

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: <h3 style="text-align: center;">District-Charter Collaborative Compacts</h3> TAPS NUMBER: 14AT60	DOE USE ONLY Date Received 14 2 2014 06								
B) Name and Address of Eligible Applicant: <h3 style="text-align: center;">Duval County Public Schools</h3> 1701 Prudential Drive Jacksonville, FL 32207		Project Number (DOE Assigned)								
C) Total Funds Requested: <div style="text-align: center; font-size: 1.2em;">\$3,300,000.00</div> <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: <div style="text-align: center; font-size: 1.2em;">\$</div> </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Pearl Roziers</td> <td>Telephone Numbers: 904-390-2438</td> </tr> <tr> <td>Fiscal Contact Name: Latrell Edwards</td> <td>904-390-2097</td> </tr> <tr> <td>Mailing Address: Duval County Public Schools 1701 Prudential Drive Jacksonville, FL 32207</td> <td>E-mail Addresses: rozierp@duvalschools.org edwardsl5@duvalschools.org</td> </tr> <tr> <td>Physical/Facility Address: Duval County Public Schools 1701 Prudential Drive Jacksonville, FL 32207</td> <td>DUNS number: 080683048 FEIN number: 59-6000-589</td> </tr> </table>		Contact Name: Pearl Roziers	Telephone Numbers: 904-390-2438	Fiscal Contact Name: Latrell Edwards	904-390-2097	Mailing Address: Duval County Public Schools 1701 Prudential Drive Jacksonville, FL 32207	E-mail Addresses: rozierp@duvalschools.org edwardsl5@duvalschools.org	Physical/Facility Address: Duval County Public Schools 1701 Prudential Drive Jacksonville, FL 32207	DUNS number: 080683048 FEIN number: 59-6000-589
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CERTIFICATION I, <u>Nikolai P. Vitti, Ed.D.</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. 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. <div style="display: flex; align-items: center;"> E) <div style="text-align: center;"> _____ Signature of Agency Head </div> </div>										



Project Abstract or Summary

Ensuring that all students have access to an excellent education is the collective responsibility of our community and the school system including all district and charter schools. The system must work together to serve the Jacksonville Community; an urban city with a large economically disadvantaged population. Duval County Public Schools (DCPS) will partner with highly effective charter schools in low income areas to encourage and support the development and implementation of sustainable strategies to ensure that all students, especially those currently attending schools in high-need areas, have access to highly effective schools. Effective charter schools will be encouraged to replicate in additional low income areas.

An innovative feature of this proposal will be to develop a joint learning community with a focus on personalized learning through a comparative and collaborative study using two different blended learning platforms. The public schools have selected Innovations in Learning while the charter school(s) have selected eSparks for the initial pilot collaboration phase. This collaboration may expand to other devices and blended learning opportunities as the partnership progresses. The main purpose will be to share best practices and compare data and insights. Using this approach, both public and charter participants will have opportunities to communicate with each other, discuss techniques and strategies used, compare data, make adjustments to teaching strategies and understand how both platforms impact academic achievement.

This opportunity for District-Charter Collaboration Compact (DCCC) funding allows for the development and implementation of bold and innovative strategies with

partnering charter school(s). Grant funds will be used to develop the following opportunities:

- 1) hire a project manager to coordinate and monitor the project and ensure its success;
- 2) provide equitable responsibility for transparency in terms of data, recruitment, and professional development and the timely sharing of data and information;
- 3) guarantee equitable access to resources for the same materials and supplies offered to the public school teachers through the Teacher Supply Depot;
- 4) share best instructional practices and encourage the replication of successful programs, specifically by embedding blended learning into the curriculum; and
- 5) develop joint efforts in recruitment, retention and development of teachers, specifically through equal participation in teacher effectiveness programs through a K-5 Teacher Internship Program.

A successful District-Charter collaboration will open the lines of communication and instill goodwill for the common goal of creating highly effective public and charter schools in Duval County that will prepare students for college and/or career.

Project Need

Duval County Public Schools (DCPS) is a large urban school district located in Northeast Florida. It is the 22nd largest school district in the United States and the 6th largest school district in Florida, serving approximately 125,164 students in 195 schools including district schools, contracted schools, and charters. Because Duval County is large (both geographically and in student population) in size, this can be a hindrance to

student achievement. The county covers over 900 square miles, so even schools in the same feeder pattern are often miles apart. There are 103 elementary schools, 1 K-6, 2 K-8 schools, 24 middle schools, 2 6-12 schools, 19 high schools, 5 exceptional centers, 1 virtual schools, 6 alternative and 34 charter schools.

The DCPS population is typical of many large urban school districts: 13% participate in Student's With Disabilities, and 3 % are English Language Learners representing 106 countries and speaking 84 languages. The top ESOL languages spoken in the district are Spanish, Arabic, English, Vietnamese, and Tagalog, Haitian-Creole (including French Creole) and Albanian. All schools provide ESOL services. Over half (55.2 %) of students receive free or reduced price school lunch. The Jacksonville Community Council Inc. (JCCI) Community Snapshot report notes that socio-economic status varies greatly in Duval County with 25.5 % of children and youth (under age 18) living in poverty in 2011 (JCCI, 2014). Jacksonville is also a primary refugee relocation center.

The 2013-2014 FCAT scores for DCPS indicate that the district continues to lag behind the state norms. While Duval County students performed better in science, they scored lower in reading and math skills than one year ago, and remain below the Florida average in all three areas, according to Florida Comprehensive Assessment Test scores released on June 6, 2014 by the Florida Department of Education. According to *School Facts Jax* (JPEF), when compared to similar sized school districts in the State of Florida, DCPS lags in graduation rates for all students (72.1%), at-risk students (47.6%), male students (67.9%) and those students participating in the free/reduced lunch system (60.8%). District-wide systemic efforts in the last few years

have resulted in an improved 2012-2013 graduation rate of 72.1% with a drop-out rate of 2.9%. The population of North Florida, Jacksonville and DCPS is closely representative of the history, culture, demographics and regional health disparities associated with the Deep South (Goldhagen et al., 2005).

Graduation rates and statewide testing show that DCPS is gaining ground. However, at 72% the overall graduation rate is still 9% lower than the national average calculated at 81% (www.duvalschools.org).

Currently Duval County Public Schools has 34 charter schools used to expand choice options for students. In 2013-2014, 21 of those schools received grades under the Florida accountability system. On average, the district's charter schools have not had a history of high performance. For example, in 2014, only 23.7% of the charter schools earned a grade of an A or B, compared with 28.7% of the district's public schools. None of the Title 1 charter schools earned a state grade of an A and only 1 out of 8 earned a B.

DCPS is in the midst of an intensive effort to invigorate all schools, with a strong focus on high-needs students. In 2012, the district hired a new superintendent, Dr. Nikolai Vitti, a reform-oriented and dynamic leader. Dr. Vitti has worked with the city's leading educational advocates and philanthropists to raise over \$50 million dollars through the Quality Education for All fund to recruit and develop human capital. DCPS has implemented a new strategic plan to ensure an equitable and efficient use of resources, created overage centers to assist students who are more than two years out of their age cohort, established new Career Academies and revamped the curriculum and assessment team. Curriculum Guides have been developed in conjunction with the

district teachers and aligns all courses directly with the Guide. Dr. Vitti, as well as the highest levels of DCPS, is a key driver in the implementation of district–charter collaboration strategies and resource sharing.

Project Objectives

Duval County Public Schools and Charter Schools will implement bold and innovative strategies for collaborating and partnering together. Driven by shared beliefs, the DCCC project is ultimately designed to impact student achievement and leverage resources equitably. For the most part, charter schools serve a similar student population that almost mirrors much of the district. Therefore, the aim is to capitalize and build momentum towards deepening joint commitments to serve all students in the community and raise achievement.

An innovative feature of this proposal will be to develop a joint learning community with a focus on personalized learning through a comparative and collaborative study using two different blended learning platforms. The public schools have selected Innovations in Learning while the charter school(s) have selected eSparks. The main purpose will be to share best practices and compare data and insights. Using this approach, both public and charter participants will have opportunities to communicate with each other, discuss techniques and strategies used, compare data, make adjustments to teaching strategies and understand how both platforms impact academic achievement.

Goal 1: Enhance the capacity of the District's charter school office to provide meaningful support and rigorous outcome based monitoring.

Strategy 1: A full time Program Manager will be hired to ensure proper implementation of the District-Charter Collaborative Compact grant.

- 1) By June 2018, 100% of the participating charter school teachers will have participated in blended learning professional development training and will demonstrate successful ability to infuse the strategies in the curriculum.
- 2) By June 2018, 100% of the participating public school teachers will have participated in blended learning professional development training and will demonstrate successful ability to infuse the strategies in the curriculum.
- 3) By June 2018, 100% of all charter school teachers will have received materials and supplies through the equitable use of the Teacher Supply Depot.
- 4) By June 2018, 100% of all participating charter schools will document equitable participation in the K-5 Teacher Internship Program and success from the involvement.
- 5) DCCC success stories will be disseminated annually through written narrative, marketing materials and verbal communication such as the DCPS electronic Daily News, at district/charter local and state meetings and special events and when speaking with the media.
- 6) Provide an annual end-of-year report to the Board, Superintendent, and the Charter School(s) involved in the grant. Questions for inclusion and to focus discussion:
 - a) How did grant implementation encourage new ideas and methods to promote student academic achievement?

- b) How do the student achievement results compare to all other DCPS district charters and the public schools?
- c) What information did the pre and post surveys reveal? How will information gained become actionable?
- d) What recommendations do you have for continued improvement in the grant implementation process?
- e) Are there issues/problems that need to be resolved?

Goal 2: *Provide funding or other resources to assist high-impact charter schools that are serving the targeted area in acquiring facilities.*

Strategy 1: 80% of participating charter school teachers will report a favorable opinion of the Teacher Supply Depot as a resource in acquiring materials and other goods.

Goal 3: *Develop a joint district-charter learning community to allow for sharing of ideas between teachers and instructional leaders, with a focus on areas such as personalized learning, educator evaluation or differentiated instruction.*

Strategy 1: Blended learning initiatives will be implemented using a collaborative approach between the district and charter.

- 1) Develop a timeline for a blended learning phase-in.
- 2) Determine which students, classes, grade levels or teachers will be most appropriate for piloting the blended learning program.
 - a) Determine learning goals and content that will identify the proper print-based and technological resources needed.

- b) Determine the best type of blended learning model for the charter school.
- c) The district's Professional Development Department will be active participants in sharing best practices, providing teachers with assistance and feedback and building successes.

Goal 4: *Equal participation in innovative and effective teacher recruitment programs.*

Strategy 1: Highly qualified potential candidates will be recruited for a K-5 teacher internship program. A Request for Proposal will competitively solicit a post-secondary partner for technical services to operate the K-5 Teacher Internship Program.

- 1) Expand the number of interns recruited from diverse populations including those from non-traditional and under-represented populations.
 - a. Increase by 10% the diversity of interns per year.
- 2) Increase the number of highly qualified candidates per year.
 - a. Increase the number of candidates that represent hard-to-staff areas such as math, science, and special education.
- 3) Recruit teachers from the K-5 Teacher Internship Program using a rigorous selection process to permanently hire.
 - a. Increase the number of teachers recruited into hard-to-staff areas.
- 4) Retain graduates of the K-5 Internship Program in Duval County Schools.
 - a. Maintain a 75% retention rate after 3 years from placement.
- 5) Increase student achievement scores in classrooms staffed from the teacher internship program.

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- a. 100% of graduates will show 1 year growth in student growth; 50-75% of graduates will demonstrate 1.5% of student growth.
 - b. 95% of teachers recruited from the teacher internship program will perform as well as or better than their counterparts in classrooms with first year teachers.
- 6) Develop an induction and mentoring program to support teachers during their first two years of teaching.
- a. Select highly qualified Induction mentors.
- 7) Catalyze innovation in urban teacher education by using classroom analysis and curricula assessment data to build teacher effectiveness and improve teacher preparation curriculum.
- a. Establish a structure for partnership review, assessment, and alignment of the curriculum and practice based on data analysis and program evaluation results.
- 8) Establish a structure for continuous review and assessment of the curriculum with the K-5 Teacher Internship Program based on initial teacher preparation standards, DCPS needs, charter school needs and core requirements of the program.
- a) Convene a Continuous Review, Assessment Strategic Planning Team made up of key DCPS/Charter personnel.
 - b) Organize review and program assessment work sessions three times each academic year to assess the alignment of coursework with the Teacher Internship experiences.

- c) Recommend curricula changes based on survey feedback from interns and mentors.
- d) Identify and create opportunities for interns to serve as mentors and teacher leaders.

The role of the **Project Manager** will be to coordinate the professional development training, assist with budget purchases in a timely manner, ensure that the goals of the grant are effectively and efficiently accomplished and act as a positive liaison between DCPS and the charter school(s).

The DCPS instructional review model will serve as a basis for professional development opportunities while at the same time, provide actionable feedback. As the district-charter collaboration works together, valuable data can be collected on the quality of the instruction that will be beneficial to both partners in the DCCC.

- Are students fully engaged in the work of their lessons?
- Are all students working with rigorous content aligned to the appropriate standards for their subject and grade?
- Are all students taking academic ownership of their learning?
- Do all students demonstrate that they are learning?
- Are teachers receiving the support they need to achieve DCPS's vision of excellent instruction?

The **Teacher Supply Depot** is a warehouse of materials donated by businesses and community members. These materials are used to enhance teacher instruction in classrooms and to promote students achievement. Many materials are used creatively in student projects and other innovative teaching aids.

The Teacher Supply Depot enjoys tremendous support from the business community, volunteers, the media and the many other individuals who contribute items. By the end of the 2013-2014 school year, the Depot conducted 188 give-away days and logged in over 58,300 teachers, principals and PTA president visits. Since 1996, more than 1,400 contributions have resulted in over \$57 million worth of supplies.

To address **blended, personalized student learning** needs, a variety of technology can be used. Moving away from traditional classrooms to meeting the unique needs of individual students requires planning and the laying of groundwork. Digital curricula can be personalized to each student's learning needs. iPads are being used in many classrooms thereby personalizing learning with a comprehensive inventory of applications and activities, a technical foundation, and teacher training and online tools for monitoring student success.

One example of a personalized learning program is the eSpark platform selected for this grant for the initial pilot by the charter school(s). This program provides a variety of educational content focused on mastering Common Core standards. A learning profile for each student is compiled based on imported academic data. Recommendations for applications are aligned with the student's grade level and learning goals with an emphasis on "fun." School staff can install the apps and when students log on they will see the recommended "quests" which are a series of learning challenges that provide students with instructions to the in-game level and difficulty setting. The mobile computing device curriculum consists of games, videos, podcasts, eBooks and other apps. A "playlist" of educational apps for students is designed following an assessment of a student's math and reading skill levels. At the end of each

challenge, students are asked to provide feedback on how well they performed, and whether or not they enjoyed the challenge. (ESpark relies on students to assess themselves because the apps are created by different organizations and not everyone can feed data back to the dashboard.) This feedback goes into a dashboard that the teacher can monitor. The teacher can then change the quests and challenges if needed. Finally, at the end of each quest, the eSpark app asks students to record a video of themselves demonstrating their mastery of the learning goal. This gives the teacher a window into how well the student has understood the concepts.

The application also provides a "mood check-in" feature that asks students how they are feeling. They can respond with a series of smiley faces, which also get recorded on the teacher dashboard, giving teachers a chance to monitor the "emotional pulse" of the class. Students can also "digitally raise a hand" to request a private chat with their teacher through this feature, which enables them to ask for extra help without alerting their classmates.

Teachers log-in to online dashboards to track daily usage, view quiz scores and student-created videos, and monitor academic progress. ESpark leaves it to teachers to prescribe how often their program should be used. Schools have used it from anywhere between 60 minutes a week to 5.5 hours a week. Teachers are expected to monitor the dashboard actively to see students' reactions to the assigned quests as well as their moods and requests for private chats.

The district's selection of Innovations to Learning allows children to learn on hand-held digital devices such as iPod Touches or iPads that are synched to the "cloud" so that classroom teachers can fine-tune their lessons for individual students. The

program can be adapted to all existing reading curricula and is aligned with the Common Core.

The Listening Station is equipped with MP3 players and stocked with a variety of books at all skill levels. Students listen through headsets as a narrator reads aloud and asks questions about the story – just like a teacher would do. The focus is on comprehension, vocabulary and fluency.

The Teacher Station allows the teacher to work face-to-face with small groups of students. The teacher's iPad contains a complete suite of tools for conducting the small group instruction. Each student has a device that is linked to the teacher's iPad. Instruction and assessment are combined into one simple interface. The cloud-based management system makes it easy for the teacher to individualize instruction, modify student groups, customize learning plans, align with Common Core Standards and check on progress reports. TutorMate coaches are a built-in part of the system. These coaches visit the school and teachers become familiar with the program and assist with the integration into existing curricula.

In addition, the TutorMate System can pair tutors/mentors with children in classrooms by remote connectivity through telephones and computers. The tutor/mentor can actually view the same page on their computer screen allowing the reading of stories and playing games that are designed to build fluency, comprehension, phonics and spelling skills.

The DCPS Technology Department is highly-qualified and capable of helping the schools get set-up should they need any assistance with program components.

The **K– 5 Teacher Internship Program** is a partnership between DCPS and the post secondary program competitively selected through the Request for Proposal Process (RFP). The Program will be committed to providing teacher education students with a wide variety of field-based, clinical experiences. Because of this commitment, all students will participate in urban field experiences in the Duval County Public Schools. Field experiences will be required as part of the requirements or certification that students must complete through an internship experience.

In regards to this grant, the internship program will focus on the selection of highly effective, non-traditional and under-represented teachers to participate in the program with placement in highly effective charter schools in low income areas.

Management Plan

Duval County Public Schools is a large urban school district that has the leadership, capacity, and expertise to implement this plan. DCPS has a supportive board, progressive new superintendent, and a group of dedicated leaders who are committed to the implementation of this project. The District works collaboratively with many community agencies, organizations and coalitions in partnership to provide a continuum of services, resources and programs for youth within the schools and community. In addition, the district has great community partners that have organized their support through the Jacksonville Public Education Fund, already committing \$50 million in financial support toward improving the quality of education in our schools.

The daily operations of the DCCC proposal will be led by the Project Manager who will dedicate 100% of his/her time towards ensuring that all project requirements, activities and reporting are effectively and efficiently completed and submitted on time. The Project

Manager will work with the selected post secondary partner, the DCPS Professional Development Department, the Teacher Supply Depot, the selected charter school(s) and the FLDOE. DCPS staff members possess expertise in facilitating professional development opportunities and are well versed in the areas of blended, personalized learning. The post-secondary partner will offer expertise in the training and administering of the K-5 Teacher Internship Program. The Project Manager will assist with data collection and with reporting results to all of the stakeholders including the FLDOE. In addition, they will help with the dissemination of the data to Executive Leadership, school staff and community stakeholders for awareness and policy discussion. The project will incorporate the perspectives of all who are served through this project.

The Project Manager will report to the Assistant Superintendent in the School Choice/Magnet Office. This office oversees the many types of school choice options that are available for school-age children in Jacksonville including information on specific programs such as magnet programs, career academies, high school acceleration program, choice programs and charter schools.

Using a "continuous evaluation model" approach, rather than solely pre/post procedures, continuous feedback at all levels will allow for continuation of "successes" in the DCCC Project and for any necessary adjustments for improvement in the Project's services and activities.

The continuous evaluative progress of the Project will occur through a variety of mechanisms:

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- (1) Informal communications amongst the Project Manager and staff from the Post-secondary partner, DCPS Professional Development Department, charter school(s) and the FLDOE will occur on a regular basis.
- (2) Aside from intensive orientation and training in the beginning of the Project, there will be regularly scheduled meetings with the various stakeholders.
- (3) There will be district meetings between the Project Manager and the DCPS leadership staff for regular updates.
- (4) The Project Manager will direct the following activities that will facilitate communications and feedback:
 - Monthly newsletters to the stakeholders.
 - Monthly **written and verbal communications** to promote the project successes.
 - Recognition of contributions from the various partners.
 - Quarterly meetings to address questions/concerns and plans for correction.
 - Social events (Open Houses and other school-community events)
 - Additional input from the schools, community and business community will be continuously solicited.

MANAGEMENT PLAN			
Responsibilities	Timeline	Staff	Milestones
YEAR 1			
Announce award of grant to all stakeholders	Upon award of the grant	Superintendent	Press Release
Begin process to hire a Project Manager	November - December	Executive Leadership	Hire the Project Manager

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Develop a plan for the K-5 Teacher Internship	2014-2015	Project Manager District Staff	Plan for fulfilling the K-5 Teacher Internship requirements
Develop a plan to support the Teacher Supply Depot	2014-2015	Project Manager Teacher Depot staff	Plan for fulfilling the Teacher Supply Depot requirements
Meet with the DCPS Professional Development Department to plan for blended learning instruction	On-going	Project Manager DCPS Professional Development staff	Plan for fulfilling the blended learning requirements
Initiate the search for highly effective charter(s)	On-going	Project Manager, Executive Leadership Human Resources	Approval of a highly effective charter participant in this grant
Begin the purchasing process	On-going	Project Manager Charter School(s)	Receive purchased items
Assist with all contracts as needed with grant partners/vendors	November – until completed	Project Manager Legal Department Post-secondary partner, Charter School(s)	All partners will have signed partnership contracts
Provide communication to raise awareness of the DCCC Project	August – on-going	Project Manager	Community, schools and stakeholders keep up-to-date on the DCCC progress
Collect baseline data for all projects	2014-2015	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Establish a database for all pertinent data required in project.
Create pre and post surveys to collect participant feedback in all areas	2014-2015	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Administer and record the results of the pre/post surveys; Adjust project as necessary
Reports submitted to the FL DOE	Semi-annually	Project Manager and all stakeholders	Progress in all areas will be evident

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YEAR 2			
K-5 Teacher Internship expansion to charter school(s)	August – on-going	Project Manager, Post-secondary partner, Internship staff	Placement and monitoring of teacher interns
Work with the Teacher supply Depot	August-on-going	Project Manager, Teacher Supply Depot	Provide details such as dates and times for charter staff
DCPS Professional Development staff involved in training of blended learning strategies	August – on-going	Project Manager, DCPS staff, Charter School(s) staff	Successful delivery of blended learning strategies within participating classrooms
Continue to oversee the grant budget	July – on-going	Project Manager, DCPS staff	Execute proper purchasing and delivery of goods and materials
Continue to communicate with the district staff, community and stakeholders to raise awareness of the DCCC Project	July – on-going	Project Manager	Community, schools and stakeholders keep up-to-date on the DCCC progress
Administer pre/post surveys	August – on-going	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Record results of surveys; Adjust program as necessary
Collect annual data to add to baseline data	August – on-going	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Record data collected and share results with stakeholders; Adjust program as necessary
Reports submitted to the FL DOE	Semi-annually	Project Manager	Progress in all areas will be evident
YEAR 3			
K-5 Teacher Internship	August – on-going	Project Manager,	Placement and monitoring of teacher interns

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expansion to charter school(s)		Post-secondary partner Teacher Internship staff	
Work with the Teacher supply Depot	August-on-going	Project Manager, Teacher Supply Depot	Provide details such as dates and times for charter staff
DCPS Professional Development staff involved in training of blended learning strategies	August – on-going	Project Manager, DCPS staff Charter School(s) staff	Successful delivery of blended learning strategies within participating classrooms
Continue to oversee the grant budget	July – on-going	Project Manager, DCPS staff	Execute proper purchasing and delivery of goods and materials
Continue to communicate with the district staff, community and stakeholders to raise awareness of the DCCC Project	July – on-going	Project Manager	Community, schools and stakeholders keep up-to-date on the DCCC progress
Administer pre/post surveys	August – on-going	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Record results of surveys; Adjust program as necessary
Collect annual data to add to baseline data	August – on-going	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Record data collected and share results with stakeholders; Adjust program as necessary
Reports submitted to the FL DOE	Semi-annually	Project Manager	Progress in all areas will be evident
YEAR 4			
K-5 Teacher Internship expansion to charter school(s)	August – on-going	Project Manager, Post-secondary partner Teacher, Internship staff	Placement and monitoring of teacher interns

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Work with the Teacher supply Depot	August-on-going	Project Manager, Teacher Supply Depot	Provide details such as dates and times for charter staff
DCPS Professional Development staff involved in training of blended learning strategies	August – on-going	Project Manager, DCPS staff, Charter School(s) staff	Successful delivery of blended learning strategies within participating classrooms
Continue to oversee the grant budget	July – on-going	Project Manager, DCPS staff	Execute proper purchasing and delivery of goods and materials
Continue to communicate with the district staff, community and stakeholders to raise awareness of the DCCC Project	July – on-going	Project Manager	Community, schools and stakeholders keep up-to-date on the DCCC progress
Administer pre/post surveys	August – on-going	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Record results of surveys; Adjust program as necessary
Collect annual data to add to baseline data	August – on-going	Project Manager, Post-secondary partner, DCPS, Teacher Supply Depot, Charter School(s)	Record data collected and share results with stakeholders; Adjust program as necessary
Reports submitted to the FL DOE	Semi-annually	Project Manager	Progress in all areas will be evident

To ensure further sustainability, the superintendent provides the Board with regular briefings on all major district initiatives. DCPS has found that the support of the Board has been a necessary ingredient in sustaining initiatives past the life of a grant or the tenure of a project has only been strengthened through the QEA initiative, as many of the city's prominent citizens are invested in this effort including the Mayor of

Jacksonville, the local Teacher for America partners and the superintendent of DCPS School System. (see Letters of Support: Appendix C, Appendix D)

Support for Strategic Plan

In Florida's Next Generation PreK-20 Education Strategic Plan, participation through the DCCC grant will show improvement in the School Choice category; specifically, 1) an increase in the percentage of charter school students performing at grade level, 2) improved charter performance, and 3) an assurance of a high-performing Supplemental Educational Service provider.

Support for reading initiatives of the Department of Education include 1) targeted professional development infusing blended learning strategies, 2) differentiated and intensified professional development for teachers, and 3) incorporating reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding. This would include the utilization of leveled classroom libraries and independent reading practice. In addition, any elementary students who exhibit substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency.

- 1) Alignment with State Strategic Plan – Goal 1: High Student Achievement
 - a. K-12 Students – Increase percentage of students performing at grade level
 - b. Teachers and leaders – Increase the percentage of effective and highly effective principals

- c. Teachers and leaders – Increase the percentage of effective and highly effective teachers
- d. School Choice – Improve charter school performance

Support for the Mathematics Florida Standards (MAFS)/Science Initiatives

include increasing cognitive complexity per grade level such as: solving word problems, using rulers to measure length, combining values of money, determining unknown numbers, and using comparative relational thinking.

- 1) Alignment with state reading and math/science initiatives of the FL DOE
 - a. Extensive reading interventions in grades K-3
 - b. Increase proficiency in math and science standards
 - c. Training for teachers in new reading and math standards

Dissemination Plan

DCPS's dissemination plan will include formative and/or ongoing assessment of progress and the provision of feedback to students, teachers, parents and community stakeholders. Examples may include teacher training, the use of teacher made tests, grading rubrics, cumulative work sample folders, and teacher observations and records, In addition, pre- and post-test results to assess the skill development and strategy effectiveness of the teacher internships, student academic achievement while using blended personalized learning technology, and the use of the Teacher Supply Depot resource. The use of existing and supplemental records (i.e. attendance, discipline, participation, retention, grades, etc.) can be used to extend the scope of the assessment process. Finally, limited use of qualitative measures (i.e. attitude and

perception instruments, questionnaires, satisfaction inventories, checklists, and opinion polls and interviews) may provide insight in terms of overall program success.

An increase in teacher skills and abilities and administrative leadership support and direction can be tied to greater expectations in student achievement and successfully reaching the milestones listed in the grant.

Dissemination will occur through products and models and via written and verbal communication. Various means include site visits, open houses, web sites, community meetings, conferences, instructional materials, video conferences, executive summaries, journal articles, newsletters, list-serves, pamphlets and press releases.

Project-Wide Budget

Priority 1: Innovative Authorization

The main cost associated with this strategy is the salary and benefits of the grant project manager who will be charged with enhancing district charter capacity to provide support for high impact charters and provide frameworks for outcome-based monitoring. This individual will be hired by the District to coordinate all of the activities within the grant, as well as work with the District's Choice Office in developing the criteria that will be used to select high impact charters for inclusion in these grant opportunities.

Priority 2: Facilities Support

The District currently operates the Teacher Supply Depot, which provides classroom resources and materials to the comprehensive public schools within the District. To assist in providing resources to classrooms in our high-impact charter schools, the District will provide access to the Teacher Supply Depot, including special

access times and additional resources that will be purchased to supplement the supplies donated by area businesses and faith-based organizations. The budget specifies an allotment for \$25,000 for this purpose for equitable resources.

Priority 3: Knowledge Transfer

The 2015 graduating class will be the first that must meet the mandatory online course requirement in order to meet state graduation requirements. In addition, many of the state assessments are now given via an online platform, even at the elementary level. Curriculum providers have responded by developing a number of quality online products that can be used at home or in the blended classroom learning environment. In this area, DCPS will collaborate with our high-impact charter partner(s) to review, implement, and assess the effectiveness of several blended learning platforms in a phased pilot model. Budgeted purchases in this area include mobile devices, software licenses for eSpark and Innovations in Learning, classroom listening stations, professional development, substitute stipends, and ancillary materials to support the selected curriculum.

Priority 4: Resource Equity

Teach for America has an existing agreement with both the District and one of our high-impact charters and has agreed to continue with that work, through funding from our community partners. Even with our TFA partnership, both charters and district schools in high poverty areas have difficulty recruiting and retaining high-quality teachers. A major part of this work includes a Request for Proposal from a post-secondary institution to provide a teacher internship and residency program to recruit teachers to high-needs schools, including our high-impact charter partner(s). This

District-Charter Collaborative Compacts
Florida Department of Education

project would be modeled after a teacher residency project currently being piloted within the District. The budget allotment will provide equitable resources for substitute teachers to fund the charter(s) during teacher training. These funds will be provided through a sub-contract agreement.

**Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)
Project Period 1**

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovative Authorization	6300	110	Project Manager Salary to oversee the collaborative efforts of initiative - prorated to begin 12/01/14	1.0	RTTT	53,200.00
Innovative Authorization	6300	210	Project Manager - retirement at 7.33%	1.0	RTTT	3,899.56
Innovative Authorization	6300	220	Project Manager - Social Security at 7.65%	1.0	RTTT	4,069.80
Innovative Authorization	6300	231	Project Manager - Health Insurance at 20.32%	1.0	RTTT	10,810.24
Innovative Authorization	6300	232	Project Manager - Life Insurance at 0.05%	1.0	RTTT	26.60
Innovative Authorization	6300	240	Project Manager - Worker's Compensation at 1.10%	1.0	RTTT	585.20
Innovative Authorization	6300	250	Project Manager - Unemployment Compensation at 0.15%	1.0	RTTT	79.80
Innovative Authorization	6300	290	Project Manager - Other Benefits - 0.20%	1.0	RTTT	106.40
Resource Equity	6300	310	Technical services from postsecondary institution - first year planning to build a more robust pipeline for student teaching experiences beginning in July, 2015		RTTT	50,000.00
Facilities Support	5100	510	Supplemental classroom supplies for Teacher Depot		RTTT	5,000.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 10 classrooms)		RTTT	187,500.00
Knowledge Transfer	5100	690	Licenses to access software for 10 classrooms to implement joint		RTTT	135,000.00

			learning communities to support individualized instruction through blended learning (\$500 per license for 250 devices) - eSpark & Innovations			
Knowledge Transfer	5100	620	Listening Stations including MP3 players, headphones, and chargers for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (5 charter/5 district)		RTTT	5,000.00
Knowledge Transfer	5100	510	Curriculum - leveled books and consumables to accompany software licenses to implement joint learning communities pilot project to support individualized instruction through blended learning (5 charter/5 district)		RTTT	10,000.00
Knowledge Transfer	6400	310	Professional development in blended learning curriculum for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (5 charter/5 district)-contracted through vendor(s)		RTTT	10,000.00
Knowledge Transfer & Resource Equity	5100	310	Substitute teacher salaries for professional development and collaboration to support individualized instruction through blended learning		RTTT	5,000.00
Indirect Costs	7200	790	Indirect costs at 3.87%		RTTT	9,943.57

District: Duval

**Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)
Project Period 2**

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovative Authorization	6300	110	Project Manager Salary to oversee the collaborative efforts of initiative - prorated to begin 12/01/14	1.0	RTTT	95,000.00
Innovative Authorization	6300	210	Project Manager - retirement at 7.33%	1.0	RTTT	6,963.50
Innovative Authorization	6300	220	Project Manager - Social Security at 7.65%	1.0	RTTT	7,267.50
Innovative Authorization	6300	231	Project Manager - Health Insurance at 20.32%	1.0	RTTT	19,304.00
Innovative Authorization	6300	232	Project Manager - Life Insurance at 0.05%	1.0	RTTT	47.50
Innovative Authorization	6300	240	Project Manager - Worker's Compensation at 1.10%	1.0	RTTT	1,045.00
Innovative Authorization	6300	250	Project Manager - Unemployment Compensation at 0.15%	1.0	RTTT	142.50
Innovative Authorization	6300	290	Project Manager - Other Benefits - 0.20%	1.0	RTTT	190.00
Resource Equity	6300	310	Technical services from postsecondary institution – First year of program		Foundation	150,000.00
Facilities Support	5100	510	Supplemental classroom supplies for Teacher Depot		Foundation	5,000.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 10 classrooms)		Foundation	187,500.00
Knowledge Transfer	5100	690	Licenses to access software for 10 classrooms to implement joint learning communities to support individualized instruction through		Foundation	175,000.00

			blended learning (\$500 per license for 250 devices) - eSpark & Innovations			
Knowledge Transfer	5100	620	Listening Stations including MP3 players, headphones, and chargers for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (5 charter/5 district)		RTTT	7,000.00
Knowledge Transfer	5100	510	Curriculum - leveled books and consumables to accompany software licenses to implement joint learning communities pilot project to support individualized instruction through blended learning (5 charter/5 district)		RTTT	12,500.00
Knowledge Transfer	6400	310	Professional development in blended learning curriculum for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (5 charter/5 district)-contracted through vendor(s)		RTTT	25,000.00
Knowledge Transfer	5100	310	Substitute teacher salaries for professional development and collaboration to support individualized instruction through blended learning		Foundation	15,000.00
Indirect Costs	7200	790	Indirect costs at 3.87%		RTTT	11,341.68

District: Duval

**Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)
Project Period 3**

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovative Authorization	6300	110	Project Manager Salary to oversee the collaborative efforts of initiative - prorated to begin 12/01/14	1.0	Foundation	95,000.00
Innovative Authorization	6300	210	Project Manager - retirement at 7.33%	1.0	Foundation	6,963.50
Innovative Authorization	6300	220	Project Manager - Social Security at 7.65%	1.0	Foundation	7,267.50
Innovative Authorization	6300	231	Project Manager - Health Insurance at 20.32%	1.0	Foundation	19,304.00
Innovative Authorization	6300	232	Project Manager - Life Insurance at 0.05%	1.0	Foundation	47.50
Innovative Authorization	6300	240	Project Manager - Worker's Compensation at 1.10%	1.0	Foundation	1,045.00
Innovative Authorization	6300	250	Project Manager - Unemployment Compensation at 0.15%	1.0	Foundation	142.50
Innovative Authorization	6300	290	Project Manager - Other Benefits - 0.20%	1.0	Foundation	190.00
Resource Equity	6300	310	Technical services from postsecondary institution - first year planning to build a more robust pipeline for student teaching experiences beginning in July, 2015		Foundation	400,000.00
Facilities Support	5100	510	Supplemental classroom supplies for Teacher Depot		Foundation	5,000.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 104 classrooms)		Foundation	262,500.00

**Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)
Project Period 3**

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovative Authorization	6300	110	Project Manager Salary to oversee the collaborative efforts of initiative - prorated to begin 12/01/14	1.0	Foundation	95,000.00
Innovative Authorization	6300	210	Project Manager - retirement at 7.33%	1.0	Foundation	6,963.50
Innovative Authorization	6300	220	Project Manager - Social Security at 7.65%	1.0	Foundation	7,267.50
Innovative Authorization	6300	231	Project Manager - Health Insurance at 20.32%	1.0	Foundation	19,304.00
Innovative Authorization	6300	232	Project Manager - Life Insurance at 0.05%	1.0	Foundation	47.50
Innovative Authorization	6300	240	Project Manager - Worker's Compensation at 1.10%	1.0	Foundation	1,045.00
Innovative Authorization	6300	250	Project Manager - Unemployment Compensation at 0.15%	1.0	Foundation	142.50
Innovative Authorization	6300	290	Project Manager - Other Benefits - 0.20%	1.0	Foundation	190.00
Resource Equity	6300	310	Technical services from postsecondary institution to build a more robust pipeline for student teaching experiences		Foundation	400,000.00
Facilities Support	5100	510	Supplemental classroom supplies for Teacher Depot		Foundation	5,000.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 14 classrooms)		Foundation	262,500.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot		District Match	75,000

			project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 4 classrooms)			
Knowledge Transfer	5100	690	Licenses to access software for 14 classrooms to implement joint learning communities to support individualized instruction through blended learning (\$500 per license for 350 devices)		Foundation	175,000.00
Knowledge Transfer	5100	690	Licenses to access software for 4 classrooms to implement joint learning communities to support individualized instruction through blended learning (\$500 per license for 250 devices)		District Match	50,000
Knowledge Transfer	5100	620	Listening Stations including MP3 players, headphones, and chargers for 14 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (7 charter/7 district)		Foundation	7,000.00
Knowledge Transfer	5100	510	Curriculum - leveled books and consumables to accompany software licenses to implement joint learning communities pilot project to support individualized instruction through blended learning (7 charter/7 district)		Foundation	15,000.00
Knowledge Transfer	6400	310	Professional development in blended learning curriculum to implement joint learning communities to support individualized instruction through blended learning contracted through vendor(s)		Foundation	25,000.00
Knowledge Transfer	5100	310	Substitute teacher salaries for professional development and collaboration to support individualized instruction through blended learning			15,000.00
Indirect Costs	7200	790	Indirect costs at 3.87%		Foundation	13,546.21

District: Duval

**Florida Department of Education
Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)
Project Period 4**

Priority Area (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovative Authorization	6300	110	Project Manager Salary to oversee the collaborative efforts of initiative - prorated to begin 12/01/14	1.0	Foundation	95,000.00
Innovative Authorization	6300	210	Project Manager - retirement at 7.33%	1.0	Foundation	6,963.50
Innovative Authorization	6300	220	Project Manager - Social Security at 7.65%	1.0	Foundation	7,267.50
Innovative Authorization	6300	231	Project Manager - Health Insurance at 20.32%	1.0	Foundation	19,304.00
Innovative Authorization	6300	232	Project Manager - Life Insurance at 0.05%	1.0	Foundation	47.50
Innovative Authorization	6300	240	Project Manager - Worker's Compensation at 1.10%	1.0	Foundation	1,045.00
Innovative Authorization	6300	250	Project Manager - Unemployment Compensation at 0.15%	1.0	Foundation	142.50
Innovative Authorization	6300	290	Project Manager - Other Benefits - 0.20%	1.0	Foundation	190.00
Resource Equity	6300	310	Technical services from postsecondary institution build a more robust pipeline for student teaching experiences		Foundation	400,000.00
Facilities Support	5100	510	Supplemental classroom supplies for Teacher Depot		Foundation	5,000.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 14 classrooms)		Foundation	262,500.00
Knowledge Transfer	5100	640	Computer Hardware - mobile devices to implement joint learning communities pilot		District Match	75,000

			project to support individualized instruction through blended learning (\$750 per device, 25 devices per classroom, 4 classrooms)			
Knowledge Transfer	5100	690	Licenses to access software for 14 classrooms to implement joint learning communities to support individualized instruction through blended learning (\$500 per license for 350 devices)		Foundation	175,000.00
Knowledge Transfer	5100	690	Licenses to access software for 4 classrooms to implement joint learning communities to support individualized instruction through blended learning (\$500 per license for 100 devices)		District Match	50,000
Knowledge Transfer	5100	620	Listening Stations including MP3 players, headphones, and chargers for 14 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (7 charter/7 district)		Foundation	7,000.00
Knowledge Transfer	5100	510	Curriculum - leveled books and consumables to accompany software licenses to implement joint learning communities pilot project to support individualized instruction through blended learning (7 charter/7 district)		Foundation	10,000.00
Knowledge Transfer	6400	310	Professional development in blended learning curriculum to implement joint learning communities to support individualized instruction through blended learning contracted through vendor(s)		Foundation	25,000.00
Knowledge Transfer & Resource Equity	5100	310	Substitute teacher salaries for professional development and collaboration to support individualized instruction through blended learning		Foundation	15,000.00
Indirect Costs	7200	790	Indirect costs at 3.87%		Foundation	13,732.51

District: Duval

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Duval County Public Schools - Project Period 1: November 1, 2014 - June 30, 2015

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

(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
7700	110	Charter Project Manager Salary to oversee the collaborative efforts of initiative - prorated to begin 12/01/14	1.0	53,200.00	100%			
7700	210	Charter Project Manager - retirement at 7.33%		3,899.56	100%			
7700	220	Charter Project Manager - Social Security at 7.65%		4,069.80	100%			
7700	231	Charter Project Manager - Health Insurance at 20.32%		10,810.24	100%			
7700	232	Charter Project Manager - Life Insurance at 0.05%		26.60	100%			
7700	240	Charter Project Manager - Worker's Compensation at 1.10%		585.20	100%			
7700	250	Charter Project Manager - Unemployment Compensation at 0.15%		79.80	100%			
7700	29	Charter Project Manager - Other Benefits - 0.20%		106.40	100%			
6400	311	RFP for technical services from postsecondary institution - planning & hiring to build a more robust pipeline for student teaching experiences beginning in July, 2015		50,000.00	100%			
5100	510	Supplemental classroom supplies for Teacher Depot for charter school partner(s)		2,500.00	100%			

5100	690	Licenses to access software for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning (\$500 per license for 250 devices) - eSpark & Innovations		135,000.00	100%			
5100	620	Listening Stations including MP3 players, headphones, and chargers for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (5 charter/5 district)		5,000.00	100%			
5100	510	Curriculum - leveled books and consumables to accompany software licenses to implement joint learning communities pilot project to support individualized instruction through blended learning (5 charter/5 district)		10,000.00	100%			
6400	310	Professional development in blended learning curriculum for 10 classrooms to implement joint learning communities to support individualized instruction through blended learning at \$500 per classroom (5 charter/5 district)- contracted through vendor(s)		10,000.00	100%			
5100	310	Substitute teacher salaries for professional development and collaboration to support individualized instruction through blended learning		5,000.00	100%			
7200	790	Indirect costs at 3.87%		9,943.57	N/A			
D) TOTAL				\$ 490,221.17				

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:

Duval County Public Schools - Project Period 2: July 1, 2015 - June 30, 2016

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

(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
7700	110	Charter Project Manager Salary to oversee the collaborative efforts of initiative - 07/01/15-06/30/16	1.0	95,000.00	100%			
7700	210	Charter Project Manager - retirement at 7.33%		6,963.50	100%			
7700	220	Charter Project Manager - Social Security at 7.65%		7,267.50	100%			
7700	231	Charter Project Manager - Health Insurance at 20.32%		19,304.00	100%			
7700	232	Charter Project Manager - Life Insurance at 0.05%		47.50	100%			
7700	240	Charter Project Manager - Worker's Compensation at 1.10%		1,045.00	100%			
7700	250	Charter Project Manager - Unemployment Compensation at 0.15%		142.50	100%			
7700	29	Charter Project Manager - Other Benefits - 0.20%		190.00	100%			
6400	311	RFP for technical services from postsecondary institution, including program supervision, teacher recruitment, professional development and support to build a better pipeline for student teacher experiences - Program launch year		150,000.00	100%			
5100	510	Supplemental classroom supplies for Teacher Depot for charter school partner(s)		5,000.00	100%			

5100	690	Computer software/licenses for 10 classrooms to implement joint learning communities project year 2 to support individualized instruction through blended learning - 250 licenses at \$500 each (5 charter/5 district)		175,000.00	100%			
5100	620	Listening Stations including MP3 players, headphones, and chargers for 10 additional classrooms to implement joint learning communities to support individualized instruction through blended learning - 10 classrooms at \$500 each (5 charter/5 district)		7,000.00	100%			
5100	510	Curriculum - leveled books and consumables to accompany additional software licenses - 10 classrooms at \$500 per classroom		12,500.00	100%			
6400	310	Professional development in blended learning curriculum - contracted through vendor(s)		25,000.00	100%			
5100	310	Substitute teacher salaries for professional development and collaboration (blended learning and teacher residency program)		15,000.00	100%			
7200	790	Indirect costs at 3.87% (approximate rate, based on 2014-2015 rate)		11,341.68	N/A			
D) TOTAL			\$	718,301.68				

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:

Duval County Public Schools - Project Period 3: July 1, 2016 - June 30, 2017

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

(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
7700	110	Charter Project Manager Salary to oversee the collaborative efforts of initiative - 07/01/16-06/30/17	1.0	95,000.00	100%			
7700	210	Charter Project Manager - retirement at 7.33%		6,963.50	100%			
7700	220	Charter Project Manager - Social Security at 7.65%		7,267.50	100%			
7700	231	Charter Project Manager - Health Insurance at 20.32%		19,304.00	100%			
7700	232	Charter Project Manager - Life Insurance at 0.05%		47.50	100%			
7700	240	Charter Project Manager - Worker's Compensation at 1.10%		1,045.00	100%			
7700	250	Charter Project Manager - Unemployment Compensation at 0.15%		142.50	100%			
7700	29	Charter Project Manager - Other Benefits - 0.20%		190.00	100%			
6400	311	RFP for technical services from postsecondary institution, including program supervision, teacher recruitment, participant stipends, professional development and support to build a better pipeline for student teacher experiences		400,000.00	100%			
5100	510	Supplemental classroom supplies for Teacher Depot for charter school partner(s)		5,000.00	100%			

5100	690	Computer software/licenses for 14 classrooms to implement joint learning communities to support individualized instruction through blended learning - 350 licenses at \$500 each (7 charter/7 district classrooms)		175,000.00	100%			
5100	622	Listening Stations including MP3 players, headphones, and chargers for 14 additional classrooms to implement joint learning communities to support individualized instruction through blended learning - 14 stations at \$500 each (7 charter/7 district)		7,000.00	100%			
5100	510	Curriculum - leveled books and consumables to accompany additional software licenses - 14 classrooms at \$500 a classroom		15,000.00	100%			
6400	310	Professional development in blended learning curriculum - contracted through vendor(s)		25,000.00	100%			
5100	310	Substitute teacher salaries for professional development and collaboration (blended learning and teacher residency program)		15,000.00	100%			
7200	790	Indirect costs at 3.87% (approximate rate, based on 2014-2015 rate)		13,546.21	N/A			
D) TOTAL				\$ 1,048,006.21				

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:

Duval County Public Schools - Project Period 4: July 1, 2017 - June 30, 2018

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

(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
7700	110	Charter Project Manager Salary to oversee the collaborative efforts of initiative - 07/01/17-06/30/18	1.0	95,000.00	100%			
7700	210	Charter Project Manager - retirement at 7.33%		6,963.50	100%			
7700	220	Charter Project Manager - Social Security at 7.65%		7,267.50	100%			
7700	231	Charter Project Manager - Health Insurance at 20.32%		19,304.00	100%			
7700	232	Charter Project Manager - Life Insurance at 0.05%		47.50	100%			
7700	240	Charter Project Manager - Worker's Compensation at 1.10%		1,045.00	100%			
7700	250	Charter Project Manager - Unemployment Compensation at 0.15%		142.50	100%			
7700	29	Charter Project Manager - Other Benefits - 0.20%		190.00	100%			
6400	311	RFP for technical services from postsecondary institution, including program supervision, teacher recruitment, participant stipends, professional development and support to build a better pipeline for student teacher experiences		400,000.00	100%			
5100	510	Supplemental classroom supplies for Teacher Depot for charter school partner(s)		5,000.00	100%			

5100	690	Computer software/licenses for 14 classrooms to implement joint learning communities to support individualized instruction through blended learning - 350 licenses at \$500 each (7 charter/7 district classrooms)		175,000.00	100%			
5100	620	Listening Stations including MP3 players, headphones, and chargers for 14 additional classrooms to implement joint learning communities to support individualized instruction through blended learning - 14 stations at \$500 each (7 charter/7 district)		7,000.00	100%			
5100	510	Curriculum - leveled books and consumables to accompany additional software licenses - 14 classrooms at \$500 a classroom		10,000.00	100%			
6400	310	Professional development in blended learning curriculum - contracted through vendor(s)		25,000.00	100%			
5100	310	Substitute teacher salaries for professional development and collaboration (blended learning and teacher residency program)		15,000.00	100%			
7200	790	Indirect costs at 3.87% (approximate rate, based on 2014-2015 rate)		13,732.51	N/A			
D) TOTAL				\$ 1,043,192.51				

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:

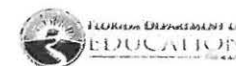
Appendix A

(Project Needs Data)

Explanation for the Needs Data

Currently Duval County Public Schools has 34 charter schools used to expand choice options for students. In 2013-2014, 21 of those schools received grades under the Florida accountability system. On average, the district's charter schools have not had a history of high performance. For example, in 2014, only 23.7% of the charter schools earned a grade of an A or B, compared with 28.7% of the district's public schools. None of the Title 1 charter schools earned a state grade of an A and only 1 out of 8 earned a B.

2013-2014 Preliminary School Grades



Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

* Schools that serve high school grade levels will receive a grade based on a weighting of state-assessment-based components and other components for which data are not currently available.

The word "Pending" will appear as their school grade until the other components are available near the end of 2014. Additional information is available in the School Grades calculations guide at

School Number	School Name	Total Points 2014	Scale	Did this School Benefit from the One-Letter-Grade-Drop Protection?	Preliminary Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Grade 2000	Grade 1999	Charter	School Type	Free or Reduced-Price Lunch Rate	Minority Rate	Region	Title I	Alt/ESE Code	Was the Colocated rule used?
1021	SCHOOL OF SUCCESS ACADEMY-SOS	530	900	NA	C	F	D	D	D	D	C	F	D	D	F	D	D	D	D	F	YES	2	65	86	2	YES	N	N
1131	WAYMAN ACADEMY OF THE ARTS	401	800	NA	D	D	C	C	C	C	F	F	C	F	D	D	N				YES	1	81	97	2	YES	N	N
1201	RIVER CITY SCIENCE ACADEMY	Pending	Pending	Pending	Pending	A	A	B	A	A	C										YES	4	28	41	2	NO	N	N
1211	TIGER ACADEMY	482	800	NA	C	D	D														YES	1	47	99	2	YES	N	N
1221	GLOBAL OUTREACH CHARTER ACADEMY	516	900	NA	C	D	C	B	C												YES	4	50	65	2	YES	N	N
1231	DUVAL CHARTER SCHOOL AT ARLINGTON	535	900	NA	C	D	C	C													YES	4	63	85	2	YES	N	N
1251	SOMERSET ACADEMY ELEMENTARY, EAGLE CAMPUS	435	800	YES	C	B	A														YES	1	52	96	2	NO	N	N
1261	SOMERSET ACADEMY MIDDLE, EAGLE CAMPUS	460	900	YES	B	A	B	A													YES	2	49	93	2	NO	N	N
1271	KIPP IMPACT MIDDLE SCHOOL	569	900	NA	B	C	B	F													YES	4	71	99	2	YES	N	N
1291	RIVER CITY SCIENCE ELEMENTARY ACADEMY	553	800	NA	A	B	A	C													YES	1	36	46	2	NO	N	N
1311	DUVAL CHARTER HIGH SCHOOL AT BAYMEADOWS	Pending	Pending	Pending	Pending	B	A														YES	3	15	41	2	NO	N	N
1321	DUVAL CHARTER AT BAYMEADOWS	699	900	NA	A	A	A														YES	4	15	44	2	NO	N	N
1331	WAVERLY ACADEMY	472	900	NA	D	C	C														YES	2	46	64	2	YES	N	N
1371	SEACOAST CHARTER ACADEMY	499	800	NA	B	A															YES	1	38	63	2	NO	N	N
1381	SOMERSET EAGLE HIGH SCHOOL	317	800	NA	F																YES	3	57	95	2	NO	N	N
5351	ACCLAIM ACADEMY CHARTER SCHOOL DUVAL CENTER	243	800	NA	F																YES	4	58	66	2	YES	N	N
5371	FLORIDA VIRTUAL ACADEMY AT DUVAL COUNTY	440	800	NA	C																YES	4	32	32	2	NO	N	N
5381	SAN JOSE PREPARATORY HIGH SCHOOL	363	800	NA	F																YES	3	27	57	2	NO	N	N
5391	SAN JOSE ACADEMY	396	900	NA	F																YES	2	31	50	2	NO	N	N
5411	DUVAL CHARTER SCHOOL AT WESTSIDE	382	800	NA	F																YES	1	49	63	2	NO	N	N
5501	SOMERSET PREPARATORY ACADEMY	216	800	NA	F																YES	4	55	92	2	NO	N	N

CHARTER SCHOOL	GRADE	#	Student Enrollment at Day 20
Acclaim Academy Center	6-11	535	304
Biscayne High School	9-12	542	139
Duval Charter at Arlington	K-8	123	530
Duval Charter High at Baymeadows	9-11	131	478
Duval Charter at Baymeadows	K-8	132	1291
Duval Charter at Westside	K-8	541	770
Florida Virtual Academy at Duval County	K-11	537	208
Global Outreach Academy	K-8	122	606
KIPP Impact Middle School	5-8	127	355
KIPP Voice Elementary	K-2	60	293
Lone Star High	9-12	47	284
Murray Hill High School (Must be 16)	9-12	134	232
MYcro school for Integrated Technologies	9-12	53	217
River City Science Academy Elementary	K-5	129	361
River City Science Academy Middle/High	6-12	120	846
River City Science Academy- Innovations	K-8	544	163
San Jose Academy	6-8	539	265
San Jose Preparatory	9-11	538	129
Seacoast Charter Academy	K-5	137	295
Seaside Community	K-3	540	143
SAL Tech High School	9-12	118	102
Somerset Academy Elementary Eagle Campus	K-5	125	246
Somerset Academy Middle Eagle Campus	6-8	126	108
Somerset Academy High Eagle Campus	9-10	138	30
Somerset Preparatory K-8	K-8	550	368
SOS Academy Middle	6-8	102	124
Tiger Academy	K-5	121	207
Waverly Academy	6-8	133	62
Wayman Academy of the Arts	K-5	113	328
Scholar Preparatory School	K-5	548	82
Duval County Charter at Southside	K-8	555	336
Duval County Charter at Mandarin	K-8	551	588
Valor Middle School	6-8	553	109
Valor High School	9-12	554	36

Appendix B

(Signed letters from
independent, high-impact
charter management
organizations)

KIPP®

Jacksonville Schools

1440 McDuff Avenue North, Jacksonville, FL 32254, (904) 683-6643, www.kippjax.org

October 10, 2014

Dear Florida Department of Education:

KIPP Jacksonville Schools is pleased to offer this letter of support for the Duval County Public Schools District-Charter Collaborative Compact Grant. Founded in 2010, KIPP Jacksonville is presently comprised of two schools, KIPP Impact Middle School and KIPP VOICE Elementary, serving students in the North and Westside of Jacksonville. Each school has separate charters with Duval County and together serve 660 students at present. Combined, the two schools have a capacity of approximately 880 students, which will be reached in 2016.

KIPP Jacksonville intends to expand its capacity in Duval County and presently has a charter application before the Duval County school board. The charter is for one large K-8 application, with a total capacity of 1,800 students. Over time, this would triple the number of students served in Jacksonville to nearly 2,700 students. KIPP Jacksonville will be adding the equivalent of two new elementary schools and one additional middle school.

We look forward to the prospect for collaborating with Duval County Public Schools on common challenges facing our respective organizations. We both to best serve high-need students in the North and Westside of Jacksonville – our children and our city will be stronger when we work together.

Best regards,



Tom Majdanics
Executive Director
KIPP Jacksonville Schools

KIPP, the Knowledge is Power Program, is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and life. There are currently 162 KIPP schools in 20 states across the nation serving over 58,000 students.

Appendix C

(Signed letter from the mayor)



OFFICE OF MAYOR ALVIN BROWN

ST. JAMES BUILDING
117 WEST DUVAL STREET, SUITE 400
JACKSONVILLE, FLORIDA 32202

PH: (904) 630-1776
FAX: (904) 630-2391
www.coj.net

October 15, 2014

Mr. Adam Emerson
Office of Grants Management
Florida Department of Education
325 West Gaines Street, Room 332
Tallahassee, Florida 32399

Dear Mr. Emerson:

It is my pleasure to write in support of the District-Charter Collaboration Compact (DCCC) grant proposal being submitted to the Florida Department of Education by the Duval County Public Schools (DCPS).

As mayor of the city of Jacksonville, I strongly support the DCCC initiative and all efforts by DCPS to develop and implement sustainable strategies to ensure that all students have access to highly effective schools, especially those currently attending schools in high-need areas. I believe that the DCCC is a unique opportunity for our district to design and put into practice bold and innovative solutions for partnering with independent, high-impact charter schools that stand ready to serve the students of Jacksonville.

As a consolidated city of more than 840,000 people and a school district among the 40 largest in the United States, our community is intentional about working together to help students achieve their greatest potential through access to highly effective schools, thus promoting and improving student academic achievement while preparing them for college and/or a meaningful career.

You can count on my support of DCPS and all related efforts stemming from the DCCC. As our school system diligently seeks external funding to make this programming and its opportunities a reality, it not only benefits students, but also their respective schools, families and communities as they reach for their personal best and a brighter future.

Thank you in advance for your thoughtful consideration of this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Alvin Brown", followed by a horizontal line.

Alvin Brown
Mayor

Appendix D

(Signed letter from the
superintendent
and
Teach for America)



Dr. Nikolai P. Vitti
Superintendent

1701 Prudential Drive | Jacksonville, FL 32207
904.390.2115 | Fax 904.390.2586
vittin@duvalschools.org | www.duvalschools.org

October 13, 2014

Dear Florida Department of Education:

We are writing to express our support for the District-Charter Collaborative Compact (DCCC) grant proposal in which the primary purpose of the project is to encourage and support the development and implementation of sustainable strategies to ensure that all students, especially those currently attending schools in high-need areas, have access to highly effective schools. We believe that the DCCC is a wonderful opportunity for the district to develop and implement bold and innovative strategies for collaborating and partnering with independent high-impact charter school organizations that are capable and prepared to serve students in Jacksonville's highest need areas.

Duval County Public Schools (DCPS) is a large urban school district located in Northeast Florida. It is the 22nd largest school district in the United States and the 6th largest school district in Florida serving approximately 125,164 students in 195 schools including district schools, contracted schools and charters. Because Duval County is large (both geographically and in student population) in size, this can be a hindrance to student achievement. The county covers over 900 square miles, so even schools in the same feeder pattern are often miles apart. There are 103 elementary schools, 1 K-6, 2 K-8 schools, 24 middle schools, 2 6-12 schools, 19 high schools, 5 exceptional centers, 1 virtual schools, 6 alternative and 34 charter schools.

DCPS agrees to participate in 1) Innovative Authorization (hire a Project Manager), 2) Facilities Support (the Teacher Supply Depot), 3) Knowledge Transfer (blended personalized learning opportunities), and 4) Resource equity (K-5 Teacher Internship Program and the Teach for America Program).

We look forward to participating in this grant opportunity and contributing to its success. We are ready to collaborate in the upcoming years on behalf of this grant with our partners and the FLDOE.

Sincerely,

Nikolai P. Vitti, Ed.D.

Superintendent of Schools

Crystal Rountree

Teach for America

District-Charter Collaborative Compacts
Florida Department of Education

Directions

Priority Area: Identify the specific priority area the tasks are related to: Innovative authorization, facilities support, knowledge transfer, or resource equity.

Tasks: Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.

Deliverables: Products and/or services that directly related to a Task specified in the Proposal.

Evidence of Completion: Measurable and verifiable evidence that demonstrates completion tasks and deliverable

Project Performance and Accountability					
Priority Area	Tasks (see Project Design – Narrative)	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion Date
Innovative Authorization	Hire a Project Manager	1) Oversees the effective operations of the grant. 2) Meetings are held quarterly, at a minimum. 3) Positive communication has been produced both through written and verbal means. 4) If issues arise, they will be communicated and action taken to identify a solution. 5) Semi-annual reports will be submitted each year of the grant to	1) Agendas and minutes of meetings. 2) Signatures of attendance at meetings. 3) Log of published communications. 4) Log of presentations and meetings discussing the DCCC 5) Contracts 6) Journal of any issues that occurred, recommended solutions and final resolution. 7) The FL DOE feedback and	Project Manager	Annually with final completion on June 30, 2018

District-Charter Collaborative Compacts
Florida Department of Education

		the FLDOE.	recommendations have been shared and action taken, if necessary.		
Facilities Support	The charter school(s) have participated in The Teacher Supply Depot events.	Materials and goods from the Teacher Supply Depot are evident in classrooms and feedback from pre/post surveys have provided data.	Pre/post data results Anecdotal information Classrooms projects	Project Manager	Annually with final completion on June 30, 2018
Knowledge Transfer	Professional development provided by DCPS for blended, personalized learning, strategies.	Teachers successfully embed blended, personalized learning strategies into the curriculum.	<i>DCCC Project Data(4 years from baseline)</i> Classroom lesson plans Teacher surveys Student achievement tests eSpark student data Innovation in Learning student data Anecdotal student feedback	Project Manager	Annually with final completion on June 30, 2018
Resource Equity	K-5 Teacher Interns have been recruited, placed and completed	Highly effective, non-traditional and under-represented interns have been	Teacher internships Teacher surveys Internship hiring results	Project Manager	Annually with final completion on June 30, 2018

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District-Charter Collaborative Compacts
Florida Department of Education

	their internships.	hired for high-needs schools.			
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