based measures and learning gains measures. The following table provides an overview of each school's enrollment, demographics and performance. All of the schools have a high percentage (over 87%) of students who participate in the Free or Reduced Lunch (FRL) program. Many of these schools also provide breakfast and dinner. The high retention rates in the elementary schools show that many students are struggling with the basic reading, math and writing skills. The high mobility rate in many of these schools makes it difficult to track and address children's learning needs and disrupts the learning process.

Table 1. Dillard Innovation Zone School Statistics

School	2011/12 Enrollment	2012 Grade	2011 FRL	2011 ELL	2011 ESE	2011 Minority	2011 Mobility	2010 Retention
Sunland Park Elementary	308	F	90.0%	4.9%	14.3%	100%	42.6%	14.5%
Dillard Elementary	655	C	97.3%	2.0%	9.8%	100%	33.4%	6.6%
Thurgood Marshall Elementary	376	C	96.8%	20.2%	18.1%	98%	32.3%	10.4%
Broward Estates Elementary	594	D	95.5%	4.5%	7.2%	98%	17.9%	5.1%
Lauderdale Manors Elementary	554	D	98.0%	8.0%	8.7%	100%	40.8%	11.5%
Martin Luther King Elementary	417	D	96.2%	7.4%	16.8%	99%	31.6%	6.3%
Westwood Heights Elementary	609	D	94.3%	18.7%	11.8%	98%	28.0%	7.3%
Rock Island Elementary	659	D	96.1%	6.8%	10.0%	97%	31.6%	1.9%

Arthur R. Ash Jr. Middle School	638	F	95.0%	6.7%	16.8%	98%	41.1%	1.5%
Parkway Middle School	1,237	C	89.5%	4.1%	11.2%	94%	21.6%	3.3%
William E. Dandy Middle School	935	A	92.2%	6.0%	10.6%	96%	21.7%	1.3%
Dillard High School*	1,659	Pending	87.0%	5.7%	10.7%	100%	29.1%	0.7%
District	258,803	A	59.1%	9.5%	11.9%	68%	17.6%	NA

* Dillard High was rated a B school in 2011

Note: FRL – Free or reduced lunch; ELL –English language learners; ESE – Exceptional student education

Not only do schools in high poverty areas in urban settings produce lower achievement scores than their counterparts in non-urban settings, but the proficiency that exists at the middle school level declines in the high school years. This decline may be attributed to the reduction in enrollment in advanced level courses (Advanced Placement, Dual Enrollment and International Baccalaureate) between the transition from middle school to high school.

Table 2. Dillard Innovation Zone School Non-Proficiency Statistics

School	2011 Reading Total Non-Proficient	2006 Reading Total Non-Proficient	Trend	2011 Math Total Non-Proficient	2006 Math Total Non-Proficient	Trend
Sunland Park Elementary	61	58	↑	50	57	↓
Dillard Elementary	48	51	↓	41	46	↓
Thurgood Marshall Elementary						
Broward Estates Elementary	47	35	↑	41	38	↑
Lauderdale Manors Elementary	60	Not Open		51	Not Open	
Martin Luther King Elementary	58	59	↓	38	47	↓
Westwood Heights Elementary	54	54	=	52	48	↑
Rock Island Elementary	52	48	↑	38	44	↓

Arthur R. Ash Jr. Middle School	72	77	↓	63	66	↓
Parkway Middle School	45	49	↓	38	43	↓
William E. Dandy Middle School	37	35	↑	24	27	↓
Dillard High School*	69	77	↓	22	44	↓

In the past few years, Dillard High School has been transformed into a community school where a wide array of academic, cultural, social, recreational, and lifelong learning opportunities for students and their families are available. This has lead to significant educational and family support improvements and is reflected in the improvement in the school's grade from a D in 2009 to an A in 2014. For 2013, the graduation rate for Black students was 90.3% and for Hispanic students 90.9% (NGA Graduation rates). The advances seen in Dillard High School demonstrate both the need for and ability to incorporate the Promise Neighborhoods core premises into the whole of the Dillard Innovation Zone.

**APPENDIX B, C AND D – PERFORMANCE AND ACCOUNTABILITY CHART,
LETTERS OF SUPPORT AND ORGANIZATIONAL CHART**

Project Performance and Accountability Chart

Priority Area	Tasks	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion
Innovative Authorizing – Research	Begin collective research for a comprehensive recruitment list of charter school operators and communication tools	List of charter school operators and talking points for communications	List of operators/communications talking points	Portfolio Services/Charter Schools Management & Support/Student Support	Nov-Dec 2015
Innovative Authorizing – Needs Assessment	Engage NACSA to carry out assessment of BCPS Charter Schools Support Office	Recommendations of BCPS Needs Assessment	Receipt of needs assessment	Portfolio Services/Charter Schools Management & Support/Student Support	Jan-Feb 2015
Resource Equity – Community Engagement	Bring together social services team to begin designing wraparound support structure Begin discussions with social service agencies in the community	Draft design of wraparound support structure Roundtables and other meetings with social service agencies	Draft design developed and roundtables held	Portfolio Services/Charter Schools Management & Support/Student Support	Jan-June 2015
Facilities Support – Identify Services Needs	Discuss premium services needs with community, vendors and schools	Draft design of services needs	List of services needed	School Design & Support	Jan-June 2015

Priority Area	Tasks	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion
Innovative Authorizing – RFP Development Process	Develop performance framework, model performance contract and oversight protocols	Performance framework, model performance contract and oversight protocols	Draft of RFP	Portfolio Services/Charter Schools Management & Support/Student Support	Mar-Apr 2015
Innovative Authorizing – RFP Release	BCPS hosts site visit for charter school operators Release of RFP	Site visit held RFP release	Site visit held RFP release	Portfolio Services/Charter Schools Management & Support/Student Support	Mar-Apr 2015
Innovative Authorizing – RFP Evaluation Process	Receipt and evaluation of response letters from charter school operators	Evaluation of charter school operator responses	Selection of charter school operator	Portfolio Services/Charter Schools Management & Support/Student Support	May-June 2015
Resource Equity – Continued Community Engagement	Elicit support and buy-in of community social service agencies BCPS staff visit high potential charter school operators	Continued meetings with social service agencies Travel to charter school operators	Division of roles/responsibilities of interested agencies	Portfolio Services/Charter Schools Management & Support/Student Support	July 2015-June 2016

Priority Area	Tasks	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion
Innovative Authorizing – Charter School Operator Authorization	Negotiation of charter performance contract Authorization of charter school operator by School Board Charter school operator application for state-funded planning grants	Contract with charter school operator signed and approved	Signed and approved contract	Portfolio Services/Charter Schools Management & Support/Student Support	July 2015 – June 2016
Facilities Support – Identification of charter school facility	Identify potential facility(ies) and develop transition plan	Agreement signed regarding facility utilization	Signed agreement	Facilities/ Charter Schools Management & Support/ School Design	July 2015 – June 2016
Facilities Support – Negotiate Services Contract	Negotiate premium services contracts	Contracts for premium services	Signed contracts	School Design & Support	July 2015 – June 2016
Resource Equity – Hiring /Subgranting School Wraparound Services	Discussion on school-based wraparound services and contracting mechanisms	School-based wraparound services contracted	Signed contract/subgrant	Charter Schools Management & Support/Student Support	July 2016 – June 2017

Priority Area	Tasks	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion
Knowledge Transfer – Sharing of Best Practices	Work collaboratively with charter school operator in sharing best practices	Best practices identified to implement	List of best practices	School Performance & Accountability	July 2016-June 2017
Facilities Support – Implement Services Contract	Assess implementation of premium services contracts	Assessment of services delivered	Services delivered	School Design & Support	July 2016 – June 2017



Charter School Growth Fund

October 16, 2014

Dr. Robert W. Runcie
Superintendent of Schools
Broward County Public Schools
600 SE Third Ave.
Ft. Lauderdale, FL 33301

Dear Dr. Runcie,

The Charter School Growth Fund (CSGF) enthusiastically supports the State of Florida and Broward County Public Schools' (BCPS's) efforts to encourage the development and growth of proven, high quality charter school operators in state. CSGF is a non-profit that invests philanthropic capital in the nation's highest performing charter school operators to dramatically expand their impact on underserved students. Broward's proposal to encourage expansion of high performing operators in high need neighborhoods aligns with the work CSGF does every day. We support the notion that programs with wrap-around services for students and the community—as BCPS proposes in its application—can have a marked impact on improving student performance.

Founded in 2005 by national philanthropists, the CSGF is a non-profit fund working to transform K-12 education by investing in innovative charter school networks that offer outstanding educational options for under-served students. CSGF has invested in more than 40 charter school management organizations that serve over 200K children and represent some of the most innovative and successful public school networks in the United States. We provide financing, business planning support, coaching and other resources that portfolio members require to build networks of high-performing schools.

CSGF supports BCPS's collaborative compact application, and we look forward to seeing this work bring Broward students access to highly-effective school and support services.

Sincerely,

Darryl Cobb
Partner and Vice-President



Urban League of
Broward County

October 16, 2014

Mr. Robert Runcie
Superintendent of Schools
Broward County Public Schools
600 S.E. 3rd Avenue
Fort Lauderdale, Fl. 33301

RE: Office of Independent Education and Parental Choice Grant Application

Dear Mr. Runcie:

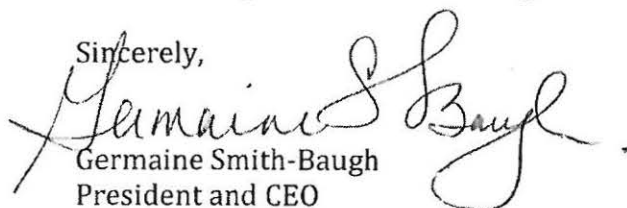
As the President and CEO, Urban League of Broward County, I am writing in support of Broward County Public Schools application for the Independent Education and Parental Choice grant, to establish a Promise Neighborhood school in the Dillard Innovation Zone.

The concept behind the Promise Neighborhoods Initiative as fashioned after the Harlem Children's Zone model is to improve the educational and developmental outcomes of all children in our most distressed communities. This endeavor is of major importance in Broward County. This model of bringing schools, community organizations and residents, together to create neighborhoods that support the care and education of our children from early childhood learning through college and onto successful careers, is a vital component to the success not only of our children but also of our communities.

I personally support and the Urban League of Broward County also supports the belief that this program affords individual organizations the opportunity to bring their areas of expertise together to design and implement comprehensive service delivery in a school setting that will prepare students for success in college and into careers.

The Urban League of Broward County applauds your efforts and is willing to assist in whatever might be needed to bring this school to fruition.

Sincerely,


Germaine Smith-Baugh
President and CEO



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

10/16/2014

Mr. Robert Runcie
Superintendent of Schools
Broward County Public Schools
600 S.E. 3rd Avenue
Fort Lauderdale, Fl. 33301

RE: Office of Independent Education and Parental Choice Grant Application

Dear Mr. Runcie:

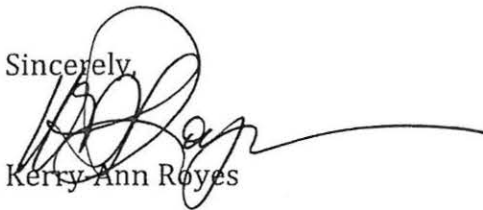
As the Executive Director at the YMCA of Broward County, I am writing in support of Broward County Public Schools application for the Independent Education and Parental Choice grant, to establish a Promise Neighborhood school in the Dillard Innovation Zone.

The concept behind the Promise Neighborhoods Initiative as fashioned after the Harlem Children's Zone model is to improve the educational and developmental outcomes of all children in our most distressed communities. This endeavor is of major importance in Broward County. This model of bringing schools, community organizations and residents, together to create neighborhoods that support the care and education of our children from early childhood learning through college and onto successful careers, is a vital component to the success not only of our children but also of our communities.

The YMCA of Broward County also supports the belief that this program affords individual organizations the opportunity to bring their areas of expertise together to design and implement comprehensive service delivery in a school setting that will prepare students for success in college and into careers.

The YMCA of Broward County applauds your efforts and is willing to assist in whatever might be needed to bring this school to fruition.

Sincerely,



Kerry Ann Royes

YMCA OF BROWARD COUNTY

Children's Advocacy Family Center • 900 SE 3rd Avenue • Fort Lauderdale, Florida 33316 • P 954.623.5555
www.ymcabroward.org

Organizational Chart
TAPS#14AT60 District-Charter Collaborative Compact

