

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<p>Please return to:</p> <p>Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496</p>	<p>A) Program Name:</p> <p style="text-align: center;">District-Charter Collaborative Compacts</p> <p style="text-align: center;">TAPS NUMBER: 15AT60</p>	<p style="text-align: center;">DOE USE ONLY</p> <p>Date Received</p> <p style="text-align: right; font-size: small;">2014 OCT 17 AM 10:37</p>						
<p>B) Name and Address of Eligible Applicant:</p> <p>Miami-Dade County Public Schools 1450 NE 2nd Avenue, Suite 931 Miami, Florida 33132</p>		<p>Project Number: (DOE Assigned)</p> <p style="font-size: large; text-align: center;">130-25511-50001</p>						
<p>C) Total Funds Requested:</p> <p style="font-size: large; text-align: center;">\$ 3,300,000</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> <p>Total Approved Project:</p> <p style="text-align: center;">\$</p>	<p>D) Applicant Contact & Business Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <p>Contact Name: Ms. Iralda R. Mendez-Cartaya Associate Superintendent Fiscal Contact Name:</p> </td> <td style="width: 40%;"> <p>Telephone Numbers: 305-995-1497</p> </td> </tr> <tr> <td> <p>Mailing Address: 1450 NE 2nd Avenue, Suite 931 Miami, Florida 33132</p> </td> <td> <p>E-mail Addresses: imendez@dadeschools.net</p> </td> </tr> <tr> <td> <p>Physical/Facility Address: 1450 NE 2nd Avenue, Suite 931 Miami, Florida 33132</p> </td> <td> <p>DUNS number: 10-596-4068 PEIN number: 59-6000572</p> </td> </tr> </table>		<p>Contact Name: Ms. Iralda R. Mendez-Cartaya Associate Superintendent Fiscal Contact Name:</p>	<p>Telephone Numbers: 305-995-1497</p>	<p>Mailing Address: 1450 NE 2nd Avenue, Suite 931 Miami, Florida 33132</p>	<p>E-mail Addresses: imendez@dadeschools.net</p>	<p>Physical/Facility Address: 1450 NE 2nd Avenue, Suite 931 Miami, Florida 33132</p>	<p>DUNS number: 10-596-4068 PEIN number: 59-6000572</p>
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<p>CERTIFICATION</p> <p>I, <u>Alberto M. Carvalho</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> <p style="margin-top: 20px;">E) <u>Alberto M. Carvalho</u> Signature of Agency Head</p>								





Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
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June 12, 2014

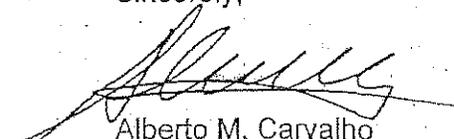
Ms. Martha Asbury, Director
Administrative Services
Florida Department of Education
325 West Gaines Street
Room 344, Turlington Building
Tallahassee, Florida 32399-0400

Dear Ms. Asbury:

This letter is to confirm that Ms. Iraida R. Mendez-Cartaya, Associate Superintendent, Office of Intergovernmental Affairs, Grants Administration, and Community Engagement, is authorized to sign on my behalf any grant-related document.

If you have any questions or need further assistance, please contact Ms. Mendez-Cartaya, at 305 995-1497 or email imendez@dadeschools.net.

Sincerely,



Alberto M. Carvalho
Superintendent of Schools

AMC:ibd
L1139

cc: Ms. Judith M. Marte
Ms. Iraida R. Mendez-Cartaya

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Miami-Dade County Public Schools (M-DCPS or the District) is committed to providing equitable access to, and participation in, the proposed project for students, teachers, and families with special needs. The proposed project (**Miami Charter Collaborative**) will serve program beneficiaries regardless of gender, race, religion, national origin, color, disability, or age. M-DCPS will comply with the General Education Provisions Act (GEPA) requirements by assuring that all participants have equal access to program services.

Equity and Access. The proposed project will implement strategies that ensure equal access and treatment of students and families who are members of groups traditionally underrepresented by: providing families access to information about the project's services; implementing methods and practices that promote positive interaction; and monitoring and addressing the special demands and needs of a diverse population. Students at the project schools will receive adequate remediation and acceleration support to succeed through differentiated instruction, cooperative learning, Response to Intervention (RtI), individualized instruction, and tutoring. Additionally, in order to increase accessibility for students with disabilities at the project schools, supplemental and related services will be provided according to their Individual Educational Plan (IEP) and integrated into the students' learning activities. Peer supports will be utilized and special and general education teachers will collaborate to ensure the implementation of the appropriate accommodations in all instructional activities. Students experiencing difficulty will be provided assistance through tutoring, differentiated instruction, cooperative structures, and assistive technology. As a District, The School Board of Miami-Dade County, Florida adheres to a policy of non-discrimination in educational programs/activities, services, and employment and strives affirmatively to provide equal opportunity for all as required by:

- **Title VI** - Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, or national origin.
- **Title VII** - Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.
- **Title IX** - Education Amendments of 1972, which prohibits discrimination on the basis of gender.
- **Age Discrimination in Employment Act of 1967 (ADEA)**, as amended, which prohibits discrimination on the basis of age with respect to individuals who are at least 40.
- **Section 504 - Rehabilitation Act of 1973**, which prohibits discrimination against the disabled.
- **Americans with Disabilities Act of 1990 (ADA)**, which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- **Florida Education Equity Act**, which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap.
- **Florida Civil Rights Act of 1992**, which secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status. Veterans are provided (re)employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

In addition, Miami-Dade County Public Schools adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the following School Board Policies:

- **1362/3362/4362** – Anti-discrimination/Harassment
- **1362.02/3362.02/4362.02** – Anti-discrimination/Harassment Complaint Procedure
- **2260** – Nondiscrimination and Access to Equal Educational Opportunity
- **2260.01** – Section 504 Procedures for Students with Disabilities
- **2460** – Exceptional Student Education
- **2510** – Instructional Materials and Resources
- **5517** – Anti-Discrimination/Harassment (Students)
- **5517.02** – Discrimination/Harassment Complaint Procedure for Students
- **5751** – Parental-Married Status of Students
- **5845** – Student Activities

The District's Civil Rights Compliance Office monitors compliance with the various applicable federal and state statutes, as well as School Board Policies dealing with equal access. The Office receives and responds to complaints from applicants, employees, students, and parents in compliance with relevant School Board Policies.

The School Board of Miami-Dade County, Florida

Response to Request for Proposal for Discretionary, Competitive Projects

Office of Independent Education and Parental Choice

84.395A

District-Charter Collaborative Compacts

TAPS Number: 14AT60

Miami Charter Collaborative (MCC)

1. Project Abstract or Summary:

Provide a brief summary of the proposed project including general purpose, brief program design and specific outcomes to be achieved.

Miami-Dade County Public Schools (M-DCPS) requests \$3,300,000 to collaborate and partner with one or more independent high-impact charter management organizations (CMO) to create high-performing charter school(s) specifically designed to meet the educational and social needs of at-risk students in grades 6-8, with the possibility for expansion into a 9-12 model. The proposed project, *Miami Charter Collaborative (MCC)*, will support District efforts to provide students in high-need areas in Miami's urban inner core (central and north) with access to highly effective schools.

The project addresses four key priorities of the Florida Department of Education's District-Charter Collaborative Compacts program: innovative authorization, facilities support, knowledge transfer, and resource equity. Through implementation of innovative strategies, *MCC* aims to substantially improve the academic achievement of the targeted at-risk student population and to prepare those students for successful entry into a postsecondary institution and/or career setting.

Development of this initiative brought together leadership from across the District – including Charter School Operations, the Educational Transformation Office (ETO), School Operations/ Alternative Education, School Choice and Parental Options, Budget, Facilities, and Grants Administration – for frequent discussion of student needs, current approaches, benefits and challenges of district-charter collaboration, and possible alternative models around the nation. With the \$10,000 planning grant, a team comprised of District staff from various disciplines visited two charter schools in Texas, YES Prep and KIPP, and three charter schools in Chicago, under the umbrella of Youth Connection Charter Schools. Through these site visits and general research, it was the

consensus of the group that innovative and interesting charter school initiatives can be reimagined and such models can be replicated in Miami as additional school choice options for underserved students from low-income communities. M-DCPS's leadership enthusiastically support's the team's findings and efforts to develop the proposed project.

In order to embark on this new trajectory, M-DCPS will rely on the analysis and recommendations provided by the needs assessment to be conducted by the National Association of Charter School Authorizers (NACSA), a membership association of charter school authorizers. This assessment will provide critical guidance on the District's current strengths and priorities for improvement in terms of charter authorizing practice, organizational capacity, and policy environment. Through planning grant activities, the grant development team developed a better understanding of the benefits and challenges of this type of project as well as a strong realization that there was much groundwork to be laid in order to build this type of partnership with CMOs. Areas anticipated to be included in the needs assessment include: authorizing best practices aligned with national practices, Florida's Principles and Standards; state law and Board policy; and state assessments and accountability.

The time afforded by the grant will allow the District to consider the external environment and assess the challenges that come with any partnership. What is clear from the site visits and with discussions with CMOs, NACSA and others in the field is that the development of a partnership must not be rushed and that all aspects of the local environment must be considered. In other words, success depends on having the time, buy-in and resources to properly explore and launch a District-charter partnership.

With the implementation of this project, the District intends to implement (and perhaps create) best practices that continuously promote innovation, high expectations, and exemplary achievement for all students. M-DCPS is committed to providing students with access to meaningful educational activities, aligned with their interests and abilities, that foster a deeper understanding of content through real-world applications; a personalized learning plan; data and benchmarks to assess their progress; the skills to interpret and use their data; and the sense of efficacy to persist and succeed.

Funds for the *Miami Charter Collaborative* will be used to implement processes and strategies to garner success in the achievement of measurable goals, all of which ultimately support improved student achievement and preparation for college and career readiness. Specifically, those deliverable goals include (a) utilizing Letter of Inquiry (LOI) and Request for Proposal (RFP) processes to select and leverage support from an experienced CMOs with which to partner in the development of a high performing charter school to serve an inner-city, at risk student population; (b) providing assistance to the selected CMOs relative to the identification and development of a suitable facility that will meet the needs of the educational and programmatic needs of the CMOs and the charter application(s) submitted for consideration; (c) establishing a professional learning community of dedicated District staff, CMO personnel, and community leaders to support the proposed at-risk school and work collaboratively to ensure its success and replication; and (d) creating a seamless process wherein the new schools created through this venture will have access to District support and technical assistance in areas of school operations.

2. Project Need:

Describe the need for the proposed project and provide supporting data (Appendix A) as evidence. Appendix A should provide data related to the high-need areas that are the focus of the District's proposal.

Miami-Dade County Public Schools (M-DCPS), the fourth-largest district in the nation, endeavors to provide a rigorous 21st century education for more than 355,000 students - 91% of whom belong to a minority group (primarily Hispanic, 67.5%, and African-American, 23%) and 74% of whom are eligible for free or reduced-price lunch. The challenges many of our students face means that M-DCPS must continually assess its work and impact to ensure our students have the best chance for success. Overall, success means working to close the achievement gaps between district students' performance and that of students across the state and nation as well as the gaps between within-district demographic groups.

The proposed project, *Miami Charter Collaborative (MCC)*, will address these gaps by serving students from high-need areas in the urban inner core (central and north) of Miami-Dade County. The three targeted high schools (Miami Central, Miami Edison, and Miami Northwestern) and two of the feeder middle schools (Charles Drew and Miami Edison Middle) were included on the original list of Persistently Lowest Achieving Title I Schools as part of Florida's Race to the Top application. In 2010, these schools had the lowest proficiency rates in the state in reading and mathematics. The targeted high schools have generally lower graduation rates than the M-DCPS and Florida averages and have had a consistent record of yielding the lowest proficiency rates in both reading and mathematics over the last decade. Students in these communities live in households where less than 10% of the population has a college degree. Additionally, more than 90% of the students in each of these schools qualify for

M-DCPS Application: District – Charter Collaborative Compacts

free or reduced-price lunch, a nationally recognized poverty indicator. Moreover, a good number of students attend these schools at higher rates than most schools within M-DCPS who are under the supervision of the Department of Children and Families as well as students who have been released from the Florida Juvenile Corrections System and/or can be classified as homeless, according to the federal McKinney Vento Act. Based on demographic data and educational outcomes, students served by these schools are among those with the greatest needs. Please see Appendix A for supportive and more recent data.

The district established the Education Transformation Office (ETO) in 2010 to serve the 19 M-DCPS schools designated as persistently lowest-achieving by the Florida Department of Education (FLDOE). A multi-year plan has been implemented to improve student achievement outcomes and increase high school graduation rates at these targeted schools through the recruitment and retention of highly qualified staff, provisions for extended learning opportunities, job-embedded professional development, and financial incentives for teachers. While these interventions have led to an increased graduation rate for the designated high schools, a number of students in these feeder patterns continue to struggle, drop out of school and fail to graduate.

Miami Charter Collaborative is designed to build upon previous innovative solutions such as the ETO and serve at-risk, off-track, and/or out-of-school students in grades 6-8 from the targeted high-need areas¹. Our theory of action is that if we

¹ Per Florida Statute (FS 1003.53), students are eligible for dropout prevention services and academic intervention programs if: 1) the student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics or writing; 2) the student has a pattern of excessive absenteeism

improve academic success in high-needs middle schools, this success will continue into high school. M-DCPS, as well as other large urban school systems around the nation, has long grappled with ways to transform education in order to effectively meet the academic, social, health, and career development needs of this historically hard-to-serve group.

Alternative education has been identified by the National Dropout Prevention Center as one of the three most effective ways to keep at-risk students in school, improve their self-esteem, and keep them learning effectively². With on-going education-based reforms and strengthened safe schools legislation, an increased need, demand, and opportunity to improve, restructure, and create innovative, viable educational options for students have emerged. The delivery of highly effective and successful alternative education programs in Miami-Dade County Public Schools can help students overcome their most debilitating challenges. Although M-DCPS knows that innovative alternative education models hold great promise for at-risk students, the District has lacked the capacity to invest time and resources to investigate models and thoughtfully guide their development and implementation. The MCC will allow us that opportunity while simultaneously expanding middle and high school choices and opportunities for students and families.

or has been identified as a habitual truant; and/or 3) the student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct.

² National Dropout Prevention Center/Network. "Effective Strategies for Dropout Prevention." Retrieved on October 15, 2014 from <http://www.dropoutprevention.org/effective-strategies#AS>.

M-DCPS Application: District – Charter Collaborative Compacts

This charter school model for at-risk students will be different from the options that are currently being offered through M-DCPS due to several factors. The schools will have the potential to focus on rigorous academic standards as well as the social and emotional needs of a very specific population of over-age middle school students. Infusing character education through cross-curricular thematic units provides emphasis on the 21st century skills these students need. Opening an alternative education charter school catered to this specific demographic would allow for practices that are not currently being conducted in other models of education, which may include extending the school day to provide tutorial opportunities, as well as, possibly providing instruction during the summer to avoid “the summer slide” and continue rigorous remediation and academic enrichment to over-aged and often disengaged middle school students, giving them the opportunity to get back on track to graduation. These charter schools will also have the potential ability to provide a smaller teacher to student ratio.

As part of its commitment to provide all students, especially those attending schools in high-need areas, with highly-effective schools, M-DCPS recognizes that collaboration amongst stakeholders will benefit students and those involved in the choice school movement. As identified in FLDOE’s Race to the Top application, one of the identified gaps in terms of turning around the lowest-achieving schools across the state was limited charter options in feeder patterns of persistently lowest-achieving schools. This is currently the case in Miami-Dade, where only 7 out of 126 charter schools operate in the area targeted by this initiative.

Over the past 18 years, since the inception of the Florida charter law in 1996, M-DCPS has grown to be one of the largest authorizers of charter schools in the nation

and the largest in the State. Currently, M-DCPS sponsors 126 charter schools serving approximately 55,300 students. M-DCPS has developed processes and systems to monitor, oversee and support charter schools pursuant to state statute and School Board Rules. There is recognition, on both sides, that competition in a more open and equitable environment facilitated through collaboration and innovation amongst all stakeholders will benefit all students. True cross-directional collaboration and best practice sharing are key goals of the proposed *Miami Charter Collaborative* and stem, in part, from M-DCPS' participation in developing the Florida Charter School Authorizing Principles and Standards.

3. Project Objective:

Describe the measurable objectives to be accomplished in each of the following priority areas: innovative authorization, facilities support, knowledge transfer, resource equity.

The overarching objective of the MCC project is to improve the academic achievement of M-DCPS' highest need students through collaborative partnerships with high-performing charter management organizations (CMOs)⁴ and the enhancement of the district's overall charter school authorizing functions. To achieve this goal, M-DCPS will invite collaboration with top-tier CMOs to establish high-performing alternative charter schools in grades 6-8 (and possibly grades 9-12) and will engage in an assessment of its overall charter school authorizing practices to refine and improve the existing processes. Several key measurable objectives have been identified in order to meet this goal and are detailed below and in the accompanying Project Performance and Accountability Form.

Priority 1 – Innovative Authorization

M-DCPS has long been committed to quality charter school authorizing as evidenced by its lengthy track record of authorization leading to 126 currently-operating charter schools, membership in the National Association of Charter School Authorizers (NACSA), participation in the Florida Association of Charter School Authorizers, and

⁴ **Charter Management Organizations (CMOs)** are non-profit entities that manage two or more charter schools. CMOs often provide back office functions for charter schools to take advantage of economies of scale, but some also provide a wider range of services—including curriculum development, hiring, professional development, data analysis, public relations and advocacy. **Education Management Organizations (EMOs)** are for-profit entities that manage charter schools and perform similar functions as CMOs.

leadership in drafting the Florida Charter School Authorizing Principles and Standards. However, M-DCPS recognizes that at the scale at which it conducts authorizing functions and in the current environment where all districts and states are being asked to do more with less, a review of practices is essential to maintain and improve performance and also remain true to the district vision and mission of providing a high-quality education to each student. M-DCPS has already demonstrated its commitment to new modes of innovation through activities associated with this project's planning grant. Objectives listed under priority 1 – Innovative Authorization are intended to meet these purposes. M-DCPS will utilize its new innovative authorizing practices through the CMO Request for Proposal (RFP) process. Although all priorities and related objectives have equal weighting and importance for M-DCPS, the scope of priority one necessitates the inclusion of several more objectives than does the other priorities. Additionally, work on the project objectives will be guided by a comprehensive needs assessment of M-DCPS charter authorizing functions conducted by NACSA in the first months after the MCC grant is awarded.

Objective 1(a): Initiate partnership with at least one high-performing CMO to create alternative secondary charter schools in high-need areas.

1(a)(1): Through a rigorous letter of inquiry process, based on best practices established by NACSA's Core Resources and aligned with Florida's Charter School Authorizing Principles & Standards, M-DCPS will invite CMOs to enter into a Request for Proposals (RFP) process. The LOI will specifically delineate eligibility requirements, basic information required of the applicant, and proposed school description.

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1(a)(2): Develop and implement a targeted RFP process and related application evaluation criteria to successfully attract and engage at least one proven charter management organization with a track record for success in serving our identified target student population. This process will include a thorough written response, review by local and national experts, in-person interviews, and comprehensive analysis followed by presentation to the District charter Application Review Committee (ARC), and subsequent submission to the School Board for culminating approval or denial.

1(a)(3): Conduct comprehensive due diligence reviews of applicants to determine whether their track record meets M-DCPS' established prior academic, financial, and organizational achievement standards as identified in the application evaluation criteria.

Objective 1(b): Review M-DCPS' existing system of performance based contracting, revise as needed, and conduct initial implementation of process recommendations with awarded CMO contracts.

1(b)(1): As part of NACSA's needs assessment, review M-DCPS' existing system of performance based contracting according to national best practices and Florida Charter School Authorizing Principles & Standards. This analysis will include assurance that contracts include a performance framework setting clear and measurable expectations for academic, financial, and organizational performance aligned with both state statutes and the state's education accountability system. Contracts will incorporate state and national authorizing standards for contracting with a

M-DCPS Application: *Miami Charter Collaborative (MCC)*

CMO as found in the NACSA and Florida Charter School Authorizing Principles & Standards.

1(b)(2): Review existing M-DCPS charter school policy limiting initial charter school contracts to five years to determine how high-quality CMOs who successfully “win” the RFP can be assured of a long-term contract should their performance remain consistent with the terms of the contract. This will include consideration of an annual performance evaluation of the charter school and a high-stakes interim review at five years.

Objective 1(c): Review existing system of outcomes-based monitoring and accountability, revise as needed, and begin implementation of process recommendations with awarded CMOs.

1(c)(1): As part of NACSA’s needs assessment, review M-DCPS’ existing system of outcomes based monitoring according to national best practices, state accountability standards, and Florida Charter School Authorizing Principles & Standards.

Initial areas of identified need include:

1(c)(2): M-DCPS will develop a comprehensive public annual report to transparently report charter school performance to its community, the FLDOE, and the broader public. The annual report will be based on performance expectations established in the performance based contract and will focus on academic, financial, and organizational performance.

1(c)(3): M-DCPS will develop a set of pre-operational standards and expectations which will be initially implemented with the awarded CMO(s).

M-DCPS Application: District – Charter Collaborative Compacts

1(c)(4): Also, as part of NACSA's needs assessment and related to outcomes-based accountability, M-DCPS will ensure its renewal application process is rigorous and comprehensive and includes a review of the charter school's performance against its contract expectations for academic, financial, and organizational performance.

Priority 2 – Facilities Support

M-DCPS has a history of providing facilities support to charter schools. There are currently four charter schools operating in District facilities. The MCC project intends to make this provision of facilities support available to the CMO(s) selected through the RFP. If awarded, project leaders will work with the District's Facility and Capital departments to identify facilities for long-term usage, which appropriately matches the educational and programmatic needs of the submitted application(s) and the CMO(s). It is anticipated that the use of any facility provided will be valued substantially in excess of the \$200,000 match required.

Objective 2(a): M-DCPS will assist the successful CMO(s) with identifying and developing a facility suitable to meet the needs of the CMO and implementation of an educational program that will support student achievement.

Priority 3 – Knowledge Transfer

M-DCPS believes in openly sharing our collective knowledge base with our charter schools to ensure the optimal student success of all of our students. Thus, in addition to its authorizing responsibilities, M-DCPS has charged the office of Charter School Support with the task of providing assistance and guidance to charter schools

M-DCPS Application: *Miami Charter Collaborative (MCC)*

with day-to-day school functions relative to facility, academic, and financial operations. Many of our charter schools utilize M-DCPS' curriculum materials including pacing guides and instructional materials, and on-line tutorial supports. M-DCPS also invites charter schools to our professional development workshops which focus on accountability testing requirements, test chairperson training, subject area certification and/or endorsement requirements, instructional delivery practices, curriculum resource implementation, and federal entitlement grant training, reporting, and implementation requirements. Additionally, the District Center for Professional Development also offers training so that employees of charter schools can propose, facilitate, teach, and award Master Plan Points for professional development structured to meet the needs of an individual charter school. While M-DCPS has had success in sharing its knowledge with charter schools, it recognizes the need to enhance the practice of disseminating those best practices and strategies across all schools. It is anticipated that the needs assessment will help M-DCPS identify areas and practices – beyond those listed below - for development of District knowledge transfer practices.

Objective 3(a): M-DCPS will establish a joint learning community regarding alternative education to include district leaders, CMO leaders, and charter school personnel. This learning community will commence at the outset of identification of CMO awardees and will meet at least quarterly throughout the term of the MCC project. M-DCPS has already identified alternative education as an area needing further development within the district and we are excited to engage with and learn from our CMO partners. The MCC Project Director will also provide support in ensuring the knowledge gained from

M-DCPS Application: District – Charter Collaborative Compacts

the joint learning community is transmitted throughout M-DCPS. The joint learning community will also utilize knowledge gained from prior efforts of M-DCPS focused on alternative education including institution of community academies, creative classrooms, academies of hope, reclamation academies, and truancy schools.

Objective 3(b): Establish a web-based resource for knowledge transfer among M-DCPS and its charter schools. This resource will cover major areas of charter school academic, financial, and organizational operations and will include local, state, and national best practices as well as moderated discussion boards so that charter schools can share issues and related solutions.

Priority 4 – Resource Equity

As noted above, M-DCPS has a track record of providing resources to our charter schools. The Charter School Support office facilitates critical services to charter schools upon their request including, but not limited to technical assistance relative to food service, Exceptional Student Education, English for Speakers of Other Languages, FTE reporting requirements, electronic grade book management, the use of District mainframe student information programs and databases, educational data disaggregation and analysis, Student Progression Plan requirements, and teacher certification requirements and updates. The Office of Charter School Support has also created a charter school Principal Liaison Committee which meets quarterly to bring attention to the needs of charter schools which are addressed in quarterly charter school principals meetings. M-DCPS also has a One-Stop Educational and Community

Service Center that provides a series of wrap-around services to at-risk students and families. These services include multi-disciplinary education assessments and recommendations, support service referrals, educational case management and accountability, and tutoring recommendations among others. All students and schools may avail themselves of this resource. As with the above priorities, the needs assessment that will take place at the start of this project will inform the objectives related to this priority as M-DCPS believes it is important to adhere to national best practices and the Florida Charter School Authorizing Principles & Standards which promote balance between providing assistance to charter schools and protecting their autonomy.

Objective 4(a): M-DCPS' will ensure that new schools authorized through this project have access to short-term intensive support in areas such as student information systems, Exceptional Student Education, and data systems. This may entail simply enhancing services that the District Charter School Support Office already provides to charter schools (e.g. professional development, student disaggregation and analysis, financial services, facility maintenance).

4(a)(1): Allow charter schools authorized through this project, to operate a National School Lunch Program under M-DCPS' sponsorship which includes adoption of the District's Wellness Plan.

Objective 4(b): M-DCPS will work with the awarded CMO(s) to ensure that transportation as a barrier to student attendance is mitigated as much as possible.

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Transportation has been identified as a barrier that can disenfranchise fragile groups of students from electing to attend high quality choice programs, including charter schools. Recognizing that at-risk students present a transient population and that an unwanted change in schools can have a dramatic impact on academic achievement and social development, M-DCPS will work with the awarded CMO(s) to ensure that this barrier is mitigated as much as possible. Guided by the spirit of the federal McKinney-Vento Act that provides students experiencing homelessness with the right to continue attending the school of origin, M-DCPS and the awarded CMO(s) will engage the resources available within its existing community partnerships to assist with the provision of bus passes and other forms of free and/or reduced public transportation opportunities to further ensure that transportation is mitigated as a barrier to student success.

4. Management Plan:

Instructions: Provide a detailed description of the quality management (implementation) plan. The management plan should be adequate to achieve the objectives of the proposed project on time and within budget and should include clearly defined responsibilities, timelines, and milestones for accomplishing all of the stated objectives. The applicant must complete the attached Project Performance Accountability Information form.

M-DCPS has a history of successful management of large-scale grant-funded projects. This includes, but is not limited to the United States Department of Education (USDOE) Race to the Top-District (RTTT), USDOE Investing in Innovation (i3), Magnet Schools Assistance Program, and the e-Rate campaign that gave students, parents and community members at every one of our 400+ schools free access to wireless Internet connectivity. We are confident that the MCC project will be no exception. We have garnered support from key partners including, but not limited to, the Mayor of the City of Miami, Teach for America and the National Association of Charter School Authorizers, and verbal and written support of some national CMOs who will help us with community support, innovative practices, and quality authorizing. Further, M-DCPS reaped exponential dividends from its \$10,000 planning grant for this project. Through site visits, conversations with other district and CMO leadership, and careful consideration of M-DCPS needs, our district leadership and staff are ready to enter the implementation phase of this work. The management plan outlined below and on the Project Performance Form will ensure we meet our project objectives and provide high-quality choices for M-DCPS students.

M-DCPS' Office of School Choice will provide overall leadership for this project as this office is charged with overseeing the development of new schools and programs. The Office of Charter School Support, which monitors and supports existing charter

M-DCPS Application: District – Charter Collaborative Compacts

schools, will be a critical partner in this work as well. A staffing chart listing key personnel funded by and involved with this project is included as Appendix E. The Project Director in the Office of School Choice will oversee the work with project support staff coming from the Office of School Choice, School Operations/ Alternative Education and the Office of Charter School Support.

M-DCPS will hold monthly project team meetings, led by the Project Director and Assistant Superintendent of Charter School Support (or her designee), to assess progress on the goals and objectives outlined in the Project Performance Accountability chart. These meetings will provide formative guidance through the identification of practices that are garnering success and any areas which are cause for concern. The Project Performance Accountability chart will be revised for internal purposes to include a “status” column so that there is a written record of progress that is updated at each monthly meeting. Second, M-DCPS will submit semi-annual reports to FLDOE outlining our status on each task included in the Project Performance Accountability chart. Third, the Assistant Superintendent from the Office of Charter School Support, will provide regular reports on this project to the Superintendent and School Board. Finally, M-DCPS will reach out to FLDOE or other partners to celebrate project success or to identify any potential issues. Because of the specificity, rigor, and reasonableness of the management plan, the District does not anticipate any issues seeing this project through to completion. Strategic meetings and regular internal reporting requirements will ensure that work remains focused and allows for continuous improvement.

The Project Performance Accountability chart in Appendix F provides very specific detail on tasks and deadlines associated with the project’s objectives. This narrative will highlight areas that need additional detail. Below is an overview of the project timeline.

General Project Timeline:

Project Period 1	January 2015 – June 2015	Needs assessment, planning, legal review/analysis, begin revision – as needed – to core authorizing systems, issuance and response to Letter of Inquiry form and issuance of Request for Proposals
Project Period 2	July 2015 – June 2016	Receive and evaluate responses to RFP, selection of CMO(s), contract approval by board; knowledge transfer website goes live
Project Period 3	July 2016 – June 2017	Awarded charter school(s) open
Project Period 4	July 2017 – June 2018	Possibly second RFP or expansion of existing CMO schools; final report from alternative education joint learning community

Major tasks involved with Priority 1 – Innovative Authorization

1. *Needs Assessment of M-DCPS’ authorizing practices and policies:* M-DCPS will work with the National Association of Charter School Authorizers (NACSA) to conduct a needs assessment of our current authorizing practices and policies. NACSA is committed to advancing excellence and accountability in the charter school sector and

M-DCPS Application: District – Charter Collaborative Compacts

to increasing the number of high-quality charter schools across the nation. To accomplish this mission, NACSA works to improve the policies and practices of authorizers—the organizations designated to approve, monitor, renew, and, if necessary, close charter schools. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It also advocates for laws and policies that raise the bar for excellence among authorizers and the schools they charter. NACSA has evaluated more than 40 authorizers over a 5 year period representing entities that authorize more than 40% of the charter schools in the nation.

M-DCPS will utilize the results of this needs assessment to inform many tasks listed in the Project Performance Accountability chart (e.g. performance based contracting, outcomes based monitoring, pre-operational standards, renewal application process).

The needs assessment will be conducted within the first two months of the award.

2. *Letter of Inquiry (LOI) and Request for Proposals (RFP)*: M-DCPS will utilize best practices, including assistance from NACSA, to develop a LOI and RFP consistent with state statutes, District policies, and the Florida Charter School Authorizing Principles and Standards, designed to attract proven CMOs. It is anticipated that the LOI will be issued by March 1, 2015 and responses received by April 1, 2015. M-DCPS will respond to applicants by May 1, 2015 and invite successful applicants to the RFP process. The RFP will be due on August 1, 2015, the district's deadline for new charter school applications. The LOI and RFP process will also include due diligence reports on applicants' academic, financial, and organizational achievement track record.

3. *Comprehensive annual report*: M-DCPS will utilize best practices, including assistance from NACSA, to develop a comprehensive annual report that provides clear

and comprehensive information on schools' academic, financial, and organizational performance. M-DCPS will review national and state standards regarding annual reporting as well as a selection of annual reports from top authorizers across the nation. Performance will be measured against schools' contracts. Once the report is developed, it will be beta-tested with the new CMO schools.

4. *Possibility for expansion:* By the third year of the project, after the initial school(s) is open, M-DCPS will determine whether alternative education choice options are needed for high school students and if such need is present, whether to allow the existing CMO schools to expand or conduct a second RFP process. The original intent of this proposal is provide services for middle grades, but if this is successful and a need for high school alternatives exist, M-DCPS may further this project. Activities associated with this task will take place mostly in years 3 and 4 of the project and will involve project and district leadership.

Major tasks involved with Priority 2 – Facilities

1. *Site identification:* Several offices within M-DCPS will need to collaborate to identify potential facilities for approved CMO school(s). The District's office of Facilities Management and Budget Management will coordinate with project leadership (including the offices of School Choice and Charter School Support) to identify feasible facilities conducive to the program of instruction proposed by the CMOs. We anticipate a strong working relationship between M-DCPS and the CMO(s) in identifying and preparing the facilities for use.

M-DCPS Application: District – Charter Collaborative Compacts

Major tasks involved with Priority 3 – Knowledge Transfer

1. *Joint learning community:* Project leadership will identify a small group of people to participate in this joint learning community on alternative education. This will likely include district office leaders in alternative education, school choice, and charter school support as well as leaders of the CMOs and school site leadership. It may include principals of other M-DCPS schools that could inform the discussion on alternative education. Project leadership will convene the group quarterly at a convenient location, draft agendas, moderate discussions, and keep notes of discussions. Group members will utilize learning from their discussions at their school sites and within the district as a whole as a means to improve student learning across the district. The learning community will hold its first meeting by January 2016, after CMOs are selected through the RFP process.

2. *Knowledge sharing website:* M-DCPS will create a web resource to allow charter schools and the district to share knowledge using an outside vendor or internal resources. A plan of action for development will be created by June 2015. To determine what structure will be most effective and what topics are most important for inclusion, project leadership will gather feedback from charter schools through surveys and/or focus groups. The website will be live and available for use by January 2016. M-DCPS personnel will monitor activity on the website to ensure charter schools are using the resource and to determine whether any modifications are needed.

Major tasks involved with Priority 4 – Resource Equity

1. *Support to CMO schools:* The district already provides support, as requested, to charter schools, so project leadership will work with the district management office to ensure resources are available to assist the new CMO schools. Project leadership will facilitate the provision of support so that no barriers are encountered. As part of this, the CMO schools will have access to the National School Lunch Program and Wellness Program.

2. *Transportation:* M-DCPS wants to do all it can to ensure transportation is not a barrier to student attendance at these new schools. It will investigate all possibilities including bus passes, free/reduced price public transportation, and possibly coordinated bus pick-ups. In addition, M-DCPS will explore the possible use of available District bus routes, space permitting.

5. Support for Strategic Plan:

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan. Describe how the proposed project will address the reading and math/science initiatives of the Department of Education.

M-DCPS Alignment to Just Read Florida and Florida Math/Science Initiatives

Focus Area: Strengthen Foundation Skills

The M-DCPS MCC RFP will align with the 2014 Florida Statute 1001.215 (K-20 Education Code) as well as the 2014 Mathematics Florida Standards and the 2008 Science Next Generation Sunshine State Standards , including using all of the following components:

- Implementation of highly effective reading coaches;
- Integration of reading instruction into content areas;
- Provision of information and strategies to parents to assist their children with reading;
- Implementation of a suite of essential learning resources, including the newly revised and research-based District-developed Pacing Guides which are aligned to the Florida Standards, to complement the state-approved, district adopted core curriculum; and
- Integration of a robust professional development system to support effective research-based teaching.

The following principles guide our instructional design for teaching and learning: (1) learning requires the active participation of the student; (2) students learning occurs in a variety of ways and at different rates; and (3) student learning is both an individual and group process.

Focus Area: Improve College and Career Readiness

School leadership teams will work to determine the skill set required for both college and career readiness, identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to interventions, and monitor the implementation of the action plan strategies. Ultimately, these strategies will lead to increased college and career readiness including an increased number of students graduating from the targeted high school feeder patterns with increased employability skills and/or who have been enrolled in a college/career preparation mechanism such as Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), Cambridge Advanced International Certificate of Education (AICE) or Industry Certification while in high school.

Focus Area: Improve K-12 educational choice options and partnerships

M-DCPS offers student choice opportunities via magnet programs, international education programs, career academies, single gender instruction, virtual instructions, commuter schools, business/industry housed educational models, career and technical certificate opportunities, and charter schools. M-DCPS will enter into a collaborative partnership with a proven Charter Management Organization (CMO) that has experience working with alternative education for at-risk and consistently low-performing middle school students. This project augments the already-vast variety of choices M-DCPS offers. Beyond the CMO partnerships, M-DCPS is looking at its overall authorization functions, which will improve K-12 educational choice options and partnerships.

6. Dissemination Plan:

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.

A Request for Proposal will be developed by M-DCPS and released in March 2015 for proven eligible Charter Management Organizations to apply to work with M-DCPS to develop charter alternatives for M-DCPS students who persistently fall below grade level on standardized examinations in middle schools, with possible high school expansion, in the targeted areas.

Once the RFP is reviewed and related contracts to the CMO or CMOs awarded, information regarding the project and the locations at which it will be offered will be disseminated throughout the community using the following methods:

- Prominently feature the choice option on the M-DCPS website with a link to the program's website. The creation of a website to serve as tool to communicate with parents and other program stakeholders will be a requirement on the released RFP;
- Promote as a tailored option to students who participate in the new M-DCPS One-Stop Educational and Community Service Center-

Through this transitional setting, M-DCPS offers proper educational placement of those students that are released from the Juvenile Justice Center. The One-Stop Center will also provide community-based services to those students and their families such as mental health services, job training placement, and case management for dependency court cases in conjunction with the Florida Department of Children and Families (DCF). Upon release, students are court ordered to the One-Stop Center. He/she will meet with a

site counselor/administrator to diagnose their situation and then review educational options outside of their traditional home school. At that point, personnel will call the receiving school to let them know to expect the registration. At the same time, the student/parent has an opportunity to visit any of the outside community agencies for possible needed services;

- Send mailing flyers directly to the homes of targeted at-risk students attending traditional M-DCPS schools;
- Conduct an electronic campaign including email and social media advertising to likely referral sources such as the Florida Guardian ad Litem program, Career Source South Florida, community mental health and wellness agencies, as well as targeted middle school teachers, counselors and administrators of at-risk students who are chronically behind grade level, including those serving within the Juvenile Justice System;
- Post informational flyers at targeted local community events; and
- Explore fiscally-sound public announcement opportunities.

All information will be available in English, Spanish and Haitian-Creole. District community partners will also assist in marketing the program in the community.

7. Budget (Project Wide Budget and Project Period Budget):

Please see attached FLDOE 101S documents.

8. Preference Points:

Please refer to the Appendices for all of the required documents for scoring preference points:

- Letter of support from CMO - Lighthouse Academies (Appendix B)
- Letter of support from Mayor Tomás Regalado of the City of Miami (Appendix C)
- Letter of support from M-DCPS Superintendent Alberto M. Carvalho and Teach for America (Appendix D)

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

Priority Area* (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
Innovative Authorization (IA); Facilities Support (FS); Knowledge Transfer (KT); Resource Equity (RE)	6300	168	Salaries: Project Director: (12-month salaried position, MEP 22) A full-time project director will oversee all aspects of the implementation and management of the project and will ensure that the goals of the program are achieved. This individual will serve as the liaison between CMO(s) and district to ensure ongoing support from all district offices (e.g., Special Education, facilities, transportation, food service, curriculum, professional development) and sharing of promising practices. In addition, this person will serve as the point person for FLDOE and will work with the external organization identified by FLDOE for project evaluation. Key skills to include: in-depth knowledge of state and national charter policies, trends and charter landscape; strong decision-making skills need to achieve project objectives; ability to effectively work with senior leadership, stakeholders and partners; excellent research and writing skills; strong planning and organizational skills. Calculated based on starting salary for MEP 22 of \$81,666/year x 6 months for Project Period 1 (January - June, 2015).	3.50	Year 1: RTTT Years 2-4: Fdn	285,831.00
IA; FS; KT; RE	6300	210	Retirement @ 7.99%		Year 1: RTTT Years 2-4: Fdn	22,838.00
IA; FS; KT; RE	6300	220	FICA @ 6.20%		Year 1: RTTT Years 2-4: Fdn	17,721.00
IA; FS; KT; RE	6300	221	Medicare @ 1.45%		Year 1: RTTT Years 2-4: Fdn	4,148.00
IA; FS; KT; RE	6300	232	Insurance \$9,159 per FTE		Year 1: RTTT Years 2-4: Fdn	32,057.00
IA; FS; KT; RE	6300	240	Worker's Compensation @ 2.79%		Year 1: RTTT Years 2-4: Fdn	7,973.00
IA; FS; KT; RE	6300	140	Salaries: Communication Specialist: Under the leadership of the project director, this individual will coordinate and oversee all outreach efforts in support of project objectives. Will solicit stakeholder input and buy in; work with community partners to provide resources for students and schools; promote program throughout district ; lead student recruitment efforts. Budgeted based on average salary of \$50,000/year.	3.50	Year 1: RTTT Years 2-4: Fdn	175,000.00

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Priority Area* (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
IA; FS; KT; RE	6300	210	Retirement @ 7.99%		Year 1: RTTT Years 2-4: Fdn	13,983.00
IA; FS; KT; RE	6300	220	FICA @ 6.20%		Year 1: RTTT Years 2-4: Fdn	10,850.00
IA; FS; KT; RE	6300	221	Medicare @ 1.45%		Year 1: RTTT Years 2-4: Fdn	2,538.00
IA; FS; KT; RE	6300	232	Insurance \$9,159 per FTE		Year 1: RTTT Years 2-4: Fdn	32,057.00
IA; FS; KT; RE	6300	240	Worker's Compensation @ 2.79%		Year 1: RTTT Years 2-4: Fdn	4,883.00
IA; FS; KT; RE	6300	140	Salaries: Community Involvement Specialist Two (2) full-time Community Involvement Specialists will visit students who have dropped out, work with them to reengage and walk them through the process of reenrolling in school. \$26,415 per FTE	5.00	Years 2-4: Fdn	132,075.00
IA; FS; KT; RE	6300	210	Retirement @ 7.99%		Years 2-4: Fdn	10,553.00
IA; FS; KT; RE	6300	220	FICA @ 6.20%		Years 2-4: Fdn	8,188.00
IA; FS; KT; RE	6300	221	Medicare @ 1.45%		Years 2-4: Fdn	1,918.00
IA; FS; KT; RE	6300	232	Insurance \$9,159 per FTE		Years 2-4: Fdn	45,795.00
IA; FS; KT; RE	6300	240	Worker's Compensation @ 2.79%		Years 2-4: Fdn	3,685.00
RE	6300	150	Salaries: Hourly Marketing Assistant: Fifty weeks per year for 25 hrs/wk @ \$23.50 per hour. Years 1-3.		Year 1: RTTT Years 2-3: Fdn	73,437.50
RE	6300	210	Retirement @ 7.99%		Year 1: RTTT Years 2-3: Fdn	5,868.00
RE	6300	220	FICA @ 6.20%		Year 1: RTTT Years 2-3: Fdn	4,553.00
RE	6300	221	Medicare @ 1.45%		Year 1: RTTT Years 2-3: Fdn	1,065.00
RE	6300	240	Worker's Compensation @ 2.79%		Year 1: RTTT Years 2-3: Fdn	2,050.00

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Project Wide Budget Form
District-Charter Compact Collaborative (DCCC)**

Priority Area* (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
KT; RE	6300	140	Salaries: Curriculum Support Specialist School Operations/Alternative Education. Serve as liaison between school and district offices to ensure implementation of processes and protocols related to school operations and new school sites. Budgeted based on average salary of MEP 21 of \$75,669/year.	3.00	Years 2-4: Fdn	227,007.00
KT; RE	6300	210	Retirement @ 7.99%		Years 2-4: Fdn	18,138.00
KT; RE	6300	220	FICA @ 6.20%		Years 2-4: Fdn	14,073.00
KT; RE	6300	221	Medicare @ 1.45%		Years 2-4: Fdn	3,294.00
KT; RE	6300	232	Insurance \$9,159 per FTE		Years 2-4: Fdn	27,477.00
KT; RE	6300	240	Worker's Compensation @ 2.79%		Years 2-4: Fdn	6,333.00
IA; KT; RE	6300	140	Salaries: Curriculum Support Specialist Charter School Support: Assist the office of Charter School Support with oversight and compliance of school operations and finances at the school. Budgeted based on average salary of MEP 21 of \$75,669/year.	3.50	Year 1: RTTT Years 2-4: Fdn	264,842.00
IA; KT; RE	6300	210	Retirement @ 7.99%		Year 1: RTTT Years 2-4: Fdn	21,161.00
IA; KT; RE	6300	220	FICA @ 6.20%		Year 1: RTTT Years 2-4: Fdn	16,419.00
IA; KT; RE	6300	221	Medicare @ 1.45%		Year 1: RTTT Years 2-4: Fdn	3,843.00
IA; KT; RE	6300	232	Insurance \$9,159 per FTE		Year 1: RTTT Years 2-4: Fdn	32,057.00
IA; KT; RE	6300	240	Worker's Compensation @ 2.79%		Year 1: RTTT Years 2-4: Fdn	7,389.00
KT; RE	6300	140	Salaries: Trust Counselor to provide prevention, intervention, referral, and follow-up services to at-risk students. Years 3 and 4. Salary budgeted at \$55,000 per year.	2.00	Years 3-4: Fdn	110,000.00
KT; RE	6300	210	Retirement @ 7.99%		Years 3-4: Fdn	8,790.00
KT; RE	6300	220	FICA @ 6.20%		Years 3-4: Fdn	6,820.00
KT; RE	6300	221	Medicare @ 1.45%		Years 3-4: Fdn	1,596.00
KT; RE	6300	232	Insurance \$9,159 per FTE		Years 3-4: Fdn	18,318.00
KT; RE	6300	240	Worker's Compensation @ 2.79%		Years 3-4: Fdn	3,070.00

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District-Charter Compact Collaborative (DCCC)**

Priority Area* (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
IA; FS; KT; RE	6300	310	Contracted Services: The District will contract with a nationally recognized organization with a strong track record of successful charter school authorization. Organization to provide professional development, policy guidance, assistance with the LOI/RFP process, and other resources in support of the project. Work will support the findings of the needs assessment conducted by the National Association of Charter School Authorizers (NASCA), funded by FLDOE. Year 1: RFP Development, letter of inquiry, and due diligence. Year 2: First RFP, potential second RFP, commence performance management work. Year 3: Continue performance management. Year 4 Close out; annual public report.		Year 1: RTTT Years 2-4: Fdn	300,000.00
IA	7700	310	Contracted Services: Legal Consultation to provide expertise in Florida state law as it pertains to charter schools, review of RFP and contracts.		Year 1: RTTT Years 2-4: Fdn	65,000.00
KT; RE	6200	310	Contracted Services: Contract with website developer. Establish a web-based resource for knowledge transfer among M-DCPS and charter schools. Will cover major areas of charter school academic, financial, and organizational operations. Will include local, state and national best practices as well as moderated discussion boards so that charter schools can share issues and related solutions.		Year 1: RTTT Year 2: Fdn	133,200.00
FS	7400	680	Renovation of Facilities: Year 1: Site Assessment. Year 2: Renovation and retrofitting of identified facilities. Year 3: Renovation and retrofitting of second school. Year 4: Additional upgrades to school sites.		Year 1: RTTT Years 2-4: Fdn	700,000.00
IA; FS; KT; RE	6300	510	Materials and Supplies: General office supplies for project staff and for school planning and opening needs.		Year 1: RTTT Years 2-4: Fdn	62,074.50
KT; RE	6300	510	Marketing Materials and Supplies: Development of promotional materials to solicit stakeholder buy-in and community participation. Development of recruitment materials.		Year 1: RTTT Years 2-4: Fdn	75,000.00
FS; RE	6300	640	Equipment: To purchase laptop computers, software, printer for program staff. Year 1: 3 staff; Year 2: 3 additional staff. Budgeted at \$2,000 per person.		Year 1: RTTT Years 2-4: Fdn	12,000.00
KT; RE	5100	330	Travel In-County: Calculated at .565/mile for project director and communication specialist. 400 miles/month for 3 staff in Year 1; 400 miles/month for 6 staff in Years 2-4.		Year 1: RTTT Years 2-4: Fdn	52,884.00

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

Priority Area* (1)	Function Code (2)	Object Code (3)	Narrative (4)	FTE (5)	Funding Source (6)	Amount (7)
IA; KT; RE	6400	390	Other Purchased Services: Hosting seminar/workshops on a variety of topics such as on Doing Education in Florida; focus of meeting to be on the educational environment in the state on topics such as per-pupil funding, services for special education, and state accountability. Funds will cover facility rental and required equipment. Convene meeting other grant recipients to discuss challenges and share ideas. Provide technical assistance workshops for potential respondents to LOI/RFP.		Year 1: RTTT Years 2-4: Fdn	35,000.00
IA; KT	6400	331	Travel Out-of-County: Collaboration meetings with other districts. Years 2-4: Two conferences with collaborating districts budgeted at \$750 per person to include transportation, lodging, and per diem for 1-day event.		Years 2-4: Fdn	36,000.00
IA	6400	331	Travel Out-of-County: As part of the LOI and RFP development process, a team of district staff, including those who were part of the planning stage, will travel to model programs around the country to see promising practices.		Year 1: RTTT	20,000.00
IA; FS; KT; RE	7200	792	Indirect Cost - 3.76%		Year 1: RTTT Years 2-4: Fdn	119,148.00
TOTAL PROJECT PERIOD BUDGET:				20.50		3,300,000.00
FS	7400	390	District Match: M-DCPS will assist the successful CMO(s) with identifying and developing a facility suitable to meet the needs of the CMO and implementation of an educational program that will support student achievement.		District Match	200,000.00
TOTAL PROJECT WIDE BUDGET:						3,500,000.00
*Key to Priority Areas: Innovative Authorization (IA); Facilities Support (FS); Knowledge Transfer (KT); Resource Equity (RE)						

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Miami-Dade County Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

Year 1: January 1 - June 30, 2015

(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
6300	168	Salaries: Project Director: (12-month salaried position, MEP 22) A full-time project director will oversee all aspects of the implementation and management of the project and will ensure that the goals of the program are achieved. This individual will serve as the liaison between CMO(s) and district to ensure ongoing support from all district offices (e.g., Special Education, facilities, transportation, food service, curriculum, professional development) and sharing of promising practices. In addition, this person will serve as the point person for FLDOE and will work with the external organization identified by FLDOE for project evaluation. Key skills to include: in-depth knowledge of state and national charter policies, trends and charter landscape; strong decision-making skills need to achieve project objectives; ability to effectively work with senior leadership, stakeholders and partners; excellent research and writing skills; strong planning and organizational skills. Calculated based on starting salary for MEP 22 of \$81,666/year x 6 months for Project Period 1 (January - June, 2015).	0.50	40,833.00	100%			
6300	210	Retirement @ 7.99%		3,263.00	100%			
6300	220	FICA @ 6.20%		2,532.00	100%			

(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
6300	221	Medicare @ 1.45%		593.00	100%			
6300	232	Insurance \$9,159 per FTE		4,580.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,139.00	100%			
6300	140	Salaries: Communication Specialist: Under the leadership of the project director, this individual will coordinate and oversee all outreach efforts in support of project objectives. Will solicit stakeholder input and buy in; work with community partners to provide resources for students and schools; promote program throughout district ; lead student recruitment efforts. Budgeted based on average salary of \$50,000/year.	0.50	25,000.00	100%			
6300	210	Retirement @ 7.99%		1,998.00	100%			
6300	220	FICA @ 6.20%		1,550.00	100%			
6300	221	Medicare @ 1.45%		363.00	100%			
6300	232	Insurance \$9,159 per FTE		4,580.00	100%			
6300	240	Worker's Compensation @ 2.79%		698.00	100%			
6300	150	Salaries: Hourly Marketing Assistant: Fifty weeks per year for 25 hrs/wk @ \$23.50 per hour. Years 1-3.		14,687.50	100%			
6300	210	Retirement @ 7.99%		1,174.00	100%			
6300	220	FICA @ 6.20%		911.00	100%			
6300	221	Medicare @ 1.45%		213.00	100%			
6300	240	Worker's Compensation @ 2.79%		410.00	100%			
6300	140	Salaries: Curriculum Support Specialist Charter School Support: Assist the office of Charter School Support with oversight and compliance of school operations and finances at the school. Budgeted based on average salary of MEP 21 of \$75,669/year.	0.50	37,835.00	100%			
6300	210	Retirement @ 7.99%		3,023.00	100%			
6300	220	FICA @ 6.20%		2,346.00	100%			
6300	221	Medicare @ 1.45%		549.00	100%			
6300	232	Insurance \$9,159 per FTE		4,580.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,056.00	100%			

(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
6300	310	Contracted Services: The District will contract with a nationally recognized organization with a strong track record of successful charter school authorization. Organization to provide professional development, policy guidance, assistance with the LOI/RFP process, and other resources in support of the project. Work will support the findings of the needs assessment conducted by the National Association of Charter School Authorizers (NASCA), funded by FLDOE. Year 1: RFP Development, letter of inquiry, and due diligence. Year 2: First RFP, potential second RFP, commence performance management work. Year 3: Continue performance management. Year 4 Close out; annual public report.		75,000.00	100%			
7700	310	Contracted Services: Legal Consultation to provide expertise in Florida state law as it pertains to charter schools, review of RFP and contracts.		30,000.00	100%			
6200	310	Contracted Services: Contract with website developer. Establish a web-based resource for knowledge transfer among M-DCPS and charter schools. Will cover major areas of charter school academic, financial, and organizational operations. Will include local, state and national best practices as well as moderated discussion boards so that charter schools can share issues and related solutions.		43,200.00	100%			
7400	680	Renovation of Facilities: Year 1: Site Assessment. Year 2: Renovation and retrofitting of identified facilities. Year 3: Renovation and retrofitting of second school. Year 4: Additional upgrades to school sites.		50,000.00	100%			

(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
6300	510	Materials and Supplies: General office supplies for project staff and for school planning and opening needs.		12,074.50	100%			
6300	510	Marketing Materials and Supplies: Development of promotional materials to solicit stakeholder buy-in and community participation. Development of recruitment materials.		15,000.00	100%			
6300	640	Equipment: To purchase laptop computers, software, printer for program staff. Year 1: 3 staff; Year 2: 3 additional staff. Budgeted at \$2,000 per person.		6,000.00	100%			
6300	330	Travel In-County: Calculated at .565/mile for project director and communication specialist. 400 miles/month for 3 staff in Year 1; 400 miles/month for 6 staff in Years 2-4		4,068.00	100%			
6400	390	Other Purchased Services: Hosting seminar/workshops on a variety of topics such as on Doing Education in Florida; focus of meeting to be on the educational environment in the state on topics such as per-pupil funding, services for special education, and state accountability. Funds will cover facility rental and required equipment. Convene meeting other grant recipients to discuss challenges and share ideas. Provide technical assistance workshops for potential respondents to LOI/RFP.		10,000.00	100%			
6400	331	Travel Out-of-County: As part of the LOI and RFP development process, a team of district staff, including those who were part of the planning stage, will travel to model programs around the country to see promising practices.		20,000.00	100%			
7200	792	Indirect Cost - 3.76%		15,538.00	100%			
D) TOTAL				434,794.00				

(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

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:

Miami-Dade County Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

Year 2: July 1, 2015 - June 30, 2016

(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
6300	168	Salaries: Project Director: (12-month salaried position, MEP 22) A full-time project director will oversee all aspects of the implementation and management of the project and will ensure that the goals of the program are achieved. This individual will serve as the liaison between CMO(s) and district to ensure ongoing support from all district offices (e.g., Special Education, facilities, transportation, food service, curriculum, professional development) and sharing of promising practices. In addition, this person will serve as the point person for FLDOE and will work with the external organization identified by FLDOE for project evaluation. Key skills to include: in-depth knowledge of state and national charter policies, trends and charter landscape; strong decision-making skills need to achieve project objectives; ability to effectively work with senior leadership, stakeholders and partners; excellent research and writing skills; strong planning and organizational skills. Calculated based on starting salary for MEP 22 of \$81,666/year x 6 months for Project Period 1 (January - June, 2015).	1.00	81,666.00	100%			
6300	210	Retirement @ 7.99%		6,525.00	100%			
6300	220	FICA @ 6.20%		5,063.00	100%			

(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
6300	221	Medicare @ 1.45%		1,185.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,278.00	100%			
6300	140	Salaries: Communication Specialist: Under the leadership of the project director, this individual will coordinate and oversee all outreach efforts in support of project objectives. Will solicit stakeholder input and buy in; work with community partners to provide resources for students and schools; promote program throughout district ; lead student recruitment efforts. Budgeted based on average salary of \$50,000/year.	1.00	50,000.00	100%			
6300	210	Retirement @ 7.99%		3,995.00	100%			
6300	220	FICA @ 6.20%		3,100.00	100%			
6300	221	Medicare @ 1.45%		725.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,395.00	100%			
6300	140	Salaries: Community Involvement Specialist Two (2) full-time Community Involvement Specialists will visit students who have dropped out, work with them to reengage and walk them through the process of reenrolling in school. \$26,415 per FTE	1.00	26,415.00	100%			
6300	210	Retirement @ 7.99%		2,111.00	100%			
6300	220	FICA @ 6.20%		1,638.00	100%			
6300	221	Medicare @ 1.45%		384.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		737.00	100%			
6300	150	Salaries: Hourly Marketing Assistant: Fifty weeks per year for 25 hrs/wk @ \$23.50 per hour. Years 1-3.		29,375.00	100%			
6300	210	Retirement @ 7.99%		2,347.00	100%			
6300	220	FICA @ 6.20%		1,821.00	100%			
6300	221	Medicare @ 1.45%		426.00	100%			
6300	240	Worker's Compensation @ 2.79%		820.00	100%			

(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
6300	140	Salaries: Curriculum Support Specialist School Operations/Alternative Education. Serve as liaison between school and district offices to ensure implementation of processes and protocols related to school operations and new school sites. Budgeted based on average salary of MEP 21 of \$75,669/year.	1.00	75,669.00	100%			
6300	210	Retirement @ 7.99%		6,046.00	100%			
6300	220	FICA @ 6.20%		4,691.00	100%			
6300	221	Medicare @ 1.45%		1,098.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,111.00	100%			
6300	140	Salaries: Curriculum Support Specialist Charter School Support: Assist the office of Charter School Support with oversight and compliance of school operations and finances at the school. Budgeted based on average salary of MEP 21 of \$75,669/year.	1.00	75,669.00	100%			
6300	210	Retirement @ 7.99%		6,046.00	100%			
6300	220	FICA @ 6.20%		4,691.00	100%			
6300	221	Medicare @ 1.45%		1,098.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,111.00	100%			

(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
6300	310	Contracted Services: The District will contract with a nationally recognized organization with a strong track record of successful charter school authorization. Organization to provide professional development, policy guidance, assistance with the LOI/RFP process, and other resources in support of the project. Work will support the findings of the needs assessment conducted by the National Association of Charter School Authorizers (NASCA), funded by FLDOE. Year 1: RFP Development, letter of inquiry, and due diligence. Year 2: First RFP, potential second RFP, commence performance management work. Year 3: Continue performance management. Year 4 Close out; annual public report.		100,000.00	100%			
7700	310	Contracted Services: Legal Consultation to provide expertise in Florida state law as it pertains to charter schools, review of RFP and contracts.		20,000.00	100%			
6200	310	Contracted Services: Contract with website developer. Establish a web-based resource for knowledge transfer among M-DCPS and charter schools. Will cover major areas of charter school academic, financial, and organizational operations. Will include local, state and national best practices as well as moderated discussion boards so that charter schools can share issues and related solutions.		90,000.00	100%			
7400	680	Renovation of Facilities: Year 1: Site Assessment. Year 2: Renovation and retrofitting of identified facilities. Year 3: Renovation and retrofitting of second school. Year 4: Additional upgrades to school sites.		300,000.00	100%			

(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
6300	510	Materials and Supplies: General office supplies for project staff and for school planning and opening needs.		20,000.00	100%			
6300	510	Marketing Materials and Supplies: Development of promotional materials to solicit stakeholder buy-in and community participation. Development of recruitment materials.		30,000.00	100%			
6300	640	Equipment: To purchase laptop computers, software, printer for program staff. Year 1: 3 staff; Year 2: 3 additional staff. Budgeted at \$2,000 per person.		6,000.00	100%			
6300	330	Travel In-County: Calculated at .565/mile for project director and communication specialist. 400 miles/month for 3 staff in Year 1; 400 miles/month for 6 staff in Years 2-4		16,272.00	100%			
6400	390	Other Purchased Services: Hosting seminar/workshops on a variety of topics such as on Doing Education in Florida; focus of meeting to be on the educational environment in the state on topics such as per-pupil funding, services for special education, and state accountability. Funds will cover facility rental and required equipment. Convene meeting other grant recipients to discuss challenges and share ideas. Provide technical assistance workshops for potential respondents to LOI/RFP.		10,000.00	100%			
6400	331	Travel Out-of-County: Collaboration meetings with other districts. Years 2-4: Two conferences with collaborating districts budgeted at \$750 per person to include transportation, lodging, and per diem for 1-day event.		12,000.00	100%			
7200	792	Indirect Cost - 3.76%		39,303.00	100%			
D) TOTAL				1,090,606.00				

(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

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:

Miami-Dade County Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

Year 3: July 1, 2016 - June 30, 2017

(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
6300	168	Salaries: Project Director: (12-month salaried position, MEP 22) A full-time project director will oversee all aspects of the implementation and management of the project and will ensure that the goals of the program are achieved. This individual will serve as the liaison between CMO(s) and district to ensure ongoing support from all district offices (e.g., Special Education, facilities, transportation, food service, curriculum, professional development) and sharing of promising practices. In addition, this person will serve as the point person for FLDOE and will work with the external organization identified by FLDOE for project evaluation. Key skills to include: in-depth knowledge of state and national charter policies, trends and charter landscape; strong decision-making skills need to achieve project objectives; ability to effectively work with senior leadership, stakeholders and partners; excellent research and writing skills; strong planning and organizational skills. Calculated based on starting salary for MEP 22 of \$81,666/year x 6 months for Project Period 1 (January - June, 2015).	1.00	81,666.00	100%			
6300	210	Retirement @ 7.99%		6,525.00	100%			
6300	220	FICA @ 6.20%		5,063.00	100%			

(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
6300	221	Medicare @ 1.45%		1,185.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,278.00	100%			
6300	140	Salaries: Communication Specialist: Under the leadership of the project director, this individual will coordinate and oversee all outreach efforts in support of project objectives. Will solicit stakeholder input and buy in; work with community partners to provide resources for students and schools; promote program throughout district ; lead student recruitment efforts. Budgeted based on average salary of \$50,000/year.	1.00	50,000.00	100%			
6300	210	Retirement @ 7.99%		3,995.00	100%			
6300	220	FICA @ 6.20%		3,100.00	100%			
6300	221	Medicare @ 1.45%		725.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,395.00	100%			
6300	140	Salaries: Community Involvement Specialist Two (2) full-time Community Involvement Specialists will visit students who have dropped out, work with them to reengage and walk them through the process of reenrolling in school. \$26,415 per FTE	2.00	52,830.00	100%			
6300	210	Retirement @ 7.99%		4,221.00	100%			
6300	220	FICA @ 6.20%		3,275.00	100%			
6300	221	Medicare @ 1.45%		767.00	100%			
6300	232	Insurance \$9,159 per FTE		18,318.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,474.00	100%			
6300	150	Salaries: Hourly Marketing Assistant: Fifty weeks per year for 25 hrs/wk @ \$23.50 per hour. Years 1-3.		29,375.00	100%			
6300	210	Retirement @ 7.99%		2,347.00	100%			
6300	220	FICA @ 6.20%		1,821.00	100%			
6300	221	Medicare @ 1.45%		426.00	100%			

(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
6300	240	Worker's Compensation @ 2.79%		820.00	100%			
6300	140	Salaries: Curriculum Support Specialist School Operations/Alternative Education. Serve as liaison between school and district offices to ensure implementation of processes and protocols related to school operations and new school sites. Budgeted based on average salary of MEP 21 of \$75,669/year.	1.00	75,669.00	100%			
6300	210	Retirement @ 7.99%		6,046.00	100%			
6300	220	FICA @ 6.20%		4,691.00	100%			
6300	221	Medicare @ 1.45%		1,098.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,111.00	100%			
6300	140	Salaries: Curriculum Support Specialist Charter School Support: Assist the office of Charter School Support with oversight and compliance of school operations and finances at the school. Budgeted based on average salary of MEP 21 of \$75,669/year.	1.00	75,669.00	100%			
6300	210	Retirement @ 7.99%		6,046.00	100%			
6300	220	FICA @ 6.20%		4,691.00	100%			
6300	221	Medicare @ 1.45%		1,098.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,111.00	100%			
6300	140	Salaries: Trust Counselor to provide prevention, intervention, referral, and follow-up services to at-risk students. Years 3 and 4. Salary budgeted at \$55,000 per year.	1.00	55,000.00	100%			
6300	210	Retirement @ 7.99%		4,395.00	100%			
6300	220	FICA @ 6.20%		3,410.00	100%			
6300	221	Medicare @ 1.45%		798.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,535.00	100%			

(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
6300	310	Contracted Services: The District will contract with a nationally recognized organization with a strong track record of successful charter school authorization. Organization to provide professional development, policy guidance, assistance with the LOI/RFP process, and other resources in support of the project. Work will support the findings of the needs assessment conducted by the National Association of Charter School Authorizers (NASCA), funded by FLDOE. Year 1: RFP Development, letter of inquiry, and due diligence. Year 2: First RFP, potential second RFP, commence performance management work. Year 3: Continue performance management. Year 4 Close out; annual public report.		100,000.00	100%			
7700	310	Contracted Services: Legal Consultation to provide expertise in Florida state law as it pertains to charter schools, review of RFP and contracts.		10,000.00	100%			
7400	680	Renovation of Facilities: Year 1: Site Assessment. Year 2: Renovation and retrofitting of identified facilities. Year 3: Renovation and retrofitting of second school. Year 4: Additional upgrades to school sites.		300,000.00	100%			
6300	510	Materials and Supplies: General office supplies for project staff and for school planning and opening needs.		15,000.00	100%			
6300	510	Marketing Materials and Supplies: Development of promotional materials to solicit stakeholder buy-in and community participation. Development of recruitment materials.		20,000.00	100%			

(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
6300	330	Travel In-County: Calculated at .565/mile for project director and communication specialist. 400 miles/month for 3 staff in Year 1; 400 miles/month for 6 staff in Years 2-4		16,272.00	100%			
6400	390	Other Purchased Services: Hosting seminar/workshops on a variety of topics such as on Doing Education in Florida; focus of meeting to be on the educational environment in the state on topics such as per-pupil funding, services for special education, and state accountability. Funds will cover facility rental and required equipment. Convene meeting other grant recipients to discuss challenges and share ideas. Provide technical assistance workshops for potential respondents to LOI/RFP.		10,000.00	100%			
6400	331	Travel Out-of-County: Collaboration meetings with other districts. Years 2-4: Two conferences with collaborating districts budgeted at \$750 per person to include transportation, lodging, and per diem for 1-day event.		12,000.00	100%			
7200	792	Indirect Cost - 3.76%		39,294.00	100%			
D) TOTAL				1,084,335.00				

(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

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:

Miami-Dade County Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

14AT60

Year 4: July 1, 2017 - June 30, 2018

(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
6300	168	Salaries: Project Director: (12-month salaried position, MEP 22) A full-time project director will oversee all aspects of the implementation and management of the project and will ensure that the goals of the program are achieved. This individual will serve as the liaison between CMO(s) and district to ensure ongoing support from all district offices (e.g., Special Education, facilities, transportation, food service, curriculum, professional development) and sharing of promising practices. In addition, this person will serve as the point person for FLDOE and will work with the external organization identified by FLDOE for project evaluation. Key skills to include: in-depth knowledge of state and national charter policies, trends and charter landscape; strong decision-making skills need to achieve project objectives; ability to effectively work with senior leadership, stakeholders and partners; excellent research and writing skills; strong planning and organizational skills. Calculated based on starting salary for MEP 22 of \$81,666/year x 6 months for Project Period 1 (January - June, 2015).	1.00	81,666.00	100%			
6300	210	Retirement @ 7.99%		6,525.00	100%			
6300	220	FICA @ 6.20%		5,063.00	100%			

(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
6300	221	Medicare @ 1.45%		1,185.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,278.00	100%			
6300	140	Salaries: Communication Specialist: Under the leadership of the project director, this individual will coordinate and oversee all outreach efforts in support of project objectives. Will solicit stakeholder input and buy in; work with community partners to provide resources for students and schools; promote program throughout district ; lead student recruitment efforts. Budgeted based on average salary of \$50,000/year.	1.00	50,000.00	100%			
6300	210	Retirement @ 7.99%		3,995.00	100%			
6300	220	FICA @ 6.20%		3,100.00	100%			
6300	221	Medicare @ 1.45%		725.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,395.00	100%			
6300	140	Salaries: Community Involvement Specialist Two (2) full-time Community Involvement Specialists will visit students who have dropped out, work with them to reengage and walk them through the process of reenrolling in school. \$26,415 per FTE	2.00	52,830.00	100%			
6300	210	Retirement @ 7.99%		4,221.00	100%			
6300	220	FICA @ 6.20%		3,275.00	100%			
6300	221	Medicare @ 1.45%		767.00	100%			
6300	232	Insurance \$9,159 per FTE		18,318.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,474.00	100%			

(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
6300	140	Salaries: Curriculum Support Specialist School Operations/Alternative Education. Serve as liaison between school and district offices to ensure implementation of processes and protocols related to school operations and new school sites. Budgeted based on average salary of MEP 21 of \$75,669/year.	1.00	75,669.00	100%			
6300	210	Retirement @ 7.99%		6,046.00	100%			
6300	220	FICA @ 6.20%		4,691.00	100%			
6300	221	Medicare @ 1.45%		1,098.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,111.00	100%			
6300	140	Salaries: Curriculum Support Specialist Charter School Support: Assist the office of Charter School Support with oversight and compliance of school operations and finances at the school. Budgeted based on average salary of MEP 21 of \$75,669/year.	1.00	75,669.00	100%			
6300	210	Retirement @ 7.99%		6,046.00	100%			
6300	220	FICA @ 6.20%		4,691.00	100%			
6300	221	Medicare @ 1.45%		1,098.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		2,111.00	100%			
6300	140	Salaries: Trust Counselor to provide prevention, intervention, referral, and follow-up services to at-risk students. Years 3 and 4. Salary budgeted at \$55,000 per year.	1.00	55,000.00	100%			
6300	210	Retirement @ 7.99%		4,395.00	100%			
6300	220	FICA @ 6.20%		3,410.00	100%			
6300	221	Medicare @ 1.45%		798.00	100%			
6300	232	Insurance \$9,159 per FTE		9,159.00	100%			
6300	240	Worker's Compensation @ 2.79%		1,535.00	100%			

(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
6400	310	Contracted Services: The District will contract with a nationally recognized organization with a strong track record of successful charter school authorization. Organization to provide professional development, policy guidance, assistance with the LOI/RFP process, and other resources in support of the project. Work will support the findings of the needs assessment conducted by the National Association of Charter School Authorizers (NASCA), funded by FLDOE. Year 1: RFP Development, letter of inquiry, and due diligence. Year 2: First RFP, potential second RFP, commence performance management work. Year 3: Continue performance management. Year 4 Close out; annual public report.		25,000.00	100%			
7700	310	Contracted Services: Legal Consultation to provide expertise in Florida state law as it pertains to charter schools, review of RFP and contracts.		5,000.00	100%			
7400	680	Renovation of Facilities: Year 1: Site Assessment. Year 2: Renovation and retrofitting of identified facilities. Year 3: Renovation and retrofitting of second school. Year 4: Additional upgrades to school sites.		50,000.00	100%			
6300	510	Materials and Supplies: General office supplies for project staff and for school planning and opening needs.		15,000.00	100%			
6300	510	Marketing Materials and Supplies: Development of promotional materials to solicit stakeholder buy-in and community participation. Development of recruitment materials.		10,000.00	100%			

(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
6300	330	Travel In-County: Calculated at .565/mile for project director and communication specialist. 400 miles/month for 3 staff in Year 1; 400 miles/month for 6 staff in Years 2-4		16,272.00	100%			
6400	390	Other Purchased Services: Hosting seminar/workshops on a variety of topics such as on Doing Education in Florida; focus of meeting to be on the educational environment in the state on topics such as per-pupil funding, services for special education, and state accountability. Funds will cover facility rental and required equipment. Convene meeting other grant recipients to discuss challenges and share ideas. Provide technical assistance workshops for potential respondents to LOI/RFP.		5,000.00	100%			
6400	331	Travel Out-of-County: Collaboration meetings with other districts. Years 2-4: Two conferences with collaborating districts budgeted at \$750 per person to include transportation, lodging, and per diem for 1-day event.		12,000.00	100%			
7200	792	Indirect Cost - 3.76%		25,013.00	100%			
D) TOTAL				690,265.00				

(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

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: _____

M-DCPS *Miami Charter Collaborative* (MCC)

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Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

Miami Northwestern Senior Feeder Pattern - Community Demographics by Zip Codes

Miami Northwestern Senior High School - # 7411 1100 N.W. 71 Street Miami, FL 33150	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %
		2013	2014			% of White	% of Black	% of Hispanic	% of Other	
9 th Grade Students	406			211 / 52.0	195 / 48.0	0.5	90.6	8.9	0	372 / 91.6%
10 th Grade Students	416			236 / 56.7	180 / 43.3	0	92.3	7	0.7	380 / 91.3%
11 th Grade Students	339			199 / 58.7	140 / 41.3	0.6	91.4	8	0	299 / 88.2%
12 th Grade Students	386			206 / 53.4	180 / 46.6	0.5	92.7	6.5	0.3	328 / 85%
TOTAL STUDENT POPULATION	1,547	A	Pending	852 / 55%	695 / 45%	.25%	91.75%	7%	1%	1,379 / 95%
Horace Mann Middle School (6-8) - #6411 8950 N.W. 2 nd Avenue Miami, FL 33150	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %
2013	2014	% of White	% of Black			% of Hispanic	% of Other			
6 th Grade	278			141 / 50.7	137 / 49.3	3.2	77.3	18.3	1.1	265 / 95.3%
7 th Grade	248			114 / 46.0	134 / 54.0	0.8	84.7	11.7	2.8	232 / 93.5%
8 th Grade	232			120 / 51.7	112 / 48.3	2.2	78.4	17.2	2.1	218 / 94%
TOTAL STUDENT POPULATION	758	D	D	375 / 49%	383 / 51%	1%	80%	18%	1%	715 / 94%
33150 Zip Code		Community Demographics								
Area's Population:	26,505	Family Households:	22,265	Single Parent Homes:	3,063	Headed by Women:	2,685			
Average Median Income:	\$26,759	Population Below U.S. Poverty Level:	34.5%	% Population Youth 0-19 yrs. of age:	35%					
Demographics:	Male: 48%	Female: 52%	White: 4.2%	Black: 69.3%	Hispanic: 18.6%	Other: 7.9%				
Language Spoken at Home:	English: 50.4%			Spanish: 21.7%			Other: 27.8%			
Educational Achievement: (25 yrs. and older)	Less than 9 th grade: 21.8%			9 th -12 th Grade (non-graduates): 27.2%						
H.S. Graduates: 24.9%	Some College: 13.8%			Bachelor + with Degree: 8.8%						

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

Brownsville Feeder Pattern - Community Demographics by Zip Codes

Brownsville Middle (6-8) #6031 4899 N.W. 24 th Avenue Miami, FL 33142	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %
		2013	2014			% of White	% of Black	% of Hispanic	% of Other	
6 th Grade	225			98/ 43%	127/56%	1.3	81.3	16.9	0.4	221 / 98.2%
7 th Grade	275			136/49%	139/50%	0.4	80.7	18.9	0	268 / 97.5%
8 th Grade	239			116/48%	123/51%	0	78.7	21.3	0	229 / 95.8%
TOTAL STUDENT POPULATION	739	D	F	350/ 47%	389/ 53%	0.58%	80%	19%	0.42%	718 / 97.1%
Charles R. Drew Middle (7-8) 1801 N.W. 60 th Street - #6141 Miami, FL 33142	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %
2013	2014	% of White	% of Black			% of Hispanic	% of Other			
8 th Grade	116			66/56.9%	50/43.1%	0.9	94.8	3.4	0.9	111 / 95.7%
TOTAL STUDENT POPULATION	116	C	D	66/56.9%	50/43.1%	0.9	94.8	3.4	0.9	111 / 95.7%
33142 Zip Code		Community Demographics								
Area's Population:	53,523	Family Households:	50,499	Single Parent Homes:	5,288	Headed by Women:	4,339			
Average Median Income:	\$23,955	Population Below U.S. Poverty Level:	35.4%	% Population Youth 0-19 yrs. of age:	31%					
Demographics:	Male: 51.5%	Female: 48.5%	White: 3.4%	Black: 50.1%	Hispanic: 45.4%	Other: 0.9%				
Language Spoken at Home:	English: 40.6%			Spanish: 56.7%			Other: 2.7%			
Educational Achievement: (25 yrs. and older)	Less than 9 th grade: 25.2%			9 th -12 th Grade (non-graduates): 31%						
H.S. Graduates: 24.2%	Some College: 11.1%			Bachelor + with Degree: 5.3%						

Source: M-DCPS Assessment, Research & Data Analysis- 2013-2014 Student Membership
 Zip Code Statistics: <http://zipskinny.com/index.php?zip> and City-data.com – Forum Miami-Dade County/Census Bureau 2006 update

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

Miami Edison Senior Feeder Pattern - Community Demographics by Zip Codes

Miami Edison Senior (ETO) High School - #7301 6161 N.W. 5 th Court Miami, FL 33127	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %
		2013	2014			% of White	% of Black	% of Hispanic	% of Other	
9 th Grade Students	212			116/54.7	96/45.3	0.9	86.8	11.8	0.5	194/91.5%
10 th Grade Students	209			103/49.3	106/50.7	0	85.6	13.9	0.5	183/87.6%
11 th Grade Students	215			104/48.4	111/51.6	0.9	82.8	16.3	0	195/90.7%
12 th Grade Students	226			112/49.6	114/50.4	0	87.6	12.4	0	209/92.5%
TOTAL STUDENT POPULATION	862	B	I	435/51%	427/49%	.45%	85.5%	13%	0.5%	781/90.6%
Miami Edison Middle (6-8) 6101 N.W. 2 nd Avenue - #6481 Miami, FL 33127	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %
		2013	2014			% of White	% of Black	% of Hispanic	% of Other	
8 th Grade	138			62/44.9	76/55.1%	0.7%	87.7%	11.6%	0	135/97.8%
TOTAL STUDENT POPULATION	138	C	B	62/44.9	76/55.1%	0.7%	87.7%	11.6%	0	135/97.8%
33127 Zip Code		Community Demographics								
Area's Population:	31,080	Family Households:	28,966	Single Parent Homes:	4,620	Headed by Women:	3,907			
Average Median Income:	\$24,505	Population Below U.S. Poverty Level:	41.6%	% Population Youth 0-19 yrs. of age:	34.3%					
Demographics:	Male: 50.1%	Female: 49.9%	White: 2.6%	Black: 62%	Hispanic: 32%	Other: 13%				
Language Spoken at Home:	English: 46.4%			Spanish: 40.6%			Other: 13%			
Educational Achievement: (25 yrs. and older)	Less than 9 th grade: 28%			9 th -12 th Grade (non-graduates): 28.7%						
H.S. Graduates: 22.5%	Some College: 11.7%			Bachelor + with Degree: 4.5%						

Source: M-DCPS Assessment, Research & Data Analysis

Zip Code Statistics: <http://zipskinny.com/index.php?zip> and City-data.com – Forum Miami-Dade County/Census Bureau 2006 update

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

Miami Central Senior Feeder Pattern - Community Demographics by Zip Codes

Miami Central Senior (ETO) High School - #7251 1781 N.W. 95 th Street Miami, FL 33147	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %	
		2013	2014			% of White	% of Black	% of Hispanic	% of Other		
9 th Grade Students	531			436/44.4	295/55.6	0.9	81.9	16.9	0.2	449/84.6%	
10 th Grade Students	494			219/44.3	275/55.7	0.8	79.8	19.2	0.2	439/88.9%	
11 th Grade Students	425			192/45.2	233/54.8	0.7	77.6	21.2	0.5	344/80.9%	
12 th Grade Students	494			228/46.2	266/53.8	0.2	80.4	18.8	0.6	439/88.7%	
TOTAL STUDENT POPULATION	1,944	D	Pending	1,075/55%	1,069/45%	.6%	80%	19%	.4%	1,671/86%	
Madison Middle (6-8) # 6391 3400 N.W. 87 th Street Miami, FL 33147	Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %	
		2013	2014			% of White	% of Black	% of Hispanic	% of Other		
6 th Grade	180			83/46.1	97/53.9	0	66.7	33.3	0	176/97.8%	
7 th Grade	167			78/46.7	89/53.3	0.5	67.7	31.1	0.6	164/98.2%	
8 th Grade	178			74/41.6	104/58.4	0.5	6	31.5	0	173/97.2%	
TOTAL STUDENT POPULATION	525	F	D	235/45%	290/55%	0.5%	67%	32%	0.5%	513/97.7%	
33147 Zip Code		Community Demographics									
Area's Population:	50,500	Family Households:	39,788	Single Parent Homes:	5,736	Headed by Women:	5,208				
Average Median Income:	\$28,586	Population Below U.S. Poverty Level:	30%	% Population Youth 0-19 yrs. of age:	36%						
Demographics:	Male: 47.5%	Female: 52.5%	White: 2.7%	Black: 65.2%	Hispanic: 30.7%	Other: 4.6%					
Language Spoken at Home:	English: 56%			Spanish: 39.3%			Other: 4.6%				
Educational Achievement: (25 yrs. and older)	Less than 9 th grade: 17.3%			9 th -12 th Grade (non-graduates): 29.8%							
H.S. Graduates: 31.2%	Some College: 13.7%			Bachelor + with Degree: 4.9%							

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

Westview Middle (8) # 6981 1901 N.W. 127 Street Miami, FL 33167		Total Number Students 2013-2014	SCHOOL GRADES		Female Count %	Male Count %	Student Demographics				Free/Reduced Price Lunch Rate & %	
			2013	2014			% of White	% of Black	% of Hispanic	% of Other		
8 th Grade		150			63/42%	87/58%	0	84%	16%	0	147/98%	
TOTAL STUDENT POPULATION		150	C	NA ¹	63/42%	87/58%	0	84%	16%	0	147/98%	
33167 Zip Code		Community Demographics										
Area's Population:	19,096	Family Households:	17,115		Single Parent Homes:	1,765		Headed by Women:	1,303			
Average Median Income:	\$ 37,093	Population Below U.S. Poverty Level:	22.7%		% Population Youth 0-19 yrs. of age:	35.9%						
Demographics:	Male: 47.8%	Female: 52.2%	White: 4.9%	Black: 70.5%	Hispanic: 20.5%	Other: 3.8%						
Language Spoken at Home:	English: 54.5%			Spanish: 23.0%			Other: 22.5%					
Educational Achievement: (25 yrs. and older)	Less than 9 th grade: 17.2%			9 th -12 th Grade (non-graduates): 23.4%								
H.S. Graduates: 29.1%	Some College: 14.7%			Bachelor + with Degree: 9.4%								

Source: M-DCPS Assessment, Research & Data Analysis- 2013-2014 Student Membership
 Zip Code Statistics: <http://zipskinny.com/index.php?zip> and City-data.com– Forum Miami-Dade County/Census Bureau 2006 update

¹ NA Westview Middle is currently closed, as part of the M-DCPS process to re-configure grade level structures within some schools (e.g K-8 centers vs. elementary and middle school).

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

2012-2013 M-DCPS Graduation Rates		
# 7411 - Miami Northwestern Senior High School (ETO)	# 7301 - Miami Edison Senior High School (ETO)	#7251 - Miami Central Senior High School (ETO)
78.7%	69.7%	70.1%
Miami-Dade County Public Schools Overall Graduation Rate:		77.2%
State of Florida Graduation Rate:		75.6%

M-DCPS High School Performance Data								
Location	School	Year	School Grade	% of Students Passing FCAT and EOC Scores				
				Reading Combined Grades % L3-5	ALG Combined Grades % L3-5	GEO Combined Grades % L3-5	BIO Combined Grades % L3-5	USH Combined Grades % L3-5
7411	MIAMI NORTHWESTERN SHS	2014	Pending	24	52	52	66	56
7411	MIAMI NORTHWESTERN SHS	2013	A	29	44	49	67	36
7301	MIAMI EDISON SHS	2014	I	20	51	61	35	23
7301	MIAMI EDISON SHS	2013	B	20	53	53	39	23
7251	MIAMI CENTRAL SHS	2014	Pending	19	52	51	49	21
7251	MIAMI CENTRAL SHS	2013	D	19	57	39	45	21

Source: M-DCPS Assessment, Research & Data Analysis
http://www.fldoe.org/eias/eiaspubs/word/FedGradRate_1213.doc

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

M-DCPS Middle School Performance Data							
Location	School	Year	School Grade	% of Students Passing FCAT			
				Reading % L3-5	Math % L3-5	Writing % L3-5	Science % L3-5
6411	HORACE MANN MIDDLE	2014	D	45	36	38	37
6411	HORACE MANN MIDDLE	2013	D	41	35	36	23
6031	BROWNSVILLE MIDDLE	2014	F	24	20	46	26
6031	BROWNSVILLE MIDDLE	2013	D(F)	28	24	49	25
6141	CHARLES R. DREW MIDDLE	2014	D(F)	25	35	48	26
6141	CHARLES R. DREW MIDDLE	2013	C	27	31	30	21
6481	MIAMI EDISON MIDDLE	2014	B	33	62	44	25
6481	MIAMI EDISON MIDDLE	2013	C	29	42	54	29
6391	MADISON MIDDLE SCHOOL	2014	D	26	32	43	28
6391	MADISON MIDDLE SCHOOL	2013	F	23	27	58	21

Source : M-DCPS Assessment, Research & Data Analysis- 2013-2014 Student Membership

Appendix A: M-DCPS – *Miami Charter Collaborative (MCC)*

M-DCPS Students under Supervision of the Florida Department of Children and Families (DCF)²

School Name	Location #	No. of Students Currently under DCF Supervision (as of 10/14/14)	No. of Students who were Supervised by DCF within the last Ten(10) Years (closed cases)
Miami Central Senior High	7251	17	59
Madison Middle School	6391	5	18
Westview Middle School ³	6981	0	0
Miami Edison Senior High	7301	6	34
Horace Mann Middle School	6411	6	34
Miami Edison Middle School ³	6481	0	0
Miami Northwestern Senior High	7411	8	52
Brownsville Middle School	6031	9	24
Charles Drew Middle School ³	6141	0	0
TOTALS		51	213

SOURCE: M-DCPS School Operations/Alternative Education

² Table above shows number of students who are currently under DCF supervision as of Monday, October 14, 2014, as well as historical numbers. Second column indicates the number of students who were DCF supervised in the past and their cases are now closed. DCF supervised students may currently be in-group homes, children's shelters awaiting placement in licensed foster care, or relative care.

³ The middle schools that are showing as "0" are not accurate counts, since some of the students may now be in K-8 centers or other middle schools that have absorbed these students in 2014-2015 school year as M-DCPS schools have been undergoing transition into new grade configurations; e.g. K-8 center.

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

M-DCPS Students Currently Enrolled – Transferred Out of Juvenile Justice System

School Name	Location #	No. of Students Enrolled – Transferred out from Juvenile Justice System 2014-2015 (as of 10/15/14)	No. of Students Enrolled – Transferred out from Juvenile Justice System 2013-2014
Miami Central Senior High	7251	4	13
Madison Middle School	6391	2	3
Westview Middle School ⁴	6981	0	0
Miami Edison Senior High	7301	0	3
Horace Mann Middle School	6411	0	3
Miami Edison Middle School ⁴	6481	0	0
Miami Northwestern Senior High	7411	3	10
Brownsville Middle School	6031	5	12
Charles Drew Middle School ⁴	6141	0	0
TOTALS		14	44

SOURCE: M-DCPS Schools Operations/Alternative Education

⁴ The middle schools that are showing as “0” are not accurate counts, since some of the students may now be in K-8 centers or other middle schools that have absorbed these students in 2014-2015 school year as M-DCPS schools have been undergoing transition into new grade configurations; e.g. K-8 center.

Appendix A: M-DCPS – Miami Charter Collaborative (MCC)

M-DCPS Students Currently Enrolled – Homeless⁵

School Name	Location #	No. of Enrolled Homeless Students 2014-2015 (as of 10/15/14)	No. of Enrolled Homeless Students 2013-2014
Miami Central Senior High	7251	14	22
Madison Middle School	6391	7	12
Westview Middle School ⁶	6981	0	0
Miami Edison Senior High	7301	7	34
Horace Mann Middle School	6411	3	8
Miami Edison Middle School ⁶	6481	0	2
Miami Northwestern Senior High	7411	16	49
Brownsville Middle School	6031	4	10
Charles Drew Middle School ⁶	6141	0	0
TOTALS		51	137

SOURCE: M-DCPS Office of Student Services

⁵ M-DCPS uses the McKinney Vento definition of homelessness to identify students. As per the 2012-2013 state audit, M-DCPS was told that schools should use their free and reduced count and take 10% as a rule of thumb to estimate the number of homeless students.

⁶ The middle schools that are showing as "0" are not accurate counts, since some of the students may now be in K-8 centers or other middle schools that have absorbed these students in 2014-2015 school year as M-DCPS schools have been undergoing transition into new grade configurations; e.g. K-8 center.

Lighthouse Academies®

October 15, 2014

Tiffanie Pauline
Assistant Superintendent, Charter School Support
Miami-Dade County Public Schools

Via email: tpauline@dadeschools.net

Dear Tiffanie:

Lighthouse Academies, Inc. is supportive of Miami-Dade County Public Schools' District-Charter Collaboration Compact proposal. As the CMO for 18 schools in seven states with a focus of bringing choice and educational opportunities to communities with the highest need, we are keenly interested in opening and operating Lighthouse Charter Schools in focus areas within the Miami-Dade School District.

In addition, Lighthouse has experience as a key member of the Tulsa Public Schools compact where we are working towards joint professional development, enhancing individualized student learning, a universal enrollment system, and identifying common success measures. We are fully committed to the idea that Districts and Charters can best serve our communities by working together.

We look forward to working with you and sharing our experience and expertise.

Sincerely,



Khori Whittaker
President and CEO

Challenge + Arts Infusion = Transformative Opportunities

1661 Worcester Rd, Suite 207 · Framingham, MA 01701 · Tel 508.626.0901 · Fax 508.626.0905
www.lighthouse-academies.org

City of Miami, Florida

TOMÁS P. REGALADO
MAYOR



3500 PAN AMERICAN DRIVE
MIAMI, FLORIDA 33133
(305) 250-5300
FAX (305) 854-4001

October 15, 2014

Adam Miller
Executive Director
Office of Independent Education and Parental Choice
Turlington Building - Florida Department of Education
325 W. Gaines Street, Room 1044
Tallahassee, FL 32399-0400

Dear Mr. Miller:

On behalf of the City of Miami, I am pleased to provide this letter in support of Miami-Dade County Public Schools' (M-DCPS) grant application to the District-Charter Collaborative Compact project. It is our understanding that 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 or zoned for schools in high-need areas, have access to highly effective schools. We strongly support the development of public school options designed to serve all students, particularly those at-risk.

Per the 2013 Census estimate, the City of Miami is home to 417,000 residents. The proposed project will focus on serving students who are zoned to attend one of two high schools located in the City: Miami Central High School and Miami Northwestern High School. These schools serve a diverse mix of residents, many of whom are of low/moderate income. Providing more options for the residents of these areas is of particular importance to the City.

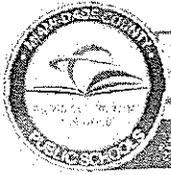
In 2005, the City and M-DCPS established an Education Compact to join forces to create first-rate educational programs and services throughout the City. It is rooted in a mutual recognition of the critical role education plays in the future success of our students' lives and in the life of the City. The Education Compact signals that the City of Miami's leaders are committed to being actively involved in providing their community's 80,000 children with the best education possible. The proposed project furthers the goals of the Education Compact.

We look forward to participating in the planning, development and implementation stages of additional school choice options for our residents.

Sincerely,

A handwritten signature in black ink that reads "Tomás Regalado".

Tomás Regalado
Mayor



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Pete Tabares Hartman, Chair
Dr. Lawrence S. Feldman, Vice Chair
Dr. Dorothy Bendross-Mindingoff
Susie V. Castillo
Carlos L. Curbelo
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Dr. Marta Pérez
Raquel A. Regalado

October 16, 2014

Mr. Adam Miller
Executive Director
Office of Independent Education and Parental Choice
Florida Department of Education
Turlington Building
325 W. Gaines Street, Room 1044
Tallahassee, FL 32399-0400

Dear Mr. Miller:

This letter is to confirm the longstanding relationship between Miami-Dade County Public Schools (M-DCPS) and Teach for America (TFA). Since the inception of the partnership in 2003, TFA teachers have been hired annually in high-need schools throughout Miami-Dade County. The shared goal of this the partnership has been to recruit, select, hire and train passionate, high-achieving individuals to teach in the classrooms serving our most at-risk students. Plans call to hire TFA teachers in new high-impact school(s) developed through the District-Charter Collaborative Compact project.

Our relationship has expanded over the past 11 years, with 172 teachers joining for the 2013-2014 school year. Since 2009, TFA teachers have been hired in the feeder patterns of our lowest achieving schools in the central and northern areas of the county, schools that are historically hard to staff. In 2011, we received a three-year grant from the Florida Department of Education to support the recruiting, selecting, hiring, and training of approximately 500 TFA teachers in our schools over a three year period. In 2012-2013, we expanded our reach to the south of the county with placements in the Homestead and Miami Southridge high school feeder patterns.

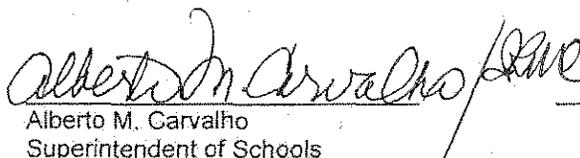
While TFA teachers commit to teach for a minimum of two years, we have seen a trend of TFA teachers staying on for a third year and more. Of the 170 corps members who were hired in 2012, more than 45% stayed for a third year. These seasoned TFA teachers, in addition to the positive impact they have with students, serve as role models and resources for new TFA teachers. Some 65% of the Miami TFA alumni have continued to work in the field of education.

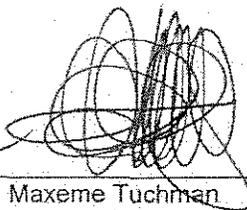
Another positive trend has been the increased diversity of the TFA teachers. Eighty percent of this year's TFA corps members are people of color or are from low-income backgrounds. While all teachers have the potential for great impact with their students, teachers who share their students' backgrounds serve as powerful role models and have potential for a profound

additional impact based on their personal experiences. TFA has placed an emphasis on recruiting individuals who share the racial or socio-economic backgrounds of the Miami-Dade students, over 90% of whom are African American or Hispanic.

We look forward to our continued relationship and will work closely in the implementation of the District-Charter Collaborative Compact.

Sincerely,

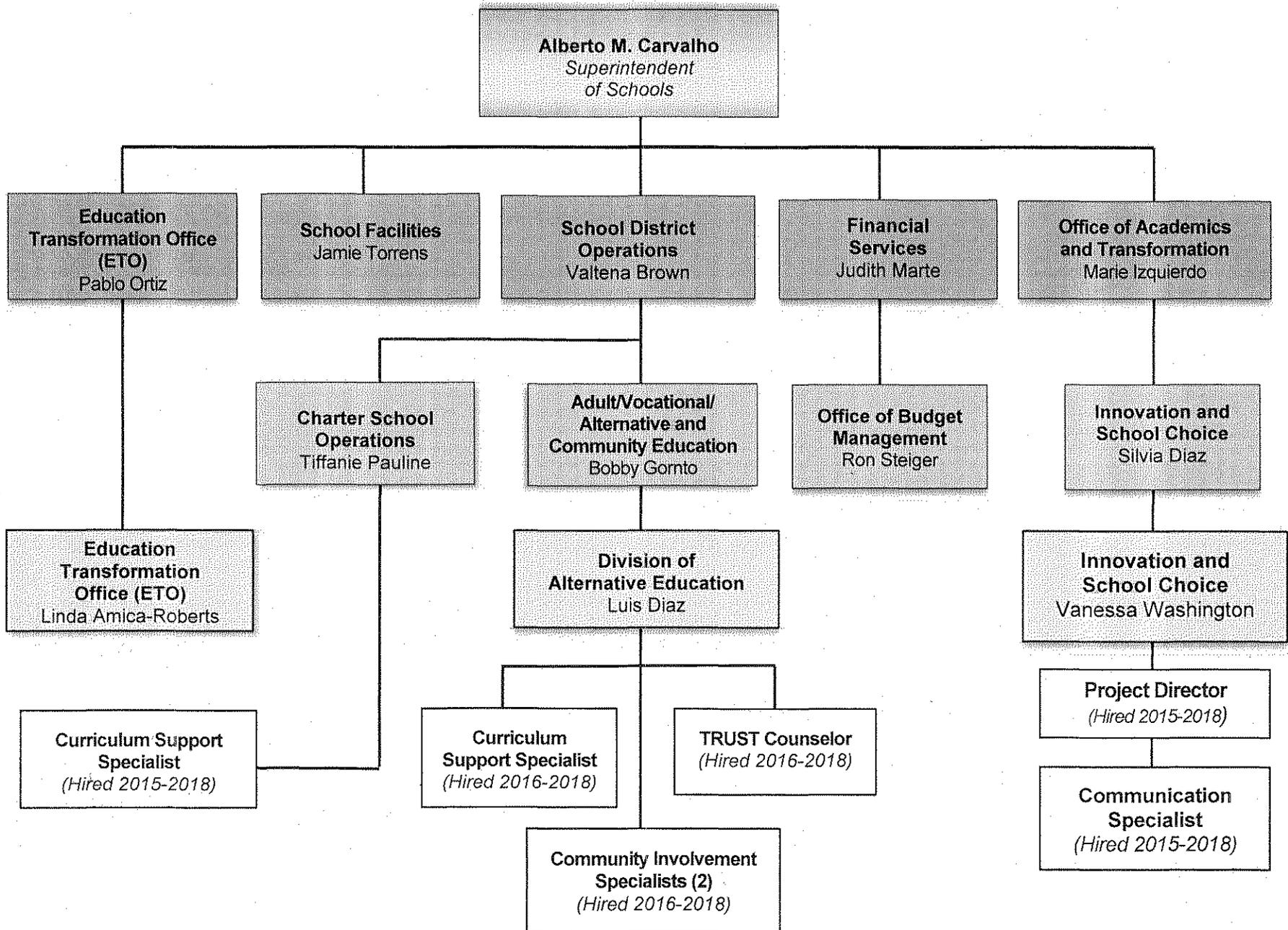

Alberto M. Carvalho
Superintendent of Schools
Miami-Dade County Public Schools


Maxeme Tuchman
Executive Director
Teach for America Miami

AMC:ms
L343

cc: Ms. Iraida R. Mendez-Cartaya

Miami-Dade County Public School District (M-DCPS)
Miami Charter Collaborative (MCC)



Appendix F: M-DCPS *Miami Charter Collaborative (MCC)* – Project Performance and Accountability

Project Performance and Accountability					
Priority Area	Tasks (see Narrative)	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion Date
Innovative Authorization	Conduct Needs Assessment of M-DCPS charter school authorizing practices with NACSA (overarching)	Needs assessment report authored by NACSA	Needs Assessment report delivered to M-DCPS by NACSA	Assistant Superintendent, Charter School Support NACSA Project Director, MCC Executive Director- Innovation & School Choice	February 28, 2015
Innovative Authorization	Call for Letters of Inquiry by interested CMOs (Objective 1(a)(1))	Letter of Inquiry guidelines developed	Letter of Inquiry made public and CMOs respond accordingly	Assistant Superintendent, Charter School Support Project Director, MCC	March 1, 2015 (issuance) April 1, 2015 (LOIs due to M-DCPS) May 1, 2015 (M-DCPS responds to LOIs)

Appendix F: M-DCPS Miami Charter Collaborative (MCC) – Project Performance and Accountability

Innovative Authorization	Develop and publish invitation-only RFP to attract CMOs with proven track record in alternative education (Objective 1(a)(2))	Publication of RFP, criteria for evaluation, and process Acceptance of applications	RFP published and CMOs respond accordingly	Assistant Superintendent, Charter School Support Project Director, MCC	Application due August 1, 2015
Innovative Authorization	Conduct comprehensive due diligence of CMOs responding to RFPs (Objective 1(a)(3))	Due diligence report(s)	Report(s) delivered by NACSA to M-DCPS	Assistant Superintendent, Charter School Support Project Director, MCC	August 1, 2015
Innovative Authorization	Conduct review of M-DCPS' performance based contracting to ensure implementation of best practices (Objective 1(b)(1))	Report as part of needs assessment Revised (as necessary) performance based contract	Report delivered to M-DCPS by NACSA and revised M-DCPS performance based contracts awarded to successful CMOs and all future schools	NACSA Assistant Superintendent, Charter School Support Alternative Education/School Operations	Report delivered Feb. 28, 2015. Contracts finalized with CMOs March 20, 2015
Innovative Authorization	Legal review of charter terms for awarded CMO contracts (Objective 1(b)(2))	Assessment of current M-DCPS policy and options for a 10-year contract for awarded CMOs	Contracts awarded to CMOs include best terms legally available under current state law and district policy	Assistant Superintendent, Charter School Support Project Director, MCC	March 28, 2015

Appendix F: M-DCPS Miami Charter Collaborative (MCC) – Project Performance and Accountability

				School Board Attorney	
Innovative Authorization	Conduct review of M-DCPS' outcomes based monitoring and accountability systems to ensure implementation of best practices (Objective 1(c)(1))	Report as part of needs assessment Revised (as necessary) outcomes based monitoring and accountability system guidelines	Report delivered to M-DCPS by NACSA and revised M-DCPS outcomes based monitoring and accountability system implemented with all schools, including awarded CMOs	NACSA Assistant Superintendent, Charter School Support Project Director, MCC Administrative Director, School Operations/ Alternative Education	Report delivered Feb. 28, 2015 Revised system implemented July 1, 2015
Innovative Authorization	Develop comprehensive annual report (Objective 1(c)(2))	Annual report template	Template design and implemented for CMOs and then all schools	Project Director, MCC Assistant Superintendent, Charter School Support	Implementation for CMOs July 1, 2016 Implementation for all schools July 1, 2016
Innovative Authorization	Develop set of pre-operational standards and expectations (Objective 1(c)(3))	Written policy regarding pre-operational standards and expectations that schools must meet	Pre-operational standards and expectations met by awarded CMOs and later used for all new	Assistant Superintendent, Charter School Support	July 1, 2016

Appendix F: M-DCPS Miami Charter Collaborative (MCC) – Project Performance and Accountability

		prior to opening	schools	Project Director, MCC School Board Attorney	
Innovative Authorization	Conduct review of renewal application process to ensure implementation of best practices (Objective 1(c)(4))	Report as part of needs assessment Revised, as necessary, renewal application process guidelines	Report delivered to M-DCPS by NACSA and revised M-DCPS renewal application process implemented with all schools, including awarded CMOs	Assistant Superintendent, Charter School Support NACSA Project Director, MCC Alternative Education/School Operations	Report delivered Feb. 28, 2015 Renewal process initiated July 1, 2017
Innovative Authorization	Determine, as part of the renewal process, whether approved alternative education schools should be expanded to grades 9-12	Decision on whether there is a need to expand existing contracts or issue second RFP to expand program to grades 9-12	Expansion is approved or evidence is provided that project's first phase is meeting current needs	Assistant Superintendent, Charter School Support NACSA Project Director, MCC Administrative Director, School Operations/ Alternative Education	January 2016

Appendix F: M-DCPS Miami Charter Collaborative (MCC) – Project Performance and Accountability

Facilities	Identify potential M-DCPS facilities for CMO use (Objective 2(a))	Written specifications of facilities available for CMO use provided to CMO(s)	CMO(s) and M-DCPS identify suitable facility	Project Director, MCC Facilities Management Budget Management	December 2015
Knowledge Transfer	Establish and maintain a joint learning community focused on alternative education (Objective 3(a))	Final report that outlines major discussion topics and related recommendations for future learning, community work, and/or policy implementation	Joint learning community faithfully meets at least quarterly; final report issued	Assistant Superintendent, Charter School Support Project Director, MCC Administrative Director, School Operations/ Alternative Education	January 2018 (final report)
Knowledge Transfer	Determine technical specifications and needs for hosting a web-based resource for knowledge transfer among M-DCPS and its charter schools (Objective 3(b))	Plan of action for hosting and maintaining website	Contract with vendor for hosting approved or internal M-DCPS resources for hosting secured	Assistant Superintendent, Charter School Support Project Director, MCC IT	June 1, 2015

Appendix F: M-DCPS Miami Charter Collaborative (MCC) – Project Performance and Accountability

				Procurement	
Knowledge Transfer	Determine framework and substance for web-based knowledge transfer resource through communication with existing charter schools (Objective 3(b))	Feedback garnered from charter schools through online survey and/or focus groups Structure and substance of website outlined	Website is live and used by charter schools and M-DCPS	Assistant Superintendent, Charter School Support Project Director, MCC IT	January 1, 2016
Resource Equity	Provide short-term intensive support to awarded CMO school(s) (Objective 4(a))	Written outline / guidance of available support given to CMO(s)	CMO-operated schools successfully operating related M-DCPS systems including information/data systems and Exceptional Student Education supports	Assistant Superintendent, Charter School Support Project Director, MCC	August 2016 (school opening)
Resource Equity	Ensure CMO-operated schools have access to the National School Lunch Program through M-DCPS (Objective 4(a)(1))	CMO schools' clearance to operate a National School Lunch Program	National School Lunch Program operating at CMO school(s)	Project Director, MCC Assistant Superintendent, Charter School Support Food and Nutrition	August 2016 (school opening)

Appendix F: M-DCPS Miami Charter Collaborative (MCC) – Project Performance and Accountability

Resource Equity	Investigate options for ensuring transportation is not a barrier to student attendance at CMO-operated schools (Objective 4(b))	Written agreement between CMO(s) and M-DCPS on provision of M-DCPS support regarding transportation	All students have equal access to the high-quality alternative education options provided through this project	Project Director, MCC Transportation Student Services Alternative Education	December 1, 2015
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*Dates are subject to change dependent upon legislative changes and/or the programming requirements of our web-based District monitoring tools.