U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

84.165A Magnet Schools Assistance Program

CFDA # 84.165A

PR/Award # U165A170021

Gramts.gov Tracking#: GRANT12384558

OMB No. , Expiration Date:

Closing Date: Apr 11, 2017

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1270-Additional Congressional District)	e6
2. Standard Budget Sheet (ED 524)	e7
3. Assurances Non-Construction Programs (SF 424B)	e9
4. Disclosure Of Lobbying Activities (SF-LLL)	e11
5. ED GEPA427 Form	e12
Attachment - 1 (1236-GEPA Statement with Barrier and Solution_updated SRP_4_10)	e13
6. Grants.gov Lobbying Form	e19
7. Dept of Education Supplemental Information for SF-424	e20
Attachment - 1 (1237-2017_MSAP_Exempt_Approval_Memo)	e21
8. ED Abstract Narrative Form	e22
Attachment - 1 (1235-iCAN Abstract Final)	e23
9. Project Narrative Form	e24
Attachment - 1 (1269-MSAP 2017 FINAL FINAL)	e25
10. Other Narrative Form	e171
Attachment - 1 (1238-Mandatory_Attachment_Final)	e172
Attachment - 2 (1239-A. 1003.03)	e324
Attachment - 3 (1240-B. Controlled Open Enrollment s.1002.31, F.S.)	e328
Attachment - 4 (1241-J. A-001 Supt of Schools 9.9)	e330
Attachment - 5 (1242-J. A-028 Chief Portfolio Services Officer)	e334
Attachment - 6 (1243-J. B-002 School Principal)	e337
Attachment - 7 (1244-J. B-011 Dir. School Performance Account)	e343
Attachment - 8 (1245-J. E-082 Dir, Inn Programs Design-Supp)	e347
Attachment - 9 (1246-J. EE-112 Spec Inn Programs)	e350
Attachment - 10 (1247-J. JJ-010 Teacher)	e353
Attachment - 11 (1248-J. KK-135 TSA _Teacher on Spec Assign_)	e357
Attachment - 12 (1249-J. KK-140 Grant Facilitator)	e359
Attachment - 13 (1250-J. MM-018 Ck Spec IV)	e362
Attachment - 14 (1251-B. HB 7029-16 School Choice)	e365
Attachment - 15 (1252-J. MM-030 Budget Support Specialist)	e383
Attachment - 16 (1253-J. MM-085 MicroCompu Tech Spec)	e386
Attachment - 17 (1254-K. Educator Certification s.1012.56. F.S.)	e390
Attachment - 18 (1255-L. Check and Connect Sinclair 2005 Study)	e398
Attachment - 19 (1256-M. Career Academies June 2008 Report)	e416
Attachment - 20 (1257-M.Career_Academies_Impacts_on_Students)	e479
Attachment - 21 (1258-N. 2016-BCPS-Strat-Plan)	e648

Attachment - 22 (1259-Combined_Resumes) e700

Attachment - 23 (1260-Letters of Support_COMBINED) e746

Attachment - 24 (1261-References MSAP 2017) e747

Attachment - 25 (1262-C. Policy 5004.1) e754

Attachment - 26 (1263-D.P4001.001) e785

Attachment - 27 (1264-E. Policy 6000.1) e790

Attachment - 28 (1265-F. FINAL District Logic Model VERSION 5 4_7_2017) e907

Attachment - 29 (1266-G. NR_to_Stranahan SCHOOLS Logic Model April 7 2017) e908

Attachment - 30 (1267-H. Olsen Middle_to_South Broward Logic Model April 7 2017) e909

Attachment - 31 (1268-I. Pompano Beach_to_Blanche Ely High Logic Model April 7 2017) e910

11. Budget Narrative Form e911

Attachment - 1 (1234-MSAP iCAN Budget Narrative and Indirect Rate) e912

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1260-Letters of Support_COMBINED.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 04/10/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The School Board of Broward County, Florida

* b. Employer/Taxpayer Identification Number (EIN/TIN): 59-6000530

* c. Organizational DUNS: 0772834710000

d. Address:

* Street1: 600 SE Third Avenue
Street2:
* City: Ft. Lauderdale
County/Parish:
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 33301-3125

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:
* First Name: Stephanie
Middle Name:
* Last Name: Pollard
Suffix:

Title: Director, Grants Administration

Organizational Affiliation:

* Telephone Number: 754-321-2260
Fax Number:

* Email: stephanie.pollard@browardschools.com

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-121316-001

* Title:

Magnet Schools Assistance Program (MSAP) CFDA Number 84.165A

13. Competition Identification Number:

84-165A2017-1

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Integrated Career and Academic Networks (iCAN)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant FL-20 * b. Program/Project FL-20

Attach an additional list of Program/Project Congressional Districts if needed.

Additional Congressional District.pdf | Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2017 * b. End Date: 09/30/2022

18. Estimated Funding ($):

* a. Federal	14,750,705.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	14,750,705.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: Robert

Middle Name: W.

* Last Name: Runcie

Suffix:

* Title: Superintendent

* Telephone Number: 754-321-2600 Fax Number:

* Email: supt_runcie@browardschools.com

* Signature of Authorized Representative: Stephanie R Pollard * Date Signed: 04/10/2017

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

The School Board of Broward County, Florida

Application for Federal Assistance SF-424

16. Congressional Districts Of:

a. Applicant: FL-20

Attach an additional list of Program/Project Congressional Districts if needed.

b. Program/Project: FL-20, FL-22, FL-23

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

The School Board of Broward County, Florida

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,189,945.00	1,233,050.00	1,256,594.00	1,288,093.00	1,307,632.00	6,275,314.00
2. Fringe Benefits	332,201.00	339,785.00	343,928.00	349,473.00	352,911.00	1,718,298.00
3. Travel	125,201.00	149,821.00	149,821.00	175,201.00	149,821.00	749,865.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	856,285.00	755,598.00	762,650.00	650,150.00	454,550.00	3,479,233.00
6. Contractual	198,000.00	186,000.00	186,000.00	202,500.00	202,500.00	975,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	165,000.00	198,000.00	165,000.00	198,000.00	181,000.00	907,000.00
9. Total Direct Costs (lines 1-8)	2,866,632.00	2,862,254.00	2,863,993.00	2,863,417.00	2,648,414.00	14,104,710.00
10. Indirect Costs*	131,292.00	131,091.00	131,171.00	131,144.00	121,297.00	645,995.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	2,997,924.00	2,993,345.00	2,995,164.00	2,994,561.00	2,769,711.00	14,750,705.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Florida Department of Education

The Indirect Cost Rate is 4.58 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.58 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The School Board of Broward County, Florida		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Stephanie R Pollard	Superintendent
APPLICANT ORGANIZATION	**DATE SUBMITTED**
The School Board of Broward County, Florida	04/10/2017

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* The School Board of Broward County, Florida

** Street 1* 600 SE Third Avenue *Street 2*

** City* Ft. Lauderdale *State* FL: Florida *Zip* 33301-3125

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
US Department of Education

7. * Federal Program Name/Description:
Magnet Schools Assistance

CFDA Number, *if applicable:* 84.165

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Stephanie R Pollard

***Name:** *Prefix* ** First Name* Robert *Middle Name* W.

** Last Name* Runcie *Suffix*

Title: Superintendent **Telephone No.:** **Date:** 04/10/2017

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA Statement with Barrier and Solution_u | Add Attachment | Delete Attachment | View Attachment

GEPA STATEMENT OF ASSURANCE

The Broward County Public School District (BCPS) is the sixth largest public school system in the United States and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 271,000 K-12 students and approximately 175,000 adult students in 238 schools, centers and technical colleges, and 99 charter schools. BCPS serves a diverse student population and is committed to equal access and treatment for all students, employees, and the general public. Students are from 208 different countries and speak 181 different languages. BCPS is committed to educating all students to reach their highest potential.

BCPS serves an academically, culturally, and racially diverse population and is committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, the School Board's policy of nondiscrimination guides and governs decision-making at all district levels. The policy states:

> *The School Board of Broward County, Florida shall not discriminate against students, parents, or guardians of students, employees, applicants, contractors, or individuals participating in School Board sponsored activities. The School Board is committed to the provision of equal access in all student, employment, and business programs, activities, services and operations that are operated or provided directly by the Board, as well as those operated or provided by entities on behalf of the Board under contractual or other agreements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation. It is the intent of this policy, and respective procedures, to support and implement protections against discrimination and harassment as prohibited by the constitution, federal and state statutes, county ordinance, and all other applicable laws or regulations.*

The District's Equal Education Opportunities Department (EEOD) monitors, coordinates, and recommends action to ensure compliance with this policy. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for applicants, employees or students alleging discrimination. These procedures, which are administered by EEOD, are accessible for use by students, district employees, and the general

public. The EEOD also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes. BCPS also makes available alternative certification for potential teachers in an effort to eliminate barriers that prevent individuals from entering the education profession. BCPS continues to focus on creating a diverse population of educators and support staff and the ***Integrated Career and Academic Network (iCAN)*** Program will benefit with highly qualified and diverse teachers and staff.

In addition, the district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was submitted and approved by the Florida Department of Education available in its entirety at http://beess.fcim.org/sppDistrictDoc.aspx. It includes assurances for compliance with statutes and State Board of Education rules affecting programs for exceptional students as well as requirements of the Individuals with Disabilities Education Act (IDEA). The portion of the policies and procedures, Section A: Instructional Program, contains provisions for philosophy, curriculum and instructional support as they relate to students with special needs, including but not limited to:

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning

strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.

5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.
7. The district’s current signed certification page is attached below.

GEPA STATEMENT OF ASSURANCE

GEPA STATEMENT OF ASSURANCE

SIGNATURE PAGE

School District: Broward

Administrator of Exceptional Student Education: Sonja Clay

This document is effective for the **2016–2017 through 2017–2018** school years.

CERTIFICATION OF APPROVAL

I, Robert W. Runcie, do hereby certify that each of the statements below are true:

Signature of Superintendent of School District
or Authorized Representative of Governing Body or Agency

6/28/2016
Date of Approval

SPECIAL PROGRAMS AND PROCEDURES

The district's Exceptional Student Education (ESE) Policies and Procedures (SP&P) document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

GEPA STATEMENT OF ASSURANCE

In carrying out the ***Integrated Career and Academic Network (iCAN)*** Magnet School Assistance Program, the school district believes some students may face barriers to participation due to their previous poor academic performance as well as their limited English proficiency. The following highlights the barriers and proposes the following solutions:

Barrier – A large percentage of students at the new or significantly revised ***iCAN*** magnet schools will be struggling academically and are below the proficiency score of 3. Students at a disadvantage will need to catch up to be able to perform at the same level as students transferring into the magnet school.

Schools	% of Students Achieving Proficiency in English Language Arts	% of Students Achieving Proficiency in Mathematics
New River M.S.	46%	53%
Stranahan H.S.	40%	**26%**
Olsen M.S.	34%	46%
South Broward H.S.	49%	35%
Pompano Beach M.S.	43%	41%
Blanche Ely H.S.	**29%**	**20%**

(Source: http://schoolgrades.fldoe.org/)

Solution - To ensure that these academically struggling students are able to improve their performance, students will receive high quality academic support during their personalization period. Academic support will consist of homework assistance and End of Course Exam tutoring. High quality homework help and tutoring will help students make positive gains in academic achievement.

Barrier – In BCPS there are over 181 different languages spoken by students throughout the District. Language barriers may prevent parents and students from learning about the magnet opportunity as well as applying and participating in the magnet programs. Hispanics compose the largest ethnic minority group in Broward County Public Schools.

Solution – To ensure the access of English Language Learners to ***iCAN*** schools and programming, the district will develop marketing materials and public service announcements in the major languages that are predominant throughout the district – Spanish, Haitian Creole, and Portuguese. Additionally at all events hosted to recruit students and showcase the magnet programs, district and school personnel will be available that speak these languages to ensure parents and students have a high level of understanding. The district will provide English language assistance facilitated by the Magnet Coordinators and mentors, and personnel will support and guide English Language Learners to retain these students in the middle and high school magnet programs.

Personnel at each school will be trained as mentors in the Check and Connect model. At the core of this model is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to elevate the importance of education. The mentor systematically monitors student performance as well as provides personalized, timely interventions to help students solve problems, build skills and enhance competence. The Check and Connect intervention will help reduce both stated barriers.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The School Board of Broward County, Florida

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Robert Middle Name: W.

* Last Name: Runcie Suffix:

* Title: Superintendent

* SIGNATURE: Stephanie R Pollard * DATE: 04/10/2017

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Leona		Miracola	

Address:

Street1: 600 SE Third Avenue
Street2:
City: Ft. Lauderdale
County:
State: FL: Florida
Zip Code: 33301-3125
Country: USA: UNITED STATES

Phone Number (give area code): 754-321-2070
Fax Number (give area code):

Email Address:
leona.miracola@browardschools.com

2. Novice Applicant:

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

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☒ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

2017_MSAP_Exempt_Approval_Memo.pdf Add Attachment Delete Attachment View Attachment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
PROGRAM EVALUATION

DEAN W. VAUGHAN
INSTITUTIONAL REVIEW BOARD (IRB) CHAIR

Telephone: 754-321-2500 **Facsimile: 754-321-2722**

March 30, 2017

TO: Leona Miracola,
Director, Innovative Programs

FROM: Dean W. Vaughan
Institutional Review Board (IRB) Chair

SUBJECT: **IRB PRE-APPROVAL FOR GRANT PROPOSAL – 2017 MAGNET SCHOOLS ASSISTANCE PROGRAM: iCAREER AND NETWORKING (ICAN) PROGRAM**

Staff has reviewed the grant proposal, *2017 Magnet Schools Assistance Program: iCareer and Networking (ICAN) Program* — to be submitted by Broward County Public Schools to the U.S. Department of Education. Based on the information provided, this study and its proposed methods are consistent with IRB standards as specified in Title 45 CFR 46.101(b)(1).

Upon award by the U.S. Department of Education for this project, a final review of proposed methods, instruments, and protocols will be required to ensure continuing compliance with the Federal Policy for the Protection of Human Subjects (i.e., Common Rule) at implementation. The District's IRB and Research Review Process provides guidelines and resources (http://www.broward.k12.fl.us/sar/docs/IRB.pdf) for completing this process following approval of your grant proposal.

PLEASE NOTE: All researchers and members of their team must complete the District's security clearance procedures to receive a **Security Identification Badge** before entering a Broward County Public School campus or sponsored school event, or having contact with students or staff under any circumstances.

DWV/RWC

Abstract

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

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

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

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: iCAN Abstract Final.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

Integrated Career and Academic Networks (*iCAN*) Abstract

The School Board of Broward County, FL, is the sixth largest school system in the United States serving over 271,000 K-12 students. The District has a diverse student population, with students representing 208 different countries and speaking 181 different languages. The District proposes ***iCAN***, a secondary program structured as a whole-school magnet that addresses what parents and students are looking for, a "personalized learning environment" that changes the traditional school environment, addresses the social-emotional needs of students, and prepares them for the future through integrated college and career networks. The ***iCAN*** proposal includes creating a magnet program at Olsen Middle School and significantly revising their magnet feeder high school, South Broward High School. In addition, two other magnet middle schools, New River Middle, Pompano Middle School and their magnet feeder high schools, Blanche Ely High School, and Stranahan High School will be significantly revised around the concepts and components of a personalized learning environment, targeted to prepare students for college and careers of the 21st century. In transitioning to a whole school magnet, over 7,000 additional students will have opportunity to participate in the ***iCAN*** magnet at the schools. In addition, there are over 2,000 additional seats available for students from beyond the school boundaries. The ***iCAN*** magnet will attract an applicant pool reflecting a diverse student population at each school and expand choice options to students of different social, economic, ethnic and racial backgrounds to reduce minority group isolation. Students will participate in project-based and blended learning, while developing work place and technology skills, with support from design experts such as "Big Picture Learning", a non-profit organization that has a proven track record in assisting students and schools based upon individual needs and structures. All students will have the opportunity to work collaboratively in a new Exploratorium workspace where they will work on developing highly effective soft skills, and will be mentored by network advisors representing local businesses, community organizations, post-secondary institutions, teachers, students, and parents.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** MSAP 2017 FINAL FINAL.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

2017 Magnet Schools Assistance Program (MSAP)

Project Narrative

TABLE OF CONTENTS

Competitive Preference Priorities **Page**

1 - Need for Assistance 3

(a) Costs of fully implementing the magnet schools project 15

(b) Resources available to carry out the project if funds were not provided 20

(c) Extent to which costs of the project exceed the applicant's resources 22

(d) Difficulty of carrying out plan, including the type of program and the Location 23

2 - New or Revised Magnet Schools Projects and Strength of Evidence to Support Projects ..... Attachments

3 - Selection of Students ..... Attachments

4 - Increasing Racial and Socioeconomic Diversity ..... Attachments

Selection Criteria

(a) **Desegregation** 29

(1) Effective plan to recruit students from different backgrounds to magnet schools ... 37

(2) Foster interaction among students of different backgrounds 43

(3) Ensure equal access and treatment for traditionally underrepresented 44

(4) All other desegregation strategies 47

(b) Quality of Project Design 48

(1) Improve student academic achievement for all students including in

instructional areas offered by the school 48

(2) Program operation beyond grant, including a multi-year plan, commitment of partners and broad stakeholders support 70

(3) Professional development of sufficient quality, intensity and duration to lead to improvements.....75

(4) Project is supported by strong theory.....81

(c) **Quality of Management Plan** 83

(1) Achieve objectives on time/within budget, including responsibilities, timelines, milestones 83

(2) Diversity of perspectives, including parents, teachers, business, professionals, recipients, others 105

(d) Quality of Personnel 108

(1) Project Director is qualified to manage the project, including knowledge of curriculum development and desegregation strategies.....108

(2) Other key personnel are qualified to manage the project 110

(3) Teachers are qualified to implement the special curriculum 119

(e) **Quality of Project Evaluation** 120

(1) Extent to which the methods of evaluation produce evidence of promise 124

(2) Methods include objective measures related to outcomes and produce quantitative/qualitative data.....128

(3) Costs are reasonable in relation to objectives, design, and project significance 143

2017 Magnet Schools Assistance Program (MSAP)

Integrated Career and Academic Networks (iCAN)

The School Board of Broward County, Florida

April 11, 2017

"Broward County Public Schools respects and supports the needs of all our diverse students."
–Superintendent Robert W. Runcie, Broward County Public Schools, 2017

COMPETITIVE PRIORITY 1 – NEED FOR ASSISTANCE (2 points)

Introduction – Broward County, the second largest populous and most diverse county in the State of Florida, is located on the southeast coast spanning 1,231 square miles with a racially and economically diverse population of nearly 1.9 million people. The county is made up of 31 municipalities which are divided racially and economically along a corridor of poverty concentration that begins in the Southeast corner and extends up through the center of the county and out to the northeast corner. The fastest growing subgroup in Broward County is that of economically disadvantaged students which includes students from single parent households and students from extreme poverty (HMH, 2016). Children under 18 years of age in Broward County are the most economically disadvantaged group at a poverty rate of 20% (Broward County, 2016).

Broward County Public Schools (BCPS) is the sixth largest public school system in the United States and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. The District has over 271,000 K-12 students and approximately 175,000 adult students in 238 schools, centers and technical colleges, and 99 charter schools. BCPS serves a diverse student population and is committed to equal access and treatment for all students, employees, and the general public. Students are from 208 different countries and speak 181 different languages.

The District's strategic plan, "Strengthening Paths to Success" (Appendix N), highlights three primary goals: High Quality Instruction, Continuous Improvement, and Effective Communication to provide a structure for preparing our students with 21st century skills needed to compete globally. Under the strategic plan, the District has increased effective communication through upgrading email, communication and student information system software, and by realigning District administrative departments to strongly support data-driven instruction. Additionally, the District continually celebrates great accomplishments in efforts to meet the district-wide goal of providing high quality instruction. However, a persistent obstacle in the way of achieving a high quality education for all students is the growing number of students from low-income families every year. According to the 2014 Census, 51% of children the age of 18 living below the poverty level in Broward County are Black, 25% are Hispanic (Broward.org, 2016). This group of students represent 75% of students scoring below proficiency on Florida Standardized Assessments (HMH, 2016).

The six schools selected for this project are in great need of assistance to improve academic achievement. The proficiency scores in both English Language Arts (ELA) and

Mathematics on the Florida Standards Assessment State Exam (FSA) indicate a great need for The ***Integrated Career and Academic Networks (iCAN)*** project. The strategies described in this document will increase student achievement and prepare students to enter the college or choose the career of their choice.

In our three Middle Schools, the average free and reduced lunch rate is approximately 65%. Approximately 66% of Black and Hispanic students in ***iCAN*** Middle Schools scored below proficiency on the FSA State Exam in ELA. Approximately 89% of the Students with Disabilities (SWD) in these schools scored below the proficiency level on the FSA in Broward County in ELA and approximately 87% of English Language Learners (ELL) scored below proficiency on the ELA FSA.

Our three ***iCAN*** High Schools have a similar profile. The free and reduced lunch rate averages approximately 66%. The percentage of Black and Hispanic students scoring below proficiency on the FSA in English Language Arts averaged approximately 69%, while 88% of the Students with Disabilities (SWD) scored below proficiency on the 2016 FSA. 87% of the English Language Learners (ELL) scored below proficiency on the 2016 FSA in ELA.

The proficiency levels in the three Middle Schools on the Mathematics portion of the FSA were similar to those of the ELA. The average percentage of Black and Hispanic students in the three Middle Schools scoring below proficiency in 2016 was approximately 68% on the Mathematics section of the FSA. Approximately 86% of the Students with Disabilities in these schools scored below the proficiency level on the FSA in Mathematics and approximately 88% of English Language Learners scored below proficiency in Mathematics on the 2016 FSA.

BLANCHE ELY HS

STRANAHAN HS

SOUTH BROWARD HS

POMPANO BEACH MS

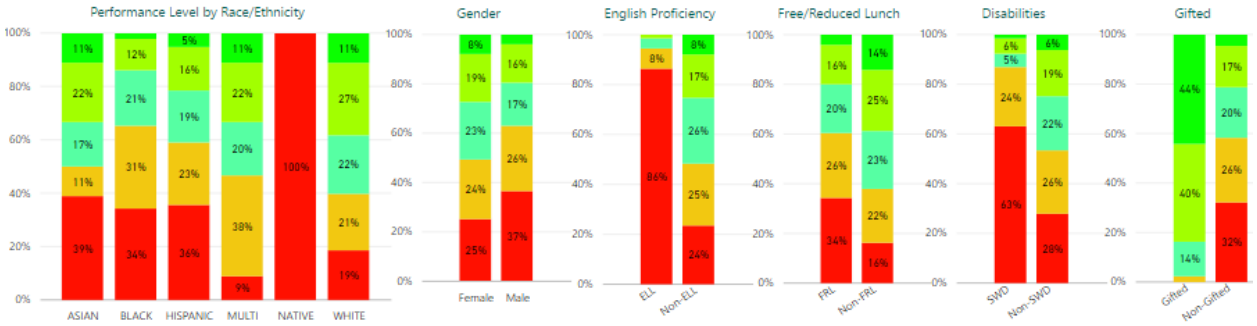
OLSEN MS

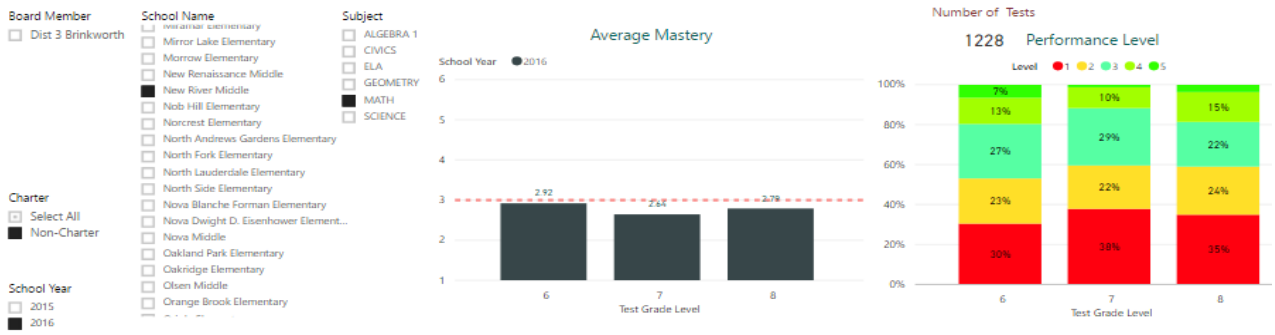
Board Member
Dist 1 Murray
School Name
Oakland Park Elementary
Oakridge Elementary
Off Campus Learning
Olsen Middle
Orange Brook Elementary
Oriole Elementary
PACE Center for Girls, Inc
Palm Cove Elementary
Palmview Elementary
Panther Run Elementary
Park Lakes Elementary
Park Ridge Elementary
Park Springs Elementary
Park Trails Elementary
Parkside Elementary
Parkway Middle
Pasadena Lakes Elementary
Pembroke Lakes Elementary
Subject
ALGEBRA 1
BIOLOGY 1
CIVICS
ELA
GEOMETRY
MATH
SCIENCE
Charter
Select All
Non-Charter
School Year
2015
2016
Average Mastery
School Year 2016
2.63
2.41
2.79
Test Grade Level
Number of Tests
620
Performance Level
Level 1 2 3 4 5
Performance Level by Race/Ethnicity
ASIAN
BLACK
HISPANIC
MULTI
NATIVE
WHITE
Gender
Female
Male
English Proficiency
ELL
Non-ELL
Free/Reduced Lunch
FRL
Non-FRL
Disabilities
SWD
Non-SWD
Gifted
Non-Gifted

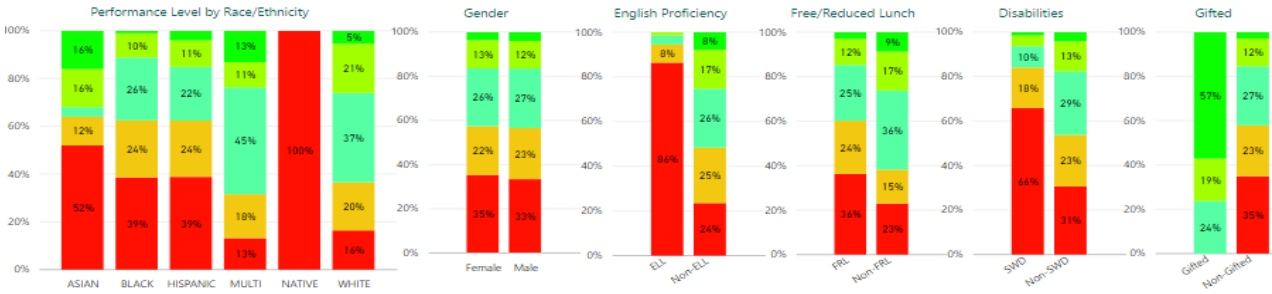
Board Member
Dist 1 Murray
School Name
Nova Dwight D. Eisenhower Element.
Nova Middle
Oakland Park Elementary
Oakridge Elementary
Olsen Middle
Orange Brook Elementary
Oriole Elementary
PACE Center for Girls, Inc
Palm Cove Elementary
Palmview Elementary
Panther Run Elementary
Park Lakes Elementary
Park Ridge Elementary
Park Springs Elementary
Park Trails Elementary
Parkside Elementary
Parkway Middle
Pasadena Lakes Elementary
Subject
ALGEBRA 1
BIOLOGY 1
CIVICS
ELA
GEOMETRY
MATH
SCIENCE
Charter
Select All
Non-Charter
School Year
2015
2016
Average Mastery
School Year 2016
2.85
2.56
3.00
Test Grade Level
Number of Tests
595
Performance Level
Level 1 2 3 4 5
Performance Level by Race/Ethnicity
ASIAN
BLACK
HISPANIC
MULTI
NATIVE
WHITE
Gender
Female
Male
English Proficiency
ELL
Non-ELL
Free/Reduced Lunch
FRL
Non-FRL
Disabilities
SWD
Non-SWD
Gifted
Non-Gifted

NEW RIVER MS

Board Member
Dist 3 Brinkworth
School Name
Morrow Elementary
New Renaissance Middle
New River Middle
Nob Hill Elementary
Norcrest Elementary
North Andrews Gardens Elementary
North Fork Elementary
North Lauderdale Elementary
North Side Elementary
Northeast High
Nova Blanche Forman Elementary
Nova Dwight D. Eisenhower Element...
Nova High
Nova Middle
Oakland Park Elementary
Oakridge Elementary
Off Campus Learning
Olsen Middle
Subject
ALGEBRA 1
CIVICS
ELA
GEOMETRY
MATH
SCIENCE
Charter
Select All
Non-Charter
School Year
2015
2016
Average Mastery
School Year 2016
3.00
2.79
2.95
Test Grade Level
Number of Tests
1392 Performance Level
Level 1 2 3 4 5
Test Grade Level


Performance Level by Race/Ethnicity
ASIAN
BLACK
HISPANIC
MULTI
NATIVE
WHITE
Gender
Female
Male
English Proficiency
ELL
Non-ELL
Free/Reduced Lunch
FRL
Non-FRL
Disabilities
SWD
Non-SWD
Gifted
Gifted
Non-Gifted


Board Member
Dist 3 Brinkworth
School Name
Mirror Lake Elementary
Morrow Elementary
New Renaissance Middle
New River Middle
Nob Hill Elementary
Norcrest Elementary
North Andrews Gardens Elementary
North Fork Elementary
North Lauderdale Elementary
North Side Elementary
Nova Blanche Forman Elementary
Nova Dwight D. Eisenhower Element...
Nova Middle
Oakland Park Elementary
Oakridge Elementary
Olsen Middle
Orange Brook Elementary
Subject
ALGEBRA 1
CIVICS
ELA
GEOMETRY
MATH
SCIENCE
Charter
Select All
Non-Charter
School Year
2015
2016
Average Mastery
School Year 2016
2.92
2.64
2.79
Test Grade Level
Number of Tests
1228 Performance Level
Level 1 2 3 4 5
Test Grade Level


Performance Level by Race/Ethnicity
ASIAN
BLACK
HISPANIC
MULTI
NATIVE
WHITE
Gender
Female
Male
English Proficiency
ELL
Non-ELL
Free/Reduced Lunch
FRL
Non-FRL
Disabilities
SWD
Non-SWD
Gifted
Gifted
Non-Gifted

All students in High School must score a passing grade in Algebra One in order to be eligible to graduate. Scores on the Algebra 1 State exam are as follows: The free and reduced lunch rate averages approximately 71%. The percentage of Black and Hispanic students scoring below proficiency on the FSA in Algebra averaged approximately 71%, while 87% of the Students with Disabilities (SWD) scored below proficiency on the 2016 FSA. 52% of the English Language Learners (ELL) scored below proficiency on the 2016 FSA in Algebra 1.

The greatest challenge is to achieve consistent, steady and sustainable District-wide improvements in teaching and learning, while closing achievement gaps. Helping low-income and racially isolated students is fundamental to achieving our mission and is central to closing the achievement gap. Broward County Public Schools recognizes the benefits of racial and economic integration in our education system. Research suggests that the race and socio-economic composition of the school matters more than the race and socio-economics of the student (Spencer, M. & Reno, R., 2009). The ***Integrated Career and Academic Networks*** (***iCAN***) grant will offer Broward County Public Schools an opportunity to leverage improvements in high quality instruction for low-income students and those in racially isolated schools.

Today, parents have a variety of educational options for their children, including private institutions, charter schools, home schooling, and virtual education. This has impacted enrollment at our middle and high schools. The chart below reflects the decrease in middle school enrollment over the past five years:

Historical Enrollment H					***Projected Enrollment P***		
Grades	2012 - 2013	2013 - 2014	2015 - 2016	2016- 2017	2017 - 2018	2018 - 2019	2019 – 2020
6-8	50,472	49,135	47,113	46,660	46,650	46,295	45,902
9-12	69,350	68496	70,468	71,029	71,251	71,568	72,386

H - Historical enrollment based on the annual benchmark day of school
P - Projected enrollment reports Demographics and Student Assignment (DSA) Department five-year enrollment forecast as of October 2016
Note: Non-boundary school enrollments are not projected

Source: BCPS Demographics and Student Assignment Department, 2016

Without unique programming and highly rigorous courses, the schools will continue to lose enrollment and fall into the re-segregation pattern of predominantly minority isolated, low socio-economic schools. Often remaining at the schools are some of the most fragile students, with fewer resources available to meet their academic needs and fewer resources available to attract back their home school community or families from beyond the school boundaries.

By 2020, 65% of jobs will require postsecondary education and training, however, 62.2% of Broward's residents over the age of 25 lack postsecondary credentials necessary to compete for these jobs. Preparing students with the education and training to fill these high-wage, high skill jobs will benefit students and industry, and will strengthen the economy in Broward County. In 2013, a local skills survey of top industry employers was conducted by Broward's Workforce Development Board. The results indicated a general lack of technical and academic skills, as well as, a lack of "soft skills," such as problem-solving, interpersonal communication,

collaboration, time management (punctuality), and customer service skills. ***iCAN*** will significantly change the traditional middle and high school model by introducing students to career networks in preparation for their future, whether it be college or career.

In alignment with the strategic plan, BCPS has focused community relations, curriculum, instruction, teaching, learning, and assessment efforts on identifying the specific needs of our highest needs learners and families. Through the combined work of a number of district-wide initiatives, BCPS has determined that the parents, students, teachers and administrators are looking for a "personalized learning environment" that changes the traditional school environment, addresses the social-emotional needs of students, and prepares them for the future through post-secondary education and careers. Among the initiatives that contributed to this finding were: the District's Reimagining Middle School and the Social and Emotional Learning Committees, the Academics Department's development of technology integration programs and 21st Century learning instructional practices, the 2010–2013 Growing STEM and 2013–2016 Sprouting STEM MSAP initiatives; creation and implementation of the Linking Education with Employment Outcomes (LEEO), and multiple technology integration projects such as the Digital 5 Pathways to Personalized Learning project. By meeting the needs of our students and families and aligning with the innovative reorganization of Florida Higher Education Institutions, the ***iCAN*** magnet will attract an applicant pool reflecting a diverse student population at each school and expand choice options to students of different, social, economic, ethical and racial backgrounds to reduce minority group isolation.

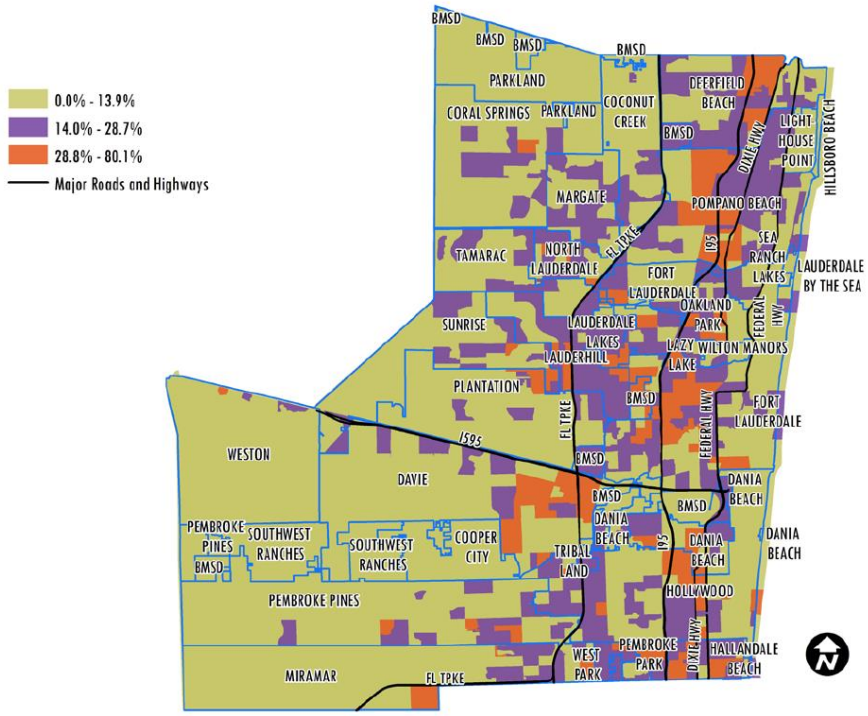
Students are the future drivers of tomorrow's global economy. It is essential to prepare them to be creative thinkers, problem solvers and innovators that will address the ever-changing

needs of our fast-paced society. ***iCAN*** will provide students with the necessary tools for success as they work on post-secondary, college and career skills.

1(a) Costs of fully implementing the magnet schools project

The ***Integrated Career and Academic Networks*** (***iCAN***) grant offers Broward County Public Schools an opportunity to leverage improvements in high quality instruction at five existing magnet schools (three high schools and two middle schools) and a new magnet middle school. ***iCAN*** will allow the diverse population of students at each school to select from a variety of college and career networks that align with their interests, talents and focus. Project-based, blended learning lessons will be instrumental in developing work-place skills. Through the utilization of technology, and with support from design experts such as "Big Picture Learning" at the high school level, and "Summit Learning" at the middle school level, students will be able to experience real-world personalized learning strategies that will prepare them for their future. The expansion to whole-school magnets and the addition of one new magnet school will extend an opportunity to 7,000 students to participate in the magnet program and offer 2,000 additional out-of-boundary seats to Broward County students.

CENSUS BLOCK GROUPS BY HOUSEHOLD POVERTY RATE



Disclaimer: The U.S. Census Bureau data from the American Community Survey are estimates used to provide population characteristics and are not official counts as provided by the decennial censuses.

Source: Broward by the numbers, October 2016, No. 2016-03

The expansion to whole-school magnet programs and the addition of one new magnet school will cost $14,750,000 over five years, approximately $1,340 per student. The total cost of implementing and developing the ***iCAN*** magnet program is necessary to (1) create high-rigor, personalized instructional models, (2) provide staff development that ensures teachers are highly qualified to meet the needs of all students, (3) engage students in authentic experiences, such as project-based learning, personalized learning, and theme related summer programs and field trips, outside the classroom, and (4) provide students with the opportunity to connect through real world

experiences, such as mentorships, internships and academic or career-focused competitions and events. The $14,750,000 projected cost of ***iCAN*** over a five-year period exceeds the schools' and District's current available funds. Therefore, the District seeks MSAP funding to develop the ***iCAN*** program.

Funds are needed to provide the following positions: (1) a District Grant Coordinator who will monitor and track the goals and objectives of the project, (2) six Career Advisors, (3) six Curriculum Advisors, (4) one school-based Magnet Coordinator, (5) one Budget Support Specialist, (6) one Bookkeeper, and (7) one Micro-Computer Technology Specialist. Additionally, grant funds will: (1) provide contractual services with Big Picture Learning, Metis Associates to conduct an independent evaluation, (2) support from consultants, (3) professional development for the six schools, (4) student activities, and (5) equipment and supplies to support theme implementation in each school. These funding requests are reasonable and essential to the proper implementation of ***iCAN.*** However, these costs are only a portion of the overall funding of the project.

BCPS is providing the following in-kind services to the schools: (1) Personnel – 5% of the Superintendent, 8% of the Chief Portfolio Services Officer, 40% of the Innovative Program Director's time to oversee the entire MSAP project as the Project Director, 30% of the Innovative Programs Marketing Specialist to assist with marketing and promotion of the programs, 100% of the school site Magnet Coordinators (two each at Stranahan HS and Blanche Ely HS and one at South Broward HS, and one each at Pompano MS and New River MS) and the support of all principals and school-level teachers at each magnet school to fully implement the program; (2) Equipment, Supplies and Materials – all existing furniture, materials and

supplies (e.g. textbooks, reference books, library materials, computers, and software) and instructional supplies; (3) Transportation – for students living outside the school boundary and students living within the boundary and greater than two miles from the school to attend the program and daily activity buses for the high school students to participate in extracurricular activities not aligned with ***iCAN*** magnet program, after school events, competitions, sports, clubs/organizations and other magnet-related events at the high schools.

Starting up the ***iCAN*** magnet program will require an initial investment in District and school personnel. Additional investments at the school level include professional development, equipment, supplies and materials, student activities and consultants to redesign/develop, implement and firmly establish high-rigor personalized learning models at each of the six schools. School-based personnel funding will provide for one Career Advisor and one Curriculum Advisor at each school, one Magnet Coordinator at the new magnet school, stipends and substitutes for participation in professional development activities, and funding to pay teachers to write interdisciplinary curriculum aligned with project-based learning and authentic assessments. The Career Advisor and the Curriculum Advisor at each of the magnet schools will be responsible for integrating career and academic network courses with personalized learning authentic experiences and supporting teachers with the application of research-based social-emotional strategies. District-level personnel funding will provide for one District-level Magnet Coordinator to manage the administration of the ***iCAN*** magnet programs, one Budget Support Specialist to manage the ***iCAN*** magnet budget, one Clerical staff to support District administration of the grant and one Micro-Computer Tech Specialist to support the schools with implementation of additional computer labs, software programs, and technology-based instruction.

Professional development activities will equip teachers with the expertise to implement project-based learning in core and extra-curricular courses, create and implement interdisciplinary curriculum, gain knowledge about current industry developments and practices, develop interdisciplinary curriculum to enhance students' personalized learning experiences, and support all students with research-based relationship, problem-solving, and conflict-resolution skills. A selection of teachers will participate in off-site professional development at industry partner organizations and will attend a national conference about the innovative redesign of middle and high schools.

Equipment, materials and supplies funded through the ***iCAN*** magnet program will support the expansion of existing career-technical laboratories to support whole-school programming, the creation of *Exploratoriums* at each school outfitted with technology and collaborative furniture, teacher materials and supplies for teaching, learning and assessing, instructional materials, Professional Career Certification materials, classroom technology, and other theme-related resources. Student activities related to their chosen career or academic network include academic competitions, summer programs, project-based showcases, field trips to partnering organizations, and weekly transportation to and from partnering schools. Contractual funds will cover the cost of hiring consultants from *Big Picture Learning* to conduct school-based surveys and guidance, independent evaluation services from Metis Associates, as well as hiring industry professionals to train teachers on-site and support the Career and Curriculum Advisors with program implementation.

1(b) Resources available to carry out the project if funds were not provided

If BCPS is awarded funding to implement the ***iCAN*** magnet program, the District will sustain personnel, transportation, equipment, supplies and materials, student activities and necessary professional development at all six schools. Currently, five of the six schools have existing magnet programs that are sustained through three funding sources: general funds, capital funds, and federal funds for career-technical programs. In-kind funding is provided by BCPS general funds to cover the costs of transportation, Magnet Coordinators at each school, student activities, materials and supplies, and equipment. District staff will collaborate closely with BCPS Career-Technical staff to design proposals for Carl Perkins Funds for Career-Technical network themes and capital funding will be allocated to each of the six magnet schools every three to five years to sustain existing programs. Furthermore, the three middle schools proposed for the ***iCAN*** magnet program are Title 1 schools, and therefore qualify for Title 1 funding.

If left unfunded, the existing magnet schools will continue to offer program-within-a-school magnet programs to students in the three high schools and two middle schools. A thematic pathway from two out of the six Sprouting STEM elementary schools will be available to eligible students for the program-within-a-school middle and high magnet programs in the Central and North area of the county. Without funding, the District will continue to provide digital integration professional development into core classes, encouraging early adopters to explore project-based learning, and allowing schools to use current funding streams to support the integration of teacher-created social-emotional lessons.

On November 5, 2014, The School Board of Broward County, FL and Superintendent Robert W. Runcie announced the approval of a General Obligation Bond. The bond provides critically needed funding for Broward's students by focusing on improvements in safety and security, repairs and renovations, technology, and technology infrastructure. These funds have already been committed to specific renovations and technology upgrades. This funding will leverage resources so that implemented ***iCAN*** magnet programs can be sustained once the grant funds end.

BCPS has historically supported magnet schools' operating costs through local funds. This has included personnel, transportation and unique program needs. While K-12 funding has increased slightly in the last few years, per pupil spending for 2016-2017 is barely higher than 2007-2008 levels (FLDOE, 2017; FLDOE, 2008). Additionally, over the past eight years in Florida, capital budgets have been reduced by $4.6 billion, enrollment has increased by over 170,000 students, and inflation has risen by more than 15.6% (USA Today, 2017). In 2013, Florida was among the 10 states that spent the least funding on education per students (Herald Tribune, 2015). According to the U.S. Census Bureau (2010), Florida ranked 48th in state education funding. Florida is not keeping up with the cost of educating its students. Low levels of funding affect magnet programs in the District, yet the District is not eliminating any programs or transportation.

Although the District is providing ongoing support for established magnet programs out of local funds, the costs of implementing the proposed magnet schools are higher than what the District can provide. Implementation of Florida's Class Size Reduction (CSR) state statute, Section 1003.03, Florida Statutes (Appendix A), has also impacted the District's budget. In the

2010-2011 school year, the state mandated that schools had to meet class size period-by-period, class-by-class in all core academic subjects. Non-compliance with CSR requirements jeopardizes basic state funding to District schools. As a large urban District, funding for BCPS has been impacted by the requirements of hiring additional teachers and adding classrooms each year in order to meet the state-mandated class size law. We are currently spending $5.7 million on 'Critical Needs Positions' to bring more schools into period-by-period compliance; 49 positions were rolled out during 2015-2016. Fifty-five additional positions/additional periods were approved this year.

Existing funding is not sufficient to create a new magnet program at Olsen Middle School, or to significantly revise the proposed magnet programs. Expanding current magnet themes to whole school and structure existing courses into career and college networks embedded in a personalized learning environment is a costly endeavor. Initial start-up funding is necessary to meet the diversity and academic achievement objectives of the program and to leverage the District's existing efforts to make personalized learning aligned with post-secondary educational institutions and professional industries a reality for students across the county.

1(c) Extent to which costs of the project exceed the applicant's resources

Initiating significantly revised magnet programs and one new magnet program within fragile communities is dependent, in large part, on federal assistance to support costs for equipment, curriculum development, personnel, and essential professional development for teachers. If funded, the start-up costs associated with implementing these six new programs would constitute 38% of the schools' budget allocations. The district is requesting approximately $14.7 million in

MSAP funding. Funds are needed to provide the following positions: 1) MSAP District Grant Coordinator 2) six Career Advisors 3) six Curriculum Advisors 4) Budget Support Specialist 5) Micro-Computer Technology Specialist 6) Secretary. Additionally, grant funds will provide: 1) Development of network curricula, 2) Professional development for the six schools, 3) Equipment and supplies to support theme implementation in each school, 4) Support from Consultants. These funding requests are reasonable and essential for the proper implementation of ***iCAN.***

The support provided by the District and the MSAP grant will build capacity within the schools and will help staff focus their time on instruction and student achievement. As in past MSAP funding cycles, the District will maintain programs with local support after the grant period ends. The District is committed to this magnet school project and will make available as many resources as possible.

1(d) Difficulty of carrying out plan, including the type of program and the location

The purpose of the ***iCAN*** magnet program is to attract an applicant pool to fill 2,000 available seats, expand magnet opportunities to over 7,000 in-boundary students, and enhance the educational experience of about 1,800 students currently enrolled in the schools. The result will be a student population at each school that reflects the diversity of Broward County and to expand choice options to students of different social, economic, ethical and racial backgrounds to reduce minority-group isolation. Nevertheless, the costs of fully implementing ***iCAN*** far exceed the District's current resources and it would be difficult to carry out without the support of the MSAP grant. The ***iCAN*** project will impact 498 teachers and over 11,000 students. Changing the

reputations of these schools requires a long-term commitment on the part of the District.

Additionally, successfully implementing personalized learning environments structured around career and college networks will require significant curricular and operational modifications at these schools. High quality staff and professional development are needed to expose students to highly effective social-emotional skills, mentorships, summer programming, as well as, industry certifications and advanced credits. Creating a unique collaborative articulation between the middle and high schools will require significant resources and time.

All targeted schools have a higher percentage of students of low socioeconomic status than the District's average. The majority of these schools are minority isolated. This project requires specialized additional staff, substantial professional development, revised curricula, instructional materials, and thematic enhancements. It will take all the resources that have been requested to give students the enriched, high quality education they deserve and to create a high achieving school climate that will attract students from different socioeconomic backgrounds to attend these schools. In addition to the redesigned curriculum, places for student to explore and work will come to life with the creation of Exploratorium labs. These are 21st century spaces with materials, resources, supplies, and furniture to encourage students to collaborate, build and design, at each ***iCAN*** school.

An investment in professional development for teachers and school leaders, curriculum development, coaching, mentoring, upgraded equipment, and new supplies and materials, are all needed for these schools to become competitive and attractive alternatives for families. Parents have to be confident that schools have been transformed, that the quality of teaching is at the

highest level, and that the schools have programs that will enrich the education of their children. The MSAP grant will make these a reality.

COMPETITIVE PRIORITY 2 – New or Revised Magnet Schools Projects and Strength of Evidence to Support Projects (3 points)

The Secretary determines the extent to which the applicant proposes to carry out a new evidence-based magnet school program or significantly revise an existing magnet school program using evidence-based methods and practices, as available, or replicate an existing magnet school program that has a demonstrated record of success ***in increasing student academic achievement and reducing isolation of minority groups****.*

Table included in the Other Attachments section.

COMPETITIVE PRIORITY 3 – SELECTION OF STUDENTS (2 points)

The Secretary determines the extent to which applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

Tables are included in the Other Attachments section.

COMPETITIVE PRIORITY 4 – INCREASING RACIAL AND SOCIOECONOMIC DIVERSITY (4 points)

The Secretary determines the extent to which the applicant proposes to increase integration by taking into account socio-economic diversity in designing and implementing magnet school programs.

On April 14, 2016, the governor of Florida signed into law House Bill 7029 (Section 1002.31, F.S., 2015) (Appendix B). This law allows for inter-district collaboration and expands the existing public school choice programs. Taking effect during the 2017-2018 school year, this law indicates that:

- Each district school board or charter school must allow a parent from any school district in the state, whose child is not subject to current expulsions or suspension, to enroll in any public school/charter school that has not reached student enrollment capacity, as defined by state statute and the State Constitution.
- Each school district or charter school shall accept a student through the school's open enrollment process, reporting the student for purposes of the district/charter school funding.
- A school district/charter school may provide transportation to the student.

Prior to House Bill 7029 becoming law, Broward County Public Schools (BCPS) implemented the practice of allowing students from other districts to apply and enroll in our magnet schools (and other choice programs) where there were seats available. BCPS will continue to collaborate with districts in the state of Florida to implement House Bill 7029. Parents who work in Broward County but live within another school district have the opportunity to enroll their students in magnet schools. Inter-district choice increases racial and socio-economic integration at these schools and provides students with rigorous programs that focus on their personal interests.

From the Everglades (West) to the ocean (East), parents can choose to have their children attend a magnet school that brings them into a diverse environment that prepares them for their future within a global community. The choice program provides mutually beneficial options for parents, students, and districts. Beyond budgets and chasing better academic offerings, there are intangible benefits to inter-district school choice. Increased diversity and more accepting school climates have been attributed to inter-district school choice programs (Stewart, 2011; Finnigan and Scarbrough, 2013).

Racial integration remains an extremely important goal if we want our schools to produce tolerant adults and good citizens. But the social science research going back to the Coleman Report in the 1960s has consistently found, that the single most important factor driving school quality is the socio-economic status of the student body (Kahlenberg, 2001). Economic integration through whole-school magnet schools may require heavy lifting politically, but the concept of socioeconomic integration is profoundly American. The notion of the "common school," in which everyone comes together and learns what it means to be an American, to live in a democracy, resonates with people. If we want to make good on our promise of education as an engine for social mobility, we may not have any other choice (Kahlenberg, 2001). Today, 69 school districts, educating over 3.5 million students, have integration plans based on socioeconomic status (Kahlenberg, 2009b).

Broward County Public Schools recognizes the benefits of racial and economic integration in our education system. The majority of students qualifying for Free or Reduced Lunch (FRL) attend schools situated along a corridor of poverty concentration that begins in the south-east corner of Broward County, extends up through the center of the county and out to the northeast

corner. Along this corridor are fifteen municipalities, 52% of the total number of cities in Broward, with FRL rates above 70%. The FRL rate in Broward County has increased by 9% in seven years (Kids Count, 2017). Overall, nearly half of Broward County's public school students attend a high poverty school, FRL 70% or above, exceeding the national average of public school students attending a school in isolated poverty by approximately 25% (USDOE, 2012). Children under 18 years of age are the most economically disadvantaged group in Broward County and represent 75% of students scoring below proficiency in reading and math (HMH, 2016).

By contrast, 13% of public school students attend a high-SES school, 30% FRL and below, most of which are located in the west and north-western regions of the county. The remaining 42% of students attend public school with FRL rates ranging from 30% – 70%. The large urban geographic and population size of Broward County, as well as the great amount of diversity represented, puts a high demand on District Administration to bridge cultural and SES gaps within our county line. Providing parents and students with school choice options through the development of high attractive themes such as the proposed ***iCAN*** Magnet Program is an effective strategy to combat both racial and socio-economic isolation across the District.

Research suggests that the race and socioeconomic status (SES) of the school matter more than the race and SES of the student (Spencer, M. & Reno, R., 2009). Educational research also suggests that the basic damage inflicted by segregated education comes, not from racial concentration, but from the concentration of children from poor families (Orfield, 2013). SBBC is committed to providing quality educational opportunities for all students regardless of background characteristics or socioeconomic status by providing each student an educational environment that enhances the individual's educational success. SBBC is also committed to encouraging all parents

to play an active role in their children's education and to increasing the educational options available to parents and students in the public schools. School Board Policy 5004.1 – School Choice, will ensure equity and access for all students who participate in the ***iCAN*** magnet schools.

Another avenue to address SES, promote diversity and integration is through BCPS' boundary process. The District considers the impact of diversity when undergoing boundary changes. One of the leading questions is whether the proposed boundary change would affect any demographic population significantly (+/- 5%). The integrity of each impacted neighborhood is also considered as well as changes to the feeder patterns.

By meeting the needs of our students and families and aligning with the innovative reorganization of Florida Higher Education Institutions, the ***iCAN*** magnet will attract an applicant pool reflecting a diverse student population at each school and expand choice options to students of different, social, economic, ethical and racial backgrounds to reduce minority group isolation. The ***iCAN*** magnet program will support the start-up and implementation of specialized curricula designed to strengthen school-engagement of struggling learners while also providing a highly rigorous curriculum to attract and retain high achievers resulting in a diverse group of students at each of the six secondary schools.

(a) DESEGREGATION (30 points)

The District Voluntary Desegregation Plan – Historical Background

Broward County Public Schools (BCPS) has been pursuing desegregation efforts for the past 50 years when it responded to the United States District Court by implementing a

comprehensive plan to establish a unitary school system. In 1971, following a review of the District's plan, the court accepted the plan, but retained jurisdiction until 1979. In 1983, a suit alleging the school system had made decisions in a discriminatory manner on the basis of race was resolved through a settlement and an order entered by the District Court. In March of 1996, in response to a federal civil rights lawsuit filed four years earlier, the District Court declared BCPS to be a unitary school district. This order came in the second year of the 1995-1998 MSAP supported magnet program and changed the District's status from "court ordered" to "voluntary" under the definition contained in the MSAP legislation.

When the District operated under a court-ordered plan, several methods were used to achieve desegregation in schools, including a race-based student reassignment policy, bussing to achieve racial balance, and magnet programs. Once the District was declared unitary in 1996, it began a review of all its policies with assistance of the Washington, D.C. law firm of Hogan & Hartson. Bussing for racial balance was terminated and reassignment policies were rewritten to eliminate race-based decision-making. The magnet policy and Major System Priorities were revised from a desegregation focus to a diversity focus. These revisions were made to ensure that the use of race in making decisions was narrowly tailored in accordance with federal civil rights laws.

Currently, the updated School Board Policy 5004.1 - School Choice (Appendix C), adopted on December 15, 2009, and amended on October 18, 2016, serves as the District's voluntary desegregation plan. The School Board of Broward County, Florida's (SBBC) legal counsel has reviewed this policy and has determined it is satisfactory since it:

1) includes race-neutral alternatives to determining magnet assignment;

2) provides flexibility and waivers to the use of race;

3) is subject to periodic review; and,

4) takes into consideration the burden placed on students of all races.

Magnet programs have been operating successfully using this new voluntary policy. SBBC is committed to providing settings for education that promote understanding of diversity, tolerance and fair play, so that the positive tenets of a democratic society are reinforced by what students experience in schools. School Board Policy 4001.1- Non-Discrimination (Appendix D), supports an environment free of discrimination and harassment based upon age, race, color, disability, gender identity, gender expression, marital status, national origin, sex or sexual orientation. BCPS defines diversity as "a broad concept that includes gender, race, ethnicity, socioeconomic back ground, linguistic differences, exceptional abilities, sexual orientation, gender identity, and expressions, variations of talents and abilities, and special needs" (BCPS, 2016). Broward County is one of the most diverse counties in the nation. Approved by The School Board of Broward County, FL in August 1999, the Human Relations Councils were established in October 1999 in all secondary schools and centers. The HRC's have become key mechanisms for the training of students and staff in diversity sensitivity and cultural competence and afford students an opportunity to foster greater intercultural relations and understanding.

Every year, the District gathers data on the diversity breakdown of the student body. The table below summarizes the demographic characteristics of Broward County Public School students for 2016- 2017:

DIVERSITY BREAKDOWN- 2016-17		
	Number	Percent
White	138,954	51.3%
Black	109,427	40.4%
Asian	10,169	3.8%
Native American/Native Alaskan	2,383	0.9%
Native Hawaiian/Pacific Islander	523	0.2%
Multi-racial	9,649	3.6%
Ethnically Hispanic	89,073	32.9%
ELL	33,378	12.3%
ESE	34,051	12.6%
FRL	171,752	63.4%
Male	139,684	51.5%
Female	131,421	48.5%

Overview and History of Magnet Programs

BCPS is a nationally recognized leader in the quality and diversity of education we offer students. Magnet Programs offer educational choices in BCPS. While similar courses and programs may be available in comprehensive schools, magnet programs attract students by offering unique opportunities for in-depth experiences and study in specific areas of interest. Each magnet program emphasizes a specialized theme. Our goals are to create educational interests, celebrate cultural and ethnic diversity and foster student achievement. Since 2007, the District has been a recipient of 3 MSAP grants and has successfully implemented new programs

in 16 schools. Enrollment has increased and minority group isolation has decreased with the help of these grants. The District has sustained these programs once the grant funds have ended.

The ***Integrated Career and Academic Networking*** (***iCAN***) grant offers Broward County Public Schools (BCPS) an opportunity to leverage improvements in high quality instruction for low social-economic students and those in racially isolated schools by attracting a diverse group of students through a strategic enhancement of 5 existing schools within a school magnet programs to whole-school magnet programs and the creation of one new middle school magnet program.

The overall purposes of the six ***iCAN*** magnet schools are to:

1) reduce and eliminate minority group isolation and increase socioeconomic integration;
2) provide participating students an opportunity to increase student academic achievement standards as well as intricate participation in a career and academic network that will focus on specific areas of interest for college and career success;
3) provide students who are in the feeder pattern for the high schools with the opportunity to attend a highly rigorous and creative program; and,
4) increase the capacity of ***iCAN*** schools to continue operating the magnet programs at a high-performance level after federal funding ends.

Selecting schools to ensure representation by all groups, including those previously under-represented, involves many components, among which, is the selection of a magnet theme. It is critical to select a magnet program that would be of high interest to students, families, and the community. Staff reviewed a variety of magnet theme options from parents, students, and community leaders and provided background to the school leaders to determine how to best

serve the needs of **all** students. For a new magnet program, the level of interest by school site leadership to participate in a magnet program is also taken into consideration. Facilities and Construction Management staff review school facilities to ensure alignment with Florida's Class Size Mandate. The ***iCAN*** Magnet Schools were effectively identified through a comprehensive study of the data and by a demographic review provided by the Demographics and Student Assignment department. The ***iCAN*** magnet project has the full support of parents, business partners, and the communities of each school.

iCAN will allow the diverse population of students at each school to collaborate on project-based, blended learning lessons and to develop work-place skills and utilization of technology, with support from design experts such as "Big Picture Learning" at the high school level and "Summit Learning" at the middle school level. The expansion to whole-school magnets and the addition of one new magnet school will extend an opportunity to over 7,000 students to participate in the magnet program and offer 2,000 additional out-of-boundary seats to Broward County students.

The District's plan for ***iCAN*** begins with the need to provide an effective matriculation plan for the three middle magnet schools, Pompano Beach, Olsen, and New River Middle Schools, into Blanche Ely, South Broward and Stranahan High Schools respectively. There has been tremendous interest in college and career networking as well as in entrepreneurship and business initiatives by parents, teachers, communities and business stakeholders. We have listened to the request to expand and grow these magnet themes to benefit students and the community at large.

The massive change enabled by technology has propelled rapid growth in the District's economy; however, this change did not come without unintended costs. As the education system has struggled to keep pace with any meaningful change, a generation of young people is entering the workforce without the specific skills needed to gain employment and perform as productive employees. Global corporations are struggling to find a workforce with the required technical skills and are unlikely to even interview candidates who cannot demonstrate the requisite skills on their resume. There are over 1.5 million available jobs in the U.S. requiring technical skills that youth cannot demonstrate as they attempt to enter the workforce. Companies with employees that possess entrepreneurial characteristics have a financial track record that significantly outperforms their competitors. Collaborating with ***iCAN*** will offer a blended program that will aspire to meet the needs of the company and the unique goals of the students.

While the world of work is much more dependent on skills such as collaboration, communications, and conflict resolution, our youth are becoming more withdrawn, are not likely to enjoy working together, and generally prefer to choose a digital relationship than a personal one. Unfortunately, the problem is getting worse, not better, and the time for action is now. As global competition and the pace of change in industry increases, education is struggling to meet the demand for skills such as collaboration, self-motivation, leadership, creative and critical thinking, and advanced technical skills. Critical to meeting economic outcomes and producing a 21st Century workforce, the ***iCAN*** culture represents a transformation of thinkers, creators and processors of information who are entrepreneurs with professional certifications. ***iCAN*** will significantly change the traditional middle and high school education model by engaging industry in the integration of academic, technical, and employability skills with more

meaningful, affective skills, project-based communication, and collaborative skills. Industry certifications and personalized learning will move students toward graduation requirements and lead them to post-secondary Associate and Bachelor degrees.

The District's strategic plan, *Strengthening Paths to Success* (Appendix F), highlights three primary goals: High Quality Instruction, Continuous Improvement, and Effective Communication to provide a structure for preparing our students with 21st century skills needed to compete globally. Under the strategic plan, the District has increased effective communication through upgrading email, communication and student information system software, focusing marketing efforts on the county-wide community to successfully obtain an $800 million bond referendum, and by realigning District administrative departments to strongly support data-driven instruction. However, a persistent obstacle in the way of achieving a high quality education for all students is the growing number of students from low-income families every year. Our greatest challenge is to achieve consistent, steady and sustainable District-wide improvements in teaching and learning, while closing achievement gaps. Helping low-income and racially isolated students is fundamental to achieving our mission and is central to closing the achievement gap.

Innovative Programs Design/Support and the Demographics & Student Assignments District department staff, reviewed enrollment trends and geographic areas served by schools. The identified feeder schools meet the priority needs criteria, as well as the need for increased rigor in a markedly creative magnet program that would attract and retain students at the schools. ***iCAN*** is organized around a comprehensive plan that focuses all efforts on narrowing the ethnic and racial achievement gap and raising student achievement through the implementation of

personalized learning, mentorships, business and industry internships and project-based instruction. These schools will transition to a whole school magnet program where each student can participate in a theme that will enhance their college and career networking opportunities.

(a)(1) Effective plan to recruit students from different backgrounds to magnet schools

Broward's approach to marketing magnet programs has been refined over the last two decades and represents the benchmark for many other districts. Districts throughout the nation have requested best practices in marketing Broward's magnet programs and have replicated the strategies. Our target market includes all residents of Broward County; yet, a heightened focus occurs on K-12 grade students and their parents. Because we want to reach families from all socioeconomic backgrounds, materials are designed to resonate with each target audience. Broward students live and learn among an increasingly diverse population. They relate to other students and teachers who are of a variety of racial and ethnic backgrounds as well as to those who are English language learners and therefore are developing global awareness skills that will better prepare them for success in higher education. These abilities are a critical link to good jobs and careers and will help create a society of creative individuals who are constantly inventing new possibilities for themselves and their communities (Resnick, 2016).

The Innovative Programs Design/Support Department coordinates all public relations, marketing, and recruitment efforts to disseminate magnet program information, develop positive relationships among stakeholders, and establish two-way communication between stakeholders and the District. A full-time Marketing Specialist, who is part of the Innovative Programs Design/Support team, interacts with business representatives, public officials, parents, students,

and other members of the community to implement comprehensive public relations, marketing and recruitment plans. The Specialist works with the BCPS Communication & Marketing Office interacting with the news media to provide information about the mission, the relevant issues and opportunities regarding magnet school programs.

The Marketing Specialist will reach out to families, with a concerted effort to recruit students from underrepresented populations, through an integrated marketing plan utilizing online and offline communication tools. ***iCAN*** marketing, communication and outreach will be built upon successful strategies employed by the District's leading magnet programs. Strategic efforts will be used to enter the parents' world to transmit and share vital information regarding the new magnet programs. Families will be invited to partner with the schools via a series of virtual and face-to-face activities and seminars that will help them understand how to navigate the intricacies related to all the aspects of transitioning to post-secondary education and careers. Parents will also be informed of their student's progress within their personalized learning process. Tailoring learning for each student's strengths, needs and interests–including enabling student voice and choice in what, how, when and where they learn–to provide flexibility and supports to ensure mastery of the highest standards possible (iNACOL, 2017).

Marketing strategies will include communication with families from different socioeconomic, ethnic, racial and linguistic backgrounds. Through the assistance of the District's Bilingual/English for Speakers of Other Languages (ESOL) Department, the BCPS website is also translated from English to more than 100 languages, making information available and meeting the needs of the community who speak these languages. For families that do not have internet or computers, and to English language learner (ELL) communities that do not speak

English, hardcopy marketing materials and magnet applications are made available in the three most spoken languages in the District, Spanish, Haitian Creole and Portuguese.

The Marketing Specialist, who is part of the District team, will plan and coordinate all phases of marketing and recruitment for the ***iCAN*** schools project roll out with assistance from the District Public Information Office, Legislative and Government Affairs, and school representatives. The goals of the marketing plan are: to promote the new magnet schools and the benefits of the program to the community; to reduce minority group and socioeconomic isolation; to increase diversity; and, to effectively provide information to parents whose children attend low-performing schools.

The objectives of the ***iCAN*** magnet schools' marketing plan are to: 1) introduce the new magnet theme to the entire District and promote the new magnet school programs; 2) distinguish the ***iCAN*** – entrepreneurship and business from other magnet school programs in the District; 3) create an engaging marketing message that highlights the benefits of attendance at the new ***iCAN*** schools; 4) develop broad community interest for the programs; 5) schedule presentations at ESOL parent meetings with interpreters that speak the native languages of the ELL families, and distribute materials and brochures in multiple languages; 6) encourage community involvement and feedback from parents, students, teachers, and community leaders regarding these schools; 7) attend Title 1 public meetings; 8) distribute information and applications to all public schools in Broward, guidance counselors, parents and students in the District; 9) post magnet information on the District website and arrange presentations for staff, parents and students at all schools, including those that are over-subscribed; 10) conduct specialized recruitment to ensure a diverse

applicant pool; 11) maintain public awareness level through an ongoing marketing campaign; and, 12) monitor applicant data and revise recruitment plan, as appropriate.

Because a large percentage of our market is wired to the digital age, the District strives to engage the community at every level – online and offline. There is a multi-faceted approach to reach the large digitally-connected market; however, there is still a significant percentage of families without internet connection who receive information through public service announcements and neighborhood communications. The District leverages social media and word of mouth for marketing using platforms such as Twitter and Facebook. These platforms are widely used by stakeholders in Broward's demographic market. Announcements are sent via regular tweets and updates to our website. Leveraging mobile marketing communication, text messages and email are sent to those who have expressed interest in magnet programs. Email lists have been segmented so that communication is conveyed appropriately to media and parents.

The District's Innovative Program Design/Support, Public Information Office, and Demographics and Student Assignment Departments have collaborated to create a "School Choice" user-friendly website. Incorporating feedback from parents, students, school staff, and District stakeholders, the website was revamped to provide an easy-to-understand application process. Training is offered to school guidance counselors, principals, magnet coordinators, and other school staff that interact with parents and students to increase success of the magnet application submission. Application "Help Sessions" are made available to parents to provide personal support and assistance in completing magnet applications. Outreach and community presentations delivered by Innovative Programs staff also occur at parent and student events.

A two-phased recruitment plan reaches all students regardless of race, gender, linguistic or socioeconomic status, and promotes diversity through targeted recruitment efforts over a five-year period.

Phase One: Mass Awareness Campaign to Establish Diverse Applicant Pool (November - January)

Phase One marketing will communicate programs that are available throughout the District on a broad scale to all Broward County incoming sixth, and eighth grade parents, students and schools. Activities will include but are not limited to:

- meeting with District and school-based staff to share information about the magnet programs;
- hosting magnet zone fairs for parents, students, and the community;
- distributing professionally designed brochures and applications through all District elementary and middle schools and within the District's administrative offices, and community businesses, such as, libraries, governmental agencies, youth agencies, and after school care centers;
- creating a video to showcase the program;
- submitting news releases to regional electronic and print media;
- alerting families through robo-calls, text messages, and e-blasts; and,
- using social media to engage a digital audience.

Phase Two: Targeted Recruitment

At the end of January 2018, and in accordance with SB Policy 5004.1 – School Choice, the Marketing Specialist will analyze the applicant pool to evaluate how well it reflects the District's diversity with response to socioeconomic, gender, geographic, linguistic, and special-needs criteria. If any identifiable group is under-represented, the District will implement a "Phase Two Marketing" to reach under-represented populations. During Phase Two, marketing consists of targeted recruitment to ensure a culturally, academically, and diverse applicant pool. Strategies and activities are based on data provided by the Demographics and Student Assignment department to ensure maximum reach. Marketing campaigns and messages may be modified and delivered to address the needs and wants of diverse families. New collateral materials are translated in the top three most spoken languages (Spanish, Haitian-Creole and Portuguese) and translators and bilingual employees are on staff to speak with families at community and marketing events. To ensure multilingual communities are contacted successfully, communication methods and tools are evaluated to ensure marketing reaches each diverse group.

A marketing survey completed by parents is analyzed to determine their preferred method of communication. Based on parental responses, communication methods are realigned. The District will conduct targeted recruitment for under-represented groups that will include but not be limited to:

- direct mailings and text messages to targeted incoming sixth and eighth graders and families, at schools in over-subscribed areas,
- submitting news releases to electronic and print media targeted at publications that

serve the multi-ethnic, multicultural population and suburbs with large concentrations of diverse students,

- niche marketing and advertising based on the under-represented group,
- robo-calls to invite parents to apply to the magnet schools, and,
- create signage with "*It's not too late to apply*" and post in targeted county areas.

(a)(2) Foster interaction among students of different backgrounds

The design of ***iCAN*** magnet schools project will foster interaction through constructed group learning activities among diverse groups of students. These activities will cultivate students' academic and social growth, while sustained exposure to the rigorous curriculum will help close the achievement gap. The business entrepreneurship partnerships, with professionals of diverse backgrounds, will allow for differences in the skills and learning styles that students bring to the classroom to flourish. Role models will also be introduced via the mentorship program. Through an inquiry-based approach to teaching and learning, students will have opportunities to:

- work cooperatively with peers from a variety of cultures and ability levels, recognizing and respecting individual talents, strengths, learning, and work styles;
- organize cooperative groups in order to solve problems, reflect and compare findings with others, interpret data and make observations while completing a project; and,
- demonstrate responsible leadership and teamwork within work groups.

iCAN magnet schools will ensure that curricula, instructional materials, and realia (objects used as teaching tools) meet individual learning needs and reflect the diversity of the

student population. The program will establish communities of continuous learning where teachers and students actively collaborate in the teaching and learning process. Cultural pride, self-acceptance, and equity will be promoted through use of District curriculum guides such as *African-Americans: Journey through Time Manual; Hispanics Americans: Many Cultures One Voice; Women's Contribution to the United States: Honoring the Past and Challenging the Future; Haitian Culture Curriculum; and, History of the Holocaust.* These resources will help establish a classroom in which all students prize the contributions of every individual, and high-level instruction is standard for all learners.

iCAN magnet schools will make available activities outside the classroom that promote student interaction. Planned extracurricular offerings at each school will encompass a wide range of interests. These activities will enhance student exposure to diverse areas of personal interest and growth. Participation in these hands-on activities supports high academic performance and provides meaningful involvement for all students.

As indicated in the Competitive Priority 4 section, *Increasing Racial and Socioeconomic Integration*, School Board Policy 5004.1- School Choice, will ensure equity and access for all students who participate in the ***iCAN*** magnet schools. The District will study the policy in its current state so that the connection between socio-economics and racial isolation can be identified for continuous improvement.

(a)(3) Ensure equal access and treatment for traditionally underrepresented

Per Policy 5004.1 – School Choice, The School Board of Broward County, Florida is committed to a definition of diversity that includes creating learning opportunities for students

with diverse needs to participate in quality education environments and become active global citizens. Students with special needs, Exceptional Student Education (ESE) or students on a 504 Plan, shall be given equal opportunity to attend magnet schools/programs in light of each student's need for special services. Students that are ELLs will be given an opportunity to participate in a magnet program. School Policy 5004.1 – School Choice, not only provides an opportunity to foster interaction of ESE and ELL students with students from different backgrounds, but it clearly ensures equal access and treatment for a population of our society that is traditionally under-represented.

iCAN is ambitious and innovative and addresses the need to reduce minority group isolation at the targeted schools while preparing students with rigorous careers in need of a diverse workforce. The President's Council of Advisors on Science and Technology (PCAST, 2010) has concluded that there is a large interest and achievement gap among some groups in STEM and that Blacks, Hispanics, Native Americans and women are grievously under-represented in many STEM fields. The problem is not just a lack of proficiency but also a lack of interest in STEM fields. BCPS' proposed model includes middle schools, which are critical to student success. Local, state, and national initiatives focus mainly on elementary and high school education. The reality is that many students are lost at the middle school level, where they become disengaged and fall behind their peers in other countries.

iCAN will provide for vertical alignment between middle and high school magnet programs. To develop content knowledge and prepare students to excel in high school advanced level courses, ***iCAN*** will offer inquiry-based, personalized and experiential learning to meet the needs of students who are traditionally under-represented. BCPS will also organize professional

development through university partnerships, specifically for the teachers and administrative teams at each of the six targeted schools. Teachers will have the opportunity to collaborate with industry leaders at conferences, workshops, and meetings to gain cutting edge information that will be integrated into classroom instruction.

As mentioned in the Targeted Recruitment section, the District will evaluate the extent to which the annual applicant pool for magnet schools reflects the geographic, gender, racial/ethnic, socioeconomic, linguistic, and special-needs diversity of the District as a whole. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the District shall recruit additional magnet applicants from the under-represented groups to ensure equal access before the computerized random selection process is implemented.

After the computerized random selection process, a student wait pool will be created for each of the oversubscribed magnet schools/programs. A student will be placed in only one student wait pool at a time. Once a student is registered at any choice program/school, the student will be automatically removed from all other choice program/school wait pools. The magnet program student wait pool will be maintained until the 10-day enrollment count, and student vacancies will be filled until that time. Students in the wait pool who are offered assignments to a magnet school/program must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another student in the wait pool.

After the registration deadline for all school choice options, if there are still magnet seats available, another computerized random selection process will be conducted. This process will be repeated until seats are filled prior to the beginning of the next school year.

(a)(4) All other desegregation strategies

The Innovative Programs Design/Support Department collaborates with numerous stakeholders, including staff from Demographics and Student Assignments, Transportation, and magnet schools to identify key transportation zones beyond the school boundary that will successfully provide opportunities to reduce minority group isolation and promote socio-economic integration. Per School Board Policy 5004.1 – School Choice, students attending school that are over permanent Florida Inventory School House (FISH) capacity have priorities at magnet schools pending seats available. Students in schools over permanent FISH capacity historically offset the majority population and assist with reducing minority group isolation. Transportation to magnet schools is vital to families who have work schedules or other responsibilities that conflict with driving their children to school. In order to ensure equal opportunity and access to students residing two miles or more from an ***iCAN*** school, transportation will be available for those students in designated transportation zones.

As mentioned in Priority 4, the District also considers the impact of diversity when undergoing boundary changes. One of the leading questions is whether the proposed boundary change would affect any demographic population significantly (+/- 5%). The integrity of each impacted neighborhood is also considered as well as changes to the feeder patterns. BCPS has also made great strides to diversify the student population that participates in the Gifted program by identifying under-represented students who may have been overlooked. The District has been able to greatly increase the percentage of Black, Hispanic and lower-income students in its Gifted Program by taking a unique approach in screening every child, rather than relying solely

on teacher or parent referrals. The goal of the new process is to match the make-up of the students in the Gifted Program with the over-all make-up of the District. BCPS is confident that with the continued implementation of these screenings, the goal will be achieved. In addition, personalized and project-based learning, which are part of the strategies that will be used in ***iCAN*** classrooms, will open the door to all students regardless of their socio-economic status.

(b) QUALITY OF PROJECT DESIGN (30 points)

(b)(1) Improve student academic achievement including in instructional area offered by the school

The project design of i***CAN*** is founded on strong evidence of promise to address the needs of students throughout Broward County Public Schools. The ***iCAN*** Magnet program is supported by the desire of parents and students to have a more personalized learning environment that addresses their individual interests, academic achievement, social and emotional needs, while preparing them for college and careers of the 21st century. Extensive research was conducted to explore a variety of thematic programs of interest to students, parents, community members, business and industry leaders. The ***iCAN*** magnet program project design is built on a strong foundation of existing career academies in BCPS and infused with layers of BCPS's cutting edge technology integration initiatives, applied learning theory, and evidenced-based social and emotional learning programs. The proposed design of the implementation of the ***iCAN*** magnet program as a whole-school model, will transform the current program-within-a-school magnet programs.

The creation of this transformative career and academic focused whole-school magnet program design will result in a compelling educational experience that will increase the academic achievement of all students, attract diverse groups of students and parents to minority isolated schools in Broward County. As noted in the introduction, Broward County Public Schools (BCPS) is the most diverse district in the state of Florida. The ***iCAN*** magnet will attract an applicant pool reflecting a diverse student population at each school and expand choice options to students of different social, economic, ethical and racial backgrounds to reduce minority group isolation. According to *Digital Promise*, a California-based nonprofit organization, districts with a more diverse student populations need an increased emphasis on supports and resources designed for personalized learning. The report indicates that without changes to improve and strengthen personalized learning, the social and economic disparities and achievement gaps of students who historically struggle in school will continue, and the risk of marginalizing more students increases (Kazi, 2016).

The three elements of the ***iCAN*** magnet program include 1) **Networks**, which are a variety of theme-based career academies within each school aligned to relevant college majors and career pathways, 2) **Applied Learning** concepts to support the career academy experience and increase academic achievement for all learners, including personalized learning management systems, blended learning, and evidenced-based project-based learning and social and emotional learning programs, and 3) **Transformative School Designs** based on national models of redesigning secondary schools.

Networks: In 2013, Florida state law required colleges to create career pathways or meta-majors to support college completion, Section 1003.4203, Florida Statutes, 2016. Building on this concept both the middle and high schools will align, build and implement career academies, or networks as they are referred to in the ***iCAN*** magnet grant, to support students with post-secondary education preparation and career learning. Career-focused curricula within the networks are based on existing magnet themes at each school and have been revised to strengthen the continuation of theme path from Sprouting STEM elementary schools to the ***iCAN*** middle schools and into the ***iCAN*** high schools. The ***iCAN*** model will offer a variety of career and academic networks to both high and middle school students. Extensive research conducted by Kemple and Willner (2008) define career academies as engaging models of education reform that strive to engage students and prepare them for post-secondary education and the workplace.

These small learning communities typically serve up to 200 high school students and provide core academic and career-focused curriculum around a career theme. Networks have been designed based on the National Standards of Practice for Career Academies (2013) three key elements of career academies including: **1)** small learning communities, **2)** career-themed and post-secondary academic preparatory curriculum, and **3)** partnerships with employers, higher education institutions, and the community. Networks are smaller learning communities within each school designed to provide a culture of support to the teachers and the students. Clusters of diverse students share several classes each year as they progress towards similar academic and career goals. Teachers also collaborate in learning communities within networks to develop inter-disciplinary curricula related to their career theme.

Career and Technical Education program curriculum embedded into the existing magnet schools is based on Florida Department of Education's Career and Technical (CTE) Curriculum Frameworks (2017). Each program within the framework is aligned to occupations important to Florida's economic development, offered within a career cluster, and are developed in partnership with representatives from education, business and industry, and trade associations. Standards within each framework are responsive to and integrated academically with business and industry. At the school level, CTE curriculum is further enhanced through partnerships with local businesses such as Baxley Ocean Visions, Marine Industries Associates, Clean Caribbean & Americas, Resolve Marine Group, as well as, business community groups such as the Broward Alliance, and higher education institutions such as Embry-Riddle, Nova Southeastern University, Broward College, Florida Atlantic University, and Florida International University to assist in providing authentic learning experiences both on and off-campus for middle and high school

students, including mentorships, internships, resume building, job hunting and interviewing skill development, job-shadowing, career fairs, and guest speakers from local businesses. Employers also benefit from partnerships with career academies by receiving concrete and structured means of engaging with the strategic plan of the public-school system (Kemple & Willner). With the creation of career and academic networks, students will have the opportunity to participate in high-rigor instruction while developing concepts/skills, take advanced coursework at both the middle and high such as high school credit courses in middle school, professional career certifications, dual-enrollment or advance placement courses during their middle and high school years. Ultimately, our ***iCAN*** networks will prepare students to compete in a global economy and ensure they are prepared to succeed with high rigor coursework that will lead them to post-secondary options, thus ready for the workforce and higher education opportunities.

This MSAP grant project will focus on providing real-world experiences in network related course and foundational knowledge and skills to thrive in an entrepreneurial business environment. The six targeted schools will focus all efforts on fostering interaction among students of different socio-economic, ethnic and racial backgrounds while raising student achievement. The creation of networks is planned around the following strategies:

- Offering work experiences where business environment becomes the classroom and where academic and career technical education merge to provide relevant experiences leading to college and careers;
- Offering mentorship opportunities to students and business partners;
- Focusing on ensuring student achievement by providing innovative instructional strategies and a unique four-day educational schedule;

- Serving a student body that reflects the ethnic and socioeconomic diversity of the local community;
- Using differentiated instruction to integrate the theme-based concepts in all academic classes through web-based programs, distance learning, digital reports, scientific equipment and multimedia technology;
- Empowering students through the use of technology, intellectual coaching, modeling and activities that support inquiry learning;
- Offering pathways to attain high value credentials in industry certifications as well as practical experiences to attain soft skills, such as communicating appropriately, assuming leadership roles, problem solving, working in diverse settings, being able to comprehend informational text, working with technology, following basic business etiquette, being self-reliant, having a positive attitude, having a clean driving/legal record, using social media responsibly, and having a strong work ethic;
- Teaching digital literacy and foundational workplace skills through academies and offer basic, industry productivity certifications (Microsoft Office) in 6-8 and in 9-12 (Dreamweaver, FLASH and Adobe Photoshop);
- Challenging students with specialty courses in the 9th and 10th grades offering multiple certifications, complex and relevant business problems, as well as, business planning competitions and capstone projects in 11th and 12th grades;
- Offering post-secondary education courses in partnership with local colleges that will advance students with their college course requirements; and,

- Partnering of college professors with secondary instructors as a motivation to align career pathways and prepare students for college.

To ensure that all students at ***iCAN*** schools are on track for academic success, BCPS has aligned with the Florida's State Standards and with the State's timeline for student assessments. BCPS' Student Progression Plan – School Board Policy 6000.1 (Appendix E), sets the stage for high student achievement in the District. This policy is carefully reviewed on an annual basis to ensure that equitable processes are in place for all students. Student demographic information, assessment scores, academic history, and behavior and guidance referrals are located in the District's Local Instructional Informational System (LIIS), Virtual Counselor and Behavioral and Academic Support System (BASIS), which provide additional student data needed to drive instruction. This information fully supports informed decision-making that promotes high quality instruction to help all students succeed. The ***iCAN*** networks will include four major components:

Component 1: ARTICULATION 6-12

Students will refine their employability/soft skills beginning in the sixth grade. While most technical programs do not start until the ninth grade, the ***iCAN*** networks understands that too many students do not link schoolwork to a career. ***iCAN*** will connect the middle level child with a realistic opportunity at a post-secondary program. It is the intent of the initiative for the alignment of curriculum, from 6th grade through 12th grade with the opportunity for a Bachelor's degree at College or University.

Component 2: INDUSTRY CERTIFICATION ATTAINMENT

By the time a Broward County ***iCAN*** student graduates high school, he will have potentially earned six (6) industry certifications providing a solid productive and technological knowledge foundation. Industry certifications such as Microsoft (PowerPoint/Word/Excel), Intuit Quickbooks, Adobe Photoshop/Dreamweaver/Flash, are among the dozens that students will have the opportunity to earn, depending on the program of study aligned with the student's ***iCAN*** network (examples include Engineering, Finance, Health Sciences, Career Technical, and Hospitality & Tourism).

Component 3: BUSINESS AND INDUSTRY MENTORS

The ***iCAN*** networks include active partnerships with several South Florida businesses and organizations such as; Barnes and Noble, Broward County Libraries, Clean Caribbean Americas, Florida Atlantic University (FAU), Mayor of Pompano Beach, Metis Associates, Nova Southeastern University, Marine Industries Association of South Florida, Maritime Professional Trainers, Small Business Development Center and many others. This coalition is already significantly involved with curriculum review, career goal development, and integration of industry entry-level job requirements, mentoring, guest speakers, workplace visits and internship development. This group is involved in many different ways: financial assistance; curriculum review; classroom project definition; fieldtrips, job shadowing, and forging internships; as well as assisting teachers and students in the classroom as they work through real-world projects.

Component 4: SOFT SKILLS DEVELOPMENT

Many companies hire for technical skills and fire for lack of soft skills. Business and industry partners have stated that BCPS graduates possess excellent technical skills, but lack the workplace readiness skills (soft skills) necessary for success on the job. These skills include:

- Teamwork/Collaboration
- Problem Solving/Critical Thinking Skills
- Digital Citizenship
- Etiquette

Through the ***iCAN*** networks, these are accomplished by classroom teachers executing pointed lessons that emphasize these skills. Students also work with business and industry partners throughout their school tenure. Outstanding features of ***iCAN*** networks**:**

- Students learn leadership skills
- ***iCAN*** is an interdisciplinary initiative
- ***iCAN*** can fit into any subject discipline

Students learn collaboration skills with:

- Adults- teachers, business and industry partners, elected officials, School District officials
- Students- within their own classrooms, across the District in other schools
- Use of the Go-to-Meeting web conferencing software
- Collaboration with other students and business and industry partners
- Student opportunities to participate in youth executive leadership projects
- Student opportunities to participate in field trips to Broward County businesses, organizations, universities, etc.

Following is a snapshot of ***iCAN*** identified instructional strategies that will assist in raising student academic achievement:

Instructional strategies to improve student achievement

Action Items	Identified Instructional Strategies
Improve student achievement through clearly-defined academic focus.	Project-based learning will address mastery of academic content that integrates the acquiring of essential skills
Stimulate thinking and reasoning across all disciplines through the integration of soft skills in the classroom environment.	Problem-based learning emphasizes learning experiences that require students to organize, synthesize, interpret, explain or evaluate a complex problem, concept or issue and how to apply these learning situations in real life
Implement activities to encourage diversity in groups and to actively engage students in all aspects of learning.	Students will be exposed to experiences where they will have to promote their skills and abilities to develop a Stepping Stone Project (MS) and a Capstone Project (HS)
Utilize clear and focused standards for academic performance	Align instruction with Florida Standards; through C-Palms, Florida's official source of standards information for implementing these in the classroom

Action Items	Identified Instructional Strategies
Forge collaborative partnerships to engage the business community, post-secondary institutions and parents	Incorporate Workplace Employability Readiness Skills in classrooms, College and Career Fairs, plan family nights and award ceremonies
Heighten college and career awareness, educational aspirations and marketable skills	Invite mentors from the business community to work with secondary students
Ensure a technology rich learning environment	Industry certification and career technical courses; Students will participate in specialized lab settings to build research skills, soft skills and collaboration
Execute assessments of the students' progress, which cover a broad range of opportunities to apply knowledge	Include a variety of assessment formats such as: formative evaluations, portfolios, standardized assessments, etc.
Increase time for learning through the use of flexible scheduling, technology, internships, tutoring and mentorships	Include scheduled time for tutoring, internships and mentorships

Recent research on career academies have found that career-related experiences during high school can improve student's post-secondary labor market prospects and enables schools to serve students who are at-risk of dropping out without compromising facility capacity (Kemple & Willner). Additionally, the small learning communities that make up career academies are designed to create a sense of "family-like" atmosphere for students resulting in higher engagement in learning as evidenced by higher attendance rates and lower dropout rates. However, research has also concluded that career academies will benefit from increasing the academic rigor of coursework.

While career academies enable schools to accomplish the creation of workplace and career-technical education without compromising achievement of academic standards, it is necessary to increase the academic rigor within core courses in order to create better post-secondary opportunities for students and to improve academic achievement. Additionally, personalization through smaller learning communities of networks alone may increase engagement, but it does not have an impact on academic performance. Therefore, in order to increase academic achievement and ensure the sustained engagement of at-risk students into the core academic curriculum, BCPS proposes the implementation of applied learning concepts and the creation of transformative school redesign in ***iCAN*** magnet schools.

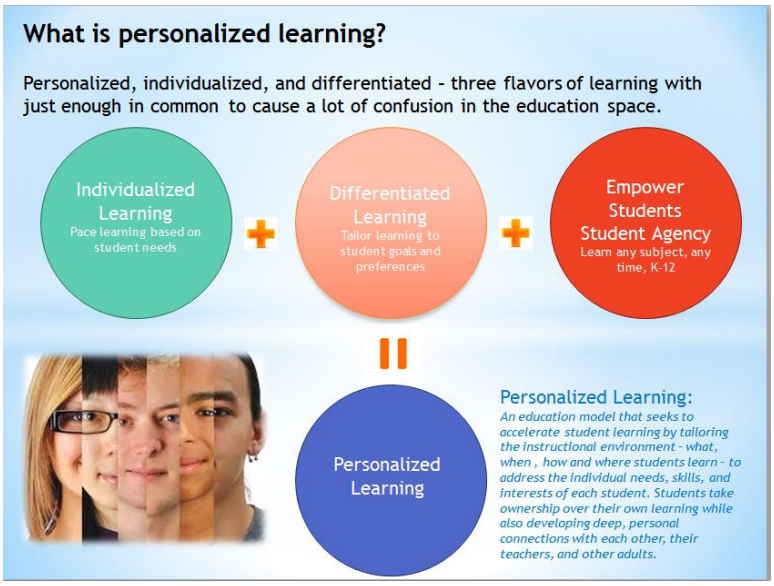
The creation of wall-to-wall career academies within each ***iCAN*** magnet school proposes to indirectly impact academic achievement by reducing attrition rates that are evident in school-within-a-school career academy models. High attrition rates in traditional career academies result from high mobility of students, a characteristic of high poverty schools, and because students did not enroll or left the program due to preference of programs that better suited their needs or

interests. With multiple networks to choose from within each magnet school, students will have a range of options to choose from while staying under the same leadership and community of their own school. The whole-school network approach offers students choice among different themes that combine academic and career-related curriculum. This approach has the greatest potential for maximizing high-risk students' access to rigorous academic programs while ensuring that each network includes a broad mix of students.

2) Applied Learning: While the creation of career and academic networks are the core to the ***iCAN*** approach, applied learning will be at the core of how content is delivered. Applied learning integrates classroom learning with real-world situations, learning by doing, having learning objectives relevant to academic or career pursuits, and includes a mechanism to evaluate learning. The ***iCAN*** model needs to accommodate many different modalities of learning in a number of ways, including implementing learning management systems, Project Based Learning (PBL), personalized learning and blended learning opportunities.

BCPS currently employs the use of the *Canvas Learning Management System* in all K-12 schools and will also offer *Summit Learning Management System* in the three proposed ***iCAN*** middle schools. These systems enable us to implement blended learning environments as the technology enabler of many forms of personalized learning; leveraging the flexibility of online learning to break the constraints of the traditional whole-class, single-pace instructional model to differentiate instruction more effectively to students' needs. *Canvas Learning Management System* – After more than 18 months of extensive research and review of learning management systems and learning object repositories, the Office of Academics and the Information & Technology Department recommended a digital platform that serves as a single-

entry point for teachers and students to perform activities related to teaching and learning, as well as access to additional tools and applications in the Broward County Public Schools digital ecosystem. The goal for this platform is to offer BCPS schools instructional applications, instructional frameworks, a digital content repository, unit and lesson plans, activities and assessment items aligned to Florida standards. From a searchable repository, all teachers and students have access to educational content that has been vetted by curriculum experts to meet content quality standards. The BCPS learning management system serves as the place where teachers and students can access quality content, collaborate with their peers, and demonstrate progress, all in one location, following each student through his or her learning paths. Our students are automatically enrolled into Canvas courses based on information obtained from our student information system.



The ***iCAN*** magnet program proposes to deepen personalization within select middle school networks through the implementation of the transformative school redesign Summit Learning model, by Summit Public Schools. Summit Learning, in partnership with Facebook, is leading the way in offering an open source Personalized Learning Platform (PLP) to public schools nationwide through free professional development and a no cost technology platform. The Summit Learning model is aligned strongly with the goals of the District to reimagine

middle school and strongly redesign the current traditional model of secondary education into an authentic, student-focused structure. Summit Learning has increased student achievement of students with low proficiency in reading and math. Among the cohort of existing Summit Learning schools, students that were the farthest behind, increased academic achievement in reading and math at a rate higher than the national average (Madda, 2016). As referenced by Madda, *"…if the average American student grew by 1 point in math, the average Basecamp student grew by 1.23 points."*

Summit Learning offers unique curriculum and assessment, professional development and support, national and regional communities of support for teachers and administrators, and a student-driven learning management system. Summit Learning curriculum utilizes open source content and is accessible through the Personalized Learning Program (PLP). Courses are embedded with the PLP and will be aligned with the Florida Standards for use in the ***iCAN*** middle schools. The curriculum is based on three elements of performance: cognitive skills, content knowledge, and habits of success. Cognitive skills make up 70% of a student's grade and are demonstrated through Project Time within each course. Content knowledge is developed during personalized learning time and makes up 30% of a student's grade. Students use online open source resources to master content on knowledge that is required for Project Time. Students move through content and cognitive skill development at their own pace and progression is based on competency at a level of 80% mastery or above. Habits of Success are taught to students one-on-one during mentoring time with their classroom teachers. During this time, teachers develop strong relationship with their students and gain a deep understanding of their interests and possible career aspirations. With guidance from their teacher, students set short-term academic

goals and aspire towards attaining those goals. Habits of Success include emotional intelligence, self-directed learning, learning strategies, academic mindsets and a positive classroom culture. Students utilize the PLP to understand if they are on track to reach and master their academic goals.

Since there is evidence of a strong correlation between Project Based Learning (PBL) and student achievement, PBL was selected as an instructional strategy for the iCAN magnet programs. A study by Moiduser & Betzer (2008) compared assessment results of high school students who learned by traditional strategies to those who learned with PBL. Results of the study showed that students who learned with PBL increased their scores by 84%, compared to students who learned through traditional instructional strategies (52%). There is also some evidence that PBL, when compared to other instructional strategies, can help students apply new knowledge to other areas of problem-solving (Thomas, 2000). Project-based learning will be provided to students through curricular content from the Buck Institute and Engineering Projects in Community Services (EPICS). EPICS is a service-learning design program in which teams of students partner with local and global community organizations to address human, community, and environmental needs. EPICS was founded at Purdue University in Fall 1995.

Project-based learning has been cited by teachers as improving students' speaking and presentation skills and is the ideal way to build soft skills (Larmer & Mergendoller, 2013), another priority of the ***iCAN*** magnet program. Soft skills encompass character traits that decide how well a person interacts with others. Sociologists use the term soft skills to describe a person's emotional intelligence quotient. Some soft skills that will become the culture in the ***iCAN*** program will be good manners, optimism, common sense, empathy, sense of humor, the ability to collaborate and

negotiate, and adaptability. Good communication skills and knowing when to speak and when to listen will also be practiced when the students present their projects. Teaching soft skills to students can help them be successful in school and a career, since how a person is perceived can affect important life outcomes, such as occupational attainment (Roberts, et. al., 2007). Hard skills can get the students an interview, but soft skills will get them the job.

The ***iCAN*** magnet program proposes to increase the graduation rate of students who are below proficiency in Reading and Mathematics through implementation of evidenced-based social and emotional learning programs that demonstrate positive and statistically significant outcomes for increasing social and emotional competencies and staying in school (Botvin & Griffin, 2015; Sinclair, Christenson, & Thurlow, 2005). The opportunity for these students to be a part of the ***iCAN*** magnet program will provide rich engagement opportunities with project-based thematic instruction in a network of their choice, thereby, increasing their interest and engagement in school. Research on secondary Social and Emotional Learning (SEL) interventions reveal that SEL competencies correlate with important developmental outcomes that have the potential to increase students' abilities to participate constructively in classroom settings (Durlak, 2015). SEL competencies equip students with the ability to recognize risk factors in adolescence, such as inappropriate classroom behavior, favorable attitudes towards problem behaviors, friends who engage in problem behaviors, peer rewards for anti-social behavior, peer rejection and impulsiveness, that tend to lead to engagement in violence and aggression, substance abuse and low academic achievement or school dropout. Both SEL programs reinforce the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies of self-awareness, self-management, and provide lessons in social-awareness,

relationship skills and responsible decision-making. Students will participate in targeted lessons designed to promote engagement with pro-social behaviors and will, therefore, equip magnet students with added support for academic achievement in the magnet program and on-time graduation.

Two SEL intervention programs have been chosen to increase engagement with the magnet program at all schools, *Life Skills Training Program* for the middle schools and *Check and Connect* for the high schools. *Life Skills Training Program* is an SEL program designed to teach students self-management, healthy relationships and problem-solving skills in the context of resisting substance use in the middle school grades (Durlak, 2015). The program offers fifteen core lessons, and fifteen additional booster lessons for continuing education, in CASEL competencies including decision making, communication, coping with anxiety and frustration and identifying and interpreting media influences. Numerous studies on the *Life Skills Training* has evidenced success at decreasing the use of tobacco, alcohol, and marijuana among adolescent youth, along with other illegal substances (Botvin & Griffin, 2004). In a few of the studies, resistance to substance use lasted through the end of the K-12 educational program. Students will participate in a two-week summer program during which *Life Skills Training* will be offered to students along with role playing activities, development of plans of action and opportunities to collaborate about shared experiences.

Implementation of the *Check and Connect* SEL program will occur in the high schools' ***iCAN*** magnet programs. *Check and Connect* is an empirically supported model of promoting student engagement for elementary, middle and high school urban suburban youth (Sinclair, 2005). It was developed based on the conceptual framework that not graduating from high school

is a process of withdrawal and disengagement over time rather than an event that occurs at one point in time (Finn, 1993 – within Sinclair, 2005). *Check and Connect* focuses on alterable predictors of school drop out that educators, family and community members have the power to change, including school suspension policies, student's attendance patterns, and accessibility of services. Seven interrelated elements of the check and connect program are guided by school-based program staff and include routine monitoring of alterable indicators of engagement, including absences, out-of-school suspensions, and accrual of credits, the implementation of individual and timely intervention, relationship building between staff, the student and the student's family, persistence in promoting academic motivation and familiarity with the student and the family, promoting student and parent affiliation with school and learning by supporting the initiation and sustainment of student and family participation in school activities, and developing problem-solving skills to promote the acquisition of conflict resolution abilities.

Monitors are assigned to a caseload of students to continually assess student engagement indicators and provide personalized educational interventions, as needed, based on shifting student needs. Monitors provide a context for students to learn problem-solving and relationship building skills and assist students with setting and reaching career and academic goals utilizing the Naviance guidance software. Naviance, a widely-adopted college and career-readiness platform designed to help students plan for their future college and career goals, is another way that BCPS personalizes learning for students. Naviance helps middle and school students discover their strengths and interests and how they can help them reach their goals. Naviance provides educators with easy-to-use communication tools to increase student engagement and connect with families to develop understanding career pathways. With

Naviance, students can develop comprehensive roadmaps for success that allow the schools to create individualized course plans, facilitate resume writing, navigate the college application process, as well as offer student surveys related to student interest and track outcomes.

Monitors will use Naviance to gather student engagement data, log interventions and assist students with taking advantage of the available college and career planning tools including an interest inventory, a career finder, a strength finder, and a learning style assessment. Engaging parents, guardians, or other family members, through activities designed to maintain positive and honest communication style, focus communication on the student's engagement and progress in learning, ensuring parents/guardians have the information they need to support their children's learning, and building a trusting relationship over time.

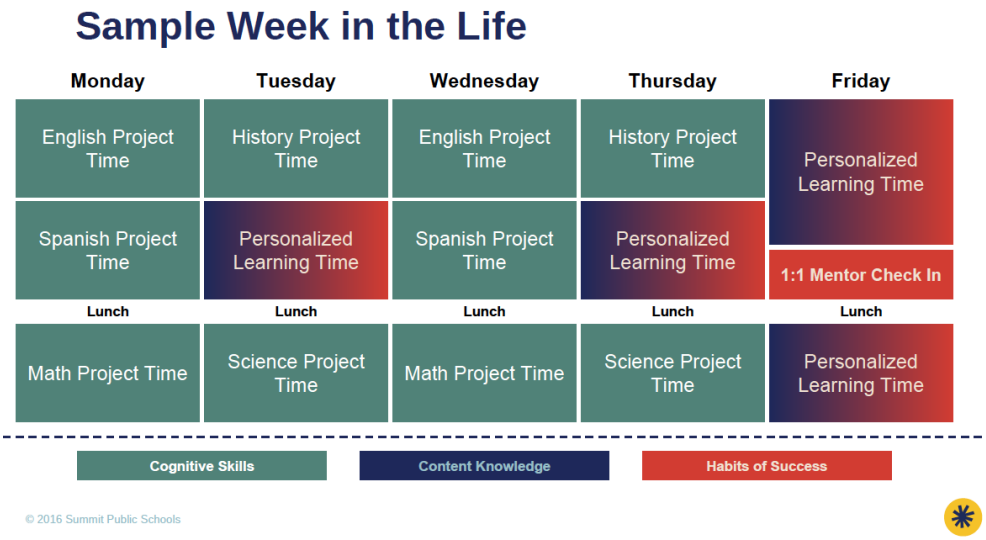
Broward County Public Schools believes that by coupling personalized learning with social-emotional learning we can create diverse socio-economic schools that aim to address achievement gaps with research-based digital programs. When aligned with college-ready standards, delivered through highly effective instruction, and led by expert administrators personalized learning can significantly accelerate student achievement moving all students toward success. Personalized learning is a powerful means for enabling students to master core knowledge. When learning is personalized, teachers help students find what they like, what they want to learn about, and what their strengths and needs are. Then, the teacher sets up projects that are in line with the students' interest and with academic standards. This growing movement is focused on changing the learning environment so students can take more ownership of their learning and teachers can work with them to discover their passions and interests. The breakthrough idea in personalized learning is the striking shift in the teacher-student team. In

traditional learning, the teacher is the leader and the student is a mostly passive recipient. In personalized learning, the student is the leader, and the teacher is the activator and the advisor. This instructional model aligns closely to achieving our goals within our Social-Emotional Learning curriculum.

3) Transformative School Redesign will support applied learning efforts and engage students with their network of courses. Transformative School Redesign provides the framework for implementing personalized learning strategies, learning management systems, project-based learning and blended learning models. With support from the school design expert "Big Picture Learning", a non-profit organization that has a proven track record in assisting students and schools based upon individual needs and structures, schools will reconfigure grading systems, master schedules and physical spaces to accommodate authentic student-driven learning. As mentioned previously regarding personalized learning system of Summit Learning, the grading system will begin a process of transformation from measuring content knowledge to measuring cognitive abilities as demonstrated through the completion of projects. Teachers serve as mentors to students as they progress toward mastery and serve as a guide rather than a director. A redesign of the master schedule enables students to progress through core and career curriculum at their own pace and unique four-day educational schedule to allow for students to work on projects during personalized learning time or to travel off-site for enriching academic activities. Middle school students will travel to the high schools to participate in a high school level course and high school students will travel to businesses, partnering organizations or partner higher education institutions to participate in internships. Academic subject area teachers establish

common meeting times for students and identify topics that will be discussed during those meetings.

The following is a sample redesigned scheduled for students engaging with Summit Learning PLP:



Facilities will be redesigned to support flexible schedules. Within each of the ***iCAN*** magnet schools, an innovative Exploratorium Lab will be designed to provide students with a unique learning environment that fosters innovation and creativity with career and academic network models. This lab will serve as the center hub for career research and development of college and career planning for all students. Additionally, the collaborative design of the Exploratorium with furnishing the easily move to allow for various grouping of students to research, discuss and implement projects.

Logic Models: The logic models summarize the ***iCAN*** project and create a road map of the chain of connections that form its design. Included in each logic model are the resources available, the activities that will be part of the ***iCAN*** program implementation, the outputs with the type, level and target of services to be delivered, and the outcomes or expected results. The

targeted middle schools have worked together with their feeder pattern high schools to develop individual logic models that address their schools. Included is also an overall district logic model that summarizes the components through the district level perspective. Following are the logic models as indicated:

- District Logic Model
- Pompano Beach Middle School to Blanche Ely High School Logic Model
- New River Middle School to Stranahan High School Logic Model
- Olsen Middle School to South Broward High School

The District and Schools' Logic Model are included as Appendices F, G, and H and I.

(b)(2) Program operation beyond grant, including a multi-year plan, commitment of partners and broad stakeholders support

Continuing the ***iCAN*** program once the grant ends is vital to the next generation of BCPS students. The Superintendent, District leaders, and Principals at BCPS are committed to the success of ***iCAN*** and to aligning resources and incorporating partnerships to ensure the permanence of the ***iCAN*** magnet program. Initial start-up funding will set the stage for the continuation of career and academic networks through the establishment of administrative processes, procedures, and policies to form well-structured networks, the cultivation of innovative teacher strategies in applied learning, and the outfitting of technology, supplies, materials and equipment to create transformative redesign models with traditional school facilities.

Business/Community Partnerships - The sustainability plan includes cultivation of business partners and post-secondary institutions to augment the impact of ***iCAN*** magnet

schools. Relationships and partnerships, developed with businesses and higher educational institutions, are essential in order to forge a shared vision and enhance the ***iCAN*** curriculum with dynamic enrichment opportunities for students. College and career opportunities for students will continue through internships, mentorships, field trips, and a network of guest speakers. Our educational institutions, business and industry partners are dedicated to partnering with our ***iCAN*** schools so that the students are equipped for the future and the program flourishes even after the grant ends.

iCAN* Schools-** Each of the six schools are supported in sustaining the ***iCAN magnet program through funding and resources directly from several strategic departments in BCPS; the departments are Innovative Programs, Transportation, Talent Development, Science, Technology, Engineering, and Mathematics, Career Technical Education, Innovative Learning and Guidance. Networks have specific courses that may need classroom level consumables and teacher supplies which are funded by school budgets. Each school works with their CNT team to determine the most important equipment and supplies to ensure the effective sustainability of the program. Title 1 funds are included in the sustainability plan for each of the ***iCAN*** schools to provide resources for school wide projects, parental involvement/engagement activities, extended learning and professional development. Additional funds are received from the State of Florida. An increase in student enrollment at each ***iCAN*** school and full-time equivalent (FTE) dollars resulting from the increase in students are included as part of the school budget. The State of Florida allocates FTE for the schools; this funding stream is another source that will ensure sustainability of the program.

Career Technical Education –***iCAN*** Schools will continue to have opportunities for industry certifications and post-secondary course work, competitions, internships, and student activities after the grant ends. Industry certification for each student who earned a Digital Tool Certificate on the Florida Department of Education Funding List will generate .025 bonus FTE. In accordance with s.1011.62(1) 01.B, F.S., the allowable use of bonus FTE Digital Tool funding may be used for equipment/technology/furniture/fixtures, software, instructional materials, appropriate consumable supplies, teacher training specific to the CTE program and industry certification to develop teacher experts within the program of study. It also may be used for student internship support (transportation costs, industry specified uniform), expenses necessary to increase enrollment in CTE programs, maintaining existing and opening new programs, field trip expenses for CTE students to gain industry specific experiences, associated fees for program materials, and CTE Dual Enrollment (tuition and books only).

Innovative Programs - The District's Project Director communicates with the individual departments (Transportation, Talent Development, Science, Technology, Engineering, and Mathematics, Career Technical Education, Innovative Learning and Guidance) that collaborate with the Innovative Programs Design/Support Department to review program sustainability in areas such as professional development, curriculum, staff, career and college training for students, and ongoing transportation for students living two miles from the school. The costs associated with these areas have been included in the sustainability plan. In addition, the schools receive a magnet budget provided by the District so that the ***iCAN*** magnet programs can be maintained.

Decisions on what is essential to maintain and the cost to keep these components are important to make. Making a list of available resources, such as in-kind staff support that are already in the District, is vital. A timeline is developed to indicate the actions that will be taken, when they will occur and who will do them. Communication with all stakeholders is paramount to program sustainability. It helps build an atmosphere of trust and mutual respect and moves the plan along.

SEL interventions will begin with student activities and professional development in year one in the both the middle and high schools. SEL programs will continue to expand each year of the grant through increased numbers of teachers attending professional development and increased number of students engaging in activities in years two, three and four, and by the fifth year, becoming a well-established component of the overall school curriculum and culture. The largest cost for *Life Skills Training* is the Train the Trainer workshop which will be provided each summer for the first three years of the grant in an effort to train at least 20% of the instructional staff at each of the ***iCAN*** middle schools. *Life Skills Training* curriculum purchased during the first three years is reusable. *Life Skills Training* SEL program will continue to be implemented beyond the grant through training by school-based personnel and recycling of purchased curricular materials.

The highest cost of the *Check and Connect* program are the Monitors that will be working directly with caseloads of students and families. During the first year, each high school will train 20% of their staff in *Check and Connect* and will target caseloads of students that are manageable by current staff members. Also during this first year, the Career and Curriculum Advisors will identify in-kind monitors for the following school-year through partnerships with

Higher Education Institutions in search of Social Work internship programs and local community organizations with embedded mentoring programs. Over the course of the five-year grant, all teachers will be trained in *Check and Connect* for the purpose of creating a common language for teachers to guide students through the Naviance career and college planning tool, high standards for communication with parents and guardians, enhancing relationships between teacher and student and equipping the student with SEL competencies such as goal-setting, self-management and goal-attainment. At the end of the grant, each high school will have an entire staff trained in implementing *Check and Connect* and the District will have 20% of the teachers from all three high schools trained in Train the Trainer *Check and Connect* workshops for purposes of building capacity.

In addition, to the items listed above that are already part of the Sustainability Plan. *Continuous Improvement* is one of the strands of BCPS' Strategic Plan. As part of the continuous improvement process, the sustainability plan will receive feedback from parents, students, business leaders, and other key stakeholders. Throughout the grant, the Collaborative Network Team (CNT) meets to review and discuss program continuation. Twice a year, the CNT meets with the schools' Magnet Leadership Team and with the District's Project Leadership Team to discuss achievements and document suggestions for program sustainability. These suggestions will be incorporated in the sustainability plan as much as possible. Additionally, every fall, the external evaluator reviews data and documentation and prepares an Ad Hoc Report. Findings from this report are used to make any necessary changes within ***iCAN***. At the end of every year, an Annual Performance Report will summarize all components of the program. Furthermore, a Summit is held in year two and four with the CNT, key

stakeholders, and industry leaders to provide visionary thinking about each stakeholder's role in the ***iCAN*** schools and develop accountability for executing the strategy. The following table lists the sustainability plan at the end of the MSAP grant period:

Collaborative District Level Support	**Resources**	**Year 1 Funding**	**Year 2 Funding**	**Year 3 Funding**
Innovative Programs Department	Magnet Program Budget includes: Personnel, Materials/Supplies, Registration Fees, Student Activities, Marketing, Recruitment Support	$880,750	$902,655	$925,105
Transportation Department	On-going transportation and activity buses for students beyond the school boundaries	$750,000	$750,000	$750,000
Talent Development Department	On-going professional learning, communities and professional development.	$40,000 (Title II-A) $1,000 per teacher (Teacher Directed Improvement Fund)	$40,000 (Title II-A) $1,000 per teacher (Teacher Directed Improvement Fund)	$40,000 (Title II-A) $1,000 per teacher (Teacher Directed Improvement Fund)
Science, Technology, Engineering and Mathematics Department	Professional development, student activities & competitions, curriculum, and post-secondary course work	Costs covered by grants and department funding	Costs covered by grants and department funding	Costs covered by grants and department funding
Career, Technical and Education Department	Professional development, student activities & competitions, curriculum, certifications and post-secondary course work	Costs covered by grants and department funding	Costs covered by grants and department funding	Costs covered by grants and department funding
Innovative Learning Department	On-going professional learning, communities and professional development through CANVAS, and Summitt learning	Costs covered by grants and department funding	Costs covered by grants and department funding	Costs covered by grants and department funding
Guidance Department	Career and college learning for students and parents through Naviance	Costs covered by grants and department funding	Costs covered by grants and department funding	Costs covered by grants and department funding
State of Florida	For students who pass Advanced Placement (AP) exams and Industry Certificates. A value of 0.16 FTE for each student in each AP course for grades 9-12. A value of 0.2 FTE for each student who is issued an industry certification	Florida Education Finance Program (State funding)	Florida Education Finance Program (State funding)	Florida Education Finance Program (State funding)
Business/Community Partnerships	On-going support for internships and workplace opportunities	Broward Education Foundation (BEF) Grants	Broward Education Foundation (BEF) Grants	Broward Education Foundation (BEF) Grants

Multi-Year Financial Plan for Sustainability of iCAN

(b)(3) Professional development of sufficient quality, intensity and duration to lead to improvements

The District's future calls for aligning instruction in our classroom with 21st century skills including expanding innovative programs and cultivating strategic partnerships with local businesses, colleges, and universities to ensure job ready career paths. To this extent, a critical component of the project will be the on-going intensive professional development for teachers

and leaders alike. A variety of blended learning opportunities will be provided based on research-based best practices and international trends. Professional training will be designed by district curriculum specialists, external experts in the field, Project Based Learning in teaching diverse students, and by formulating job-embedded Professional Learning Communities (PLC) for continual networking in developing cutting-edge, innovative curriculum, and ***iCAN*** project updates. This collaboration will be planned face-to- face and via distance learning/videoconferencing with teachers and business partners. Each teacher will participate in 120 hours over the five years of the grant of job-imbedded professional development to insure sustainability. A long-range goal is to build capacity within the schools and utilize district training to sustain the project when funding ends.

During the 5-year cycle of the MSAP Grant, all teachers at the ***iCAN*** magnet schools will have a rich palette of business, industry and external professional learning in the following delivery methods, but not limited to:

- **Networking Models** –School Staff, Career Advisors and support staff will plan to meet with community partners and other stakeholders who will meet in an advisory capacity and can make recommendations for the continuous improvement of the ***iCAN*** program. This Collaborative Network Team (CNT) will be comprised of the principals, magnet coordinators, career advisors, academic advisors, and District support and business partners.
- **Professional Learning Communities (PLC**) – Each group will be composed of 8 to 10 teachers who will meet monthly to review student work and explore how teacher practices can be improved.

- **Workshop/Training Sessions** – Teachers will participate in workshop sessions to develop awareness, knowledge, and/or skill development in blended-learning classroom, industry certification, college and career readiness, social-emotional learning and project-based learning.
- **Online and webinar professional development** – will be provided by partners such as Small Business Development Center, Summit, Florida Atlantic University, and Nova Southeastern University.

Professional development for all ***iCAN*** teachers and staff will be designed utilizing experts in the business industry and fields with the assistance of both internal and external trainers. They will work with school faculty to develop educational activities that support the project. All teachers at the ***iCAN*** magnet schools will participate in core professional development courses including those currently offered by the District's Innovative Learning, Guidance, and Career Technical Departments: Canvas (LMS for personalized and blended learning), Naviance (social emotional learning) and career technical training for teachers. Staff development will be offered 1) before and after school, 2) during early release days, 3) in the summer, 4) on Saturdays, 5) on teacher planning days, 6) during the academic year through the use of substitutes, and 7) online.

All teachers at the six targeted schools will be afforded the opportunity to participate in a variety of blended learning professional development training sessions to enhance their knowledge and skills. Following is a sampling of professional development opportunities available over the five years of the grant:

- **Project Based Learning (PBL)** – The high schools will participate in Big Picture training which utilizes the Buck Institute. The Buck Institute has been known as the gold standard of project-based learning. In year one, each of the three high schools will conduct a School Success Study and Design for Personalization and complete restructuring plans for the ninth-grade learning environment. Professional development on PBL will occur in the winter and summer of each year, rolling up by grade level based on the courses the teachers will be teaching. A selection of teachers will travel to a Big Picture School and attend the Big Picture Conference (Big Bang).
- **Canvas Learning Management System** - BCPS has adopted *Canvas* as the district learning management system. This robust system allows teachers to personalize learning by providing a repository for course content, on-line collaboration, discussion boards, and assessments with real-time feedback. The more a teacher uses Canvas the more they are able to interact with students in expanded ways. Full face-to-face trainings will be available for teachers, as well as summer academies. A 10-module on line course is also available for teachers to work through on their own, with monthly webinar and in-person support sessions. Middle schools will receive training from Summit for PBL. Summit is their own LMS. In the first year, four content teachers in sixth grade for each of the three middle schools will be trained in Summit over the first summer. During the year, these teachers will visit other Summit schools and participate in webinars. In year two, another sixth-grade team and one seventh grade team will get trained. In year three, an additional sixth, seventh grade team and one eighth grade team will receive training. In year four, an additional seventh and eighth grade teams will be trained. In year five, an additional eighth grade team will receive training. Since Summit is

free, it will not be a cost to sustain this training after the grant has ended. Canvas is offered through our Innovative Learning department, therefore Canvas for high school teachers can be sustained after the grant funding has ended. Engineering Projects Engineering Projects in Community Services (EPICS) - EPICS is a service-learning design program in which teams of students partner with local and global community organizations to address human, community, and environmental needs. EPICS was founded at Purdue University in Fall 1995. EPICS is a service-learning design program in which teams of students partner with local and global community organizations to address human, community, and environmental needs.

- **Career Technical Education Training** – All teachers in all networks will participate in appropriate career technical training. Industry experts will train the teacher in the classroom.
- **Social Emotional Learning** - Initial and sustaining SEL professional development is critical to establishing quality SEL programs into the curriculum and culture of each ***iCAN*** magnet school. *Life Skills Training* Train the Trainer workshops will be provided each summer for the first three years of the grant in an effort to train at least 20% of the instructional staff at each of the ***iCAN*** middle schools. Sustaining professional development for the on-site trainers will be provided through webinars. School-based teacher leaders of *Life Skills Training* will continue to offer training and professional support to colleagues. To implement the *Check and Connect Program*, school-based administration will attend a one-day Preparation & Implementation training during which time they will identity students most at-risk for dropping out of the magnet program and determine the number of current staff members willing and able to be

monitors. School administrators will then determine the target population of students that fall within the parameters and further analyze the demographics of the students, current staff assigned to serve the students' educational needs, including social workers, guidance counselors, tutors, aids, extracurricular activity teachers, academic coaches and other support staff, and the network of courses the students are enrolled in. School-based staff that have opted to become a monitor will attend a two-day in-depth mentor training. Throughout the five years of the grant, all teachers at the three proposed high schools will attend a two-day in-depth training and mentors will attend a Fidelity of Implementation Follow-Up Workshop at least once during the five years of the grant.

Professional development for the *Check and Connect* program are accessible locally through Florida's State Personnel Development Grant (SPDG) and the University of South Florida. A portion of the five year SPDG grant is to increase the capacity of Florida school districts to implement evidenced-based strategies for increasing graduation and proficiency rates by developing a cadre of *Check and Connect* trainers. As of 2016, *Check and Connect* is being implemented in eighteen Florida school districts and 75 schools. BCPS has the ability to obtain local trainers as a result of this important initiative.

- **Additional Training to support technology and web-based programs –** There are different computer programs for different levels which schools will opt to train teachers. Some examples are as follows: Redbird, Gizmos, Achieve 3000, Avid Note-taking, and Teach to One Math. In addition, general trainings on using student portfolios, integrated curriculum and blended learning will be available for teachers.

- **Teacher Internships –** Teachers will be provided with the opportunity to work in a business over the summer for two weeks to learn and be in touch with the current industry to keep up-to-date in the classroom. The ***iCAN*** Magnet Program selected "Teachers in the Workplace" as type of summer professional development for teachers since a review of literature indicated that these types of teacher internships were an effective means for improving instructional practices. A four-year study of 285 teachers (elementary, middle, and secondary) who interned in businesses and the public sector was conducted by McPherson, et. al., (2002).

  Results of the study indicated that internships were responsible for instructors changing their teaching methods by including more problem-solving activities, emphasizing the development of soft skills (including listening and interpersonal communications), utilizing more team work, and incorporating activities that targeted students' self-esteem, employability, and career development skills. Another study (Bowen, 2013) identified the most important benefit of "Teachers in the Workplace" internships. Bowen found that during and after the internships, teachers began to relate content knowledge they presented in class to real-world situations.

(b)(4) Project is supported by strong theory

The Kemple & Willner (2008) study reported findings in the completing school domain and meets the *What Works Clearinghouse* (WWC) group design standards without reservations. In the study, Career Academies increased the likelihood that students graduated with either a high school diploma or a General Educational Development (GED) certificate of high school equivalency within eight years of their expected high school graduation. The effect size between

the students enrolled in the Academies and those not enrolled in the Academies (0.27) was not statistically significant but was substantively important. The *WWC* has determined, based on these findings, that Career Academies as evidenced in the Kemple and Willner study has potentially positive effects in the completing school domain.

Career Academies, or Networks as they are identified as in the ***iCAN*** magnet program, were initially developed as an intervention to increase the likelihood of a student graduating from high school. Over the past 40 years, they have grown into an opportunity for students to prepare for careers and postsecondary education through the infusion of high-rigor courses and applied learning. Students participating in Career Academies engage in work-related educational experiences as well as academic courses aligned with careers and acquire work experience through partnerships with local industry professionals. Career Academies are school-within-a-school academies of career-related courses, which are taught by a cadre of teachers. Students take academic and career-related courses and participate in work-place learning activities.

The ***iCAN*** magnet program proposes to implement Career Academies as a whole-school model to increase the number of students that stay in school, thereby increasing the graduation rate as evaluated by BCPS. Student graduation rates (Performance Measure 2.3) are in direct relation to students completing school, which is an outcome in the Kemple and Willner (2008) study. The outcomes in the study were found to have an impact on students who participated in Career Academies that were aligned with the national standards of practice for Career Academies. The ***iCAN*** magnet program proposes to create six whole-school Career Academies based on three key elements within the national standards of practice: 1) Networks, or small learning communities, 2) career and academic focused curricula, and 3) partnerships with

employers, higher education institutions, and the community. Each school in the ***iCAN*** magnet program will increase the academic rigor and preparation for postsecondary education by integrating academic content with applied learning activities such as project-based learning.

Sinclair et al. (2005) is a correlational study with statistical controls for the selection of students who received *Check and Connect* (Appendix L) program interventions beginning in ninth grade and continuing throughout four years of high school. The study meets the WWC group design standards without reservations. In this study, as well as a previous study conducted in 1998 (Sinclair et al.), *Check and Connect* was found to have positive effects for staying in school and potentially positive effect for progressing in school. In both studies, the estimated impact of *Check and Connect* on outcomes in the staying in school domain was statistically significant and positive. By the end of a four-year high school program, students who received the Check and Connect intervention were less likely to have dropped out of school than students in a control group that did not receive Check and Connect interventions.

(c) QUALITY OF MANAGEMENT PLAN (15 points)

(c)(1) Achieve objectives on time/within budget, including responsibilities, timelines, and milestones

The School Board of Broward County, Florida (SBBC) is the applicant and fiscal agent that will be responsible for the execution and administration of the ***iCAN*** project. The District has the experience and capacity to effectively manage the MSAP grant. Authority and responsibilities will be clearly described, and experienced, highly qualified professional staff, who are full-time district employees, are the holders of positions that require excellent continuity

and follow-through. As soon as the District is notified of MSAP funding approval, SBBC will immediately launch the ***iCAN*** project. In year one, a student application database system will be purchased, customized and tested so that student applications to the program via online enrollment are available to the community. This new system will go live in years two and three and will be modified, as necessary, for continuous improvement. Implementation of ***iCAN*** will begin school year 2017-18 for all six proposed schools, and all objectives, as measured and quantified by an external, independent evaluator, will be accomplished within the designated five-year project period. The six schools selected for this project are described below:

Blanche Ely High School has a student population of over 2,100 students. Its current magnet programs, Science-Pre-Engineering and Medical Sciences, are programs-within-the school model. These will be totally revised to a whole school ***iCAN*** magnet, which will be able to serve the total population. The College and Career networks will include Arts, Humanities, Communication & Design; Business; Health Sciences; Industry/Manufacturing & Construction; Social & Behavioral Sciences & Human Services; and Science, Technology, Engineering & Mathematics. Students will be able to select a network which will prepare them for both future careers and post-secondary education. Each grade level will include appropriate activities geared to the student's chosen network. In ninth and tenth grade, students will be mentored by 11th and 12th grade students through personalization for academic and social emotional learning. (PASL). Career shadowing, job research, and internships are also included.

Pompano Beach Middle School has a student population of over 1,050 students. Its current magnet programs, Information Technology and Computer Engineering are programs-within-the school model. These will be totally revised to a whole school ***iCAN*** magnet, which will be able

to serve the total population. The College and Career networks will include Arts, Humanities, Communication & Design; Business; Industry/Manufacturing & Construction. In addition, the ***iCAN*** magnet will integrate the "Life Skills Training" program which will address the social-emotional needs of Middle School students. Students will also have the opportunity to attend a course during the day at Blanche Ely High School and receive high school credit. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. For this project, it's important that teachers have an understanding of such instructional methodologies as project-based and blended-learning. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Through this training, they will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful.

Stranahan High School has a student population of over 1,400 students. Its current magnet programs, Science/ Pre-Engineering and Medical Sciences are programs-within-the school model. These will be totally revised to a whole school ***iCAN*** magnet, which will be able to serve the total population. The College & Career Networks will include: Arts, Humanities, Communications & Design; Business; Education; Health Sciences; Industry/Manufacturing and Construction; Science, Technology, Engineering, and Mathematics; and Social and Behavioral Sciences and Human Services. The ***iCAN*** Magnet program changes the traditional school environment to a personalized learning environment for all students. The magnet will include project-based learning, as well as, a 90 minute personalization class on a weekly basis. In addition, the ***iCAN*** magnet will integrate the "Check and Connect" program which will address

the social-emotional needs of High School students. Work-place internships will be incorporated in 11th and 12th grade. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Big Picture Learning." In each grade level, industry certifications will be offered in specific courses.

New River Middle School has a student population of over 1,475 students. Its current magnet program, Marine Science is a program-within-the school model. It will be totally revised to become a whole school ***iCAN*** magnet, which will be able to serve the total population. The College and Career networks will include Arts, Humanities, Communication & Design; Business; Industry/Manufacturing & Construction. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software. Students in grade 8 will have the opportunity to participate in the "Stepping Stone" program, where they will be able to demonstrate their cumulative knowledge of project-based learning. The ***iCAN*** project will also provide classroom teachers with high-quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. Students at New River will also have the opportunity to attend a high school course at Stranahan High School during the day that is aligned with the College/Career Network. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Summit Learning."

South Broward High School has a student population of over 2,200 students. Its current magnet program, Marine Science is a program-within-the school model. It will be totally revised to become a whole school ***iCAN*** magnet, which will be able to serve the total population. The College & Career Networks will include: Arts, Humanities, Communications & Design; Business; Social and Behavioral Sciences and Human Services; Health Sciences; Education; Industry/Manufacturing and Construction; Public Safety; and Science, Technology, Engineering, and Mathematics (STEM). Thus, the creation of the Career & College Networks, offers a variety of paths for students from which to select beginning in 9th grade and continuing from their middle school feeder school, Olsen Middle School. The ***iCAN*** magnet will also include: work-place internships, and career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers. Naviance is a world-class system designed to inform students, parents, and schools with: researching careers, colleges, and majors, finding local and national scholarships and enrichment programs, exploring students' career interests, learning styles, personality types, and multiple intelligences, building resumes and holistic portfolios for job and college applications, setting goals and developing personalized plans for success, requesting and sending electronic transcripts and learning about success skills, financial planning, self-discovery, and building support networks. Students will be exposed to industry experts through seminars and will also have the opportunity to participate in advanced coursework including dual enrollment at post-secondary institutions.

Olsen Middle School has a student population of over 700 students. Olsen Middle School is a new magnet school where all students will have the opportunity to participate in the Integrated

Career and Academic Networks (***iCAN)*** Magnet program focusing on personalized learning within career/college networks aligned with the Florida State College System pathways. The Career and Academic Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction. Students at Olsen Middle School will also have the opportunity to attend a high school course at South Broward High School during the day that is aligned with the College/Career Network. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Summit Learning." Students in grade 8 will have the opportunity to participate in the "Stepping Stone" program, through Junior Achievement. Students in grades 6 will also be visiting Junior Achievement, with a curriculum entitled "Economics for Success" and in 7th grade, with a curriculum entitled "It's My Future." All grade levels will participate in summer programs through Florida Atlantic University. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

The objectives of the grant will be aligned with the 5 performance measures, individual logic models for the schools and the District, timeline, budget and the milestones for the project. These components will all work together to empower the District management team, school leaders, students and parents, as the outcomes of ***iCAN*** are achieved throughout the 5-year grant.

The management plan is designed to assist and enable ***iCAN*** project staff in achieving the goals and objectives in a timely, effective and efficient manner. All objectives will be met as

quantified by annual performance measures. In order to create systemic change in the six proposed Magnet schools, support will be provided on a continuous basis, and leadership and technical assistance will be provided by the project management team throughout the 5-year project period. The management team will work closely with District leadership, Magnet school principals, teachers, support staff, and program specialists to carry out activities that will result in meeting project objectives on time and within budget. The following chart is an overview of the ***iCAN*** MSAP Management Team with funding resources:

Position	*Staff Name*	*Funding Source*
MSAP Project Director	Leona Miracola	In-Kind District General Fund
District *iCAN* Grant Facilitator	TBA	***MSAP*** Grant Funded
District Marketing Specialist	Ruth Johnson	In-Kind District General Fund
District Micro-Computer Technology Specialist	TBA	***MSAP*** Grant Funded
District Budget Support Specialist	TBA	***MSAP*** Grant Funded
Clerk Spec. IV Secretary	TBA	***MSAP*** Grant Funded
School-Based Career Advisor **One per each *iCAN* Magnet school**	TBA	***MSAP*** Grant Funded
School-Based Curriculum Advisor One per each *iCAN* Magnet school	TBA	***MSAP*** Grant Funded
School *iCAN* Magnet Coordinator for Olsen Middle School	TBA	***MSAP*** Grant funded
School *iCAN* Magnet Coordinators for **5 re-designed *iCAN* Magnet schools**	Kathleen Weathers Laura Nicole WilsonDebra Hixon Juan Formosa Jennifer Hamilton Jannette Thompson-Irwin Kathleen O'Fallon	In-Kind District General Fund
External Evaluator	Metis and Associates	***MSAP*** Grant Funded
Magnet School Principals	Dr. Karlton Johnson Ms. Sonja Braziel Ms. Olayemi Awofadeju Ms. Valerie Harris Ms. Michelle Padura Ms. Melinda Wessinger	In-Kind District General Fund

<u>Project Director</u>: **40% of time devoted to the MSAP Grant Program** - The Project Director will have overall leadership responsibilities for the development, implementation, and evaluation of all aspects of this project and support the principals in the management of the significant school restructuring and reform. The MSAP Project Director will secure highly qualified personnel to carry out project activities, oversee the financial aspects including monthly

budgeting, projections, purchases, supervise project staff, oversee the design, timing, facilitation of all training, and oversee the progress of program goals, benchmarks, performance measures for district and schools. The MSAP Director will also promote community involvement and educational partnerships, as well as monitor all aspects of the student recruitment process and lottery selection. In addition, the Project Director will work closely with the external evaluator and prepare annual reports to be reviewed by the OSPA Director, Chief Portfolio Services Officer and the Superintendent.

District *iCAN* Grant Facilitator: **100% of Time on MSAP Project** - This District-based position will work with the schools' magnet teams and administration to support all aspects of the magnet program and ensure it is being implemented. The District Grant Facilitator will provide support by coordinating and communicating with all school grant staff, arranging school team and District meetings, providing grant implementation and updates, as well as, requirements, schedule professional development, order materials for all grant schools, complete all documentation for the MSAP center and communicate with the External Evaluator, as necessary to complete annual reports, ad hoc reports, school visits, data collection and sharing. In addition, the District Grant Facilitator will assist with the development of sustainability planning with the six schools.

District Marketing Specialist: **30% of Time on MSAP Project** - The District-level Marketing Specialist will be responsible for the creation of a collaborative strategic and comprehensive marketing program that targets families to reduce minority group isolation and create socioeconomic diversity at the six schools. The marketing plan will create awareness of the ***iCAN*** Magnet programs as a highly attractive choice option for students. The Marketing

Specialist will coordinate recruitment events, including open houses, and strategies to target audiences, create professional marketing materials for school and district websites, school and communication displays, fliers, brochures press releases, and the development of social media components including banner ads, Twitter, and other communication vehicles, as well as, monitor all marketing materials and applications to assure appropriate cultural representation and translations.

District Micro-Computer Technology Specialist: 100% of Time on MSAP Project - This is a key position to ensure the fidelity of utilization of technology for all students, teachers and staff at the six schools. The Technology Specialist will work with the six ***iCAN*** magnet schools to: support the acquisition of technology/equipment, installation of technology equipment & software/web-based programs, provide classroom and individual support with the use of programs and technology/equipment, development and maintain the MSAP technology and equipment inventory, and collect data for grant reporting.

Budget Support Specialist: **100% of Time on MSAP Project** - The Budget Support Specialist will support the project management team with the financial aspects of the MSAP grant. This will include: establishing financial forms aligned with District processes for the MSAP grant, develop procedures and guidelines aligned with federal, state and local requirements, collaborating with schools and district vendors, monitoring the status of all MSAP grant staff regarding payroll, stipends and supplements, establish financial ledgers and reports monthly for all district and school expenditures with balances and prepare the financial reports for federal reporting of the finances both for the Annual Performance and Ad Hoc reports. In addition, this position will support the ***iCAN*** schools with their capital and material ordering.

<u>Clerk Specialist IV Secretary</u>: 100% of Time on MSAP Project This District-based person will assist the District ***iCAN*** project management team and six schools with the daily clerical operations of the ***iCAN*** grant. Responsibilities will include organization of school-based compliance documentation in collaboration with the schools, assist with preparing agendas, attendance forms, summary notes, professional development logs from schools, developing special event announcements, invitations and, handling emails and phone calls during the application period and throughout the year, logistics of travel arrangements, staff development, scheduling meetings, and other related activities for the grant implementation.

<u>School-Level Career Advisor</u>: **100% of Time on MSAP Project** This school-based position will work with the school's magnet leadership team including; the Principal, Magnet Coordinator(s), Guidance Department, the MSAP Grant Curriculum Advisor and District MSAP Grant Facilitator to assist with college and career related activities for students. This will include establishing partnerships that support internships, mentors, career shadowing, work-place experiences, business/industry expert, expert speakers, project-based learning, student digital portfolios, and college/career planning support for students. This position will provide support for teachers with workplace experiences and professional development such as the Teacher Summer Internship Program. This position will also assist with the creation and operation of the Exploratorium student learning space to support student projects, personalized learning time, and collaborative activities for all students. In addition, this individual will ensure documentation of all activities, projects, and events for grant compliance and record-keeping.

<u>School Curriculum Advisor:</u> 100% of Time on MSAP Project - This school-based position will work with teachers, the magnet team and students to ensure the theme is implemented

school-wide. The Curriculum Advisor will also work with the schools and District MSAP Grant Facilitator and staff to ensure the curriculum is implemented throughout the program, and provide professional development for the teachers that align to the theme. Some of the responsibilities of the curriculum advisor will be to help teachers provide instructional interventions to teachers, help support project-based and personalized learning in the classrooms, assist the District MSAP Grant Facilitator to bring professional development to the teachers, and organize theme integration. In addition, this individual will ensure documentation of all activities, projects, and events for grant compliance and record-keeping.

School *iCAN* Grant Coordinator: 100% of Time on MSAP Project – (Olsen Middle School New Magnet) This school-based position will work with the school's Career Advisor, Curriculum Advisor and the District MSAP Grant Facilitator to ensure the magnet theme is implemented in the school. The ***iCAN*** Magnet Coordinator has many and varied responsibilities. Among these, assist with the school's recruitment and marketing strategies to ensure a diverse pool of applicants and increased enrollment at the school. This will include presentations to feeder schools, community organizations, parent groups and business/industry partners. The School ***iCAN*** Magnet Coordinator will organize special events to promote this new Magnet program including open houses, school tours, student shadowing, matriculation events, school showcases of events and coffee house presentations to matriculating school leaders and parents. Marketing and recruitment efforts must be targeted to a diversified student population and is the responsibility of the ***iCAN*** Magnet Coordinator. The Coordinator will work with the District Management and School Leadership Teams to maintain the continuous improvement plan, withdrawal logs, and marketing surveys and monitor academic progress of magnet students to

ensure alignment with District Policy 5004.1. In addition, the School ***iCAN*** Magnet Coordinator will create sustainable partnerships, seek alternative funds such as grants, and work with the school's magnet applications to ensure efficient and timely processes for all students.

MSAP Grant Evaluator: Metis and Associates will conduct the evaluation, spanning the five years of the project, will assist school staff and District personnel to modify and improve project performance and produce information needed by the USDOE to properly evaluate project effectiveness.

School Principals: 65% of Time on MSAP Project- The School Principal shall effectively lead and manage all aspects of the school, as well as**,** promoting the vision and mission of the District's Strategic Plan. It is the responsibility of the Principal to recruit, retain, develop and evaluate an effective and diverse faculty and staff and to facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. As an instructional leader, the Principal must structure and monitor a school learning environment that improves learning for a diverse student population. The School Principal should lead and manage organizational processes for school operations and manage the school operations and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The Principal will lead the entire faculty and staff with the MSAP ***iCAN*** vision to create a high-quality magnet program.

To ensure success of the entire project there must be is a well-planned management plan that includes timelines of identified activities aligned to the budget, key staff responsible and the milestones that are to be accomplished based upon the MSAP project goals and benchmarks.

BCPS utilizes a multi-layered management plan connecting the District directly to the schools for enrollment, program development, and increased student achievement support. The

Office of School Performance and Accountability (OSPA) will align all administrative services to the schools in order to effectively meet the collaborative outcomes of the ***iCAN*** magnet schools. All outcomes and performance measures in this proposal will be aligned with each School's Improvement Plan. School leaders, Cadre Directors, and the Innovative Programs Design/Support department will assist students, parents, business partners, college and university partners, support staff, consultants, curriculum specialists, and Grant program teachers in meeting the goals of the School Improvement Plan and of the ***iCAN*** MSAP grant.

To facilitate BCPS' ability to meet the proposed outcomes and performance measures within the grant period, a web-based monitoring tool, One Note, through Sharepoint, a component of Outlook 365, will be used to benchmark each outcome and performance measure proposed in the application. The One Note monitoring tool will require all student achievement data to be uploaded for each school by subgroups and grade level. Specific benchmarks connected to the performance measures will be entered into the on-line monitoring system to enable all staff to measure progress throughout the five-year grant cycle. Data will be viewable by teachers, school magnet coordinators, school leaders, and district project management team. *The Marzano Observation and Feedback Protocol* (Marzano, Pickering & Pollock, 2001) adopted by the District as part of the teacher's evaluation system will be used to monitor teacher and student engagement in highly rigorous teaching and learning activities by evidence of observable indicators.

School administrators will conduct periodic classroom observations throughout the school year and will collect data marks in order to have timely conferences with teachers. School leaders will be able to provide immediate feedback on specific indicators within lesson

segments related to routine events, content, and instructional decisions enacted on the spot. These indicators clearly align to instructional strategies that should be evident in the rigorous ***iCAN*** model. Administrators will be able to recommend additional learning opportunities for professional growth in areas of need. Based on data collected through this process, monthly ***iCAN*** meetings will be organized by the Project Director with the six school leaders, instructional facilitators and magnet coordinators to monitor project methods, review curriculum components, monitor professional development, and coordinate special activities among the six schools.

This ability to meet on a regular basis and to benchmark student progress and teacher growth, is a central component of the management plan and is critical to the continued excellence of the ***iCAN*** grant offerings. To effectively assess progress towards meeting the program's monthly and annual objectives, the Project Director will work with the external evaluator and staff at each of the ***iCAN*** magnet schools to identify and collect all necessary data elements that will ensure compliance with program requirements (e.g., monthly reports, annual formative and summative reports). Monthly monitoring reports will highlight findings, including programmatic challenges, use of evidence-based best practices, lessons learned, and recommendations resulting from site visits and communication with school-based staff. Monthly meetings with school-based staff will provide an opportunity for administrators to discuss findings and evaluation results of the external evaluator, as well as the principal's informal observations regarding implementation. The ***iCAN*** magnet schools' logic models included in the Appendix illustrate how the project's outcomes and performance measures will be met.

Project Objective 1: Reduce or eliminate minority group isolation (MGI) among Black students in proposed magnet schools.

Performance Measure	Tasks	Person Responsible	Milestones
1.1 Through implementation of a whole-school magnet program, each magnet school will achieve reductions in MGI among Black students.	Create and implement a high quality attractive recruitment plan which will bring both a racially and socioeconomically diverse student population to the ***iCAN*** schools	Principal OSPA Cadre Director School ***iCAN*** Grant Coordinator School Leadership Team and Staff Chief Portfolio Services Officer Project Director District MSAP Grant Facilitator Marketing Specialist	Annual Benchmark Enrollment Report One choice database of applications
1.2 In each year of the magnet, the Magnet feeder sending schools will maintain a percentage of Black student enrollments equal to or below that of the percentage of Black total enrollment in the District.	Monitor enrollment diversity quarterly. Schedule Open Houses Create and distribute promotional materials	District MSAP Grant Facilitator School ***iCAN*** Magnet Coordinator District Marketing Specialist	Annual analysis of student enrollment data.
1.3 As a result of ongoing outreach and student recruitment efforts and the development of innovative educational programming, the number of students who apply to each of the Magnet schools will increase by 5% in each of years 2-5 of the magnet over the prior year, compared with baseline data collected in year 1.	Schedule open houses and tours Visit neighboring feeder schools providing presentations Distribute promotional materials	District MSAP Grant Facilitator School ***iCAN*** Magnet Coordinator District Marketing Specialist	The number of applications by school in each year of the magnet will be collected and used to determine Magnet data

Project Objective 2: Increase the percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient on or above State assessments in ELA and Mathematics.

Performance Measure	**Tasks**	**Person Responsible**	**Milestones**
2.1 At each Magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measureable improvements in academic achievement in ELA as measured by an increase of 3 or more percentage points in the proportion of students in each tested grade level who meet the grade level standards on FSA assessments in ELA (Grades 6-10) *in each project year* and by year 5, the overall increase will be statistically significant.	Purchase appropriate materials for ELA reinforcement and web-based software Conduct monthly data chats Observe classroom instruction during ELA classes Conduct PLC's with teachers Peer tutoring After-school program Summer program Provide teachers with Professional Development Provide students with opportunities for blended learning	Principal OSPA Cadre Director School ***iCAN*** Magnet Coordinator School Leadership Team ELA teachers Grades 6-10 District MSAP Grant Facilitator	FSA assessments in ELA for grades 3-10

Performance Measure	Tasks	Person Responsible	Milestones
2.2 At each Magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measureable improvements in academic achievement in Math as measured by an increase of 3 or more percentage points in the proportion of students in each tested grade level who meet the grade level standards on FSA assessments in Math (Grades 6-8) and Algebra 1 (Grade 10*) in each project year* and by year 5, the overall increase will be statistically significant.	Purchase appropriate materials for Math reinforcement and web-based software Conduct monthly data chats Observe classroom instruction during Math classes Conduct PLC's for teachers Peer tutoring After-school program Summer program Provide teachers with Professional Development Provide students with opportunities for blended learning	Principal OSPA Cadre Director School ***iCAN*** Magnet Coordinator School Leadership Team Math Teachers Grades 6-8 Math Teachers-Algebra 1 District MSAP Grant Facilitator	FSA assessments in Math for grades 3-8, and Algebra for grade 10.
2.3 At each Magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measureable improvements in high school graduation rate in each project year and, and by year 5, the overall increase will be statistically significant.	Professional development by Big Picture Learning consultants Monitor academic achievement in ELA and Algebra-both required for graduation Classroom observations using Marzano i-observation	Project Director Chief Portfolio Services Officer School ***iCAN*** Magnet Coordinator School Leadership Team District MSAP Grant Facilitator Teachers	Four-year cohort graduation rates calculated by the District in each year of the magnet

Objective 3.0: Increase the percentage of students who participate in rigorous and personalized coursework and college and career readiness experiences as part of the ***iCAN*** Magnet programs by the end of the MSAP grant period.

Benchmark	Tasks	Person Responsible	Milestones
3.1 In Year 1, 25%, in year 2, 50% and in years 3-5, 75% of the students will have opportunities to participate in personalized, project-based learning opportunities to improve student achievement.	Professional development in Project-based learning Summer Training Institutes for teachers Review enrollment data during window Review curriculum units Classroom observations	Project Director Principal School ***iCAN*** Magnet Coordinator Teachers District MSAP Grant Facilitator Curriculum Advisor Career Advisor	Systematic review of curriculum development and implementation logs, copies of thematic curriculum units, magnet course registration and enrollment data, participation data for internships and other career-related experiences that are maintained by the Magnet Coordinators and school-based guidance staff.
3.2 As part of the Magnet program at each school, the proportion of students who enroll in college and career-based learning opportunities, including advanced coursework, internships, mentorships, and blended-learning courses will be 25% in year 1, 33% in year 2, 50% in year 3 and 66% in each of years 4 and 5.	Professional development in blended-learning Coordinate internships and mentorships Review curriculum implementation Classroom observations	Project Director Curriculum Advisor Career Advisor School ***iCAN*** Magnet Coordinator District MSAP Grant Facilitator Principal	Systematic review of curriculum development and implementation logs, copies of thematic curriculum units, Magnet course registration and enrollment data, participation data for internships and other career-related experiences that are maintained by the Magnet Coordinators and school-based guidance staff.

Benchmark	Tasks	Person Responsible	Milestones
3.3 Through their participation in the Magnet program, the proportion of students in each Magnet High School who earn industry certifications as part of CTE coursework will increase by at least 5 percentage points in each year of the magnet, compared with baseline data collected in Year 1.	Invite industry experts to speak Professional Development-CTACE Schedule time in Exploratorium Monitor student coursework	Project Director Career Advisor School ***iCAN*** Magnet Coordinator District MSAP Grant Facilitator Teachers	The number of industry certification assessments taken and passed in each year of the magnet.
3.4 The proportion of middle school students in ***iCAN*** Magnet Middle Schools who articulate in the same career network at one of the ***iCAN*** Magnet High Schools will increase by five percentage points in each of Years 2-5 of the magnet, compared with baseline data collected in Year 1.	Monitor student enrollment in the career networks of the ***iCAN*** high school annually.	District MSAP Grant Facilitator School ***iCAN*** Magnet Coordinator Career Advisor	Assess student enrollment data in each year of the magnet.

OBJECTIVE 4.0: Increase instructional capacity of teachers to deliver innovative curriculum at each ***iCAN*** Magnet school.

Performance Measure	Tasks	Person Responsible	Milestones
4.1 By the end of the five-year MSAP grant, 100% of the teachers will have completed 120 professional development hours in instructional strategies and content related to the ***iCAN*** Magnet theme.	Annually schedule summer Institute for teachers Review activity logs Monitor completion of courses in "My Learning Plan"	Principal School ***iCAN*** Magnet Coordinator School Leadership Team Teachers Project Director District MSAP Grant Facilitator	Review of each school's and district professional development activity logs and professional development agendas and sign-in sheets.
4.2 Through their participation in Magnet-related professional development, the proportion of teachers in each school who report using strategies and concepts related to the Magnet theme and innovative instructional strategies will be at least 25% in Year 1, 50% in Year 2, and 100% in each of Years 3-5 of the magnet.	Create checklist Classroom observations Schedule PLC's Professional development on instructional strategies	Principal Project Director External Evaluator School ***iCAN*** Magnet Coordinator School Leadership Team Teachers District MSAP Grant Facilitator	Annual analysis of checklists completed by instructional staff, collection of data on classroom practices and use of instructional strategies.

OBJECTIVE 5: Improve family and community engagement in ***iCAN*** Magnet schools.

Performance Measure	Tasks	Person Responsible	Milestones
5.1 In each year of the magnet, the proportion of Parents are satisfied with their child's instructional program in the ***iCAN*** Magnet programs will increase by at least 10 percentage points in each of Year 2 and 3, compared with baseline data from Year 1; and will increase by at least five additional percentage points in each of Years 4 and 5 of the magnet.	Schedule regular Parent informational meetings Schedule bi-annual exhibition nights Create survey	Principal OSPA Cadre Director School ***iCAN*** Magnet Coordinator School Leadership Team Teachers Project Director District MSAP Grant Facilitator Marketing Specialist External Evaluator	Parent/Guardian survey to be administered to all Parents/Guardians in each ***iCAN*** Magnet school in the Spring of each year of the magnet.
5.2 In each year of the magnet, the number of business partners who provide real-world experiences for students in the ***iCAN*** Magnet program by increase by at least four new partners, compared with baseline data from Year 1.	Schedule bi-annual Collaborative Network Team Meetings (CNT) Review student logs	Principal OSPA Cadre Director School ***iCAN*** Magnet Coordinator School Leadership Team Teachers Project Director District MSAP Grant Facilitator Marketing Specialist	Logs of student career experiences, including internships, mentoring, or job shadowing.

(c)(2) Diversity of perspectives, including parents, teachers, business, professionals, recipients, others

A commitment to facilitating and encouraging greater parental, teacher and business community involvement is essential to the Project Design of ***iCAN*** Magnet schools. Students from diverse cultural, ethnic, socioeconomic, linguistic and racial backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the culture in the learning institution. To invite greater decision-making and parental involvement, ***iCAN*** will:

a) **Identify school-site personnel to serve as liaisons** between the school and the home. Liaisons will communicate frequently with parents by e-mail, telephone, student-involved conferences, and teacher/parent journals, aiding them in making informed choices about their children's future.

b) Promote parent/student advocacy, particularly for under-represented populations by (1) advising families of supplemental educational services available to their children; (2) advising families of advanced programs placement for which their children may be eligible; (3) providing literature in the home language; (4) assisting families and students with the application process for magnet programs; and (5) implementing professional development for teachers and staffs on how to communicate with parents.

c) Assist with recruitment by breaking down the barriers, particularly for under-represented populations, caused by unfamiliarity with the multiple bureaucratic layers of a large urban school system. (1) Parents will be counseled and informed, in their own

language, of their rights and of all the choices that are available to their children; (2) multilingual printed materials featuring the variety of quality school choice options will be distributed; and (3) families will be provided with the necessary information to access district and school web sites on the Internet.

d) **Form collaborative relations with local business and community-based organizations** to address family and community issues. (1) School liaisons will meet with community organizations to identify resources, including youth groups and programs for young people, that actively cultivate relationships with parents and community agencies; and (2) community/business-based representatives will be included on the School Advisory Council for dissemination of information and input.

e) **A Collaborative Network Team (CNT)** will be established which will include Principals, District staff and business partners, including, but not limited to local universities, (Florida Atlantic University, Florida International University and Broward College) as well as District department representatives from Demographics and Student Assignment; Diversity, Prevention and Intervention; Innovative Learning; Student Support Services; Career, Technical, Adult and Community Education (CTACE); and, Innovation Programs Design/Support. The purpose of the CNT is to guide the project in its implementation of all components. A CNT Summit will showcase the ***iCAN*** project offerings at all six schools. All stakeholders, including school leadership, District leadership, business associates, pertinent community representatives, mentors, higher education representatives, as well as parents and students will be invited to attend. Partnerships with community organizations will be established in order to provide students in each school with a mentor through the "Check and Connect" SEL program.

f) **Parent educational and personal success seminars** will provide a series of three parent workshops that build parenting skills and communication with schools. *Positive Parenting in Challenging Times* will address self-efficacy in parents. The goal is to modify parental behavior to improve communication skills, to improve discipline techniques, and to set proper boundaries. Parents will be trained in strategies to raise resilient children, to access community resources, and to increase their level of involvement in schools. This training will be directly related to the development and importance of soft skills in students attending ***iCAN*** Magnet schools.

g) **Student-led conferencing,** held twice each year, are ways for students to share their work samples, goals, and accomplishments with their parents and the community. Student-led conferencing will offer students a means to take ownership of their learning. Teachers will be available for parent conferences and will assist students in preparing to lead conferences using SEL teaching and learning practices studied during check and connect professional development.

h) **Check and Connect evidenced-based parent engagement** will be implemented at all ***iCAN*** magnet schools. Mentors of the highest needs students will follow a framework of parent communication that includes maintaining positive and honest communication style, focusing on the progress and engagement of the student in his academics, ensuring that parents/guardians are equipped with the knowledge they need to support their child's learning, building a trusting relationship over time and being persistent in ensuring that communication is two-way and on-going.

BCPS is dedicated to involve a wide spectrum of stakeholders in the ***iCAN*** project; stakeholders will include parents, teachers, business partners, community leaders, and professors from post-secondary institutions. It is only through the involvement and feedback of this diverse group that ***iCAN*** will make a lasting and enriching impact in the schools and community.

(d) QUALITY OF PERSONNEL (5 points)

(d)(1) Project Director is qualified to manage the project, including knowledge of curriculum development and desegregation strategies

The Superintendent of Schools has identified **Leona A. Miracola,** as Project Director. Ms. Miracola has more than 34 years of District-based and School-based experience in the development and coordination of desegregation policies for Magnet and Innovative programs. She has coordinated curriculum development for Career Academy Programs, School-to-Career Programs, and Parental Choice Programs. At the Elementary, Middle, Secondary, and Post-Secondary school levels, she was responsible for program planning, articulation, and curriculum development. She has years of experience facilitating and expanding business/industry partnerships, as well as marketing promotions. Ms. Miracola has served as the MSAP Project Director for the District's 2004, 2010, 2013 MSAP grant projects. In this capacity, she has effectively managed all budgets, most recently over $11 million dollars to successfully meet project objectives. Her prior success in leadership responsibilities for the development, implementation, and evaluation of the grant projects have proven her capabilities of managing the ***iCAN*** MSAP grant.

As Director of Innovative Programs/Magnet Schools, Broward County Public Schools, since 2004, Ms. Miracola has led the District's local effort to achieve voluntary desegregation by working collaboratively with District departments to develop a comprehensive communications and marketing plan that attracts a diverse ethnic and socioeconomic population of students. She has refined the process that addresses enrollment and diversity of students in magnet schools, has provided support and guidance to magnet schools to ensure they offer an array of themed programs that support school improvement, and she oversees the magnet application process to ensure effective access and equity for students to select schools of choice.

In her present role as Director of Innovative Programs Design/Support, Ms. Miracola monitors the administration policies that apply to all Magnet program/learning options, implements the continuous improvement process to review and improve thematic instruction/curriculum development/student activities, and identifies and meets the needs of all magnet programs. She is involved in the development of magnet policy guidelines, the identification of potential sites for new magnets, and the logistics for the implementation of a themed program. She has employed a process to encourage parental involvement in magnet schools, has provided quality teacher professional development, and has identified personnel to encourage business/community partnerships in magnet schools. She also serves as the liaison between magnet schools and the District offices of Academics/Curriculum, Budget, Capital Planning, Human Resource/Talent Development, Information Technology, Legislative Affairs, Literacy, and School Performance & Accountability. Ms. Miracola has the leadership skills and knowledge to successfully implement this program, as well as a remarkable working relationship

with the Principals of the identified schools. Job descriptions for both the District and School-based staff that will be part of ***iCAN*** are also found in Appendix J.

(d)(2) Other key personnel are qualified to manage the project

Chart: Key Personnel - Identifying key personnel for the District and six magnet schools, ensures success of the project. To aid in the success of the MSAP Project is the District management team as indicated in the following chart:

Site	Key Personnel	Employment Status		Funding Source	
		In Place	To Be Hired	In-Kind District	MSAP
District	Director of Innovative Programs/MSAP Director	1		1	
District	Superintendent	1		1	
District	Chief of Portfolio Division	1		1	
District	OSPA Directors	4		4	
School	Magnet School Principals	6		6	
District	Marketing Specialist	1		1	
District	iCAN Grant Facilitator		1		1
School	Magnet Coordinators	7	1	7	1
School	Career Advisors	6			6
School	Curriculum Advisors	6			6
District	Budget Support Specialist	1			1
District	Micro-Computer Technology Specialist	1			1
District	Clerk Spec. IV Secretary	1			1
External	External Evaluator	1			1

Superintendent Robert Runcie has led the Broward County Public Schools District, consisting of 271,000 K-12 students since 2011. Under his leadership, there has been a focus on desegregation of low socioeconomic schools through the creation of Magnet and Innovative programs that encourage ethnic and socioeconomic equality. Business/community partnerships are a priority of his administration. In 2016, Mr. Runcie was recognized as Florida's Superintendent of the Year. Superintendent Runcie will provide all necessary resources for the schools in this Project.

Leslie Brown has been the Chief Portfolio Services Officer for Broward County Public Schools since 2012 and serves on the Superintendent's Cabinet. She provides leadership for the continuous analysis, development, and monitoring of the District's short and long-term Strategic Plan Goals, which include High Quality Instruction and Continuous Improvement for the district's students and schools. Her direct responsibilities include the development of innovative school options, the coordination of multiple divisions that encourage ethnic and socioeconomic equality, and the redesign and repurposing of under/over enrolled schools or underperforming schools. Ms. Brown is responsible for the quality design, planning, implementation, evaluation, and marketing of all magnet programs, innovative programs, redesigned school models, and school support services. Other key duties include accurate and timely key enrollment and projections data for strategic planning across the District, development of a collaborative action plan that ensures quality design, planning, implementation, evaluation and marketing of all magnet programs, innovative programs, redesigned school models, and school support services. The Project Director will work closely with Ms. Brown to ensure the Project provides educational choices that encourage ethnic and socioeconomic equality for the District's students.

The Office of Student Performance and Accountability is comprised of supervisors of the magnet project's principals. These positions provide leadership and support to schools to ensure that curriculum and instructional initiatives are student focused, research-based and aligned with statutes, policies, standards, the District's strategic plan, school goals and improvement plans. These positions require a master's degree from an accredited institution with a doctorate preferred. In addition, a combined total of nine years within the last fourteen years of school-based/area/district administrative/teaching and/or supervisory work experience, which includes three years as a principal. The OSPA directors must also hold a Florida certification in administration and supervision, educational leadership, school principal or professional school principal; and have excellent analytical, interpersonal, evaluation, and computer skills.

Dr. Jermaine Fleming is a Director in the Office of Student Performance and Accountability and is the supervisor for New River and Pompano Beach Middle School principals. He has four years of experience as a Principal at a School of Choice, Nova Middle School. Enrollment at all Nova schools are required by district policy to reflect the diversity of the School District. In addition, Dr. Fleming also has administrative experience at two magnet middle schools. As Director, he will work closely with the project's School Principals and facilitate the acquisition of necessary resources. Dr. Fleming will monitor the performance of each of his assigned schools, using student achievement and community/business/parent involvement data.

Christine Flynn-Semisch is a Director in the Office of Student Performance and Accountability and supervises Olsen Middle School's principal. She has three years of experience as a Principal of a Magnet themed middle school, which was created for desegregation purposes. As Director, she will work closely with the project's School Principals and facilitate the acquisition of

necessary resources. Ms. Flynn-Semisch will monitor the performance of each of her assigned schools, using student achievement and community/business/parent involvement data.

Michael Ramirez is a Director in the Office of Student Performance and Accountability and supervises the South Broward High School's principal. He has experience as a Principal and as an administrator in a magnet-themed high school, which was created for desegregation purposes. As Director, he will work closely with the project's School Principals and facilitate the acquisition of necessary resources. Mr. Ramirez will monitor the performance of each of his assigned schools, using student achievement and community/business/parent involvement data.

Alan Strauss is a Director in the Office of Student Performance and Accountability and is the supervisor of Stranahan and Blanche Ely High Schools' principals. He has experience as a Principal of a Magnet themed high school, which was created for desegregation purposes. As District Office Director, he will work closely with the project's School Principals and facilitate the acquisition of necessary resources. Mr. Strauss will monitor the performance of each of his assigned schools, using student achievement and community/business/parent involvement data.

Qualifications for principal positions require an earned master's degree from an accredited college or university. A minimum of five years of public school experience is required; which includes a minimum of three years of required experience as a principal or assistant school principal, as outlined in School Board Policy 4002.14. Principal must hold a Florida Certificate in School Principal, Professional School Principal, Educational Leadership, Administration, or Administration and Supervision. New principals are recommended to participate in the District's Principal Program.

Dr. Karlton Johnson is the Principal of Blanche Ely High School, one of the schools selected for this project. Dr. Johnson has two years of experience as an Assistant Principal at a Magnet themed high school located in a low socioeconomic area and created for desegregation purposes. He has been Principal of Blanche Ely High School, a magnet school located in a low socioeconomic area and created for desegregation purposes, since 2009. Under Dr. Johnson's leadership, a new focus was placed on building rigor and relevance into the school's curriculum, resulting in increased student achievement and graduation rate. Dr. Johnson will monitor the implementation of the Project at the school site.

Sonja Smith Braziel has been the Principal of Pompano Beach Middle School, one of the schools selected for this Project, for 16 years. Pompano Beach Middle School is a magnet located in a low socioeconomic area and created for desegregation purposes. Under Ms. Braziel's leadership, the school was a top magnet school in the District and a Magnet School of Distinction. She has received recognition for her service to the community and has increased parental involvement in the school. Ms. Braziel will monitor the implementation of the project at the school site.

Olayemi Awofadeju has been the Principal of South Broward High School, one of the schools selected for this project, for five years. South Broward High School, located in a low socioeconomic area, has Magnet and Innovative programs that were created for desegregation purposes. Under Ms. Awofadeju's leadership, the number of students applying and admitted to the Magnet program has increased by 50%. She has applied for and received grants for additional academic curriculum and enrichment of students. By securing a business partnership with the Marine Industry of South Florida, the school enhanced the current magnet program with the

preparedness of students graduating and successfully entering the marine industry workforce. Ms. Awofadeju will monitor the implementation of the project at the school site.

Valerie Harris has been the Principal of Olsen Middle School, one of the schools selected for this project, for six years. Olsen Middle School, located in a low socioeconomic area, has the Advanced Achiever's Academy. This Innovative program, created for desegregation purposes, was developed to increase the level of academic rigor and educational opportunities for the school's students. Under Ms. Harris' leadership, programs were created to accelerate student learning through partnerships with community organizations and virtual education. Ms. Harris will monitor the implementation of the project at the school site. Olsen Middle School will be a new choice magnet school under this grant.

Michelle Padura was selected as Principal of Stranahan High School in 2016. Stranahan High School, located in a low socioeconomic area, has Magnet and Innovative programs that were created for desegregation purposes. Ms. Padura has four years of experience working as an Assistant Principal at a School of Choice, Nova High School. Enrollment at all Nova schools are required by district policy to reflect the diversity of the school district. She also taught science for three years in a Magnet high school that was located in a low socioeconomic area. The Magnet was created for desegregation purposes. Although new to Stranahan High School, Ms. Padura has already created a professional development plan that focuses on the relationships among academic standards, effective instruction, and student performance. She has also engaged faculty in the recognition of cultural and developmental issues related to student learning in order to utilize strategies that minimize or eliminate achievement gaps. Ms. Padura will monitor the implementation of the project at the school site.

Melinda Wessinger has been the Principal of New River School since 2011. New River Middle School, located in a low socioeconomic area, has a Magnet program that was created for desegregation purposes. Under Ms. Wessinger's leadership, the school has been awarded Magnet School of Distinction and Magnet School of Excellence honors and has increased school enrollment. She has created a culture of high expectations through professional development and has organized the faculty into professional learning communities. Ms. Wessinger will monitor the implementation of the Project at the school site.

Ruth Johnson has been a Marketing Specialist for 25 years. She provides strategic direction to the district and schools on marketing their magnet programs to parents, students, and community members with the goal of increasing student enrollment and reducing minority group isolation. Ms. Johnson oversees the magnet school application to ensure it is translated into the four key languages spoken in the district. Qualifications for this position include a master's degree from an accredited institution and a minimum of three years of experience and/or training in the field of marketing. Computer skills is required for the position. It is preferred to have a degree in communications/media, journalism, public relations, education or related field.

The resource positions have the same state credential requirements as a teacher. They will be highly qualified under Section 1012.56, Florida Statutes - Educator Certification requirement. Each will hold a Florida Professional Educator Certificate which is awarded to those who have at least a Bachelor's degree and have demonstrated mastery in the specific subject area, general knowledge, and professional knowledge. All District employees must

submit to fingerprinting and a criminal background check prior to becoming a Broward County Public School employee. All of these personnel will be interviewed by the project director and school administrators.

One **District *iCAN* Grant Facilitator** will need to have excellent communication skills, be organized, and have experience in developing and organizing professional development, ordering materials, and compliance oversight. Additional qualifications for the position requires a master's degree and three years of job related experience or if the candidate has a bachelor's degree from an accredited institution, five years of related job experience id needed.

Each of the six schools will have an ***iCAN* Magnet Coordinator**. Five of the schools will be redesigned and currently have one magnet coordinator funded by the district; and two of these five schools have two magnet coordinators. Olsen Middle School will be a new magnet school and will require a magnet coordinator funded by the grant. Their responsibilities include ensuring the magnet theme is evident throughout the school and in classroom instruction. They must have excellent communication skills to prepare all magnet correspondence and communications for stakeholders including: students, parents, faculty/staff, partners, community organizations, and coordinate notification of acceptance, registration, and scheduling of new students. The school magnet coordinator requires experience in budgeting to be able to prepare projections of program needs and monitor the magnet budget allocated for the program. Attention to detail is important to maintain accurate records on magnet students and provide data reports when needed, including student achievement. This person will need to have public relation skills to investigate additional funding and resources through community partners and grants and to arrange for periodic guest speakers on the theme in addition to keeping the magnet program's

actions, services, and successes visible and accessible to the school and community.

The **Career Advisor** will be a new grant-funded position in all six schools. This school based position's primary objective is to organize and facilitate student internships; and work with business partners to ensure internships are meaningful for the students. The career advisor must possess good communication and public relation skills in order to forge partnerships with businesses to secure internships. This position requires attention to detail to accomplish student scheduling and coordination of activities as well as collecting data for compliance reports. The Career Advisor must have experience in conflict resolution and career support.

The **Curriculum Advisor** will be a new grant funded positions in each of the six schools and will work with teachers, the magnet team and the students to ensure the theme is implemented school-wide. This position requires experience in developing professional development, implementing curriculum, and working with teachers. The curriculum advisor must be cooperative, collaborative, show initiative and leadership skills.

The following positions are supporting the grant at the District level:

One **Budget Support Specialist** will be hired and funded by the MSAP grant to manage the budget. Required credentials for this position are a standard high school diploma and at least 60 semester college credit hours from an accredited institution and a minimum of five years of experience and/or training in a related field; or with no college credit a minimum of seven years of experience and/or training in a related field. This position requires experience in District budget processes.

One **Micro-Computer Technical Specialist** will be grant funded and work at all of the six schools. Qualifications include a Bachelor's degree from an accredited institution and one year

of experience and/or training in the related field. Additional requirements include proficiency in demonstrating and problem-solving spreadsheets, databases, and word processing applications in MS-DOS, Windows, and Mac. This person must also be able to install software, maintain client/server relationships and manage computer networks.

One **Clerk Specialist IV Secretary** will be grant funded and work directly with the district grant facilitator on the daily operations of the ***iCAN*** Program. Requirements for this position include a standard high school diploma and five years of successful work experience in a secretarial/clerical position. Additionally, this person should have a well-rounded knowledge of methods, office practices, policies, and procedures. They must be able to make decisions with minimum supervision and be able to work independently and effectively with people. A passing score on the computer keyboard skills test on speed and accuracy are necessary.

(d)(3) Teachers are qualified to implement the special curriculum

All teachers in the project will be highly qualified as indicated in Section 1012.56, Florida Statute - Educator Certification (Appendix K). Each teacher will hold a Florida Professional Educator Certificate which is awarded to teachers who have at least a Bachelor's degree and have demonstrated mastery in the specific subject area, general knowledge, and professional knowledge. In addition, teachers will hold in-field certifications for the subject area in which is taught. All District employees must submit to fingerprinting and a criminal background check prior to becoming a Broward County Public School employee.

(e) QUALITY OF PROJECT EVALUATION (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project.

The project evaluation of the proposed BCPS magnet initiative will include formative and summative components to provide continuous feedback to the district on the effectiveness of program implementation and activities in meeting project objectives and performance measures, and a well-designed impact study that uses a rigorous research design to test for theoretical linkages between implementation of at least one key project component and at least one relevant outcome presented in the logic model.

The evaluation design will guide the collection of data from multiple sources and stakeholder groups to provide feedback and findings to examine several overarching research questions:

1. To what extent are the MSAP-related outreach and student recruitment activities helping the district to meet the MGI targets outlined in the grant? How can outreach and student recruitment activities be improved?
2. To what extent is grant-funded professional development building the capacity of teachers and staff to implement and integrate evidence- and research-based instructional strategies into classroom instruction? How can professional development offerings be improved?
3. How has the grant supported the development of unique thematic curricula and enrichment activities? How can curriculum development efforts and products be improved?
4. To what extent are academic achievement outcomes of all subgroups of students in the magnet schools improving over the five-year grant period?

5. Are there differences in academic achievement gains among subgroups of students, such as by demographic characteristics, level of teacher participation in MSAP-related professional development, and by home school (within or outside zone); and to what extent do those difference or gaps change over the five-year grant?
6. What impact does participation among middle school students in the career academies model of the ***iCAN*** magnet initiative have on academic achievement outcomes in ELA and math? How do achievement gains of treatment students compare to those of non-treatment comparison students?

BCPS proposes to retain Metis Associates to conduct the impact study (as described in section 1) and the comprehensive project evaluation of the MSAP grant initiative (described in section 2). Metis is an education research and evaluation firm that has provided technical assistance and professional support for a wide range of education and human services initiatives for the past 39 years. Metis has conducted evaluations of MSAP initiatives over the past 10 MSAP funding cycles for 11 community school districts in New York City; Baltimore County, MD; Champaign, IL; Orangeburg County, SC; and Beacon, NY. Metis has served as the external evaluator for BCPS's last two MSAP grants in the 2010–13 and 2013–16 funding cycles. Metis has also conducted system-wide evaluations and audits of magnet and choice programs for several large school districts including for Broward County in 2014, Montgomery County (MD) Public Schools in 2015, Baltimore County in 2014, and Pittsburgh Public Schools in 2008. Final reports for these evaluations have been posted on the districts' websites.

The evaluation of the BCPS magnet initiative will be directed by Claire Aulicino, a Senior Associate at Metis (see résumé in Other Attachments). Ms. Aulicino has more than 17 years of

experience in designing and conducting program reviews and evaluations in the area of K-12 education. For the past 13 years, the focus of her work has been on school choice and magnet programs. She has directed evaluations of MSAP grants over the past six MSAP funding cycles and she has served as the lead evaluator for 13 MSAP grants, including in BCPS for the past seven years. She also served as the lead researcher on the district-wide evaluations of magnet and choice programs for Montgomery County (MD) Public Schools in 2015, BCPS in 2014, and Baltimore County (MD) in 2013. She also conducts evaluations in the areas of educational technology, STEM education, and out-of-school time programs.

For the impact study, Ms. Aulicino will be supported and advised by Metis's Senior Associate for Design and Analysis Dr. Zhu (see résumé in Other Attachments). Dr. Zhu is an expert in research design, statistical analysis, survey research, and data management functions. She has played a key role in developing and/or implementing rigorous designs (both experimental and quasi-experimental) and applying advanced statistical techniques to evaluate intervention effectiveness and help programs become evidence-based. Dr. Zhu is in the company of only approximately 300 researchers nationwide who are certified as eligible to review education research studies for inclusion in the What Works Clearinghouse (WWC)—an initiative of the U.S. Department of Education Institute of Education Sciences)—and thus is intimately familiar with the level of evidence that is specified in the Notice of Funding Availability and that the evaluation is expected to address. Metis is certified as Dr. Zhu's organizational affiliation. Dr. Zhu holds a Ph.D. in Quantitative Research, Evaluation, and Measurement, and a M.A.S. in Applied Statistics, both from The Ohio State University.

In her role as Evaluation Director, Ms. Aulicino will be supported by highly qualified staff, including Dr. Zhu, and will regularly consult with Metis's Design Consulting Committee (DCC) on all aspects of the evaluation. The DCC ensures that evaluation designs and analyses that are carried out are sound, of high quality, and appropriately address the key research questions. The DCC is a key component of Metis's quality management process and provides a systematic review of the data and assurance of high technical standards in line with the accuracy standards of the Joint Committee on Standards (JCS), and with the American Evaluation Association's (AEA's) principles for Systematic Inquiry. In addition, Metis has a duly constituted Institutional Review Board (IRB) that is registered with the U.S. Department of Health and Human Services (IRB #00003465) and assures compliance with Federal-Wide Assurance (FWA) requirements for the Protection of Human Subjects (FWA #00004755). Members of the IRB are specialized in various social sciences and are experienced in all aspects of field-based research and evaluation. Metis's IRB meets as needed to review evaluation designs and guarantee protection to human subjects for Metis's research studies. The IRB has submitted and gained approval for study protocols from numerous external IRBs from school districts around the country.

Furthermore, to obtain extant data to support research and evaluations within localities, Metis has successfully negotiated data sharing agreements to gather identifiable (when warranted) and de-identified individual student- and teacher-level data with numerous local education agencies across the United States.

(e)(1) Extent to which the methods of evaluation produce evidence of promise

Guided by the *What Works Clearinghouse (WWC) Procedures and Standards Handbook* (v3.0, 2014), Metis proposes to conduct a rigorous evaluation that is capable of producing evidence of promise if well-implemented. The rigorous evaluation, or impact study, will be conducted to establish empirical evidence to support the theoretical linkage between the career academies/pathways models in magnet middle schools (key component) and student achievement in ELA and math (relevant outcomes) as presented in the logic model in the Quality of Project Design section.

Career academies were first developed more than 30 thirty years ago as a tool to provide smaller learning environments for students and engage them in thematic instruction. The ***iCAN*** initiative will build upon this model to develop personalized, career pathways in each magnet program. There is strong evidence of the impact of career academies on student academic outcomes, as described in the Competitive Preference Priority 2. The impact study of the ***iCAN*** initiative will build to the evidence and research base showing the effect of the career academic model on raising student achievement. Using a rigorous design, the study will produce evidence of promise that this model is an effective component of magnet programs in achieving the goals of the MSAP. The study will also provide BCPS with valuable data to inform implementation and scaling of the model across the district.

The impact study will be informed by qualitative and quantitative data to measure implementation of the career academies/pathways model. These data, as described below in section 2, will be collected from multiple sources and methods to measure fidelity of

implementation of the intervention and whether implementation varies across grades, schools, and time, and will describe any variations in implementation fidelity. Guided by implementation data, the impact study will use a rigorous design to estimate the impact of the career academies/pathways model on intended student outcomes at different points in time based on treatment-comparison contrasts.

Study Design: Given that the career academies/pathways model is a whole-school initiative and the target schools have attendance zones, it is not feasible to randomly assign students to the treatment. Because a randomized controlled trial (RCT) design would not be viable for this study, in accordance with the WWC guidelines, Metis is proposing a rigorous, quasi-experimental matched comparison group design based on a propensity score matching (PSM) approach. PSM is often considered the best available approach to generating a comparable group of non-participants without random assignment (Guo & Fraser, 2009). Under the PSM framework (Rosenbaum & Rubin, 1983, 1984, 1985; Rosenbaum, 1991, 2002), any initial statistically significant imbalances on observed covariates (e.g., demographic variables and baseline achievement) between treated and comparison groups can be greatly reduced or even removed. PSM techniques first summarize all pertinent characteristics observed prior to treatment (i.e., the matching variables) into a single score (i.e., the propensity) that indicates the predicted conditional probability of an individual participating in a given program. After propensity score estimation, PSM techniques typically match each program participant with one or more comparison students with similar propensity scores.

Using PSM, students who are enrolled in the target grades (6th through 8th) in the three magnet middle schools (Olsen MS, Pompano Beach MS, and New River MS) in fall 2017 will be

matched 1:1 with comparable students in similar non-participating schools in the same school district based on important observed baseline characteristics related to the outcomes of interest.[1] Depending on data quality and availability, the matching variables may include, but not be limited to: (1) at the student level – baseline achievement (previous ELA and Math scale scores as measured by the Florida Standards Assessments or FSA), grade level, age, gender, race/ethnicity, FRL eligibility, ELL and special education status, and previous school year average daily attendance; and (2) at the school level – enrollment size, percent FRL, percent by race/ethnicity, percent male, percent ELL students, percent special education students, and percent previous cohort proficient in FSA in ELA and math. After PSM, tests of baseline equivalence of the treatment and comparison groups in each analysis sample will be conducted to ensure that the evaluation eliminates overt selection bias and meets the WWC evidence standards, albeit with reservations owing to the fact that unobserved variables may not be equated between the two groups.

Analysis Plan: To provide information for project implementation and improvement as well as to better interpret project impacts, every effort will be made to track data on key project inputs (e.g., level of PD provided to staff and student enrollment in career academies and number of pathway courses taken). To investigate the career academies/pathways model as implemented, Metis will use regression-type analyses for each year's outcome analyses, in addition to providing descriptive and/or correlational analyses of quantitative data. Since the study will involve multiple grades, achievement test scores in each grade (as necessary) will be converted to z-scores or

[1] Note that student joiners after the project starts will be removed from matching and analysis if determined necessary.

another common metric, when needed, to produce combined impact estimates. The analysis models employed will statistically control for multiple covariates (e.g., students' pre-test and demographic variables, and school-level characteristics). Statistical significance adjustment procedures (e.g., Benjamini-Hochberg, Bonferroni) will be applied when multiple comparisons are involved for confirmatory contrasts specified in the same outcome domain. In addition, appropriate effect size indices (e.g., Hedges' *g*, Cox index) will be calculated to measure the practical importance of the findings. All aspects of the analysis plan will be aligned with the latest WWC requirements.

Sample Sizes and Minimum Detectable Effect Sizes (MDESs): Given the parameters of this proposed study, we obtained an estimated MDES of 0.049 standard deviations for key outcomes in overall impact analyses. This calculation was based on a sample of 6,500 subjects (3,250 treatment/3,250 matched comparison) and would provide adequate power (.80) to detect the above stated estimated MDES, assuming pertinent covariates explain 50% of variation in a given outcome at a significance level of .05 for a two-tailed test under the regression framework. The proposed study is therefore capable of detecting small project impacts.

Key Outcomes and Measures: The project logic model identifies ELA and Math academic performance as key target student outcomes. FSA (ELA and Math scores) administered by the district in each year of implementation will be used to measure student achievement. To meet the WWC outcome standards, Metis will ensure that each outcome measure used for the project impact evaluation has face validity, adequate reliability, and consistency in measurement in both treatment and comparison groups, without over-aligning with the intervention.

(e)(2) Methods include objective measures related to outcomes and produce quantitative/qualitative data

The impact study will be conducted to produce evidence of promise to support causal relationships of one key component (career academies/pathways model) (Appendix M) on two relevant outcomes (achievement in ELA and Math). In order to assess implementation and impact of the BCPS magnet initiative, Metis will conduct a project evaluation designed to assess the implementation of all project activities and the extent to which the activities support achievement of all of the project outcomes and outputs, as articulated in the BCPS MSAP logic model and the project and GPRA-level performance measures. The evaluation design includes formative and summative components and utilizes multiple measures over multiple groups of subjects. Data from all sources will be synthesized and analyzed to maximize precision of outcome information and enrich the capacity of the Project Director, Office of Innovative Programs, and the BCPS MSAP stakeholders to make informed and timely decisions about program development and implementation.

The formative evaluation will focus on program implementation and assessment of project activities. Ongoing formative feedback will be provided to the Project Director and the school-based magnet teams about the extent to which project activities are being implemented as planned and in line with the intended outcomes. This feedback and data will be critical for ensuring that the project is well-positioned to meet its objectives and performance measures and to make adjustments as part of a continuous improvement model. The continuous improvement process will be instrumental to ensuring the project activities are planned, implemented, assessed, and modified, as needed in order to achieve the grant objectives. The Project Director and key

stakeholders will regularly use evaluation data to "check" activities to ensure they yield the desired results.

Formative evaluation methods, including documentation reviews, written surveys, interviews, and biannual field observations, will be conducted to answer key questions about: the outreach and recruitment strategies being used; how the schools are planning, developing, and implementing the themes and ensuring that all students have access to magnet thematic curricula and activities; the types of staff development being offered and the levels of participation in these; and the collaborations, among instructional staff, within the school community, and with external partners, being fostered to support the program. Quarterly written project status reports, monthly telephone and email communications, and presentations by the evaluator will provide the Project Director, Office of Innovative Programs, and the Superintendent with formative feedback on program implementation and best practices.

The Project Director and other MSAP staff will provide opportunities for other stakeholder groups, such as parents, staff, students, and community and business members to review and provide feedback on evaluation findings through a variety of methods. The MSAP staff will conduct presentations of evaluation findings and recommendations to these other stakeholder groups, including parents and staff at PTA and faculty meetings and during school family events; students at assemblies and through morning announcements; and to community and business members in partner meetings and community meetings such as those of the Chamber of Commerce. The Project Director will also work with the district's Public Information Office to share information through press releases, social media posts, and information on the District's website.

Summative evaluation activities will be conducted to assess the program's attainment of the intended outcomes, as outlined in the logic model and project performance measures. The summative evaluation methods will include the analysis of data collected through monthly program implementation logs, stakeholder surveys, student checklists, enrollment and applicant pools, course enrollment and industry certification data, and standardized achievement test scores.

This section presents the project performance measures that will be used to assess the extent to which the four project-level objectives that are described in the Management Plan are being met in each year of the grant and the specific methods that will be used to collect and analyze data to evaluate impact on each performance measure.

Project Objective 1: Reduce or eliminate minority group isolation among Black and Hispanic students in proposed magnet schools. The following performance measures will be used to evaluate the extent to which Project Objective 1 is met over the five-year grant period.

Performance Measure 1.1 (GPRA Measure): Through implementation of a whole-school magnet program, each magnet school will achieve reductions in MGI among Black and Hispanic students. The proportions of Black and Hispanic students will be reduced or eliminated at each school by the following percentages for each year.

School	Baseline (2016-17)	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)
Reduce MGI among Hispanic students						
New River MS	47.1%	45.4%	43.9%	42.6%	42.8%	42.9%
Olsen MS	36.0%	35.9%	35.5%	35.3%	35.1%	35.2%
S. Broward HS	39.4%	38.7%	38.0%	37.4%	36.7%	36.8%
Reduce MGI among Black students						
Pompano Beach MS	54.7%	52.3%	50.0%	48.2%	48.4%	48.2%
Blanche Ely HS	80.7%	78.8%	76.9%	75.3%	73.7%	73.7%
Stranahan HS	68.3%	65.0%	61.8%	58.8%	55.9%	55.6%

Performance Outcome 1.2: In each year of the grant, the magnet feeder sending schools will maintain a percentage of Black and Hispanic student enrollments equal to or below that of the percentage of Black and Hispanic total enrollment in the district.

Performance Measure 1.3: As a result of ongoing outreach and student recruitment efforts and the development of innovative educational programming, the number of students who apply to each of the magnet schools will increase by 5% in each of Years 2 through 5 of the grant over the prior year, compared with baseline data collected in Year 1.

Evaluation Methods for Project Objective 1: Data to assess Performance Measures 1.1 and 1.2 will be obtained from an annual analysis of student enrollment data from the District's registers for all active students as of October 1 of each project year. Frequency calculations will be conducted by school and grade to determine the number and proportion of students by racial/ethnic group. Data to assess Performance Measure 1.3 will be collected from magnet application data to determine the number of applications by school in each year of the grant. Results from the enrollment and application data will be synthesized with data on outreach and recruitment logs and marketing materials for each school and the District to assess the effectiveness of the outreach and student recruitment plans.

Project Objective 2: Increase the percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in ELA. The following performance measures will be used to evaluate the extent to which Project Objective 2 is met over the five-year grant period.

Performance Measure 2.1 (GPRA Measure): At each magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measurable improvements in academic achievement in ELA as measured by an increase of three or more percentage points in the proportion of students in each tested grade level who meet the grade level standards on the FSA in ELA (Grades 6-10) *in each project year* and, by Year 5, the overall increase will be statistically significant.

Performance Measure 2.2 (GPRA Measure): At each magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measurable improvements in academic achievement in Math as measured by an increase of three or more percentage points in the proportion of students in each tested grade level who meet the grade level standards on the FSA in Math (Grades 6-8) and Algebra I (Grade 10) *in each project year* and, by Year 5, the overall increase will be statistically significant.

Performance Measure 2.3 (GPRA Measure): At each magnet high school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measurable improvements in high school graduation rate *in each project year* and, by Year 5, the overall increase will be statistically significant.

Evaluation Methods for Project Objective 2: Performance measures 2.1 and 2.2 will be evaluated using standardized instruments for student assessments include the **FSA** exams that are administered to students annually in ELA for grades 3-10, Math for grades 3-8, and Algebra I for grade 10. Results for these tests are expressed both in scale scores and performance level equivalents. Scale scores are equal-interval, criterion-referenced scores that create a continuous

scale that extends across grade levels. For each grade, scores are categorized into one of five performance levels: Level 1 (inadequate), Level 2 (below satisfactory), Level 3 (satisfactory), Level 4 (proficient), and Level 5 (mastery). Performance measure 2.3 will be assessed using four-year cohort graduation rates calculated by the District in each year of the grant.

Student achievement results for ELA and Math will be derived from performance level analyses using matched data to calculate the proportions of students in each year who meet or exceed the learning standards (performance levels 4 and 5). Chi Square Tests of Independence or other appropriate statistical measures, such as McNemar tests, will be conducted to determine if changes in student achievement occur from one year to the next and if differences in achievement by student subgroup are statistically significant and educationally meaningful. All analyses will be conducted by school, by grade level, and by student subgroup, including each major racial and ethnic group, students with disabilities, low-income students, and ELLs, except in cases where the number of students in a category is less than 10 and therefore insufficient to yield statistically reliable information, and/or where the results yield personally identifiable information.

Project Objective 3: Increase the percentage of students who participate in rigorous and personalized coursework and college and career readiness experiences as part of the *iCAN* magnet programs by the end of the grant period. The following performance measures will be used to evaluate the extent to which Project Objective 3 is met over the five-year grant period.

Performance Measure 3.1: In Year 1, 25% of the students will have opportunities to participate in personalized, project-based learning opportunities to improve student achievement. In Year 2, 50% of the students will have opportunities to participate in personalized, project-based learning opportunities to improve student achievement. In Year 3, 75% of the students will have

opportunities to participate in personalized, project-based learning opportunities to improve student achievement. In each of Years 4 and 5, 100% of the students will have opportunities to participate in personalized, project-based learning opportunities to improve student achievement.

Performance Measure 3.2: As part of the magnet program at each school, the proportion of students who enroll in college and career-based learning opportunities, including advanced coursework, internships, mentorships, and blended-learning courses will be 25% in Year 1, 33% in Year 2, 50% in Year 3, and 66% in each of Years 4 and 5.

Performance Measure 3.3: Through their participation in the magnet program, the proportion of students in each magnet high school who earn industry certifications as part of CTE coursework will increase by at least 5 percentage points in each year of the grant, compared with baseline data collected in Year 1.

Performance Measure 3.4: The proportion of middle school students in ***iCAN*** magnet middle schools who articulate in the same career pathway at one of the ***iCAN*** magnet high schools will increase by five percentage points in each of Years 2-5 of the grant, compared with baseline data collected in Year 1.

Evaluation Methods for Project Objective 3: Data to assess Performance Measures 3.1 and 3.2 will be derived from a systematic review of curriculum development and implementation logs, copies of thematic curriculum units, magnet course registration and enrollment data, and participation data for internships and other career-related experiences that are maintained by the Magnet Coordinators and school-based guidance staff. Data to assess Performance Measure 3.3 will be assessed with data on the number of industry certification assessments taken and passed in

each year of the grant. Data to assess Performance Measure 3.4 will be assessed with student enrollment data in each year of the grant.

Qualitative data to provide contextual information about the implementation of thematic curriculum units and elective courses at each school and student attainment of magnet value-added skills will be obtained from biannual site visits by the evaluator to each magnet school in each project year that will include class observations and interviews and focus groups with planning team members, teachers, parents, and students.

Project Objective 4: Increase instructional capacity of teachers to deliver innovative curriculum at each *iCAN* magnet school. The following performance outcomes will be used to evaluate the extent to which Project Objective 4 is met over the five-year grant period.

Performance Measure 4.1: By the end of five-year grant, 100% of the teachers who have been continuously employed at the magnet school, will have completed 120 professional development hours in instructional strategies and content related to the ***iCAN*** magnet theme.

Performance Measure 4.2: Through their participation in magnet-related professional development, the proportion of teachers in each school who report using strategies and concepts related to the magnet theme and innovative instructional strategies will be at least 25% in Year 1, 50% in Year 3, and 100% in each of Years 3-5 of the grant.

Evaluation Methods for Project Objective 4: Data to assess Performance Measure 4.1 will be derived from a review of each school's and district professional development activity logs and professional development agendas and sign-in sheets, and minutes from the Collaborative Network Team meetings. Data to assess Performance Measure 4.2 will be derived from an analysis of

checklists completed by instructional staff that will be developed by the external evaluator in consultation with the school and District MSAP staff to collect data on classroom practices and use of instructional strategies presented in grant-funded PD and job-embedded coaching. Data will be collected annually and analyzed by school and for the project using frequency and cross-tabulation calculations.

In addition, in each year of the grant, surveys will be administered to instructional staff, and students in each magnet school. All surveys will be administered online and in paper version in the spring of each project year. The staff survey will be administered to collect data from staff about their satisfaction with grant-funded PD, perceptions about impact of the PD on staff's knowledge, skills, and confidence in key concepts addressed in the magnet PD, and areas in which they need or would like additional PD. The survey will also measure staff's awareness and support for the magnet program and their participation in and satisfaction with program planning.

The student survey will also collect data on participation in and satisfaction with different magnet program activities, perceived impact of the magnet program on student learning and other outcomes, such as interest in theme-related careers, and suggestions for improvement. All surveys will be anonymous and will be analyzed by school and for the project using frequency calculations and cross-tabulations. These data will be used for formative evaluation of the PD and will be used by the Project Director and Site Coordinators for program development. The surveys will be pilot-tested in Year 1 with item analyses and reduction conducted to ensure validity and reliability of the items in measuring the intended outcomes.

Project Objective 5: Improve family and community engagement in *iCAN* magnet schools. The following performance outcomes will be used to evaluate the extent to which Project Objective 5 is met over the five-year grant period.

Performance Measure 5.1: In each year of the grant, the proportion of parents who respond to the survey are satisfied with their child's instruction in the ***iCAN*** magnet program will increase by at least 10 percentage points in each of Year 2 and 3, compared with baseline data from Year 1; and will be at least 75% in each of Years 4 and 5 of the grant.

Performance Measure 5.2: By end of the five-year grant, each school will have identified at least new five partners to support the magnet program, for a total of 30 new partners to sustain the ***iCAN*** magnet initiative.

Evaluation Methods for Project Objective 5: Data to assess Performance Measure 5.1 will be collected with a parent/guardian survey that will be administered to all parents/guardians in each of the ***iCAN*** magnet schools in the spring of each grant year. The survey will collect data on parent/guardians' awareness of, satisfaction with, and participation in magnet program activities, as well as perceptions about impact of the program on student outcomes and suggestions for improvement. The survey will be available online and in paper version in English, Spanish, and Haitian-Creole. Data to assess Performance Measure 5.2 will be collected with logs of student career experiences (including internships, mentorships, and job shadowing opportunities) that are maintained by the Magnet Coordinators.

All data collected through the project evaluation will be triangulated to incorporate perspectives from the diversity of program stakeholder groups. The findings will be synthesized

to objectively *document* the effort expended to implement program activities and determine the *effectiveness* of project activities and *efficacy* of the project in relation to outcomes achieved. Results of the external evaluation will be provided to the Project Director through monthly communications and status updates and biannual summary reports. The evaluator will also provide ongoing informal feedback as data are collected and participate in project management meetings that are conducted by the Project Director. Ongoing feedback will ensure that the evaluation supports continuous improvement of the project.

The results of the quantitative and qualitative data analyses will be synthesized and presented by BCPS to the USDOE in the Annual Performance Reports and Ad-Hoc Reports for each project year, including a final report at the end of the grant period. Metis will assist BCPS staff in preparing the reports to present succinct findings about the success of the project in meeting the intended outcomes that are outlined in the project objectives and performance measures. The district will also provide data to the USDOE to report on progress on the six program level measures as required by Government Performance and Results Act (GPRA).

The following measurement framework will be used to guide the program evaluation. The framework outlines the indicators; measures of change; and the data collection methods, sources, and timeline of the activities that will be conducted to assess progress toward meeting each of the MSAP objectives to be addressed over the five-year MSAP grant.

Outcomes/ Outputs (as per logic model)	Indicators	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Program Outputs					
Magnet Instruction (Performance measure 3.1)	Proportion of students who participate in rigorous and personalized coursework and career experiences	Increase in proportion of students who participate in personalized, project-based learning	Review of program documentation and curricula and magnet course registration, site visits	Curriculum development and implementation logs and copies of magnet thematic curriculum, observations, and interview protocols	Biannually
Career-Related Experiences (Performance measure 3.2)	Proportion of students who enroll in college and career-based learning opportunities	Increase in proportion of students who participate in internships, mentorships, and blended learning courses	Review magnet course registration and enrollment data, program participation data	Magnet course rosters, student enrichment activity logs	Biannually
Industry Certifications (Performance measure 3.3)	Proportion of students earning industry certifications	Increase in proportion of students who earn industry certifications through magnet program	Analyze industry certification scores	BCPS data on industry certification test enrollment and scores	Annually
Magnet Theme Articulation (Performance measure 3.4)	Percentage of middle school students who articulate in career pathway at high school level	Increase in percentage of ***iCAN*** middle school students who articulate in same career pathway in high school	Review student enrollment data	BCPS student registers	Annually

Outcomes/ Outputs (as per logic model)	Indicators	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Program Outputs					
Marketing and Recruitment (Performance measure 1.3)	Number of magnet applications submitted for each program	Increase in number of applications submitted for each school	Analysis of number of applications	BCPS magnet application data files	Annually
Teacher Capacity (Performance measure 4.1)	Staff participation in magnet-related professional development	Proportion of teachers enrolled in grant-related training and PD	Review of program documentation and PD participation data	PD plan, PD activity logs, and PD agendas and sign-in sheets	Annually
Innovative Instructional Strategies (Performance measure 4.2)	Staff use of strategies and concepts related to magnet theme and innovative instructional strategies	Increase in proportion of staff who report use of strategies and concepts	Analysis of staff checklist and survey data, teacher focus groups, principal interviews, class observations	Staff surveys, Observation and interview protocols	Annual survey, biannual site visits
Partnerships (Performance measure 6.2)	Number of program partners	Increase in number of program partners	Review of program documentation and logs	Documentation logs of student career experiences	Annually

Outcomes/ Outputs (as per logic model)	Indicators	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Program Outputs					
MSAP Outcomes (Short-term)					
Reduced Minority Group Isolation in Magnet Schools (Performance measures 1.1 and 1.2)	Proportion of students in each racial/ethnic group compared to total school population	Reduction in the proportion of Black and Hispanic students compared with the total school population	Analysis of the proportion of students by racial/ethnic group enrolled in each school	BCPS Official Benchmark Enrollment reports	Annually
Improved Student Achievement (Performance measures 2.1 and 2.2)	Student proficiency on state assessments in ELA and math	Increase in the proportion of students who meet or exceed expectations on state assessments	Review of student scores on state assessments	FSA assessments in ELA (grades 6-10) and math (grades 6-8) and Algebra I (10)	Annually
Increased High School Graduation Rates (Performance measure 2.3)	High school graduation rates	Increase in four-year graduation rates for students, overall and by subgroup	Graduation rates	BCPS graduation data	Annually
Parent and Family Engagement (Performance measure 5.1)	High level of parent satisfaction with magnet program instruction	Percentage of parents/guardians who express a high level of satisfaction with theme-based instructional programs	Analysis of parent surveys and parent focus group responses	Parent surveys and focus groups	Annually

(e)(3) Costs are reasonable in relation to objectives, design, and project significance

The evaluation costs reflect the total amount of resources that is needed to address the research questions and meet the MSAP program evaluation goals, in terms of providing formative and summative data for continuous program improvement of the project and addressing the GPRA and project-level performance measures in each year of the grant period.

At the same time, the evaluation budget provides an adequate level of resources to conduct a well-designed and well-implemented impact study that will build evidence of promise for the impact of the project on the intended outcomes. In order for the study to produce evidence of promise, Metis has proposed a quasi-experimental design using PSM to identify a well-matched comparison group. PSM is an iterative process that requires a one-to-one matching of treatment and comparison students on a comprehensive set of demographic and pre-intervention achievement variables in order to accurately assess the impact of the intervention and associate causal relationships. Building evidence of promise through the impact study will contribute to the growing knowledge base about the type of magnet program interventions that are proven to have positive and educationally meaningful effects of student achievement outcomes. This knowledge base serves as an essential resource for districts across the country for designing instructional programs and interventions to address student learning and achievement needs. The inclusion of an impact study components requires the robust level of resources that have been allocated in the budget.

The evaluation costs reflect the total amount of resources that is needed to address the research questions and meet the MSAP program evaluation goals, in terms of providing formative and summative data for continuous program improvement of the project and addressing the GPRA and project-level performance measures in each year of the grant period.

At the same time, the evaluation budget provides an adequate level of resources to conduct a well-designed and well-implemented impact study that will build evidence of promise for the impact of the project on the intended outcomes. In order for the study to produce evidence of promise, Metis has proposed a quasi-experimental design using PSM to identify a well-matched comparison group. PSM is an iterative process that requires a one-to-one matching of treatment and comparison students on a comprehensive set of demographic and pre-intervention achievement variables in order to accurately assess the impact of the intervention and associate causal relationships. Building evidence of promise through the impact study will contribute to the growing knowledge base about the type of magnet program interventions that are proven to have positive and educationally meaningful effects of student achievement outcomes. This knowledge base serves as an essential resource for districts across the country for designing instructional programs and interventions to address student learning and achievement needs. The inclusion of an impact study components requires the robust level of resources that have been allocated in the budget.

The evaluation design includes resources for a robust set of on-site data collection activities, including biannual visits to each proposed magnet school to collect formative and summative feedback from multiple stakeholder groups through focus groups, interviews, and classroom

observations. Additionally, resources are allocated to administer annual surveys of magnet school staff and other key stakeholders to provide opportunities for all stakeholders to provide feedback, in an anonymous and sanction-free environment. Resources are also allocated for the proper processing and analysis of these qualitative data to ensure that all human subjects rights are adhered to and respected.

Finally, included in the evaluation budget are costs associated with implementing a comprehensive set of qualitative and quantitative data analyses and reporting activities. For example, the evaluation requires a detailed analysis plan to assess outcomes of students in each school and by subgroup (racial and ethnic groups, low-income students, ELLs, and students with disabilities) to evaluate progress of the grant in meeting the ambitious goal to improve student achievement. The evaluation budget includes funds for the adequate reporting of data, both formative and summative, to ensure that project staff can effectively integrate findings, in real time, into the continuous improvement process. The reporting structure includes annual summative reports as well as interim reports from the biannual site visits and monthly formative feedback mechanisms, such as teleconferences and email communications.

All possible efforts have been made to minimize evaluation costs and we believe that the costs are reasonable in terms of the benefits and potential significance of the proposed project. The evaluation also has been designed with attention to cost efficiencies, e.g., avoiding redundant data collections and relying on administrative data files to the extent possible, using multiple methods of data collection and triangulating findings, implementing minimally intrusive data collections,

and using a variety of means of communication (e.g., video-conferencing where appropriate) to minimize costs associated with travel to the district on the part of the evaluation team.

Finally, the evaluation budget includes limited funding for BCPS's Department of Student Assessment and Research to defray the costs of the incremental work associated with the summative reporting activities of the grant. These activities will leverage the services and institutional knowledge of the internal research staff to support analysis of student-level data to assess progress toward meeting the performance measures outlined in the evaluation plan.

Altogether, the evaluation costs represent approximately 3% of the total grant request, a small investment in light of the expected return in knowledge gains regarding effectiveness of the proposed MSAP program model.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Mandatory_Attachment_Final.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

IV.	DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan *(Check One & Attach the Appropriate Documents)*	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any **required desegregation plan modification** should be received by May 19, 20017, and should be sent to: Jennifer Todd U.S. Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, 4W201 Washington, DC 20202-5970	☑ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

MEETING DATE	Sep 16 2015 10:15AM - Regular School Board Meeting
AGENDA ITEM	OPEN ITEMS
CATEGORY	CC. BOARD POLICIES
DEPARTMENT	Demographics & Student Assignments

Special Order Request
○ Yes ◉ No

Time

Open Agenda
◉ Yes ○ No

ITEM No.: CC-10.

TITLE:
Revisions to School Board Policy 5004.1 School Choice

REQUESTED ACTION:
Adopt revisions to School Board Policy 5004.1, at this final adoption.

SUMMARY EXPLANATION AND BACKGROUND:
School Board Policy 5004.1 establishes school choice (Innovative Programs, Magnet Schools, NOVA, Opportunity Scholarship Program, reassignments, College Academy at Broward College, Broward Virtual Schools, and McKay Scholarship) in the District. Recommendations have been reviewed and approved by the Senior Leadership Team and School Board General Counsel Office.
In accordance with School Board Policy 1001, The School Board of Broward County, Florida, has completed the review process for School Board Policy 5004.1. These revisions were discussed at the June 16, 2015 School Board Workshop and at the August 25, 2015 Public Rule Development Workshop.

SCHOOL BOARD GOALS:
◉ **Goal 1: High Quality Instruction** ◉ **Goal 2: Continuous Improvement** ◉ **Goal 3: Effective Communication**

FINANCIAL IMPACT:
There is no additional financial impact to the School District, therefore, this item does not require a Collaboration Form from the Capital Budget Department.

EXHIBITS: (List)
(1) Policy 5004_1 Executive Summary (2) Policy 5004_1 Revised_Tracking (3) Policy 5004_1 Revised_No Tracking

BOARD ACTION: (SEE AMEDMENT ATTACHED)
ADOPTED AS AMENDED
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:

Name: Leslie M. Brown	Phone: 754 321-2100
Name: Patrick J. Sipple	Phone: 754 321-2480

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title
Leslie M. Brown - Chief Portfolio Services Officer

Approved In Open Board Meeting On: SEP 1 6 2015

By: Donna Korn
School Board Chair

Signature
Leslie M. Brown
9/1/2015, 3:20:16 PM
Electronic Signature

Form #4189 Revised 12/12
RWR/ LB/PS:bm

PR/Award # U165A170021

CC-10 Amendment September 16, 2015 Regular Meeting

Motion to Amend (Carried)

Motion was made by Mrs. Rich Levinson, seconded by Mrs. Rupert and carried, to amend the Policy 5004.1- School Choice, page 9 of the clean copy, C. Assignment Priority, to move the student assignment priority for part-time employees to the last priority position wherever such priority is found in the policy and only on a space-available basis. Students of full-time employees are not restricted to space-available restrictions.

The School Board of Broward County, Florida is committed to providing quality educational opportunities for all students regardless of background characteristics by providing each student an educational environment that enhances the individual's educational success. The School Board of Broward County, Florida is also committed to encouraging all parents to play an active role in their children's education and to increasing the educational options available to parents and students in the public schools. Finally, The School Board of Broward County, Florida is committed to providing settings for education that promote understanding of diversity, tolerance and fair play, so that the positive tenets of a democratic society are reinforced by what students experience in schools. In accordance with School Board Policy 4001.1, this policy supports an environment free of discrimination and harassment based upon age, race, color, disability, gender identity, gender expression, marital status, national origin, sex or sexual orientation. Throughout this policy, wherever the word "parent(s)" appears, it shall also refer to "guardian(s)."

The School Board of Broward County, Florida supports School Choice (Innovative Programs, Magnet Schools, NOVA, Opportunity Scholarship Program, reassignments, College Academy at Broward College, Broward Virtual Schools, and the McKay Scholarship) as one tool for achieving these goals. First, The School Board of Broward County, Florida believes that School Choice should provide educational programs that promote educational excellence for all students. School Choice will offer students with different interests, talents and aptitudes, distinct choices that may enhance their educational success. Second, The School Board of Broward County, Florida believes that School Choice should be used to develop innovative instructional practices and promote systemic reform. Third, School Choice is one tool for the promotion of diversity within schools, including, but not limited to, the prevention, reduction, or elimination of minority group isolation. In addition, School Choice supports the District's goal to stabilize enrollment at selected schools. School Choice is developed, established and maintained, dependent on the needs of the District as a whole, in meeting identified school district enrollment and diversity goals.

I. DEFINITIONS

Active Duty Military Personnel: Full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Chapters 1209 and 1211.

Applicant: The parent(s)/legal guardian of a biological, adopted, or foster, son, daughter, stepson, or stepdaughter living in the same household, who is currently applying to a requested school/program for the next school year.

Assignment Priority: Specified condition that shall give precedence to an applicant over other applicants when determining placement in a school choice program. Assignment priorities do not guarantee placement in a program, except where otherwise noted throughout this policy.

Boundaried School: The school to which a student is assigned based on the address of the parent and the geographical school boundary for that address. Except as otherwise allowed and approved by the appropriate process provided for in this Policy, all students residing within a particular attendance zone shall attend the assigned school for the zone of residence.

Broward Virtual School (BVS): BVS serves as a virtual instruction program for K-12 students. BVS is a school of choice that provides parents an educational option that uses an interactive learning environment accessible through technology and the Internet in which students are

separated from their teachers by time and/or space. Pursuant to Section 1102.45, F.S., BVS shall contract with state approved providers for content and for related services.

Children of Military Families: A school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade in the household of an active duty military member who is the parent/ guardian.

College Academy at Broward College (CA@BC): College Academy @ Broward College (CA@BC) is a joint venture between The School Board of Broward County, Florida and Broward College (BC). Students attending CA@BC are degree seeking, full time dual enrollment students. Students attending CA@BC complete their last two years of high school and have the opportunity to simultaneously earn a high school diploma, an Associate of Arts degree and post-secondary industry certification from Broward College. CA@BC is located at Broward College.

Computerized Random Selection Process: A computerized student selection process through which qualified applicants are placed into the qualified applicant pool from which applicants for each school are randomly selected and assigned based on identified seats available. This "lottery process" provides all students in an applicant pool an equal chance of being selected subsequent to the honoring of all assignment priorities as outlined in this policy.

Curricular Program for Reassignment Request: A curricular program assignment priority will include curriculum that is not offered at the boundary school or at a Magnet school. The curriculum must not be offered in part or whole at the student's home boundary school. A student may apply for a reassignment to an Innovative Program school that offers a unique thematic program. There must be seats available at the school and within the program to be awarded a curricular program reassignment.

Employee: A confirmed active School Board of Broward County, Florida employee, assigned a full-time or part-time work schedule, who has a school-age child, or step-child, including those of which they have guardianship. To be considered for employee school choice assignment priorities specified in this policy, employment status must be active during the year of the school choice placement.

English Language Learner (ELL) Student: Defined by Florida Statute (section 1003.56(2)) as a student not born in the United States and whose native language is a language other than English; or who comes from home environments where a language other than English is spoken; or who is an American Indian or Alaskan native, who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and has sufficient difficulty speaking, reading, writing, or listening to the English language.

Exceptional Student: A student whose extraordinary and/or special needs require the development of an Individualized Educational Plan (IEP) or an Educational Plan (EP), as determined by the District ESE Department.

Feeder Patterns: A feeder pattern is the progression and school assignment of a group of students from one level of school to another (elementary to middle, middle to high). A clean feeder pattern is when all the students in one elementary school are assigned to matriculate to the same middle school and/or all students in one middle school are assigned to matriculate to the same high school. A clean feeder pattern is not guaranteed and is dependent on the space available at the next level school when planning for boundary assignments.

Homeless Student: Individuals who lack a fixed, regular, and adequate nighttime residence, including, but not limited to, children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (McKinney-Vento Act; F.S. 1003.01[12]). See School Board Policies 5.1 and 5.1A

Innovative Programs: Schools that provide unique or thematic instruction. Marketing will target students living within the home school boundary. Stabilization of enrollment will be from existing boundaries. Innovative Programs support unique or thematic instruction within matriculating feeder patterns. There is no District application process for students to apply for an Innovative Program. Magnet schools/programs that no longer meet the policy criteria to stabilize enrollment will transition to an Innovative Program, while continuing the implementation of thematic instruction for in-boundary students.

Innovation Zone (IZone): An Innovation Zone (IZone) consists of a cluster of schools that includes a high school, middle school(s), elementary schools and centers. IZones divide the District into 28 representative, responsive and manageable geographic areas while maintaining the importance and influence that a big district demands. For the purposes of this policy, IZones shall also include administrative sites located within the geographic school boundary of an associated high school.

Magnet Schools/Programs: Magnet schools/programs provide an opportunity for under-enrolled schools to stabilize/increase student enrollment. Magnet schools/ programs offer specialized curriculums with an emphasis on instruction that includes a rigorously-defined sequential course of study. Magnet schools/programs provide transportation within transportation zones for those students living more than two miles from the Magnet school. Magnet schools/programs can be total-school or program-within-a-school. Students must meet criteria for applicable program and apply within a designated time frame to be considered for placement. Magnet programs are offered at a school based upon a whole school model or a program within a school model. The whole school model provides opportunity for all students to have exposure to the Magnet theme. All elementary Magnet schools are offered as a whole school model and do not have academic criteria. Students residing outside the school boundary of a whole school Magnet program must submit an application for the Magnet program to be considered based upon seats available. The program within a school model is available for students who meet the identified criteria to participate in the program. Students must submit an application to be considered for a program within a school model.

Nova Schools: The Nova Schools were founded upon the principle of providing an innovative and high quality instruction to a diverse population of students. The Nova Schools are the District's only Kindergarten through 12th grade school choice option that provides students with a seamless educational experience on the same contiguous campus. Student learning at the four schools is supported through personalized learning communities that include teaming and looping, as students receive high-quality instruction from highly qualified teachers. As students matriculate through the schools, their rigorous continuum of student learning includes nationally recognized curricular innovation through the use of technology in the elementary grades; multiple high school credit courses offered at the middle school level; and numerous honors and advanced placement courses as well as technical education certification programs at the high school. With no entrance criteria, the Nova Schools focus on preparing students for both college and the careers of the 21st century. Students must apply within a designated time frame to be considered for placement.

Opportunity Scholarship Program (OSP): Per Florida law, the Legislature shall make available opportunity scholarships in order to give parents the opportunity for their children to attend a public school that is performing satisfactorily (s. 1002.38 F.S.).

Parent(s)/Guardian: Refers to either or both parents, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent (s. 1000.21(5), F.S.). See School Board Policy 5.1.

Permanent FISH Capacity: The Department of Education's measure of occupancy for permanent buildings (does not include relocatables). FISH is an acronym for Florida Inventory of School Houses.

Reassignments: A student may apply to attend a school other than his/her boundaried school through the appropriate application process.

School Boundary: The geographic area that identifies public school assignments as annually approved by the School Board of Broward County, Florida.

Sibling: A biological, adopted, or foster brother or sister, half-brother, half-sister, stepbrother, or stepsister living in the same household as a student who is currently attending a requested school and will continue to attend the requested school during the next school year.

Socioeconomic Status: May be determined by indicators including, but not limited to, participation in free/reduced lunch program.

Special Program (i.e. Cluster): A placement determined for the exceptional student during the process of the Individual Education Plan (IEP). Placement in this type of classroom is determined necessary by the IEP team in order to meet the individual needs of the student.

Statement of Provisional Domicile Form: Broward County Public Schools' required form on which a parent/guardian must document primary place of residence to allow for immediate, temporary enrollment and provide the parent/guardian up to 30 calendar days to produce the official required documentation.

Timeline Waiver for Charter School Closure: In the event that a charter school closes after the first day of school, the reassignment/school choice timeline as described in this policy will be waived for not more than 90 days, after the actual charter school closure, for the students displaced by the untimely closure of a charter school. Students attending the charter school at the time of the actual closure will have an opportunity to apply for a reassignment or magnet school based on seats available at the time of closure and as per any assignment priority/criteria stated in this policy.

Transportation Zone: A specific geographic area designated for a magnet school that determines eligibility for bus transportation for students residing greater than two miles from the school.

II. EXCEPTIONAL STUDENT EDUCATION

The School Board of Broward County, Florida is committed to a definition of diversity that includes students with special needs through the Exceptional Student Education (ESE)

Department. These students shall be given equal opportunity to attend programs in light of each student's need for special services. In the case of a student whose special needs are addressed through an Individual Educational Plan (IEP), attendance at a program must be consistent with the IEP.

The following eligibility criteria and procedures will be used for acceptance of Exceptional Education Students (ESE other than Gifted):

A. The student's IEP will be reviewed to verify that the student's placement is not a special program placement.

B. The student's IEP will be reviewed to make sure that there are not any extenuating special considerations that would keep the student from participating in the general education setting.

C. The Student's IEP will be reviewed to make sure that the services will not be ending before the beginning of the next school year thus making the student no longer an ESE student.

D. Students that apply to a Magnet middle or high school (secondary) must meet eligibility criteria at the time of application. At the secondary level, the only eligibility criteria shall be as outlined in Section III. 2. A of this policy. Applicants who do not meet eligibility criteria may be considered eligible based on special circumstances and will have the opportunity to submit the information listed below to the Magnet school for review by a Magnet Review Panel Team. This Review Panel will be comprised of Magnet coordinators and other appropriate personnel. The application review process may take into consideration:

1. written recommendations of teachers and/or administrators,

2. a written explanation of special circumstances indicating the student's ability to succeed in a Magnet school/program compiled by both the sending school and the receiving Magnet school,

3. an interview with the student, where appropriate, and/or

4. a student's portfolio demonstrating proficiency at the assigned grade level in reading and/or mathematics in English and/or the student's native language.

Should it be determined that a requested school is not able to provide the services identified on the student's IEP, the applicant shall be advised of such and may pursue school choice through the McKay Scholarship Program as outlined in section III. 8 of this policy.

If a student's IEP needs cannot be met while attending a choice school/program at any time during the school year, the student will be removed from the choice school and assigned to the appropriate school that is able to provide the identified service(s) in alignment with the student's IEP.

III. PROGRAMS

1. INNOVATIVE PROGRAMS

A. Eligibility - All students attending a school where a School Board approved Innovative Program has been established, may have the opportunity to participate in the program. In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP), eligibility criteria will be in accordance with section II of this policy. Reassignment approval does not guarantee placement into an Innovative Program.

B. District Application Process - If the District determines that there are seats available for students from beyond the designated boundary of an Innovative Program school, the parent(s)/guardian may apply to attend the school through the defined reassignment process as outlined in section III. 5 of this policy.

C. Assignment Priority - Students residing within the school's boundary will have priority for an available Innovative Program seat prior to incoming students reassigned from outside the school's boundary. If the Innovative Program meets the definition of "special academic programs" in section 1003.05(3), Florida Statute, as amended, children of military families shall have first preference.

D. Transportation – Students attending their home boundared school will be provided transportation in accordance with School Board Policy 5300. Students from beyond the designated boundary of an Innovative Program school will be provided transportation in accordance with section III. 5. D of this policy.

E. Appeals/Hardships - Not applicable.

F. Withdrawals - Withdrawals for students attending their home boundared school will be granted in accordance with School Board Policy 5.1. Withdrawals for students from beyond the designated boundary of an Innovative Program school will be granted in accordance with section III. 5. F of this policy.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignment Department will report student enrollment.

2. MAGNET SCHOOLS/PROGRAMS

A. Eligibility - The parent(s)/guardian must secure a student identification number for their child(ren) from the assigned boundary school if not currently registered with Broward County Public Schools to be considered for a Magnet school/program. There is no eligibility criteria at the elementary level or at the "Growing STEM" middle school Magnet programs. Students that apply to a Magnet middle or high school (secondary) must meet eligibility criteria at the time of application. At the secondary level, the only eligibility criteria shall be as follows:

1. For the *International Baccalaureate Diploma Program*, applicants must have a demonstrated record of academic achievement on prior three-years of Florida

Comprehensive Assessment Test (FCAT) and, if available, the Florida Standards Assessment Test (FSA) reading and mathematics (or Algebra I End-of-Course test). Mastery scores on the FCAT must meet or exceed 4.0 and FSA mastery scores as determined after the standard setting process for the FSA has been completed. In addition, applicants must have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Applicants who do not have FSA (or prior-year FCAT) scores must have a nationally recognized norm-referenced standardized examination with scores of 90th percentile or above in total reading and total mathematics and have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies and Mathematics.

2. For the *Science/Pre-Engineering Program* and *The Latin School*, applicants must have a demonstrated record of academic achievement on prior three-years of Florida Comprehensive Assessment Test (FCAT) and, if available, the Florida Standards Assessment Test (FSA) reading and mathematics (or Algebra I End-of-Course test). Mastery scores on the FCAT must meet or exceed 3.0 and FSA mastery scores as determined after the standard setting process for the FSA has been completed. In addition, applicants must have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Applicants who do not have FSA (or prior-year FCAT) scores must have a nationally recognized standardized norm-referenced examination with scores of 75th percentile or above in total reading and total mathematics and have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies and Mathematics.

3. For *identified secondary Magnet programs*, applicants must have a demonstrated record of academic achievement on prior three-years of Florida Comprehensive Assessment Test (FCAT) and, if available, the Florida Standards Assessment Test (FSA) reading and mathematics (or Algebra I End-of-Course test). Mastery scores on the FCAT must meet or exceed 3.0 and FSA mastery scores as determined after the standard setting process for the FSA has been completed. In addition, applicants must have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Applicants who do not have FSA (or prior-year FCAT) scores must have a nationally recognized norm-referenced standardized examination with scores at the 50th percentile or above in total reading and total mathematics and have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

4. For the secondary schools' Performing & Visual Arts program, auditions shall be required. Auditions shall be judged by a qualified, diverse panel of professionals selected by the school's administration. In addition applicants must have a demonstrated record of academic achievement on prior three-years of Florida Comprehensive Assessment Test (FCAT) and, if available, the Florida Standards Assessment Test (FSA) reading and mathematics (or Algebra I End-of-Course test). Mastery scores on the FCAT must meet or exceed 3.0 and FSA mastery scores as determined after the standard setting process for the FSA has been completed. In addition, applicants must have a minimum 2.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Applicants who do not have FSA (or prior-year FCAT) scores must have a nationally recognized norm-referenced standardized examination with scores at the 50th percentile or above in total reading and total mathematics and have a minimum 2.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

5. The School Board of Broward County, Florida is committed to a definition of diversity that includes creating learning opportunities for students with diverse needs to participate in quality education environments and become active global citizens. Students with special needs, Exceptional Student Education (ESE), shall be given equal opportunity to attend Magnet schools/programs in light of each student's need for special services. In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP), eligibility criteria will be in accordance with Section II of this policy.

6. Students that are English Language Learners (ELL) who are actively enrolled in TERMS and classified as LY will been given an opportunity to participate in a Magnet program, even if they may not meet the identified eligibility criteria based upon the following:

a. Secondary school ELL applicants must have record of academic achievement on prior three-years of Florida Comprehensive Assessment Test (FCAT) and, if available, the Florida Standards Assessment Test (FSA) reading and mathematics (or End-of-Course test). Mastery scores on the FCAT must meet or exceed 3.0 and FSA mastery scores as determined after the standard setting process for the FSA has been completed. The ELL student must have met the criteria in either reading or math. In addition, applicants must have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

b. For secondary school ELL applicants for whom FCAT and/or norm-referenced standardized examination scores are unavailable, a student's portfolio demonstrating proficiency in reading or mathematics in English or the student's native language (for ELL student) and teacher recommendations may be utilized in place of examination scores. Applicants must have an unweighted GPA at or above the required unweighted GPA in Language Arts, Science, Social Studies and Mathematics for specific Magnet programs. For ELL students who have recently arrived in the United States, grades earned in the home country while still in residence there can be used.

Names of ELL applicants who meet the above eligibility criteria through the alternative process will be placed into the qualified applicant pool.

B. Application Process - The Superintendent or his/her designee shall make Magnet applications available at all schools and at the School District's administrative offices. Magnet brochures and applications will be available through U.S. Mail and/or through the School District's website to the parent(s)/guardian of all K, 1st, 2nd and identified 5th and 8th grade students currently attending a Broward County Public School. All parent(s)/guardian of students interested in applying for a Magnet school/program for the following school year, must complete a written or online application and submit it between the first school day of December and the designated February deadline date identified by the Demographics & Student Assignments Department. When applying to a Magnet school/program that is available in multiple locations, the parent(s)/guardian must apply to the school closest to the home address which aligns with the transportation zone to receive transportation. When there are more eligible students than available seats in a given grade level at a Magnet school/program, the District shall select students for the grade level at the Magnet school/program by a computerized random selection process. Students who have applied and been awarded a seat in a District Magnet program within a combination school will continue in the program to the highest grade.

At the beginning of January each year, the District will evaluate the extent to which the annual applicant pool for Magnet schools reflects the geographic, gender, racial/ethnic, socioeconomic, linguistic, and special needs diversity of the District as a whole. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the District shall recruit additional Magnet applicants from the under-represented groups before the computerized random selection process is implemented.

After the computerized random selection process, an applicant wait pool will be created for each of the oversubscribed Magnet schools/programs. A student will be placed in only one applicant wait pool at a time. The applicant wait pool will be maintained until the 10-day enrollment count, and student vacancies will be filled until that time. Students in the wait pool who are offered assignments to a Magnet school/program must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait pool.

C. Assignment Priority - The following selections shall be honored in the order listed, prior to the computerized random selection process, for applicants meeting eligibility criteria:

1. Children of military families (who otherwise meet the eligibility criteria for special academic programs such as advanced placement, dual enrollment and International Baccalaureate for Magnet programs) shall be given first preference for admission to such programs when an application is submitted, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned (as outlined in F.S. 1003.05(3)). There must be planned space available at the school to award a seat.

2. Students applying for a Magnet program and residing in the program's School Board adopted Boundary Choice Area.

3. A confirmed, permanent School Board of Broward County, Florida employee, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

4. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

5. Applicants who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space-available basis. (Siblings that apply at the same time and do not have a sibling currently attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

6. Applicants that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to applicants who are assigned to schools over 110% Permanent FISH Capacity.

7. A confirmed, permanent School Board of Broward County, Florida employee, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

D. Transportation - The School Board of Broward County, Florida shall provide transportation to all students in out-of-boundary Magnet schools/programs who reside more than two miles from the Magnet school/program as determined by the established Magnet transportation zone and for elementary students residing within two miles who face hazardous walking conditions. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus. Where economically feasible, The School Board of Broward County, Florida shall also provide activity buses to and from Magnet secondary schools/programs to enable students to participate in extracurricular activities offered at the Magnet school/program, which they attend.

E. Appeals/Hardships - Applicants who do not meet eligibility criteria may be considered eligible based on special circumstances and will have the opportunity to submit the information listed below to the Magnet school for review by a Magnet Review Panel Team. This Review Panel will be comprised of Magnet coordinators and other appropriate personnel. The application review process may take into consideration:

1. a written recommendation of teachers and/or administrators,

2. a written explanation of special circumstances indicating the student's ability to succeed in a Magnet school/program compiled by both the sending school and the receiving Magnet school,

3. an interview with the student, where appropriate, and/or

4. a student's portfolio demonstrating proficiency at the assigned grade level in reading and/or mathematics in English and/or the student's native language.

F. Withdrawals

1. Magnet school/program placement is in effect through the remainder of the grades in the receiving school unless rescinded by the Office of Service Quality or by the School Board of Broward County, Florida. Magnet school/program placement may be rescinded at any time after documented interventions have been attempted during the school year by the Office of Service Quality for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school procedures. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions listed in the Code of Student Conduct may be taken until the problem is resolved.

2. If a Magnet student moves out of the Magnet transportation zone, the student may remain in the Magnet school/program through the remainder of the grades if the parent provides transportation.

3. If a Magnet student moves out of the boundary of the Magnet school/program but still resides within the Magnet transportation zone, the student may remain enrolled at the Magnet school/program utilizing existing transportation.

4. If a Magnet student moves out of a Magnet transportation zone into another Magnet transportation zone in which the SAME THEME Magnet program is available, the Magnet student will have priority for a seat at the receiving Magnet school/program. This does not apply to students changing school level.

5. At the secondary level, students admitted to the Magnet schools/programs may remain in these schools/programs as long as their parent(s)/guardian are residents of Broward County, the student has not been withdrawn to attend another school, public or private, and the student maintains a 2.5 unweighted GPA. Students in the Performing & Visual Arts program, will be required to maintain a 2.0 unweighted GPA.

With the exception of a secondary Magnet student attending a Performing & Visual Arts program, any other secondary Magnet student who is experiencing difficulty maintaining a 2.5 unweighted GPA shall have documented opportunity to receive appropriate counseling and assistance at his/her Magnet school/program. A Performing & Visual Arts student who is experiencing difficulty maintaining a 2.0 unweighted GPA shall have documented opportunity to receive appropriate counseling and assistance at his/her Magnet school/program. However, if a student fails to maintain a 2.5 unweighted GPA (or 2.0 weighted GPA for Performing & Visual Arts) for two consecutive semesters or one full school year (dependent upon the school's schedule), with documented interventions, he/she will be ineligible to continue in the Magnet school/program and will be assigned to his/her home school, based on approved school boundaries.

Whereas a secondary Magnet school/program is identified as under-enrolled, the administration at that secondary Magnet school/program may opt to extend the time frame of the documented interventions for a student in the event that removal of that student would increase a declining enrollment trend at the school.

6. Requests for withdrawal must be filed with the principal of the school. Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of Broward County or to allow a student to enter a private school shall be granted at any time. Withdrawals for the purpose of attending the affected student's boundaried school shall be granted at any time.

7. A student who withdraws from a Magnet school/program must reapply for admission according to the provision of this Policy.

8. Any request for temporary leave from a Magnet school/program must be approved by the principal of the school and the Director of Demographics & Student Assignments before the student is withdrawn. A leave of absence from the Magnet school/program shall be considered in the following situations:

a. A student may be granted a leave of absence from the Magnet school/program for the period of time necessary to complete any of the following programs or hospital stays: being a patient in a hospital for an extended period of time; being enrolled in the Board's Hospital Homebound Program; acceptance into a Board

approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.

b. If a family or student is moving out of Broward County temporarily, a leave of absence may be granted for a maximum of one (1) year.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department, in conjunction with the Innovative Programs Design/Support Department, will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;

2. data reflecting the reasons for which applications were granted or denied District-wide;

3. the impact of the number of enrolled students through the seat allocation/assignment processes that enrolled on the Permanent FISH Capacity and the diversity of each school;

4. the Magnet planning tool document submitted by Magnet schools;

5. seats available at any Broward County Public School will be annually reviewed for enrollment/program needs and included in the school boundary recommendation process; and

6. any recommendations regarding modifications to this Policy or it rules.

3. NOVA SCHOOLS

A. Eligibility - The parent(s)/guardian and student applying to the Nova schools must be a resident of Broward County. There are no academic eligibility criteria. In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP), eligibility criteria will be in accordance with Section II of this policy. The parent(s)/guardian must secure a student identification number for child(ren) from the boundary school, if not currently registered with Broward County Public Schools, to be considered for a Nova school placement.

B. Application Process - Applications for the following school year will be accepted from all students registered with the Broward County school system on an annual basis by the Demographics & Student Assignments Department. Applications will be accepted from the first school day in December through a designated date in February. Where there are more applicants than available seats in a given grade level at a Nova school, the District shall select students for each grade level by a computerized random selection process.

After the computerized random selection process, an applicant wait pool will be created for each of the oversubscribed Nova schools. The applicant wait pool will be maintained until the 10-day enrollment count, and student seat vacancies will be filled until that time. Students in the applicant wait pool who are offered an assignment to a Nova school must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait

pool.

Students admitted to the Nova schools may remain in the Nova school as long as their parent(s)/guardian are residents of Broward County and the student has not been withdrawn to attend another school, public or private, or rescinded by the Office of School Performance and Accountability due to violations per the Code of Student Conduct.

At the beginning of January each year, the District will evaluate the extent to which the annual applicant pool for Nova schools reflects the geographic, gender, racial/ethnic, socioeconomic, linguistic, and special needs diversity of the District as a whole. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the District shall recruit additional Nova applicants from the under-represented groups before the computerized random selection process is implemented.

C. Assignment Priority - The following selections shall be honored in the order listed prior to the computerized random selection process:

1. Children of military families shall be given first preference for admission to such programs when an application is submitted, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned (as outlined in F.S. 1003.05(3)). There must be planned space available at the school to award a seat.

2. A confirmed, permanent School Board of Broward County, Florida employee, assigned a full-time work schedule at a Nova school, may request through the application process that his/her child be placed in a Nova school on a space-available basis if the employee has met the application deadline.

3. Applicants, who have a sibling currently attending a K-12 level Nova school, who will continue to attend a Nova school the following year; (Siblings that apply at the same time and do not have a sibling currently attending a Nova school will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

4. Nova applicants that are assigned to a boundary school whose enrollment exceeds 110% (of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to applicants who are assigned to schools over 110% Permanent FISH Capacity.

5. A confirmed, permanent School Board of Broward County, Florida employee, assigned a part-time work schedule at a Nova school, may request through the application process that his/her child be placed in a Nova school on a space-available basis if the employee has met the application deadline.

Students selected to attend a Nova school will be given an opportunity to attend and remain in Nova, Kindergarten through twelfth grade, provided they remain in full compliance with all School Board of Broward County, Florida policies.

D. Transportation - The School Board of Broward County, Florida shall provide transportation to all Nova students that reside more than two miles from the assigned Nova school and for elementary students residing within two miles who face hazardous walking conditions. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus.

E. Appeals/Hardships - There are no appeals or hardships to the application process for the Nova schools.

F. Withdrawals

1. Nova school placement may be rescinded at any time by the affected Office of Service Quality after documented interventions have been attempted during the school year for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school procedures. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions under the procedures in the Code of Student Conduct may be taken until the problem is resolved.

2. Requests for withdrawal must be filed with the principal of the school and the Director of Demographics & Student Assignments. Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of Broward County or to allow a student to enter a private school shall be granted at any time.

Withdrawals for the purpose of attending the affected student's regularly assigned public school, based on approved boundaries, shall be granted at any time.

3. Any request for temporary leave from the Nova schools must be approved by the Principal and the Director of Demographics & Student Assignments before the student is withdrawn. A leave of absence from the Nova schools shall be considered in the following situations:

a. A student may be granted a leave of absence from the Nova schools for the period of time necessary to complete any of the following programs or hospital stays: being a patient in a hospital for an extended period of time; being enrolled in the Board's Hospital Homebound Program; acceptance into a Board-approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.

b. If a family or student is moving out of Broward County temporarily, a leave of absence may be granted for a maximum of one (1) year.

4. A student who withdraws from the Nova schools must reapply for admission according to the provisions of this Policy, with no preferential treatment given for re-admission.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;

2. data reflecting the reasons for which applications were granted or denied District-wide;

3. the impact of the number of enrolled students through the seat allocation/assignment processes that enrolled on the Permanent FISH Capacity and the diversity of each school;

4. in November of each year, seats available at any Broward County Public School will be annually reviewed for enrollment/program needs and included in the school boundary recommendation process; and

5. any recommendations regarding modifications to this Policy or it rules.

4. Opportunity Scholarship Program (OSP)

A. Eligibility – In accordance with the provisions of section 1002.38 Florida Statutes a public school student's parent may request and receive an opportunity scholarship for the student to enroll in and attend an identified higher performing public school if:

1. By assigned school attendance area or by special assignment, the student has spent the prior school year in attendance at a public school that has earned a grade of "F" or three consecutive grades of "D" pursuant to s. 1008.34 and the student's attendance occurred during a school year in which such designation was in effect; or

2. The student has been in attendance elsewhere in the public school system and has been assigned to such school for the next school year; or

3. The student has been notified that he or she has been assigned to such school for the next school year.

B. Application Process - The application window for OSP begins after the reporting of school grades. Parent(s)/guardian with a child at or assigned to attend an identified OSP school, will be notified of their eligibility during the summer. Students will have a list of schools to choose from and rank by preference. Students who move into the boundary of an identified OSP school after the application window will be provided OSP information and an application at the time of registration.

C. Assignment Priority - Every effort will be made to place students in their first choice school, but it is not guaranteed.

D. Transportation - Transportation is provided for all students opting to participate in OSP within this District who live more than two miles away from the awarded school. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus.

E. Appeals/Hardships - The parent(s)/guardian of a student who is eligible at an OSP school designated by the State, may request an appeal to the decision of the OSP process by calling

the Demographics & Student Assignments Department by no later than 10 calendar days from the date of notification of the decision or 10 days after the application deadline, whichever is later. A Documented Challenges Committee will be identified and appointed by the Chief Portfolio Services Officer to review all documents on a weekly basis and provide notification of decision on the parent(s)/guardian's appeal within 48 hours of the Documented Challenges Committee meeting. Hardships do not apply to OSP. A parent/guardian may request an appeal for the following circumstances:

1. incorrect address in the student information system (which must be corrected by parent(s)/guardian at boundary school and student information systems before parent is eligible for an appeal);

2. sibling (not guaranteed under OSP); or

3. documented ongoing medical or psychological reasons, confirmed by school staff and the school district's medical professional.

F. Withdrawals - Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of Broward County or to allow a student to enter a private school, shall be granted at any time. Withdrawals for the purpose of a student to attend their home boundaried public school, shall be granted at any time.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department will report the impact of the student enrollment.

5. REASSIGNMENTS

A. Eligibility - Any student residing in Broward County is eligible to request a reassignment to attend a boundaried school other than their boundaried school. There are no academic eligibility criteria for reassignments. Reassignments seats will be allocated at schools that are below the identified Permanent FISH Capacity and projected to remain under such capacity.

Once a reassignment is granted, the student may remain at the reassigned school until he/she completes the highest grade, unless otherwise specified by Board Policies, or Code of Student Conduct.

Any student who moves out of the attendance boundary area for his/her school after the first day of school shall be allowed, upon completion of the reassignment request form by parent(s)/guardian, to complete the school year in the school that the student has been attending. If the student wishes to continue at the same school the following year, however, the student must obtain a reassignment pursuant to this Policy. If a student is requesting a reassignment to remain at his/her school for the highest grade level offered at that school, the student will be able to remain at the school to complete his/her last year.

For schools which The School Board of Broward County, Florida has approved a boundary change, and for the first year of the implementation of the boundary change, high school students meeting the highest-grade criteria and entering twelfth grade will receive an automatic approval to

remain at the current school with transportation. Students entering fifth grade and eighth grade will go through the reassignment process for approval as space permits, but no transportation services will be provided.

In order to represent a school in any athletic sport, a student must be living at a residence within the boundary attendance zone with a parent/guardian or custodial adult of that school. In order to practice with a school in any athletic sports, a player must be boundary-assigned to that school or have an approved, current reassignment of that school. A student shall be eligible in the school in which he/she first enrolls each school year, and makes himself/herself a candidate for an athletic team by engaging in an_athletic practice prior to enrolling in any Florida Athletic Association school. The student shall be eligible in that school so long as he/she remains enrolled in that school and meets all other eligibility requirements (e.g. academic standing/GPA requirements/residency). A student who transfers attendance from one public school to another public school following his/her initial enrollment, or engagement in athletic practice, shall be ineligible to represent the new school he/she is attending for the duration of that school year. This rule shall not apply if the change of attendance from one school to another is accompanied by a corresponding change in residence on the part of the student's parent(s)/guardian or other individual with whom the student has lived continuously for a full calendar year, which makes it necessary for him/her to attend a different school. A student may file a waiver or hardship appeal with the Florida Activities Association regarding their athletic ineligibility.

B. Application Process - The Superintendent or his/her designee shall make reassignment applications available at all schools, at the Demographics & Student Assignments Department, and via the Broward County Public Schools website. Parent(s)/guardian shall submit completed forms for a reassignment for the following school year to the Demographics & Student Assignments Department, between the first school day in December and a designated date in February (initial application window). The parent(s)/guardian must secure a student identification number for child(ren) from the boundary school, if not currently registered with Broward County Public Schools to be considered for reassignment placement. A reassignment may be granted when it has been determined that the school has Permanent FISH Capacity based on historical enrollment trends and when a reassignment would not increase the school's enrollment beyond Permanent FISH Capacity.

When there are more eligible applicants than available seats at a reassignment school, the District shall select students through a computerized random selection process. After the computerized random selection process, an applicant wait pool will be created for each of the oversubscribed reassignment schools. A student will be placed in only one applicant wait pool at a time. The applicant wait pool will be maintained until the 10-day enrollment count, and student vacancies will be filled until that time. Students in the wait pool who are offered a seat at a reassignment school must accept the reassignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait pool.

In April, following the registration deadline for all school choice options, a computerized random selection process will be conducted for reassignment seats that become available due to parents not registering their student at an awarded school. Only applicants who applied during the initial application window who were not awarded a reassignment seat will be included in the random selection process. All other reassignment applications will be considered late.

Late reassignment applications will be accepted by the Demographics & Student Assignments

Department beginning in May, continuing through the tenth day of school. A weekly computerized random selection process will be facilitated by the Demographics & Student Assignments Department to award seats to applicants.

The Office of Service Quality Directors shall review the circumstances of any reassignment application past the tenth day of school based upon the provisions of this Policy and render a decision.

C. Assignment Priority - The following priorities shall be honored, in the order listed, prior to the computerized random selection process:

1. Children of military families. There must be planned space available at the school to award a seat.

2. A confirmed, permanent School Board of Broward County, Florida employee, assigned a full-time work schedule at the requested school.

3. A confirmed, permanent School Board of Broward County, Florida employee, assigned a full-time work schedule at a worksite within the same Innovation Zone as the requested school.

4. Reassignment applicants, who have a sibling currently attending the requested school, who will continue to attend the following year; (Siblings that apply at the same time and do not have a sibling currently attending the requested school will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

5. Reassignment applicants that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to applicants who are assigned to schools over 110% Permanent FISH Capacity.

6. Reassignment applicants requesting placement in a curricular program not offered at their boundaried school or at a Magnet school. Reassignment approval does not guarantee placement into a curricular program or Innovative Program.

7. A confirmed, permanent School Board of Broward County, Florida employee, assigned a part-time work schedule at the requested school on a space available basis.

Subsequent to honoring all assignment priorities, a computerized random selection process shall be employed to award any remaining reassignment seats to eligible applicants. There is no automatic approval for a student to matriculate to the next school through the reassignment process, including a prior placement in a Pre-K program at a requested school. In addition, sibling(s) of a Pre-K student are not guaranteed a reassignment seat at the same school. In the case of a sibling applicant, a younger sibling will not be automatically approved to attend the same reassigned school of the older sibling(s) unless reassignment seats are available.

D. Transportation - The District is not obligated to provide transportation for reassigned

students. It is the parent(s)/guardian's responsibility to provide transportation to the reassigned school. For all reassignment approvals, the parent(s)/guardian will be notified that they must assume responsibility for transportation, attendance, and behavior of the student, and that failure to do so will result in a rescission of the reassignment. A parent/guardian can request, via their requested school, a seat on the school bus through the "empty seat" policy; however, a seat is not guaranteed.

E. Appeals/Hardships

1. If a parent/guardian believes that any of the reassignment procedures listed in this Policy have been violated, he/she may appeal in writing to the Superintendent's Hardship Committee. An appeal to the Superintendent's Hardship Committee must be submitted to the Demographics & Student Assignments Department no later than fifteen (15) calendar days from the receipt of a reassignment denial letter, and a completed reassignment application must be on file as received in the Demographics & Student Assignments Department during the initial application window. The hardship appeal letter must describe the hardship in detail and provide all available documentation when necessary.

2. Hardship circumstances will be taken into consideration, dependent upon the Permanent FISH Capacity of the requested school. Hardship allocations will not increase enrollment above 102% of the identified Permanent FISH Capacity at that site. Should a school be at 102% or above the Permanent FISH Capacity, the only hardship approvals will be for students who are currently attending the school and have a custodial need (death of a parent) unless a sibling has been assigned to a specific program such as an ESE cluster. Hardship appeals will not be heard for schools beyond 102% their Permanent FISH Capacity. However, if the older sibling is in 5th, 8th, or 12th grade, the younger sibling may be given only a one-year reassignment. Parents will be notified if a school is beyond 102% of its Permanent FISH Capacity and that their request must meet criteria. If the hardship criteria defined above is met, parents will be afforded the opportunity to have their hardship appeal reviewed by the Superintendent's Hardship Committee.

3. A hardship appeal will not be heard or approved should the approval create State sanctions against the District due to failure to meet class size reduction or school concurrency the year of the requested hardship/reassignment.

4. Hardship appeals for schools under 102% permanent FISH capacity may be based on:

a. unique circumstances that prevent the student(s) from attending the boundaried school; and/or

b. documented ongoing medical, psychological, or safety concerns confirmed by the appropriate District staff or medical professional; and/or

c. students who have a specific custodial need such as the death of a parent and the student currently attends the school, will be granted a Hardship.

5. The Superintendent's Hardship Committee shall hear appeals for reassignment applications received during the initial application window only and will begin meeting in May of each year. The Superintendent's Hardship Committee shall hear the appeal and

notify the parent(s)/guardian of the outcome in a timely manner. To be eligible to meet with the Superintendent's Hardship Committee the parent/guardian must agree in writing that the committee's decision constitutes the final administrative decision at all levels.

F. Withdrawals

1. Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of Broward County or to allow a student to enter a private school, shall be granted at any time. Withdrawals for the purpose of attending the affected student's regularly assigned public school, based on approved boundaries, shall be granted at any time.

2. Granted reassignments may be rescinded at any time during the school year by the affected Office of Service Quality for violations of the Code of Student Conduct Guidelines. Whenever possible, the student will be returned to the assigned boundaried school during a scheduled break in the school year, such as at the end of the quarter or semester. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions under the procedures in the Code of Student Conduct may be taken until the problem is resolved.

3. Should a student's reassignment be rescinded, the student may only request a reassignment when transitioning to the next school level or if deemed a special circumstance through the Office of Service Quality. Subsequent requests will not be considered except for court orders, adoption, military orders, or other unique/special circumstances with appropriate documentation.

4. Any request for temporary leave from the reassigned school must be approved by the principal and the Director of Demographics & Student Assignments before the student is withdrawn. A leave of absence from the reassigned school shall be considered in the following situations:

a. A student may be granted a leave of absence from the reassigned school for the period of time necessary to complete any of the following programs or hospital stays: being a patient in a hospital for an extended period of time; being enrolled in the Board's Hospital Homebound Program; acceptance into a Board-approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.

b. If a family or student is moving out of Broward County temporarily, a leave of absence may be granted for a maximum of one (1) year.

5. A student who withdraws from the reassigned school must reapply for admission according to the provisions of this Policy, with no preferential treatment given for re-admission. If a student withdraws from a reassigned school, the reassignment becomes null and void, except for the provisions listed above in 4.a. and 4.b.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;

2. data reflecting the reasons for which applications were granted or denied District-wide;

3. the impact of the number of enrolled students through the seat allocation/assignment processes that enrolled on the Permanent FISH Capacity and the diversity of each school;

4. in November of each year, seats available at any Broward County Public School will be annually reviewed for enrollment/program needs and included in the school boundary recommendation process; and

5. any recommendations regarding modifications to this Policy or it rules.

6. COLLEGE ACADEMY @ BROWARD COLLEGE

A. Eligibility – Eligibility requirements for College Academy @ Broward College (CA@BC) include course requirements, a minimum 3.25 unweighted GPA, and appropriate SAT/ACT/PERT scores. Specific admission guidelines will be published annually on the CA@BC website.

In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP), eligibility criteria will be in accordance with Section II of this policy.

The ESE Specialist will assist eligible students in contacting the College's Office of Disabilities to discuss accommodations and services available in the college setting.

English Language Learners (ELL) who meet eligibility criteria will be admitted into the qualified applicant pool.

B. Application Process – All students interested in applying to CA@BC for the following school year, must submit a completed application to CA@BC and a dual enrollment application to Broward College during the application window. The application window opens each year in January and closes on a designated date in mid-February. Students meeting initial application requirements, will be scheduled to take the PERT. Applicants that currently have passing ACT/SAT/PERT scores do not need to retest. Students with passing test scores will be a part of the qualified applicant pool.

1. When the number of eligible applicants exceeds the number of seats available, a computerized random selection process will be utilized to admit eligible applicants.

2. The qualified applicants selected through this process will be offered admission. The remaining qualified applicants will be placed on a waitlist in the order assigned by the computerized random selection process. The wait list will be offered admissions in order as seats become available. Failure to respond to the offer of admissions within the designated timeframe will be conferred as a rejection of the admissions offer and the available seat will be awarded to the next student on the waitlist. The waitlist is dismissed on the first day of Broward College fall term classes.

C. Assignment Priority – The following priorities shall be honored, in the order listed, prior to the computerized random selection process:

1. Children of military families shall be given first preference for admission to such programs when an application is submitted, eligibility requirements and admissions deadlines are met, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned. F.S. 1003.05(3). There must be space available at the school to award a seat.

2. Applicants, who have a sibling currently attending CA@BC, who will continue to attend the following year, and who meet the application deadline and admission criteria, will be placed at CA@BC on a space-available basis prior to the computerized random selection process. Siblings that apply at the same time and do not have a sibling currently attending CA@BC will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.

3. A confirmed, permanent School Board of Broward County, Florida employee and/or Broward College employee, assigned a full-time work schedule at CA@BC, may request through the application process that his/her child be placed at CA@BC on a space-available basis prior to the computerized random selection process if the employee has met the application deadline.

4. A confirmed, permanent School Board of Broward County, Florida employee and/or Broward College employee, assigned a part-time work schedule at CA@BC, may request through the application process that his/her child be placed at CA@BC on a space-available basis prior to the computerized random selection process if the employee has met the application deadline.

D. Transportation – The School Board of Broward County, Florida shall provide transportation to all CA@BC students who reside more than two miles from the assigned college campus.

E. Appeals/Hardships – There are no appeals or hardships for CA@BC. All students meeting criteria have an equal opportunity for selection via the computerized random selection process that selects students from the qualified applicant pool for the available seats and assigns an ordered list of students placed on the wait list. As seats become available, students are offered admission in the order of the wait list.

F. Withdrawals:

1. Students must maintain a 2.5 unweighted college GPA to remain in the school.

2. Withdrawals for the purpose of attending the affected student's regularly assigned public school, based on approved school boundaries, shall be granted at any time.

7. BROWARD VIRTUAL SCHOOLS

A. Eligibility - Student eligibility for participation in the District's Florida Virtual School franchise program (grades 6-12) is governed by Section 1002.37, Florida Statutes. Student eligibility in the District's virtual instruction program (grades K-8) is governed by Section 1002.45, Florida Statutes. Student eligibility for the District's virtual instruction program is only available to students residing in Broward County who meet at least one of the following conditions as specified by Section 1002.455, Florida Statutes:

1. The student is eligible to enter kindergarten or first grade Section 1002.455 (2)(e), Florida Statutes.

2. Students eligible to enter grades 2 through 5 do not need to have previously enrolled in a Florida public school to enroll full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School Section 1002.455 (2)(f), Florida Statutes.

3. Students entering grades 6 through 12 are eligible to enroll under Section 1002.37, Florida Statutes and/or Section 1002.455, Florida Statutes depending on the virtual instruction program choice. Students must also meet academic criteria to enroll full-time.

Parents interested in choosing Broward Virtual School for their student must apply online during the open enrollment periods described in the Enrollment Periods section of this manual.

B. Application Process - Parents interested in choosing Broward Virtual School for their student must apply online during the open enrollment periods described below:

1. Students may apply to Broward Virtual School's franchise program (grades 6-12) from May 1 through an identified date in September.

2. Students may apply to Broward Virtual School's K12 program (grades K-5) from an identified date in April to an identified date in July.

Enrollment in the K12 program must conclude 30 days prior to the first day of school per Section 1002.455, Florida Statutes. In April, letters are distributed to students outlining virtual options. Parents interested in choosing this educational option for their student can apply during the enrollment windows. Enrollment periods for the three other virtual instruction programs are governed by the individual programs.

C. Assignment Priority – There is no assignment priority for Broward Virtual.

D. Transportation – Not Applicable

E. Appeals/Hardship - Not Applicable

F. Withdrawals - School Enrollment Continuation Standards – An evaluation of each student will be conducted at the end of each semester to determine their continued enrollment eligibility. To maintain continuous enrollment at Broward Virtual School, a student must:

1. Earn grades of C or higher in each course

2. Maintain consistent weekly pacing in every class to meet all deadlines and attendance expectations

3. Communicate consistently and successfully with teachers

4. Participate in all standardized testing

5. Earn sufficient credits to be promoted to the next grade level and graduate in 4 years or less

6. Maintain sufficient reading skills at or above grade level

7. Honor all rules, policies, and procedures established by Broward Virtual School and Broward County Public Schools for student conduct, academic integrity, and netiquette.

Those students who fail to meet the minimum continuation standards will be withdrawn and given a list of alternatives to meet their educational goals.

G. Monitoring and Reporting - Broward Virtual School is under the supervision of the Chief Officer of the School Performance and Accountability Department.

8. MCKAY SCHOLARSHIP

A. Eligibility - A Florida student is eligible to participate in the McKay Scholarship Program if he/she:

1. Will be in grades K-12 while receiving the scholarship, and

2. Has an active IEP or Permanent 504 Accommodation Plan from the public school (Hospital or homebound cannot be the only exceptionality), and

3. Demonstrates prior year in attendance by meeting one of the following requirements:

   a. Has been reported for funding in a public school during the October and February FEFP surveys; or

   b. Has been reported for funding during the preceding October and February student membership surveys by the Florida School for the Deaf and the Blind; or

   c. Has been reported for funding during the preceding October and February student membership surveys when the student is four (4) years old and eligible for district services, and will be in grades K-12 while receiving the scholarship.

4. Children of military families do not need to meet the Florida public school attendance requirement by being reported for funding. Dependents of members of the Armed Forces who have transferred to Florida from another state or country due to permanent change of station orders may also be eligible for the McKay Scholarship Program if he/she has an IEP from his/her previous school and will be in grades K-12 while receiving the scholarship. Applicants must apply within the current school year of initial enrollment to utilize the Military Waiver.

5. The School Board of Broward County, Florida is committed to a definition of diversity that includes students with special needs through the Exceptional Student Education (ESE) Department. These students shall be given equal opportunity to attend programs in light of each student's need for special services. In the case of a student whose special needs are addressed through the Individual Educational Plan (IEP), attendance at a program must be consistent with the IEP.

The following eligibility criteria and procedures will be used for acceptance of Exceptional Education Students (ESE other than Gifted).

a. The student's IEP will be looked at to verify that the student's placement.

b. The student's IEP will be checked to make sure that there are not any extenuating special considerations that would keep the student from participating.

c. The Student's IEP will be check to make sure that the services will not be ending before the beginning of the next school year thus making the student no longer an ESE student.

B. Application Process

1. The District will publish a list of schools available for choice on the first business day in May. Applications will be accepted May 15 for the upcoming school year and will close April 30 of that school year. Applications may be accessed online at www.browardschools.com via the Exceptional Student Education & Support Services webpage or by contacting the District McKay Scholarship Department.

2. Only those schools and specialized programs (i.e. clusters) identified by the District as having space will be considered for McKay approval. Identification of space does not guarantee approval. Schools that are projected to be at 95% Permanent FISH capacity or higher will not be available for choice. McKay does not apply to Nova schools, charter schools, or magnet programs. The seats available at each location are limited and will be awarded based on class size regulations and the ability of the school to provide the services identified on the student's Individual Education Plan (IEP).

3. Current Florida public school students that meet the criteria to participate as a McKay student as per F.S. 1002.39 may submit one application for McKay public school choice per school year. Students currently receiving a McKay Scholarship to attend a participating private school may exercise their public school choice option 30 days prior to withdraw from a participating private school.

4. The address provided on the application must match what is currently on file with Broward County Public Schools. Applications showing different residential addresses will not be processed.

5. Applications will be submitted to and reviewed by the District McKay Scholarship Department. Responses will be provided within 30 business days of the District's receipt of the McKay application and will be posted to the One Choice Database and sent via U.S. Mail.

C. Assignment Priority - Available seats will be awarded on a first come/ first serve basis. Approval will only be granted if there is space in the student's grade placement and the school has the ability to provide the services identified on the student's Individual Education Plan (IEP).

D. Transportation

1. Transportation is not guaranteed and is awarded based on route availability to and from the student's permanent residential address to the awarded school location as per the Transportation Department.

2. Only students awarded a McKay scholarship to a public school will be considered for transportation through McKay.

3. McKay choice is not approved based on transportation availability.

4. If a public school choice is granted with transportation and the student moves, the prior transportation approval is void. The student may continue attending the approved school, however a new application must be submitted to verify transportation availability.

5. If a McKay public school choice was approved with transportation and the student is dismissed from ESE, the student may continue attending the school, however, is no longer eligible for transportation services.

E. Appeals/ Hardships - The McKay Scholarship is a Florida Department of Education program. There are no appeals or hardships to the application process for McKay Scholarship.

F. Withdrawals - A public McKay Scholarship approval may become void only when

1. A student withdrawals from the approved public school.

2. A student's placement has changed and the approved school can no longer accommodate his/her Individual Education Plan.

3. A student is enrolled in a DJJ Center for a period of more than 22 days.

4. A student completes the highest grade level at the approved school.

5. A student graduates or turns the age of 22 years old.

G. Monitoring/ Reporting - The District McKay Office shall maintain a report identifying

1. the number of applicants,

2. applicants approved with or without transportation, and

3. schools receiving McKay Students.

THE RULES LISTED BELOW SHALL GOVERN MAGNET SCHOOLS, NOVA SCHOOLS, REASSIGNMENTS, AND OSP.
AUTHORITY: s. 1001.41(1), F.S. (2); s. 1003.05(3), F.S.
LAWS IMPLEMENTED: STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES, s. 1002.31, F.S.; s. 1002.38, F.S; s. 1008.34, F.S.
History:
Policy Adopted: 12/15/09; Policy Amended: 12/07/10, 5/15/12, 1/22/2014, 9/16/2015

Formerly Policy 5001 - AUTHORITY: s. 1001.41, F.S.; Policy Adopted: 11/13/69; Policy Readopted: 9/5/74; Policy Amended: 6/19/80, 1/20/83, 3/3/83, 9/3/96, 4/8/97, 9/2/97, 6/20/00, 1/21/03, 11/09/04, Emergency Rule #E482-15, 6/6/83, 6/16/83, 5/17/84, 7/18/95, 3/19/96. Repealed 12/15/09.

Formerly Policy 5003 - AUTHORITY: s. 1001.41, F.S.; Policy Adopted: 1/25/68; Amended Policy Approved: 10/18/73, 9/3/91, 4/20/93, 3/19/96, 8/20/96; Amended Policy Approved: 1/21/97, 6/15/04. Repealed 12/15/09.

Formerly Policy 5004 - AUTHORITY: s. 1001.41(1), F.S., (2); s. 1002.20(6a), F.S.; s. 1003.05(3), F.S. ; Policy Adopted: 6/2/88, 10/17/89, 5/1/90, 5/2/95, 9/3/96; Amended Policy Adopted: 4/8/97, 5/15/01, 4/23/02, 10/1/02, 6/17/03, 4/20/04, 9/9/08. Repealed 12/15/09.

LEA Name: Broward County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	11	0	137	2	3,297	55	1,655	28	4	0	775	13	126	2	6,005
K	37	0	704	4	7,015	37	6,728	36	36	0	3,809	20	613	3	18,942
1	49	0	736	4	7,505	38	7,020	35	43	0	4,032	20	558	3	19,943
2	52	0	762	4	7,912	39	6,946	34	44	0	4,154	20	534	3	20,404
3	47	0	790	4	8,435	38	7,702	35	34	0	4,511	21	536	2	22,055
4	55	0	767	4	7,458	37	7,053	35	36	0	4,419	22	476	2	20,264
5	47	0	763	4	8,043	38	7,073	34	45	0	4,604	22	455	2	21,030
6	60	0	717	4	7,802	33	6,571	33	32	0	4,546	23	502	3	20,230
7	64	0	746	4	7,452	38	6,513	33	19	0	4,434	23	521	3	19,749
8	57	0	742	4	7,465	38	6,394	32	21	0	4,433	23	595	3	19,707
9	52	0	730	4	7,894	40	6,130	31	17	0	4,346	22	610	3	19,779
10	58	0	715	4	8,045	40	6,508	32	19	0	4,451	23	586	3	20,382
11	78	0	692	3	8,114	40	6,254	31	26	0	4,554	23	503	3	20,221
12	66	0	735	3	9,580	43	6,526	29	19	0	4,935	22	533	2	22,394
Total	733	0.30	9,736	3.60	106,017	39.10	89,073	32.90	395	0.01	58,003	21.40	7,148	2.60	271,105

LEA Name: Broward County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	11	0	137	2	3,297	55	1,655	28	4	0	775	13	126	2	6,005
K	37	0	709	4	7,066	37	6,777	36	36	0	3,837	20	617	3	19,079
1	49	0	741	4	7,559	38	7,071	35	43	0	4,061	20	562	3	20,086
2	52	0	768	4	7,969	39	6,996	34	44	0	4,184	20	538	3	20,551
3	47	0	796	4	8,496	38	7,758	35	34	0	4,544	21	540	2	22,215
4	55	0	773	4	7,512	37	7,104	35	36	0	4,451	22	479	2	20,410
5	47	0	769	4	8,101	38	7,124	34	45	0	4,637	22	458	2	21,181
6	60	0	722	4	7,859	39	6,619	33	32	0	4,579	23	506	3	20,377
7	64	0	751	4	7,506	38	6,560	33	19	0	4,466	23	525	3	19,891
8	57	0	747	4	7,519	38	6,440	32	21	0	4,465	23	599	3	19,848
9	52	0	735	4	7,951	40	6,174	31	17	0	4,378	22	614	3	19,921
10	58	0	720	4	8,103	40	6,555	32	19	0	4,483	22	590	30	20,528
11	79	0	697	3	8,173	40	6,299	31	26	0	4,587	23	507	3	20,368
12	66	0	740	3	9,649	43	6,573	29	19	0	4,971	22	537	2	22,555
Total	734	0.30	9,805	3.60	106,760	39.10	89,705	32.90	395	0.10	58,418	21.40	7,198	2.60	273,015

LEA Name: Broward County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	11	0	137	2	3,297	55	1,655	28	4	0	775	13	126	2	6,005
K	38	0	716	4	7,137	37	6,845	36	37	0	3,875	20	624	3	19,272
1	50	0	749	4	7,635	38	7,142	35	44	0	4,102	20	568	3	20,290
2	53	0	775	4	8,049	39	7,067	34	45	0	4,226	20	543	3	20,758
3	48	0	804	4	8,582	38	7,836	35	35	0	4,589	21	545	2	22,439
4	56	0	780	4	7,588	37	7,176	35	37	0	4,496	22	484	2	20,617
5	48	0	776	4	8,183	38	7,196	34	46	0	4,684	22	463	2	21,396
6	61	0	729	4	7,938	39	6,685	33	33	0	4,625	23	511	3	20,582
7	65	0	759	4	7,582	38	6,626	33	19	0	4,511	23	530	3	20,092
8	58	0	755	4	7,595	38	6,505	32	21	0	4,510	23	605	3	20,049
9	53	0	743	4	8,031	40	6,237	31	17	0	4,422	22	621	3	20,124
10	59	0	727	4	8,185	40	6,621	32	19	0	4,528	22	596	3	20,735
11	79	0	704	3	8,255	40	6,363	31	26	0	4,633	23	512	3	20,572
12	67	0	748	3	9,746	43	6,639	29	19	0	5,021	22	542	2	22,782
Total	746	0.30	9,902	3.60	107,803	39.10	90,593	32.90	402	0.10	58,997	21.40	7,270	22.60	275,713

LEA Name: Broward County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	11	0	137	2	3,297	55	1,655	28	4	0	775	13	126	2	6,005
K	38	0	723	4	7,209	37	6,914	36	37	0	3,914	20	630	3	19,465
1	50	0.2	756	4	7,713	38	7,214	35	44	0	4,144	20	573	3	20,494
2	53	0.3	783	4	8,131	39	7,138	31	45	0	4,269	20	549	3	20,968
3	48	0.2	812	4	8,669	38	7,915	35	35	0	4,636	21	551	2	22,666
4	57	0.3	788	4	7,665	37	7,248	35	37	0	4,541	22	489	2	20,825
5	48	0.2	784	4	8,266	38	7,269	34	46	0	4,732	22	468	2	21,613
6	62	0.3	737	4	8,018	39	6,753	33	33	0	4,672	23	516	3	20,791
7	66	0.3	767	4	7,658	38	6,693	33	20	0	4,557	23	535	3	20,296
8	59	0.3	763	4	7,672	38	6,571	32	22	0	4,556	23	611	3	20,254
9	53	0.3	750	4	8,113	40	6,300	31	17	0	4,466	22	627	3	20,326
10	60	0.3	735	4	8,268	40	6,688	32	20	0	4,574	22	602	3	20,947
11	80	0.4	711	3	8,339	40	6,427	31	27	0	4,680	23	517	3	20,781
12	68	0.3	755	3	9,845	43	6,707	29	20	0	5,072	20	548	2	23,015
Total	753	0.30	10,001	3.60	108,863	39.10	91,492	32.90	407	0.10	59,588	21.40	7,342	2.60	278,446

LEA Name: Broward County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	11	0	137	2	3,297	55	1,655	28	4	0	775	13	126	2	6,005
K	38	0	732	4	7,291	37	6,993	36	37	0	3,959	20	637	3	19,687
1	51	0.2	765	4	7,800	38	7,296	35	45	0	4,191	20	580	3	20,728
2	54	0.3	792	4	8,223	39	7,219	34	46	0	4,317	20	555	3	21,206
3	49	0.2	821	4	8,767	38	8,005	35	35	0	4,689	21	557	2	22,923
4	57	0.3	797	4	7,752	37	7,331	35	37	0	4,593	22	495	2	21,062
5	49	0.2	793	4	8,360	38	7,351	34	47	0	4,785	22	473	2	21,858
6	62	0.3	745	4	8,109	39	6,830	33	33	0	4,725	23	522	3	21,026
7	67	0.3	775	4	7,745	38	6,769	33	20	0	4,609	23	542	3	20,527
8	59	0.3	771	4	7,759	38	6,646	32	22	0	4,607	23	618	3	20,482
9	54	0.3	759	4	8,205	40	6,371	31	18	0	4,517	42	634	3	20,558
10	60	0.3	743	4	8,362	40	6,764	32	20	0	4,626	22	609	3	21,184
11	81	0.4	719	3	8,433	40	6,500	31	27	0	4,733	23	523	3	21,016
12	69	0.3	764	3	9,957	43	6,783	29	20	0	5,129	22	554	2	23,276
Total	761	0.30	10,113	3.60	110,060	39.10	92,513	32.90	411	0.10	60,255	21.40	7,425	2.60	281,538

LEA Name: Broward County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	11	0	137	2	3,297	55	1,655	28	4	0	775	13	126	2	6,005
K	39	0	740	4	7,372	37	7,071	36	38	0	4,003	20	644	3	19,907
1	51	0.2	774	4	7,887	38	7,378	35	45	0	4,237	20	586	21	20,958
2	55	0.3	801	4	8,315	39	7,300	34	46	0	4,366	20	561	21	21,444
3	49	0.2	830	4	8,865	38	8,094	35	36	0	4,741	21	563	2	23,178
4	58	0.3	806	4	7,838	37	7,412	35	38	0	4,644	22	500	2	21,296
5	49	0.2	802	4	8,453	38	7,433	34	47	0	4,839	22	478	2	22,101
6	63	0.3	754	4	8,200	39	6,906	33	34	0	4,778	23	528	3	21,263
7	67	0.3	784	4	7,832	38	6,845	33	20	0	4,660	23	548	3	20,756
8	60	0.3	780	4	7,845	38	6,720	32	22	0	4,659	23	625	3	20,711
9	55	0.3	767	4	8,296	40	6,442	31	18	0	4,567	22	641	3	20,786
10	61	0.3	751	4	8,455	40	6,840	32	20	0	4,678	22	616	3	21,421
11	82	0.4	727	3	8,527	40	6,573	31	27	0	4,786	23	529	3	21,251
12	69	0.3	772	3	10,068	49	6,859	29	20	0	5,186	22	560	2	23,534
Total	769	0.30	10,225	3.60	111,250	39.10	93,528	32.90	415	0.10	60,919	21.40	7,505	2.60	284,611

LEA Name: Broward County Public Schools	
Table 2: Year of Implementation for Existing Magnet Schools included in the Project - OMB-1855-0011- Expiration 08/31/2019	
School Name	First School Year as a Magnet School
Blanche Ely High School	1977
New River Middle School	1996
Pompano Beach Middle School	1993
South Broward High School	1995
Stranahan High School	1992

LEA Name: Broward County Public Schools

School Name: Olsen Middle

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	2	1	2	1	94	37	99	39	0	0	52	21	5	2	254
7	1	1	2	1	87	40	78	36	0	0	43	20	9	4	220
8	3	1	10	4	74	32	78	33	0	0	62	27	7	3	234
9															0
10															0
11															0
12															0
Total	6	0.8	14	2.0	255	36.0	255	36.0	0	0.0	157	22.2	21	3.0	708

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	2	1	6	1	125	38	117	38	0	0	56	18	5	2	311
7	1	1	2	1	81	36	73	36	0	0	39	19	8	4	204
8	3	1	9	4	68	34	73	34	0	0	58	27	7	3	218
9															0
10															0
11															0
12															0
Total	6	0.8	17	2.3	274	37.4	263	35.9	0	0.0	153	20.9	20	2.7	733

LEA Name: Broward County Public Schools

School Name: Olsen Middle

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	2	1	6	2	121	40	113	38	0	0	54	18	4	1	300
7	1	0	6	2	115	43	94	35	0	0	46	17	8	3	270
8	3	1	9	4	66	32	69	33	0	0	55	26	6	3	208
9															0
10															0
11															0
12															0
Total	6	0.8	21	2.7	302	38.8	276	35.5	0	0.0	155	19.9	18	2.3	778

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	2	1	6	2	117	41	108	37	0	0	52	18	4	1	289
7	1	0	6	2	111	43	91	35	0	0	44	17	8	3	261
8	3	1	12	4	100	37	91	34	0	0	60	22	6	2	272
9															0
10															0
11															0
12															0
Total	6	0.7	24	2.9	328	39.9	290	35.3	0	0.0	156	19.0	18	2.2	822

LEA Name: Broward County Public Schools

School Name: Olsen Middle

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	2	1	6	2	113	41	104	37	0	0	50	18	4	1	279
7	1	0	6	2	108	43	87	35	0	0	42	17	7	3	251
8	2	1	12	5	97	37	87	37	0	0	58	22	6	2	262
9															0
10															0
11															0
12															0
Total	5	0.6	24	3.0	318	40.2	278	35.1	0	0.0	150	18.9	17	2.1	792

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	2	1	6	2	109	41	100	38	0	0	45	17	4	2	266
7	1	0	6	3	104	43	84	35	0	0	41	17	7	3	243
8	2	1	12	5	94	37	84	33	0	0	55	22	5	2	252
9															0
10															0
11															0
12															0
Total	5	0.7	24	3.2	307	40.3	268	35.2	0	0.0	141	18.5	16	2.1	761

LEA Name: Broward County Public Schools

School Name: New River Middle

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	1	0	3	1	145	29	238	48	0	0	94	19	15	3	496
7	1	0	4	1	120	24	251	50	1	0	109	22	14	3	500
8	0	0	13	3	168	34	212	43	0	0	81	16	19	4	493
9															0
10															0
11															0
12															0
Total	2	0.1	20	1.3	433	29.1	701	47.1	1	0.1	284	19.1	48	3.2	1,489

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	1	0	4	1	204	35	250	43	0	0	103	18	15	3	577
7	1	0	4	1	122	24	255	50	1	0	111	22	14	3	508
8	0	0	13	3	170	34	215	43	1	0	82	16	19	4	500
9															0
10															0
11															0
12															0
Total	2	0.1	21	1.3	496	31.3	720	45.4	2	0.1	296	18.7	48	3.0	1,585

LEA Name: Broward County Public Schools

School Name: New River Middle

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	1	0	4	1	207	35	255	43	0	0	105	18	16	3	588
7	1	0	5	1	181	31	268	45	1	0	121	21	14	2	591
8	0	0	13	3	174	34	219	43	0	0	84	17	20	4	510
9															0
10															0
11															0
12															0
Total	2	0.1	22	1.3	562	33.3	742	43.9	1	0.1	310	18.4	50	3.0	1,689

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	1	0	4	1	210	35	260	43	0	0	107	18	17	3	599
7	1	0	5	1	183	30	273	45	1	0	123	21	15	3	601
8	0	0	15	3	234	39	232	39	0	0	93	16	20	3	594
9															0
10															0
11															0
12															0
Total	2	0.1	24	1.3	627	34.9	765	42.6	1	0.1	323	18.0	52	2.9	1,794

LEA Name: Broward County Public Schools

School Name: New River Middle

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	1	0	4	1	213	35	266	44	0	0	109	18	16	3	609
7	1	0	5	1	186	30	278	46	1	0	125	21	15	3	611
8	0	0	15	3	237	39	236	39	0	0	95	16	20	3	603
9															0
10															0
11															0
12															0
Total	2	0.1	24	1.3	636	34.9	780	42.8	1	0.1	329	18.0	51	2.8	1,823

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	1	0	4	1	213	35	267	44	0	0	109	18	16	3	610
7	1	0	5	1	186	30	279	46	1	0	125	20	15	3	612
8	0	0	15	3	238	39	237	39	0	0	95	16	20	3	605
9															0
10															0
11															0
12															0
Total	2	0.1	24	1.3	637	34.9	783	42.9	1	0.1	329	18.0	51	2.8	1,827

LEA Name: Broward County Public Schools

School Name: Pompano Beach Middle

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0	6	2	198	51	117	30	2	1	56	14	10	3	389
7	0	0	2	1	198	56	99	28	0	0	49	14	5	1	353
8	0	0	2	1	181	58	85	27	0	0	39	13	5	2	312
9															0
10															0
11															0
12															0
Total	0	0.0	10	0.9	577	54.7	301	28.6	2	0.2	144	13.7	20	1.9	1,054

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0	13	3	217	45	144	30	2	0	93	19	10	2	479
7	0	0	2	1	206	56	103	28	0	0	51	14	5	1	367
8	0	0	2	1	188	58	88	27	0	0	40	12	5	2	323
9															0
10															0
11															0
12															0
Total	0	0.0	17	1.5	611	52.3	335	28.7	2	0.2	184	15.7	20	1.7	1,169

LEA Name: Broward County Public Schools

School Name: Pompano Beach Middle

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0	13	3	221	45	146	30	2	0	97	20	11	2	490
7	0	0	9	2	221	49	127	28	0	0	87	19	5	1	449
8	0	0	2	1	192	58	90	27	0	0	41	12	5	2	330
9															0
10															0
11															0
12															0
Total	0	0.0	24	1.9	634	50.0	363	28.6	2	0.2	225	17.7	21	1.7	1,269

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0	14	3	228	45	150	30	2	0	97	19	11	2	502
7	0	0	9	2	228	50	130	28	0	0	89	19	5	1	461
8	0	0	9	2	209	50	115	28	0	0	78	19	5	1	416
9															0
10															0
11															0
12															0
Total	0	0	32	2.3	665	48.2	395	28.6	2	0.1	264	19.1	21	1.5	1,379

LEA Name: Broward County Public Schools

School Name: Pompano Beach Middle

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0	14	3	234	46	154	30	2	0	98	19	11	2	513
7	0	0	9	2	234	50	133	28	0	0	90	19	6	1	472
8	0	0	9	2	215	50	118	28	0	0	79	19	6	1	427
9															0
10															0
11															0
12															0
Total	0	0.0	32	2.3	683	48.4	405	28.7	2	0.1	267	18.9	23	1.6	1,412

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6	0	0	14	3	226	45	150	30	2	0	96	19	11	2	499
7	0	0	9	2	226	50	129	28	0	0	88	19	5	1	457
8	0	0	9	2	207	50	114	28	0	0	77	19	5	1	412
9															0
10															0
11															0
12															0
Total	0	0	32	2.3	659	48.2	393	28.7	2	0.1	261	19.1	21	1.5	1,368

LEA Name: Broward County Public Schools

School Name: South Broward High

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	1	0	15	3	171	29	219	37	1	0	169	28	19	3	595
10	1	0	12	2	164	28	248	42	1	0	143	24	25	4	594
11	4	1	14	3	163	31	202	38	0	0	136	26	12	2	531
12	3	1	8	2	150	29	213	41	0	0	124	24	18	4	516
Total	9	0.4	49	2.2	648	29.0	882	39.4	2	0.1	572	25.6	74	3.3	2,236

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	1	0	19	3	227	33	237	35	1	0	180	26	19	3	684
10	1	0	12	2	168	28	253	42	1	0	146	24	26	4	607
11	4	1	14	3	167	31	206	38	0	0	139	26	12	2	542
12	3	1	8	2	153	29	218	41	0	0	127	24	18	3	527
Total	9	0.4	53	2.2	715	30.3	914	38.7	2	0.1	592	25.1	75	3.2	2,360

LEA Name: Broward County Public Schools

School Name: South Broward High

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	1	0	20	3	229	33	238	34	1	0	182	26	20	3	691
10	1	0	16	2	222	32	268	39	1	0	155	23	26	4	689
11	4	1	14	3	168	31	209	38	0	0	141	26	12	2	548
12	3	1	8	2	155	29	220	41	0	0	128	24	19	4	533
Total	9	0.4	58	2.4	774	31.5	935	38.0	2	0.1	606	24.6	77	3.1	2,461

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	1	0	19	3	228	33	237	35	1	0	181	26	20	3	687
10	1	0	16	2	221	32	267	39	1	0	154	22	26	4	686
11	4	1	18	3	220	35	220	35	0	0	147	24	12	2	621
12	3	1	8	2	154	29	219	41	0	0	127	24	18	3	529
Total	9	0.4	61	2.4	823	32.6	943	37.4	2	0.1	609	24.1	76	3.0	2,523

LEA Name: Broward County Public Schools

School Name: South Broward High

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	1	0	20	3	230	33	238	34	1	0	183	26	20	3	693
10	1	0	16	2	222	32	270	39	1	0	156	23	26	4	692
11	4	1	19	3	221	35	222	36	0	0	148	24	12	2	626
12	3	1	12	2	208	34	233	38	0	0	136	22	19	3	611
Total	9	0.3	67	2.6	881	33.6	963	36.7	2	0.1	623	23.8	77	2.9	2,622

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	1	0	20	3	231	32	243	35	1	0	185	26	20	3	701
10	1	0	17	2	225	32	273	39	1	0	158	23	26	4	701
11	4	1	19	3	224	35	225	35	0	0	150	24	13	2	635
12	3	1	12	2	210	34	236	38	0	0	138	22	19	3	618
Total	9	0.3	68	2.6	890	33.5	977	36.8	2	0.1	631	23.8	78	2.9	2,655

LEA Name: Broward County

School Name: Stranahan High

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	10	3	240	68	68	19	0	0	28	8	9	3	355
10	0	0	6	2	263	71	75	20	0	0	14	4	13	4	371
11	1	0	5	2	214	65	72	22	1	0	31	9	8	2	332
12	0	0	8	2	245	70	79	23	0	0	14	4	4	1	350
Total	1	0.1	29	2.1	962	16.3	294	20.9	1	0.1	87	6.2	34	2.4	1,408

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	16	3	239	68	100	19	0	0	59	8	9	3	423
10	0	0	6	2	257	71	73	20	0	0	14	4	13	4	363
11	1	0	5	2	209	65	70	22	1	0	30	9	8	2	324
12	0	0	8	2	240	70	77	23	0	0	14	4	4	1	343
Total	1	0.1	35	2.4	945	65.0	320	22.0	1	0.1	117	8.1	34	2.3	1,453

LEA Name: Broward County

School Name: Stranahan High

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	15	4	229	56	97	24	0	0	59	15	8	2	408
10	0	0	12	3	251	59	103	24	0	0	45	11	12	3	423
11	1	0	5	2	201	64	68	22	1	0	29	9	8	3	313
12	0	0	8	2	230	70	74	23	0	0	13	4	4	1	329
Total	1	0.0	40	2.7	911	61.8	342	23.2	1	0.1	146	9.9	32	2.2	1,473

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	15	4	220	56	95	24	0	0	58	15	8	2	396
10	0	0	11	3	243	59	101	25	0	0	45	11	12	3	412
11	1	0	11	3	198	53	98	26	1	0	60	16	7	2	376
12	0	0	7	2	222	70	72	23	0	0	13	4	4	1	318
Total	1	.01	44	2.9	883	58.8	366	24.4	1	0.1	176	11.7	31	2.1	1,502

LEA Name: Broward County

School Name: Stranahan High

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	15	4	214	55	93	24	0	0	57	15	8	2	387
10	0	0	11	3	234	59	99	25	0	0	44	11	11	3	399
11	1	0	10	3	191	52	96	26	1	0	59	16	7	2	365
12	0	0	13	3	218	57	102	27	0	0	44	12	4	1	381
Total	1	0.1	49	3.2	857	55.9	390	25.5	1	0.1	204	13.3	30	2.0	1,532

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	14	4	206	58	89	24	0	0	56	15	8	2	373
10	0	0	11	3	226	58	96	25	0	0	44	11	11	3	388
11	1	0	10	3	184	52	94	27	1	0	58	16	7	2	355
12	0	0	13	4	211	57	100	27	0	0	44	12	3	1	371
Total	1	0.1	48	3.2	827	55.6	379	25.5	1	0.1	202	13.6	29	2.0	1,487

LEA Name: Broward County Public Schools

School Name: Blanche Ely High

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	1	0	495	81	97	16	0	0	11	2	11	2	615
10	0	0		0	461	78	101	17	0	0	21	4	7	1	590
11	0	0	2	0	384	81	59	12	0	0	19	4	10	2	474
12	0	0	3	1	376	84	52	12	0	0	13	3	4	1	448
Total	0	0.0	6	0	1,716	80.7	309	14.5	0	0.0	64	3.0	32	1.5	2,127

Projected Enrollment
(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	5	1	516	74	120	17	0	0	42	6	11	2	694
10	0	0	0	0	466	78	102	17	0	0	21	4	7	1	596
11	0	0	2	0	388	81	60	13	0	0	19	4	10	2	479
12	0	0	3	1	380	84	53	12	0	0	13	3	4	1	453
Total	0	0.0%	10	0.5	1,750	78.8	335	15.1	0	0.0	95	4.3	32	1.4	2,222

LEA Name: Broward County Public Schools

School Name: Blanche Ely High

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	7	1	520	74	121	17	0	0	42	6	11	2	701
10	0	0	4	1	486	72	125	19	0	0	53	8	7	1	675
11	0	0	2	0	391	81	60	12	0	0	19	4	10	2	482
12	0	0	3	1	383	34	53	12	0	0	13	3	4	1	456
Total	0	0.0	16	0.7	1,780	76.9	359	15.5	0	0.0	127	5.5	32	1.4	2,314

Projected Enrollment
(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	7	1	525	75	119	17	0	0	43	6	11	2	705
10	0	0	4	1	490	72	126	19	0	0	54	8	7	1	681
11	0	0	6	1	411	73	83	15	0	0	52	9	10	3	562
12	0	0	3	1	387	83	53	12	0	0	13	3	4	1	460
Total	0	0.0	20	0.8	1,813	75.3	381	15.8	0	0.0	162	6.7	32	1.	2,408

LEA Name: Broward County Public Schools

School Name: Blanche Ely High

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	5	1	529	74	125	18	0	0	43	6	11	2	713
10	0	0	4	1	494	72	127	19	0	0	54	8	7	2	686
11	0	0	6	1	414	73	83	15	0	0	52	9	10	2	565
12	0	0	7	1	406	76	76	14	0	0	45	8	4	1	538
Total	0	0.0	22	0.9	1,843	73.7	411	16.4	0	0.0	194	7.8	32	1.3	2,502

Projected Enrollment
(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9	0	0	5	1	534	72	123	17	0	0	44	6	12	2	718
10	0	0	4	1	498	72	128	19	0	0	54	8	7	1	691
11	0	0	6	1	418	73	84	15	0	0	52	9	10	2	570
12	0	0	7	1	409	76	76	14	0	0	46	9	4	1	542
Total	0	0.0	22	0.9	1,859	73.7	411	16.3	0	0.0%	196	7.8	33	1.3	2,521

PRINT SAVE

LEA Name: Broward County Public Schools

Table 4: Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Actual Enrollment as of October 1, 2016 (Current School Year)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Dandy, Willaims E. Middle	6-8	New River Middle	0	0	3	0	817	93	38	4	0	0	7	1	11	1	876
Parkway Middle	6-8	New River Middle	1	0	11	1	1,248	85	98	7	0	0	78	5	30	2	1,466
Sunrsie Middle	6-8	New River Middle	2	0	25	2	530	48	211	19	1	0	318	29	29	3	1,116
New Renaissance	6-8	Olsen Middle	3	0	44	4	819	72	168	15	0	0	87	8	12	1	1,133
Pines Middle	6-8	Olsen Middle	1	0	32	3	481	50	339	35	4	0	77	8	30	3	964
Young, Walter C. Middle	6-8	Olsen Middle	6	1	52	5	282	26	533	49	0	0	174	16	35	3	1,082
Lyons Creek Middle	6-8	Pompano Beach Middle	10	1	69	4	353	19	695	37	2	0	699	37	65	3	1,893
Sawgrass Springs Middle	6-8	Pompano Beach Middle	3	0	66	5	316	26	385	31	3	0	425	35	34	3	1,232
Westglades Middle	6-8	Pompano Beach Middle	3	0	129	8	118	7	321	19	2	0	1,052	63	48	3	1,673
Coral Glades High	9-12	Blanche Ely High	3	0	85	4	802	33	769	32	3	0	698	29	81	3	2,441
Monarch High	9-12	Blanche Ely High	10	0	96	4	455	19	808	34	0	0	912	39	81	3	2,362
Stoneman Douglas High	9-12	Blanche Ely High	14	0	205	6	370	12	671	21	3	0	1,869	58	76	2	3,208

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2017 (Year 1 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Dandy, William E. Middle	6-8	New River Middle	0	0	3	0	752	93	34	4	0	0	7	1	10	1	806
Parkway Middle	6-8	New River Middle	1	0	12	1	1,316	85	103	7	0	0	83	5	32	2	1,547
Sunrise Middle	6-8	New River Middle	2	0	26	2	563	48	224	19	1	0	338	29	31	3	1,185
New Renaissance	6-8	Olsen Middle	3	0	44	4	813	72	167	15	0	0	86	8	12	1	1,125
Pines Middle	6-8	Olsen Middle	1	0	30	3	447	50	315	35	4	0	72	8	29	3	898
Young, Walter C. Middle	6-8	Olsen Middle	6	1	46	4	273	26	518	49	0	0	169	16	35	3	1,047
Lyons Creek Middle	6-8	Pompano Beach Middle	10	1	67	4	344	19	678	37	2	0	681	37	64	4	1,779
Sawgrass Springs Middle	6-8	Pompano Beach Middle	3	0	65	5	316	26	379	31	3	0	424	35	35	3	1,225
Westglades Middle	6-8	Pompano Beach Middle	3	0	132	8	125	7	334	19	2	0	1,096	63	51	3	1,743
Coral Glades High	9-12	Blanche Ely High	3	0	86	4	812	33	778	32	3	0	707	29	83	3	2,472
Monarch High	9-12	Blanche Ely High	10	0	94	4	446	19	792	34	0	0	894	39	80	4	2,316
Stoneman Douglas High	9-12	Blanche Ely High	14	0	206	6	373	12	677	21	3	0	1,885	58	77	2	3,235

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2018 (Year 2 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Dandy, William E. Middle	6-8	New River Middle	0	0	3	0	681	93	26	4	0	0	6	1	10	1	726
Parkway Middle	6-8	New River Middle	1	0	12	1	1,308	85	102	7	0	0	82	5	32	2	1,537
Sunrise Middle	6-8	New River Middle	2	0	25	2	544	48	216	19	1	0	327	29	31	3	1,146
New Renaissance Middle	6-8	Olsen Middle	3	0	43	4	808	72	165	15	0	0	86	8	12	1	1,117
Pines Middle	6-8	Olsen Middle	1	0	28	3	423	50	298	35	4	0	68	8	28	3	850
Young, Walter C. Middle	6-8	Olsen Middle	6	1	47	5	263	26	500	49	0	0	163	16	34	3	1,013
Lyons Creek Middle	6-8	Pompano Beach Middle	10	1	65	4	330	19	652	37	2	0	654	37	63	3	1,776
Sawgrass Springs Middle	6-8	Pompano Beach Middle	3	0	64	5	313	26	380	31	3	0	419	35	35	3	1,217
Westglades Middle	6-8	Pompano Beach Middle	3	0	136	8	132	7	349	19	2	0	1,145	63	54	3	1,821
Coral Glades High	9-12	Blanche Ely High	3	0	86	4	812	33	778	32	3	0	707	29	84	3	2,473
Monarch High	9-12	Blanche Ely High	10	0	92	4	438	19	777	34	0	0	878	39	80	3	2,275
Stoneman Douglas High	9-12	Blanche Ely High	14	0	208	6	376	12	682	21	3	0	1,898	58	78	2	3,259

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2019 (Year 3 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Dandy, Williams E. Middle	6-8	New River Middle	0	0	2	0	611	93	26	4	0	0	6	1	9	1	654
Parkway Middle	6-8	New River Middle	1	0	12	1	1,290	85	100	7	0	0	82	5	33	2	1,518
Sunrise Middle	6-8	New River Middle	2	0	24	2	526	48	209	19	1	0	316	29	31	3	1,109
New Renaissance Middle	6-8	Olsen Middle	3	0	41	4	772	72	157	15	0	0	82	8	12	1	1,067
Pines Middle	6-8	Olsen Middle	1	0	26	3	397	50	280	35	4	1	64	8	27	3	799
Young, Walter C. Middle	6-8	Olsen Middle	6	1	46	5	261	26	497	49	0	0	162	16	35	4	1,007
Lyons Creek Middle	6-8	Pompano Beach Middle	10	1	64	4	326	19	645	37	2	0	646	37	63	4	1,756
Sawgrass Springs Middle	6-8	Pompano Beach Middle	3	0	61	5	301	26	365	31	3	0	402	34	34	3	1,169
Westglades Middle	6-8	Pompano Beach Middle	4	0	141	7	140	7	365	19	2	0	1,199	63	57	3	1,908
Coral Glades High	9-12	Blanche Ely High	3	0	86	4	813	33	778	32	3	0	707	29	85	3	2,475
Monarch High	9-12	Blanche Ely High	10	0	91	4	428	19	760	34	0	0	859	39	79	4	2,227
Stoneman Douglas High	9-12	Blanche Ely High	15	0	209	6	379	12	689	21	3	0	1,915	58	80	2	3,290

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2020 (Year 4 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Dandy, William E. Middle	6-8	New River Middle	0	0	2	0	563	93	23	4	0	0	5	1	9	1	602
Parkway Middle	6-8	New River Middle	1	0	12	1	1,305	85	102	7	0	0	83	5	33	2	1,536
Sunrise Middle	6-8	New River Middle	2	0	26	2	520	48	206	19	1	0	313	29	30	3	1,098
New Renaissance Middle	6-8	Olsen Middle	3	0	44	4	757	72	154	15	0	0	80	8	12	1	1,050
Pines Middle	6-8	Olsen Middle	1	0	29	3	393	50	278	35	4	0	63	8	27	3	795
Young, Walter C. Middle	6-8	Olsen Middle	6	1	51	5	254	26	484	49	0	0	158	16	34	3	987
Lyons Creek Middle	6-8	Pompano Beach Middle	10	1	66	4	323	19	639	37	2	0	640	37	62	3	1,742
Sawgrass Springs Middle	6-8	Pompano Beach Middle	3	0	64	5	290	26	351	31	3	0	387	35	33	3	1,131
Westglades Middle	6-8	Pompano Beach Middle	4	0	160	8	146	7	384	19	2	0	1,258	63	60	3	2,014
Coral Glades High	9-12	Blanche Ely High	3	0	90	4	813	33	779	32	3	0	708	29	85	3	2,481
Monarch High	9-12	Blanche Ely High	10	0	94	4	425	19	755	34	0	0	852	39	79	3	2,215
Stoneman Douglas High	9-12	Blanche Ely High	15	0	220	6	386	12	702	21	3	0	1,950	58	82	2	3,358

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2021 (Year 5 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Dandy, William E. Middle	6-8	New River Middle	0	0	2	0	516	93	21	4	0	0	5	1	8	1	552
Parkway Middle	6-8	New River Middle	1	0	12	1	1,315	85	102	7	0	0	83	5	33	2	1,546
Sunrise Middle	6-8	New River Middle	2	0	23	2	514	48	204	19	1	0	309	29	30	3	1,083
New Renaissance Middle	6-8	Olsen Middle	3	0	41	4	766	72	156	15	0	0	81	8	12	1	1,059
Pines Middle	6-8	Olsen Middle	1	0	25	3	383	50	270	35	4	1	61	8	26	3	770
Young, Walter C. Middle	6-8	Olsen Middle	6	1	44	5	250	26	477	49	0	0	155	16	34	4	966
Lyons Creek Middle	6-8	Pompano Beach Middle	10	1	64	4	326	19	644	37	2	0	645	37	63	4	1,754
Sawgrass Springs Middle	6-8	Pompano Beach Middle	3	0	58	5	290	26	351	31	3	0	387	34	33	3	1,125
Westglades Middle	6-8	Pompano Beach Middle	4	0	157	7	154	7	405	19	3	0	1,329	63	63	3	2,115
Coral Glades High	9-12	Blanche Ely High	3	0	86	4	822	33	787	31	3	0	715	29	86	3	2,502
Monarch High	9-12	Blanche Ely High	10	0	89	4	422	19	750	34	0	0	847	39	79	4	2,197
Stoneman Douglas High	9-12	Blanche Ely High	15	0	216	6	393	12	714	21	3	0	1,986	58	83	2	3,410

PRINT SAVE

LEA Name: Broward County Public Schools

Table 4: Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Actual Enrollment as of October 1, 2016 (Current School Year)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Miramar High	9-12	South Broward High	7	0	92	4	1,981	79	324	13	1	0	56	2	52	2	2,513
Piper High	9-12	South Broward High	7	0	61	3	1,578	65	411	17	4	0	292	12	75	3	2,428
Plantation High	9-12	South Broward High	11	1	89	4	1,557	69	306	14	5	0	216	10	69	3	2,253
Cooper City High	9-12	Stranahan High	2	0	139	6	151	7	734	32	2	0	1,158	51	93	4	2,279
Cypress Bay High	9-12	Stranahan High	9	0	229	5	206	4	2,610	56	2	0	1,568	33	77	2	4,701
Western High	9-12	Stranahan High	12	0	117	4	210	7	1,366	43	3	0	1,402	44	69	2	3,179
																	0
																	0
																	0
																	0
																	0
																	0

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2017 (Year 1 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Miramar High	9-12	South Broward High	7	0	87	4	1,907	79	312	13	1	0	53	2	51	2	2,418
Piper High	9-12	South Broward High	7	0	59	3	1,532	65	399	17	4	0	283	12	74	3	2,358
Plantation High	9-12	South Broward High	11	0	86	4	1,511	69	295	14	5	0	210	10	68	3	2,186
Cooper City High	9-12	Stranahan High	2	0	138	6	150	7	731	32	2	0	1,152	51	94	4	2,269
Cypress Bay High	9-12	Stranahan High	9	0	230	5	210	4	2,643	56	2	0	1,588	33	78	2	4,760
Western High	9-12	Stranahan High	12	0	116	4	208	7	1,355	43	3	0	1,391	44	69	2	3,154
																	0
																	0
																	0
																	0
																	0
																	0

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2018 (Year 2 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Miramar High	9-12	South Broward High	7	0	84	4	1,854	79	303	13	1	0	51	2	50	2	2,350
Piper High	9-12	South Broward High	7	0	57	3	1,494	65	389	17	4	0	274	12	73	3	2,298
Plantation High	9-12	South Broward High	11	1	83	4	1,457	69	283	14	5	0	203	10	66	3	2,108
Cooper City High	9-12	Stranahan High	2	0	137	6	149	7	728	32	2	0	1,149	51	94	4	2,261
Cypress Bay High	9-12	Stranahan High	9	0	231	5	213	4	2,671	56	2	0	1,606	33	80	2	4,812
Western High	9-12	Stranahan High	10	0	118	4	207	7	1,352	43	3	0	1,388	44	69	2	3,147
																	0
																	0
																	0
																	0
																	0
																	0

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2019 (Year 3 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Miramar High	9-12	South Broward High	7	0	82	4	1,843	79	302	13	1	0	51	2	50	2	2,336
Piper High	9-12	South Broward High	7	0	55	3	1,456	65	380	17	4	0	266	12	71	3	2,239
Plantation High	9-12	South Broward High	10	1	81	4	1,415	69	273	13	5	0	197	10	65	3	2,046
Cooper City High	9-12	Stranahan High	2	0	136	6	148	7	726	32	2	0	1,145	51	95	4	2,254
Cypress Bay High	9-12	Stranahan High	9	0	231	5	216	4	2,691	56	2	0	1,618	33	81	2	4,848
Western High	9-12	Stranahan High	12	0	115	4	206	7	1,349	43	3	0	1,385	44	70	2	3,140
																	0
																	0
																	0
																	0
																	0
																	0

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2020 (Year 4 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Miramar High	9-12	South Broward High	7	0	88	4	1,814	79	297	13	1	0	49	2	50	2	2,306
Piper High	9-12	South Broward High	7	0	57	3	1,417	66	370	17	4	0	258	12	70	3	2,183
Plantation High	9-12	South Broward High	10	0	82	4	1,374	69	263	14	5	0	192	10	64	3	1,990
Cooper City High	9-12	Stranahan High	2	0	143	6	148	7	724	32	2	0	1,141	51	96	4	2,256
Cypress Bay High	9-12	Stranahan High	10	0	242	5	218	4	2,707	56	2	0	1,628	33	82	2	4,889
Western High	9-12	Stranahan High	12	0	119	4	206	7	1,345	43	3	0	1,382	44	70	2	3,137
																	0
																	0
																	0
																	0
																	0
																	0

LEA Name: Broward County Public Schools

Table 4 (Cont'd): Enrollment Data-Feeder School

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2021 (Year 5 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Miramar High	9-12	South Broward High	7	0	79	4	1,806	79	296	13	1	0	49	2	49	2	2,287
Piper High	9-12	South Broward High	6	0	52	2	1,395	65	364	17	4	0	254	12	69	3	2,144
Plantation High	9-12	South Broward High	10	1	76	4	1,327	69	254	13	4	0	185	10	62	3	1,918
Cooper City High	9-12	Stranahan High	2	0	136	6	149	7	730	32	2	0	1,150	51	97	4	2,266
Cypress Bay High	9-12	Stranahan High	10	0	233	5	220	5	2,733	56	2	0	1,643	33	82	2	4,923
Western High	9-12	Stranahan High	12	0	116	4	207	7	1,353	43	3	0	1,390	44	71	2	3,152
																	0
																	0
																	0
																	0
																	0
																	0

PRINT SAVE

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Olsen Middle School

Check the appropriate box that applies to this magnet school.

☑ Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☑ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

☐ None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

☑ Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

☑ Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- ☐ Socioeconomic status of student
- ☑ Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☑ Parent/guardian's place of employment
- ☐ Magnet theme articulation
- ☑Other, please specify: In addition, 25% of available seats will be awarded to students whose home boundary school is over 110% permanent capacity and if an applicant has a parent/guardian on active military duty.

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida. Students residing outside of the boundary will have the opportunity to submit a Student Interest Portfolio as part of the application process and will receive a preference prior to the computerized random selection process. This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest. For students applying to the **iCAN** magnet will complete an application and a Student Interest Portfolio, as part of the application process.

1. All students residing in the boundary area of the magnet school,

2. Children of military families shall be given first preference, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes. There must be planned space available at the school to award a seat.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

5. Students who have been relocated due to a foster care placement into a different boundaried school zone.

6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space- available basis. (Siblings that apply at the same time and do not have a sibling currently

attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity. Should any of the feeder schools increase beyond the 110% Permanent FISH Capacity, this priority will be given to applicants applying to Olsen Middle School.

Check the appropriate box that applies to this magnet school.

☐ The student selection process will not be different if the school receives fewer applications than available seats.

☑ The student selection process will be different if the school receives fewer applications than available seats

If the student selection process will be different if the school is undersubscribed, please explain:

If there are fewer applicants applying to the ***iCAN*** magnet school than the number of seats available, all applicants will be awarded a seat in the magnet program.

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: New River Middle School

Check the appropriate box that applies to this magnet school.

☑ Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☑ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

☐ None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

☑ Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

☑ Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- ☐ Socioeconomic status of student
- ☑ Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☑ Parent/guardian's place of employment
- ☐ Magnet theme articulation
- ☑Other, please specify: In addition, 25% of available seats will be awarded to students whose home boundary school is over 110% permanent capacity and if an applicant has a parent/guardian on active military duty.

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida.

Students residing outside of the boundary will have the opportunity to submit a Student Interest Portfolio as part of the application process and will receive a preference prior to the computerized random selection process.

This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest. For students applying to the **iCAN** magnet will complete an application and a Student Interest Portfolio, as part of the application process.

1. All students residing in the boundary area of the magnet school,
2. Children of military families shall be given first preference for admission, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes. There must be planned space available at the school to award a seat.
3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.
4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.
5. Students who have been relocated due to a foster care placement into a different boundaried school zone.
6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space- available basis. (Siblings that apply at the same time and do not have a sibling currently attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity. Should any of the feeder schools increase beyond the 110% Permanent FISH Capacity, this priority will be given to applicants applying to New River Middle School.

Check the appropriate box that applies to this magnet school.

☐ The student selection process will not be different if the school receives fewer applications than available seats.

☑ The student selection process will be different if the school receives fewer applications than available seats

If the student selection process will be different if the school is undersubscribed, please explain:

If there are fewer applicants applying to the ***iCAN*** magnet school than the number of seats available, all applicants will be awarded a seat in the magnet program.

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Pompano Middle School

Check the appropriate box that applies to this magnet school.

☑ Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☑ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

☐ None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

☑ Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

☑ Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- ☐ Socioeconomic status of student
- ☑ Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☑ Parent/guardian's place of employment
- ☐ Magnet theme articulation
- ☑Other, please specify: In addition, 25% of available seats will be awarded to students whose home boundary school is over 110% permanent capacity and if an applicant has a parent/guardian on active military duty.

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school. The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida. Students residing outside of the boundary will have the opportunity to submit a Student Interest Portfolio as part of the application process and will receive a preference prior to the computerized random selection process. This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest. For students applying to the **iCAN** magnet will complete an application and a Student Interest Portfolio, as part of the application process.

1. All students residing in the boundary area of the magnet school,

2. Children of military families shall be given first preference for admission, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes. There must be planned space available at the school to award a seat.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

5. Students who have been relocated due to a foster care placement into a different boundaried school zone.

6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space- available basis. (Siblings that apply at the same time and do not have a sibling currently attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity.

Of the three feeder middle schools, all three are over the 100% Perm FISH capacity and one is beyond the 110% Permanent FISH Capacity and will provide priority for students applying to the ***iCAN*** magnet program to Pompano Beach Middle School. In addition, all three feeder middle schools are below the District's 63.4% SES (Free & Reduced Lunch) rate. One school is 46.3% lower than the District's Free & Reduced Lunch rate with a higher white student population of 80.3%, vs. the District's 51.3%. All three feeder middle schools have a larger percentage of non-minority students vs. the District average. The ***iCAN*** Magnet program will be designed to attract students from these schools without negatively impacting the feeder schools.

Check the appropriate box that applies to this magnet school.

☐ The student selection process will not be different if the school receives fewer applications than available seats.

☑ The student selection process will be different if the school receives fewer applications than available seats

If the student selection process will be different if the school is undersubscribed, please explain:

If there are fewer applicants applying to the ***iCAN*** magnet school than the number of seats available, all applicants will be awarded a seat in the magnet program.

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: South Broward High School

Check the appropriate box that applies to this magnet school.

☑ Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☑ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

☐ None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

☑ Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

☑ Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- ☐ Socioeconomic status of student
- ☑ Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☑ Parent/guardian's place of employment
- ☐ Magnet theme articulation
- ☑Other, please specify: In addition, 25% of available seats will be awarded to students whose home boundary school is over 110% permanent capacity and if an applicant has a parent/guardian on active military duty.

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida.

Students residing outside of the boundary will have the opportunity to submit a Student Interest Portfolio as part of the application process and will receive a preference prior to the computerized random selection process. This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest.

For students applying to the **iCAN** magnet will complete an application and a Student Interest Portfolio, as part of the application process.

1. All students residing in the boundary area of the magnet school,

2. Children of military families shall be given first preference for admission to such programs when an application is submitted along with the Student Interest Portfolio, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes. There must be planned space available at the school to award a seat.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

5. Students who have been relocated due to a foster care placement into a different boundaried school zone.

6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space- available basis. (Siblings that apply at the same time and do not have a sibling currently attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity. Should any of the feeder schools increase beyond the 110% Permanent FISH Capacity, this priority will be given to the applicants applying to South Broward High School.

Check the appropriate box that applies to this magnet school.

☐ The student selection process will not be different if the school receives fewer applications than available seats.

☑ The student selection process will be different if the school receives fewer applications than available seats

If the student selection process will be different if the school is undersubscribed, please explain:

If there are fewer applicants applying to the ***iCAN*** magnet school than the number of seats available, all applicants will be awarded a seat in the magnet program.

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Stranahan High School

Check the appropriate box that applies to this magnet school.

☑ Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☑ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

☐ None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

☑ Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

☑ Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- ☐ Socioeconomic status of student
- ☑ Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☑ Parent/guardian's place of employment
- ☐ Magnet theme articulation
- ☑Other, please specify: In addition, 25% of available seats will be awarded to students whose home boundary school is over 110% permanent capacity and if an applicant has a parent/guardian on active military duty.

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school. The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida. Students residing outside of the boundary will have the opportunity to submit a Student Interest Portfolio as part of the application process and will receive a preference prior to the computerized random selection process. This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest.

This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest. For students applying to the **iCAN** magnet will complete an application and a Student Interest Portfolio, as part of the application process.

1. All students residing in the boundary area of the magnet school,
2. Children of military families shall be given first preference for admission, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes. There must be planned space available at the school to award a seat.
3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.
4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.
5. Students who have been relocated due to a foster care placement into a different boundaried school zone.

6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space- available basis. (Siblings that apply at the same time and do not have a sibling currently attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity. One feeder high school is beyond the 100% Permanent FISH Capacity and students selecting to attend Stranahan High School, will be given priority to attend the iCAN magnet program. In addition, the Free and Reduced Lunch (FRL) rates at the three feeder high schools are lower than the 63.4% in the District. The FRL rates at the feeder high schools range from 20% - 45.6% which is considerable lower than the District. The ***iCAN*** Magnet program will be designed to attract students from these schools without negatively impacting the feeder schools.

Check the appropriate box that applies to this magnet school.

☐ The student selection process will not be different if the school receives fewer applications than available seats.

☑ The student selection process will be different if the school receives fewer applications than available seats

If the student selection process will be different if the school is undersubscribed, please explain:

If there are fewer applicants applying to the ***iCAN*** magnet school than the number of seats available, all applicants will be awarded a seat in the magnet program.

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Blanche Ely High School

Check the appropriate box that applies to this magnet school.

☑ Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☑ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

☐ None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

☑ Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

☑ Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

☐ *Racial composition of geographic area*

☐ *Socioeconomic status of geographic area*

☐ *Race of student*

☐ *Socioeconomic status of student*

☑ *Sibling of enrolled student*

☐ *Reside outside of the attendance zone*

☑ *Parent/guardian's place of employment*

☑ *Other, please specify*: In addition, 25% of available seats will be awarded to students whose home boundary school is over 110% permanent capacity and if an applicant has a parent/guardian on active military duty.

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Florida.

Students residing outside of the boundary will have the opportunity to submit a Student Interest Portfolio as part of the application process and will receive a preference prior to the computerized random selection process. This portfolio will include a one page letter of interest, two letters of recommendation from current school staff and sample of student work in a subject area of interest.

1. All students residing in the boundary area of the magnet school,

2. Children of military families shall be given first preference for admission, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned, as outlined in Section 1003.05(3), Florida Statutes. There must be planned space available at the school to award a seat.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

5. Students who have been relocated due to a foster care placement into a different boundaried school zone.

6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space- available basis. (Siblings that apply at the same time and do not have a sibling currently

attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity. Of the three feeder high schools, one is beyond the 110% of the Perm FISH and students selecting to attend Blanche Ely High School, will receive a priority to attend the ***iCAN*** magnet program. In addition, all three feeder high schools are below the District's 63.4% SES (Free & Reduced Lunch) rate. One school is 37.7% lower than the District's Free & Reduced Lunch Rate with a higher white student population of 69%, vs. the District's 51.3%. All three feeder high schools have a larger percentage of non-minority students vs. the District average. The ***iCAN*** Magnet program will be designed to attract students from these schools without negatively impacting the feeder schools.

Check the appropriate box that applies to this magnet school.

☐ The student selection process will not be different if the school receives fewer applications than available seats.

☑ The student selection process will be different if the school receives fewer applications than available seats

If the student selection process will be different if the school is undersubscribed, please explain:

If there are fewer applicants applying to the ***iCAN*** magnet school than the number of seats available, all applicants will be awarded a seat in the magnet program.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Broward County Public Schools**		
Item 2	**SCHOOL: Olsen Middle School**		
Item 3	**PROPOSED THEME:**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **NO** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** ☑ NEW magnet school or program ☐ REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☐ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program* Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? ☐ Yes If yes, in which years? _____ [X] No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* Olsen Middle School will become a new whole school magnet program that will be able to serve over 700 students. All students attending Olsen Middle School will have the opportunity to participate in the Integrated Career and Academic Network (***iCAN)*** Magnet program focusing on personalized learning within career/college networks aligned with the Florida State College System pathways.		

Evidenced Based Study: Kemple, J.J. & Willner, C.J. (2008). *Career Academies long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood.* New Your, NY:MDRC

The sufficiently revised magnet program is based on research conducted by Kemple, K.K., & Snipes, J.C. (2008) Career Academies long term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York, NY: MDRC. The model provided small learning clusters of students, focused on specific curriculum with a career-related theme that was relevant to industry and economic needs and development of partnerships with businesses, post-secondary educational institutions, and the community. The Career Academies were found to have potential positive effects such as, progressing in school and earning a high school diploma. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers.

The What Works Clearinghouse (WWC) identified the study as meeting the WWC Group Design Standards without Reservations.

Study Outcomes: The full study was conducted as a randomized controlled trial and included between 1,389 and 1,454 students. These students applied to participate in a Career Academy beginning in their ninth-grade year and the outcomes were based upon the projected completion of their twelfth-grade year. This study was conducted 4 years after the student's projected twelfth-grade years and 8 years after the student's projected twelfth-grade year. Kemple and Willner (2008) reported that 96% of the students enrolled in Career Academies earned a high school diploma or GED certificate within the 8 years of their anticipated graduation date, compared to about 94% of students in the comparison group. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers The ***iCAN*** Magnet program changes the traditional school environment to a personalized environment for all students

Relevance to the Project: The ***iCAN*** project is based upon this research found in the What Works Clearinghouse which addresses the success of Career Academies. College and Academic Networks will be design to prepare students for both future careers and post-secondary education, while ensuring that they graduate high well-prepared for their future. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 6th grade and continuing to their school feeder school, South Broward High School.

The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction. These networks will prepare students for both future careers and post-secondary education. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" which addresses the success of Career Academies. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include: collaborative project-based activities, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars, and the opportunity during the school day to attend a high school course at South Broward High School aligned with the Career/College Networks. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Summit Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Life Skills

	Training" program for middle school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in grade 8 will have the opportunity to participate in the Stepping Stone program, where they will be able to demonstrate their cumulative knowledge of project-based learning. The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society.

Source: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, September). Dropout Prevention intervention report: Career Academies. **Retrieved from** http://whatworks.ed.gov

Evidence Basis for *Check & Connect* within the BOSS 2.0 Program

Evidence-based study 1:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). *Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. Exceptional Children*, 65(1), 7.

Meets WWC Group Design Standards without Reservations.

Evidence-based study 2:

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Exceptional Children, 71(4), 465-482.

Meets WWC Group Design Standards without Reservations.

Study 1 Outcomes:

The purpose of this study was to examine the efficacy of a sustained dropout prevention procedure that incorporated monitoring and school engagement strategies. Ninety-four students with learning and emotional/behavioral disabilities received interventions in Grades 7 and 8; half of the students (treatment group) continued to receive intervention through Grade 9. Results of this experimental study indicated that, for two of three measures, students in the treatment group were significantly more likely to be engaged in school than were control group students.

Study 2 Outcomes:

An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. This intervention study was a replication of an empirically supported model referred to as *Check & Connect*. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.

Relevance to Proposed Project:

The proposed project will create an institutional tiered case management and support structure that trains professional staff on how to effectively design meaningful reengagement strategies for students who are at risk for withdrawing from or failing out of school. Our target students will be referred to BOSS 2.0, which utilizes *Check & Connect*, when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. *Check & Connect* is an intervention used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Our project will train case managers on acquiring, analyzing and applying student performance data, the most effective way(s) to communicate with their students, tools and pedagogy to help their students reach postsecondary goals, and signals to prevent withdrawal or academic failure.

	Demonstrated outcomes of *Check & Connect* include: decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. These outcomes directly relate to BOSS 2.0 outcome measures. The full study 1 sample consisted of 94 students. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school. BOSS 2.0 will utilize a randomized controlled trial of at least 295 students in the treatment group to measure impact of the program. High-need students with baseline characteristics showing them at-risk of not graduating on time will be randomly assigned in their freshman or sophomore year for the multi-year program. Full outcomes will be evaluated after their fourth year in high school (year four or three of the program, respectively). The study 1 sample was a high-need population of high school students with 70% of participants qualifying for free and reduced-price lunch (FRL). The target schools were urban and the intervention delivery was on an individual level. Study 2 participants included 144 ninth graders, randomly assigned to the treatment or control group. African American (67%) students composed a large portion of the sample. Almost 92% of students in our target schools are nonwhite and the FRL for our proposed study group is 81.1%. The National Center for Education Statistics classifies the District as a large suburban school system. BOSS 2.0 case managers will meet with their students on an individual level at least twice a week, year-round until each student transitions out of school via graduation or disengagement.

	Source: Institute of Education Sciences. (2015). WWC Intervention Report: Check & Connect. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Broward County Public Schools**		
Item 2	**SCHOOL: New River Middle School**		
Item 3	**PROPOSED THEME:**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** ☐ NEW magnet school or program ☑ REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☑ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program* Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? ☐ Yes If yes, in which years? _____ [X] No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* New River Middle School will transition from a program-within-the school model for Marine Science to a whole school magnet program that will be able to serve over 1,475 students. All students attending New River Middle School will have the opportunity to participate in the Integrated Career and Academic Network (***iCAN)*** Magnet program focusing on personalized learning within career/college networks		

aligned with the Florida State College System pathways. **The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction** These networks will prepare students for both future careers and post-secondary education. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" which addresses the success of Career Academies. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers. The ***iCAN*** Magnet program changes the traditional school environment to a personalized learning environment for all students. **Evidenced Based Study:** Kemple, J.J. & Willner, C.J. (2008). *Career Academies long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood.* New Your, NY:MDRC

The sufficiently revised magnet program is based on research conducted by Kemple, K.K., & Snipes, J.C. (2008) Career Academies long term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York, NY: MDRC. The model provided small learning clusters of students, focused on specific curriculum with a career-related theme that was relevant to industry and economic needs and development of partnerships with businesses, post-secondary educational institutions, and the community. The Career Academies were found to have potential positive effects such as, progressing in school and earning a high school diploma. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers.

The What Works Clearinghouse (WWC) identified the study as meeting the WWC Group Design Standards without Reservations.

Study Outcomes: The full study was conducted as a randomized controlled trial and included between 1,389 and 1,454 students. These students applied to participate in a Career Academy beginning in their ninth-grade year and the outcomes were based upon the projected completion of their twelfth-grade year. This study was conducted 4 years after the student's projected twelfth-grade years and 8 years after

the student's projected twelfth-grade year. Kemple and Willner (2008) reported that 96% of the students enrolled in Career Academies earned a high school diploma or GED certificate within the 8 years of their anticipated graduation date, compared to about 94% of students in the comparison group. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers The ***iCAN*** Magnet program changes the traditional school environment to a personalized environment for all students

Relevance to the Project: The ***iCAN*** project is based upon this research found in the What Works Clearinghouse which addresses the success of Career Academies. College and Academic Networks will be design to prepare students for both future careers and post-secondary education, while ensuring that they graduate high well-prepared for their future. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 6th grade and continuing to their school feeder school, South Broward High School.

The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction. These networks will prepare students for both future careers and post-secondary education. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" which addresses the success of Career Academies. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include: collaborative project-based activities, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool

that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars, and the opportunity during the school day to attend a high school course at South Broward High School aligned with the Career/College Networks. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Summit Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Life Skills Training" program for middle school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in grade 8 will have the opportunity to participate in the Stepping Stone program, where they will be able to demonstrate their cumulative knowledge of project-based learning.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint

projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society.

Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include collaborative project-based activities, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, professional speaker seminars and the opportunity during the school day to attend a high school course at Stranahan High School that is aligned with the Career/Academics Networks. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from “Summit Learning.”

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the “Life Skills Training” program for middle school students and the component of the i***CAN*** Magnet program will address the vital social-emotional

needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in grade 8 will have the opportunity to participate in the Stepping Stone program, where they will be able to demonstrate their cumulative knowledge of project-based learning.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society.

\

Evidence Basis for *Check & Connect* within the BOSS 2.0 Program

Evidence-based study 1:
Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. Exceptional Children, 65(1), 7.

Meets WWC Group Design Standards without Reservations.

Evidence-based study 2:
Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Exceptional Children, 71(4), 465-482.

Meets WWC Group Design Standards without Reservations.

Study 1 Outcomes:

The purpose of this study was to examine the efficacy of a sustained dropout prevention procedure that incorporated monitoring and school engagement strategies. Ninety-four students with learning and emotional/behavioral disabilities received interventions in Grades 7 and 8; half of the students (treatment group) continued to receive intervention through Grade 9. Results of this experimental study indicated that, for two of three measures, students in the treatment group were significantly more likely to be engaged in school than were control group students.

Study 2 Outcomes:

An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. This intervention study was a replication of

an empirically supported model referred to as *Check & Connect*. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.

Relevance to Proposed Project:

The proposed project will create an institutional tiered case management and support structure that trains professional staff on how to effectively design meaningful reengagement strategies for students who are at risk for withdrawing from or failing out of school. Our target students will be referred to BOSS 2.0, which utilizes *Check & Connect*, when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. *Check & Connect* is an intervention used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Our project will train case managers on acquiring, analyzing and applying student performance data, the most effective way(s) to communicate with their students, tools and pedagogy to help their students reach postsecondary goals, and signals to prevent withdrawal or academic failure.

Demonstrated outcomes of *Check & Connect* include: decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. These outcomes directly relate to BOSS 2.0 outcome measures. The full study 1 sample consisted of 94 students. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to

	dropout status and high school completion were assessed following the students' fourth year in high school. BOSS 2.0 will utilize a randomized controlled trial of at least 295 students in the treatment group to measure impact of the program. High-need students with baseline characteristics showing them at-risk of not graduating on time will be randomly assigned in their freshman or sophomore year for the multi-year program. Full outcomes will be evaluated after their fourth year in high school (year four or three of the program, respectively). The study 1 sample was a high-need population of high school students with 70% of participants qualifying for free and reduced-price lunch (FRL). The target schools were urban and the intervention delivery was on an individual level. Study 2 participants included 144 ninth graders, randomly assigned to the treatment or control group. African American (67%) students composed a large portion of the sample. Almost 92% of students in our target schools are nonwhite and the FRL for our proposed study group is 81.1%. The National Center for Education Statistics classifies the District as a large suburban school system. BOSS 2.0 case managers will meet with their students on an individual level at least twice a week, year-round until each student transitions out of school via graduation or disengagement. **Source:** Institute of Education Sciences. (2015). WWC Intervention Report: Check & Connect. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Broward County Public Schools**		
Item 2	**SCHOOL: Pompano Middle School**		
Item 3	**PROPOSED THEME:**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** ☐ NEW magnet school or program ☑ REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☑ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program* Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? ☐ Yes If yes, in which years? _____ ☒ No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* Pompano Beach Middle School will transition from a program-within-the school model focused on Information Technology and Computer Engineering and to a whole school magnet program that will be able to serve over 1,050 students. All students attending Pompano Beach		

Middle School will have the opportunity to participate in the Integrated Career and Academic Network (***iCAN)*** Magnet program focusing on personalized learning within career/college networks aligned with the Florida State College System pathways. **The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction**. These networks will prepare students for both future careers and post-secondary education. The ***iCAN*** network design is based upon research found in What Works Clearinghouse" which addresses the success of Career Academies. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers. The ***iCAN*** Magnet program changes the traditional school environment to a personalized environment for all students.

Evidenced Based Study: Kemple, J.J. & Willner, C.J. (2008). *Career Academies long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood.* New Your, NY:MDRC

The sufficiently revised magnet program is based on research conducted by Kemple, K.K., & Snipes, J.C. (2008) Career Academies long term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York, NY: MDRC. The model provided small learning clusters of students, focused on specific curriculum with a career-related theme that was relevant to industry and economic needs and development of partnerships with businesses, post-secondary educational institutions, and the community. The Career Academies were found to have potential positive effects such as, progressing in school and earning a high school diploma. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers.

The What Works Clearinghouse (WWC) identified the study as meeting the WWC Group Design Standards without Reservations.

Study Outcomes: The full study was conducted as a randomized controlled trial and included between 1,389 and 1,454 students. These students applied to participate in a Career Academy beginning in their ninth-grade year and the outcomes were based upon the projected

completion of their twelfth-grade year. This study was conducted 4 years after the student's projected twelfth-grade years and 8 years after the student's projected twelfth-grade year. Kemple and Willner (2008) reported that 96% of the students enrolled in Career Academies earned a high school diploma or GED certificate within the 8 years of their anticipated graduation date, compared to about 94% of students in the comparison group. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers The ***iCAN*** Magnet program changes the traditional school environment to a personalized environment for all students

Relevance to the Project: The ***iCAN*** project is based upon this research found in the What Works Clearinghouse which addresses the success of Career Academies. College and Academic Networks will be design to prepare students for both future careers and post-secondary education, while ensuring that they graduate high well-prepared for their future. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 6th grade and continuing to their school feeder school, South Broward High School.

The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction. These networks will prepare students for both future careers and post-secondary education. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" which addresses the success of Career Academies. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include: collaborative project-based activities, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs,

career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars, and the opportunity during the school day to attend a high school course at South Broward High School aligned with the Career/College Networks. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Summit Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Life Skills Training" program for middle school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in grade 8 will have the opportunity to participate in the Stepping Stone program, where they will be able to demonstrate their cumulative knowledge of project-based learning.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the

	middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software. This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include: collaborative project-based activities, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars, and the opportunity during the school day to attend a high school course at Blanche Ely High School that is aligned with the Career/College Networks. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from “Summit Learning.”

	As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Life Skills Training" program for middle school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in grade 8 will have the opportunity to participate in the Stepping Stone program, where they will be able to demonstrate their cumulative knowledge of project-based learning. The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society.

Evidence Basis for *Check & Connect* within the BOSS 2.0 Program

Evidence-based study 1:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). *Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. Exceptional Children, 65(1), 7.*

Meets WWC Group Design Standards without Reservations.

Evidence-based study 2:

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). *Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Exceptional Children,* 71(4), 465-482.

Meets WWC Group Design Standards without Reservations.

Study 1 Outcomes:

The purpose of this study was to examine the efficacy of a sustained dropout prevention procedure that incorporated monitoring and school engagement strategies. Ninety-four students with learning and emotional/behavioral disabilities received interventions in Grades 7 and 8; half of the students (treatment group) continued to receive intervention through Grade 9. Results of this experimental study indicated that, for two of three measures, students in the treatment group were significantly more likely to be engaged in school than were control group students.

Study 2 Outcomes:

An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. This intervention study was a replication of an empirically supported model referred to as *Check & Connect*. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.

Relevance to Proposed Project:

The proposed project will create an institutional tiered case management and support structure that trains professional staff on how to effectively design meaningful reengagement strategies for students who are at risk for withdrawing from or failing out of school. Our target students will be referred to BOSS 2.0, which utilizes *Check & Connect*, when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. *Check & Connect* is an intervention used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families

for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Our project will train case managers on acquiring, analyzing and applying student performance data, the most effective way(s) to communicate with their students, tools and pedagogy to help their students reach postsecondary goals, and signals to prevent withdrawal or academic failure.

Demonstrated outcomes of *Check & Connect* include: decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. These outcomes directly relate to BOSS 2.0 outcome measures. The full study 1 sample consisted of 94 students. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school. BOSS 2.0 will utilize a randomized controlled trial of at least 295 students in the treatment group to measure impact of the program. High-need students with baseline characteristics showing them at-risk of not graduating on time will be randomly assigned in their freshman or sophomore year for the multi-year program. Full outcomes will be evaluated after their fourth year in high school (year four or three of the program, respectively).

The study 1 sample was a high-need population of high school students with 70% of participants qualifying for free and reduced-price lunch (FRL). The target schools were urban and the intervention delivery was on an individual level. Study 2 participants included 144 ninth graders, randomly assigned to the treatment or control group. African American (67%) students composed a large portion of the sample. Almost 92% of students in our target schools are nonwhite and the FRL for our proposed study group is 81.1%. The National Center for Education Statistics classifies the District as a large suburban school system. BOSS 2.0 case managers will meet with their

	students on an individual level at least twice a week, year-round until each student transitions out of school via graduation or disengagement. **Source:** Institute of Education Sciences. (2015). WWC Intervention Report: Check & Connect. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Broward County Public Schools**		
Item 2	**SCHOOL: South Broward High School**		
Item 3	**PROPOSED THEME:**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** ☐ NEW magnet school or program ☑ REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☑ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program* Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? ☐ Yes If yes, in which years? _____ [X] No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* South Broward High School will transition from a program-within-the school model for Maritime/Marine Science to a whole school magnet program that will be able to serve over 2,200 students. All students attending South Broward High School will have the opportunity to participate in the Integrated Career and Academic Network (***iCAN)*** Magnet program focusing on personalized learning		

	within career/college networks aligned with the Florida State College System pathways. These networks will prepare students for both future careers and post-secondary education. **The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Social and Behavioral Sciences and Human Services; Health Sciences; Education; Industry/Manufacturing and Construction; Public Safety; and Science, Technology, Engineering, and Mathematics (STEM).** Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 9th grade and continuing from their middle school feeder school, Olsen Middle School. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" addressing the success of Career Academies. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers. The ***iCAN*** Magnet program changes the traditional school environment to a personalized learning environment for all students. **Evidenced Based Study:** Kemple, J.J. & Willner, C.J. (2008). *Career Academies long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood.* New Your, NY:MDRC The sufficiently revised magnet program is based on research conducted by Kemple, K.K., & Snipes, J.C. (2008) Career Academies long term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York, NY: MDRC. The model provided small learning clusters of students, focused on specific curriculum with a career-related theme that was relevant to industry and economic needs and development of partnerships with businesses, post-secondary educational institutions, and the community. The Career Academies were found to have potential positive effects such as, progressing in school and earning a high school diploma. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers.

The What Works Clearinghouse (WWC) identified the study as meeting the WWC Group Design Standards without Reservations.

Study Outcomes: The full study was conducted as a randomized controlled trial and included between 1,389 and 1,454 students. These students applied to participate in a Career Academy beginning in their ninth-grade year and the outcomes were based upon the projected completion of their twelfth-grade year. This study was conducted 4 years after the student's projected twelfth-grade years and 8 years after the student's projected twelfth-grade year. Kemple and Willner (2008) reported that 96% of the students enrolled in Career Academies earned a high school diploma or GED certificate within the 8 years of their anticipated graduation date, compared to about 94% of students in the comparison group. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers The ***iCAN*** Magnet program changes the traditional school environment to a personalized environment for all students

Relevance to the Project: The ***iCAN*** project is based upon this research found in the What Works Clearinghouse which addresses the success of Career Academies. College and Academic Networks will be design to prepare students for both future careers and post-secondary education, while ensuring that they graduate high well-prepared for their future. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 6th grade and continuing to their school feeder school, South Broward High School.

The *iCAN* Networks will include: Arts, Humanities, Communications & Design; Business; Industry/Manufacturing and Construction. These networks will prepare students for both future careers and post-secondary education. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" which addresses the success of Career Academies. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, the creation of student workshop periods for

expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include: collaborative project-based activities, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars, and the opportunity during the school day to attend a high school course at South Broward High School aligned with the Career/College Networks. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Summit Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Life Skills Training" program for middle school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in grade 8 will have the opportunity to participate in the Stepping Stone program, where they will be able to demonstrate their cumulative knowledge of project-based learning.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest

information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure students have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society.

Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, including a 90 minute personalization class on a weekly basis, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include: work-place internships, collaborative project-based activities, development of entrepreneurial and workplace skills, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars,

and the opportunity to participate in advanced coursework such as dual enrollment at post-secondary institutions and industry certifications. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Big Picture Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Check and Connect" program for high school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in 11th and 12th grades will participate in a capstone project within their college/career network. The Capstone Project will include a senior exhibition. Entrepreneurship skills will be taught across all the Career Networks to ensure that students have an understanding and practical experience with the principles of business ownership, finance, start-up design and incubation projects. Students will participate in an annual Entrepreneurship colloquium in partnership with local business and industry partners.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place

between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

The ***iCAN*** magnet will expand course options through career technical education programs and other electives for students. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure student have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them become well-rounded, productive, and contributing members of society.

Evidence Basis for *Check & Connect* within the BOSS 2.0 Program

Evidence-based study 1:
Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. Exceptional Children, 65(1), 7.

Meets WWC Group Design Standards without Reservations.

Evidence-based study 2:
Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Exceptional Children, 71(4), 465-482.

Meets WWC Group Design Standards without Reservations.

Study 1 Outcomes:
The purpose of this study was to examine the efficacy of a sustained dropout prevention procedure that incorporated monitoring and school engagement strategies. Ninety-four students with learning and emotional/behavioral disabilities received interventions in Grades 7 and 8; half of the students (treatment group) continued to receive intervention through Grade 9. Results of this experimental study indicated that,

for two of three measures, students in the treatment group were significantly more likely to be engaged in school than were control group students.

Study 2 Outcomes:

An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. This intervention study was a replication of an empirically supported model referred to as *Check & Connect*. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.

Relevance to Proposed Project:

The proposed project will create an institutional tiered case management and support structure that trains professional staff on how to effectively design meaningful reengagement strategies for students who are at risk for withdrawing from or failing out of school. Our target students will be referred to BOSS 2.0, which utilizes *Check & Connect*, when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. *Check & Connect* is an intervention used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Our project will train case managers on acquiring, analyzing and applying student performance data, the most effective way(s) to communicate

with their students, tools and pedagogy to help their students reach postsecondary goals, and signals to prevent withdrawal or academic failure.

Demonstrated outcomes of *Check & Connect* include: decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. These outcomes directly relate to BOSS 2.0 outcome measures. The full study 1 sample consisted of 94 students. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school. BOSS 2.0 will utilize a randomized controlled trial of at least 295 students in the treatment group to measure impact of the program. High-need students with baseline characteristics showing them at-risk of not graduating on time will be randomly assigned in their freshman or sophomore year for the multi-year program. Full outcomes will be evaluated after their fourth year in high school (year four or three of the program, respectively).

The study 1 sample was a high-need population of high school students with 70% of participants qualifying for free and reduced-price lunch (FRL). The target schools were urban and the intervention delivery was on an individual level. Study 2 participants included 144 ninth graders, randomly assigned to the treatment or control group. African American (67%) students composed a large portion of the sample. Almost 92% of students in our target schools are nonwhite and the FRL for our proposed study group is 81.1%. The National Center for Education Statistics classifies the District as a large suburban school system. BOSS 2.0 case managers will meet with their students on an individual level at least twice a week, year-round until each student transitions out of school via graduation or disengagement.

	Source: Institute of Education Sciences. (2015). WWC Intervention Report: Check & Connect. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Broward County Public Schools**		
Item 2	**SCHOOL: Stranahan High School**		
Item 3	**PROPOSED THEME:**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** ☐ NEW magnet school or program ☑ REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☑ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program* Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? ☐ Yes If yes, in which years? _____ [X] No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.*		

	Stranahan High School will transition from a program-within-the school model for Science/Pre-Engineering and Medical Sciences to a whole school magnet program that will be able to serve over 1,400 students. All students attending Stranahan High School will have the opportunity to participate in the Integrated Career and Academic Network (***iCAN)*** Magnet program focusing on personalized learning within career/college networks aligned with the Florida State College System pathways. **Evidenced Based Study:** Kemple, J.J. & Willner, C.J. (2008). *Career Academies long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood.* New Your, NY:MDRC The sufficiently revised magnet program is based on research conducted by Kemple, K.K., & Snipes, J.C. (2008) Career Academies long term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York, NY: MDRC. The model provided small learning clusters of students, focused on specific curriculum with a career-related theme that was relevant to industry and economic needs and development of partnerships with businesses, post-secondary educational institutions, and the community. The Career Academies were found to have potential positive effects such as, progressing in school and earning a high school diploma. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers. **The What Works Clearinghouse (WWC) identified the study as meeting the WWC Group Design Standards without Reservations**. **Study Outcomes:** The full study was conducted as a randomized controlled trial and included between 1,389 and 1,454 students. These students applied to participate in a Career Academy beginning in their ninth-grade year and the outcomes were based upon the projected completion of their twelfth-grade year. This study was conducted 4 years after the student's projected twelfth-grade years and 8 years after the student's projected twelfth-grade year. Kemple and Willner (2008) reported that 96% of the students enrolled in Career Academies

earned a high school diploma or GED certificate within the 8 years of their anticipated graduation date, compared to about 94% of students in the comparison group.

Relevance to the Project: The ***iCAN*** project is based upon this research found in the What Works Clearinghouse which addresses the success of Career Academies. College and Academic Networks will be design to prepare students for both future careers and post-secondary education, while ensuring that they graduate high well-prepared for their future. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 9th grade and continuing from their middle school feeder school, New River Middle School. **The *iCAN* Networks for Stranahan High School will include: Arts, Humanities, Communications & Design; Business; Education; Health Sciences; Industry/Manufacturing and Construction; Science, Technology, Engineering, and Mathematics; and Social and Behavioral Sciences and Human Services.**

The ***iCAN*** Magnet program changes the traditional school environment to a personalized learning environment for all students. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, including a 90 minute personalization class on a weekly basis, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include work-place internships, collaborative project-based activities, development of entrepreneurial and workplace skills, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars and the opportunity to participate in advanced coursework such as dual enrollment at post-secondary institutions, and industry

certifications. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Big Picture Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Check and Connect" program for high school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in 11th and 12th grades will participate in a Capstone Project within their college/career network. The capstone project will include a senior exhibition. Entrepreneurship skills will be taught across all the Career Networks to ensure that students have an understanding and practical experience with the principles of business ownership, finance, start-up design and incubation projects. Students will participate in an annual Entrepreneurship colloquium in partnership with local business and industry partners.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the

years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

The ***iCAN*** magnet will expand course options through career technical education programs and other electives for students. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure student have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them graduate high school while becoming well-rounded, productive, and contributing members of society.

Source: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, September). Dropout Prevention intervention report: Career Academies. **Retrieved from** http://whatworks.ed.gov

Evidence Basis for *Check & Connect* within the BOSS 2.0 Program

Evidence-based study 1:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). *Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. Exceptional Children, 65(1), 7.*

Meets WWC Group Design Standards without Reservations.

Evidence-based study 2:

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). *Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Exceptional Children,* 71(4), 465-482.

Meets WWC Group Design Standards without Reservations.

Study 1 Outcomes:

The purpose of this study was to examine the efficacy of a sustained dropout prevention procedure that incorporated monitoring and school engagement strategies. Ninety-four students with learning and emotional/behavioral disabilities received interventions in Grades 7 and 8; half of the students (treatment group) continued to receive intervention through Grade 9. Results of this experimental study indicated that, for two of three measures, students in the treatment group were significantly more likely to be engaged in school than were control group students.

Study 2 Outcomes:

An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. This intervention study was a replication of an empirically supported model referred to as *Check & Connect*. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.

Relevance to Proposed Project:

The proposed project will create an institutional tiered case management and support structure that trains professional staff on how to effectively design meaningful reengagement strategies for students who are at risk for withdrawing from or failing out of school. Our target students will be referred to BOSS 2.0, which utilizes *Check & Connect*, when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. *Check & Connect* is an intervention used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Our project will train case managers on acquiring, analyzing and applying student performance data, the most effective way(s) to communicate with their students, tools and pedagogy to help their students reach postsecondary goals, and signals to prevent withdrawal or academic failure.

Demonstrated outcomes of *Check & Connect* include: decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. These outcomes directly relate to BOSS 2.0 outcome measures. The full study 1 sample consisted of 94 students. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school. BOSS 2.0 will utilize a randomized controlled trial of at least 295 students in the treatment group to measure impact of the program. High-need students with baseline characteristics showing them at-risk of not graduating on time will be randomly assigned in their freshman or sophomore year for the multi-year program. Full outcomes will be evaluated after their fourth year in high school (year four or three of the program, respectively).

The study 1 sample was a high-need population of high school students with 70% of participants qualifying for free and reduced-price lunch (FRL). The target schools were urban and the intervention delivery was on an individual level. Study 2 participants included 144 ninth graders, randomly assigned to the treatment or control group. African American (67%) students composed a large portion of the

	sample. Almost 92% of students in our target schools are nonwhite and the FRL for our proposed study group is 81.1%. The National Center for Education Statistics classifies the District as a large suburban school system. BOSS 2.0 case managers will meet with their students on an individual level at least twice a week, year-round until each student transitions out of school via graduation or disengagement. Source: Institute of Education Sciences. (2015). WWC Intervention Report: Check & Connect. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Broward County Public Schools**		
Item 2	**SCHOOL: Blanche Ely High School**		
Item 3	**PROPOSED THEME:**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **Yes** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** ☐ NEW magnet school or program ☑ REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☑ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program* Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? ☐ Yes If yes, in which years? _____ ☒ No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* Blanche Ely High School will significantly revise their magnet from a program-within-the school model for Science/Pre-Engineering and Medical Sciences to a whole school magnet program that will be able to serve over 2,100 students. It is critical to ensure that **all** students		

have opportunities to participate in a highly attractive magnet program that aligns with their individual interests, talents and future goals. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 9th grade and continuing from their middle school feeder school, Pompano Beach Middle. The Integrated College & Academic Network (***iCAN)*** Magnet program focusing on personalized learning within career/college networks aligned with the Florida State College System pathways.

Evidenced Based Study: Kemple, J.J. & Willner, C.J. (2008). *Career Academies long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood.* New Your, NY:MDRC

The sufficiently revised magnet program is based on research conducted by Kemple and Snipes (2000) through the intervention of implementing Career Academies for 9th – 12th grade students. The model provided small learning clusters of students, focused on specific curriculum with a career-related theme that was relevant to industry and economic needs and development of partnerships with businesses, post-secondary educational institutions, and the community. The Career Academies were found to have potential positive effects such as, progressing in school and earning a high school diploma. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, their success and their interpersonal relations with teachers and peers.

The What Works Clearinghouse (WWC) identified the study as meeting the WWC Group Design Standards without Reservations.

Study Outcomes: The full study was conducted as a randomized controlled trial and included between 1,389 and 1,454 students. These students applied to participate in a Career Academy beginning in their ninth-grade year and the outcomes were based upon the projected completion of their twelfth-grade year. This study was conducted 4 years after the student's projected twelfth-grade years and 8 years after the student's projected twelfth-grade year. Kemple and Willner (2008) reported that 96% of the students enrolled in Career Academies earned a high school diploma or GED certificate within the 8 years of their anticipated graduation date, compared to about 94% of students in the comparison group.

Relevance to the Project: The ***iCAN*** project is based upon this research found in the What Works Clearinghouse which addresses the success of Career Academies. College and Academic Networks will be design to prepare students for both future careers and post-secondary education, while ensuring that they graduate high well-prepared for their future. Thus the creation of the Career & Academic Networks, offers a variety of paths for students from which to select beginning in 9th grade and continuing from their middle school feeder school. This robust transformation will provide all students attending Blanche Ely High School the opportunity to participate in the Integrated Career and Academic Networks (***iCAN)*** Magnet program focusing on personalized learning within career/college networks aligned with the Florida State College System pathways. ***iCAN*** **will include: Arts, Humanities Communications & Design; Business; Health Sciences; Industry/Manufacturing & Construction; Science, Technology, Engineering and Mathematics; and Social & Behavioral Sciences & Human Services**. These networks will prepare students for both future careers and post-secondary education beginning in ninth– twelfth grades. The ***iCAN*** network design is based upon research found in "What Works Clearinghouse" which addresses the success of Career Academies. The report highlighted that the focus on specific career pathways, shows an impact on the student's workplace experiences, success and interpersonal relations with teachers and peers. The ***iCAN*** Magnet program changes the traditional school to a personalized learning environment for all students. Major components will include: project-based learning around each of the ***iCAN*** networks, a course schedule that allows greater flexibility, including a 90-minutes personalization class on a weekly basis, opportunities for students to utilize web-based support programs, including Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Big Picture Learning".

As research indicates, it is critical to address the needs both social and emotional for all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the Check and

Connect program for high school students and the component of the i***CAN*** Magnet program addresses the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities.

The ***iCAN*** magnet features will include: mentoring opportunities, work-place internships, collaborative project-based activities, development of entrepreneurial and workplace skills, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the new created Exploratorium space, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars, and the opportunity to participate in advanced coursework, such as dual enrollment at post-secondary institutions, and industry certifications. Students in 11th and 12th grades will participate in a capstone project within their college/career network. The Capstone Project will include a senior exhibition. Entrepreneurship skills will be taught across all the Career Networks to ensure that students have an understanding and practical experience with the principles of business ownership, finance, start-up design and incubation projects. Students will participate in an annual Entrepreneurship colloquium in partnership with local business and industry partners.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction,

integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

The ***iCAN*** magnet will expand course options through career technical education programs and other electives for students. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure student have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

The ***iCAN*** Magnet program changes the traditional school environment to a personalized learning environment for all students. Major components will include: project-based learning, scheduling of coursework to meet specific needs of students, including a 90 minute personalization class on a weekly basis, the creation of student workshop periods for expanded learning/tutoring/support, the social-emotional needs of students, and opportunities for success to be well-rounded through support of mentors and unique learning opportunities. The ***iCAN*** magnet will also include work-place internships, collaborative project-based activities, development of entrepreneurial and workplace skills, critical thinking and problem-solving applications through the development of community-based projects that address local and international needs, career/college planning in the newly created Exploratorium space, including the use of Naviance, a K-12 college and career readiness tool that guides students for both post-secondary options and careers, summer programming, local/state/national competitions related to their specific career network, business/industry field experiences, professional speaker seminars and the opportunity to participate in advanced coursework such as dual enrollment at post-secondary institutions, and industry

certifications. The flexibility of time for students will be accomplished through the development of a school-wide design supported by professionals from "Big Picture Learning."

As research indicates, it is critical to address both social and emotional needs of all students to ensure that they have the greatest opportunities for success, both academically and as well-rounded global citizens. The ***iCAN*** Magnet program will integrate the "Check and Connect" program for high school students and the component of the i***CAN*** Magnet program will address the vital social-emotional needs of students with the thorough support of mentors and unique support activities, such as summer programming, before/after school support and other relevant opportunities. Students in 11th and 12th grades will participate in a Capstone Project within their college/career network. The capstone project will include a senior exhibition. Entrepreneurship skills will be taught across all the Career Networks to ensure that students have an understanding and practical experience with the principles of business ownership, finance, start-up design and incubation projects. Students will participate in an annual Entrepreneurship colloquium in partnership with local business and industry partners.

The ***iCAN*** project will provide classroom teachers with high quality professional development to ensure that instructional strategies and the curriculum is relevant to student learning and focuses on an interdisciplinary approach. It's important that teachers have an understanding of such instructional methodologies as project-based and blended learning. Teachers who are employed throughout the project, will be expected to participate in at least 120 hours of professional development related to the ***iCAN*** magnet program. A special focus of the ***iCAN*** Magnet, is the Teacher Summer Internship Program. This will be a two-week work-related experience for teachers to glean the latest information from business and industry partners. Teachers will learn how to develop interdisciplinary units of instruction, integrate essential work-place standards and skills. Teachers will have the opportunity to design curriculum and activities to support the ***iCAN*** networks and prepare students to be academically successful. In addition, collaborative vertical team planning will take place between the middle and high school to ensure alignment of curriculum content, sequence, projects and activities that are scaled up over the

years. Joint projects will be developed to foster a sense of belonging and participation in challenging work to develop critical thinking skills and problem solving for students beginning in the middle school grades.

The ***iCAN*** magnet will expand course options through career technical education programs and other electives for students. Project-based learning classrooms with a collaborative focus will be created for relevant, hands-on activities and team assignments. The use of technology will be found throughout all classes to ensure student have access to information and develop necessary skills to be proficient in the use of a variety of systems and software.

This significantly revised ***iCAN*** Magnet school embraces the beliefs that all students have talents and interests that should be nurtured and cultivated to help them graduate high school while becoming well-rounded, productive, and contributing members of society.

Source: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, September). Dropout Prevention intervention report: Career Academies. **Retrieved from** http://whatworks.ed.gov

Evidence Basis for *Check & Connect* within the BOSS 2.0 Program

Evidence-based study 1:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. Exceptional Children, 65(1), 7.

Meets WWC Group Design Standards without Reservations.

Evidence-based study 2:

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Exceptional Children, 71(4), 465-482.

Meets WWC Group Design Standards without Reservations.

Study 1 Outcomes:

The purpose of this study was to examine the efficacy of a sustained dropout prevention procedure that incorporated monitoring and school engagement strategies. Ninety-four students with learning and emotional/behavioral disabilities received interventions in Grades 7 and 8; half of the students (treatment group) continued to receive intervention through Grade 9. Results of this experimental study indicated that, for two of three measures, students in the treatment group were significantly more likely to be engaged in school than were control group students.

Study 2 Outcomes:

An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. This intervention study was a replication of an empirically supported model referred to as *Check & Connect*. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.

Relevance to Proposed Project:

The proposed project will create an institutional tiered case management and support structure that trains professional staff on how to effectively design meaningful reengagement strategies for students who are at risk for withdrawing from or failing out of school. Our target students will be referred to BOSS 2.0, which utilizes *Check & Connect,* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. *Check & Connect* is an intervention used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. Our project will train case managers on acquiring, analyzing and applying student performance data, the most effective way(s) to communicate with their students, tools and pedagogy to help their students reach postsecondary goals, and signals to prevent withdrawal or academic failure.

Demonstrated outcomes of *Check & Connect* include: decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy. These outcomes directly relate to BOSS 2.0 outcome measures. The full study 1 sample consisted of 94 students. In this study, intervention group students received *Check & Connect* services throughout high school, while the comparison group received no *Check & Connect* services. Student outcomes related to dropout status and high school completion were assessed following the students' fourth year in high school. BOSS 2.0 will utilize a randomized controlled trial of at least 295 students in the treatment group to measure impact of the program. High-need students with baseline characteristics showing them at-risk of not graduating on time will be randomly assigned in their freshman or sophomore year for the multi-year program. Full outcomes will be evaluated after their fourth year in high school (year four or three of the program, respectively).

The study 1 sample was a high-need population of high school students with 70% of participants qualifying for free and reduced-price lunch (FRL). The target schools were urban and the intervention delivery was on an individual level. Study 2 participants included 144

	ninth graders, randomly assigned to the treatment or control group. African American (67%) students composed a large portion of the sample. Almost 92% of students in our target schools are nonwhite and the FRL for our proposed study group is 81.1%. The National Center for Education Statistics classifies the District as a large suburban school system. BOSS 2.0 case managers will meet with their students on an individual level at least twice a week, year-round until each student transitions out of school via graduation or disengagement. Source: Institute of Education Sciences. (2015). WWC Intervention Report: Check & Connect. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

3/22/17
Date

Approved by OMB
0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract __b.__ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	**2. Status of Federal Action:** a. bid/offer/application __b.___ b. initial award c. post-award	**3. Report Type:** a.__ a. initial filing _____ b. material change **For material change only:** Year _____ quarter _____ Date of last report_____

4. Name and Address of Reporting Entity: __x__ Prime _____ Subawardee Tier_____, if Known: **The School Board of Broward County, Florida** **600 SE Third Avenue** **Ft. Lauderdale, FL 33301-3125** **Congressional District,** *if known*: **20**	**5. If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District,** *if known*:
6. Federal Department/Agency: **US Department of Education**	**7. Federal Program Name/Description:** CFDA Number, *if applicable*: __84.165A_____
8. Federal Action Number, *if known:*	**9. Award Amount,** *if known:* **$**
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):* N/A	**b. Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):* N/A
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** Robert W. Runcie **Print Name: __Robert W. Runcie___** **Title: _Superintendent____** **Telephone No.: _754-321-2600__ Date: _April 7, 2017_**
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**

Assurances – Non-Construction Programs

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ''4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ''1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. '' 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) '' 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. '' 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ''1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
The School Board of Broward County, Florida	April 7, 2017

Standard Form 424B (Rev. 7-97) Back

Section 1003.03, Florida Statutes - Maximum class size.—
(1) CLASS SIZE MAXIMUMS.—Each year, on or before the October student membership survey, the following class size maximums shall be satisfied:
(a) The maximum number of students assigned to each teacher who is teaching core-curricula courses in public school classrooms for prekindergarten through grade 3 may not exceed 18 students.
(b) The maximum number of students assigned to each teacher who is teaching core-curricula courses in public school classrooms for grades 4 through 8 may not exceed 22 students. The maximum number of students assigned to a core-curricula high school course in which a student in grades 4 through 8 is enrolled shall be governed by the requirements in paragraph (c).
(c) The maximum number of students assigned to each teacher who is teaching core-curricula courses in public school classrooms for grades 9 through 12 may not exceed 25 students.

These maximums shall be maintained after the October student membership survey, except as provided in paragraph (2)(b) or due to an extreme emergency beyond the control of the district school board.

(2) IMPLEMENTATION.—
(a) The Department of Education shall annually calculate class size measures described in subsection (1) based upon the October student membership survey.
(b) A student who enrolls in a school after the October student membership survey may be assigned to an existing class that temporarily exceeds the maximum number of students in subsection (1) if the district school board determines it to be impractical, educationally unsound, or disruptive to student learning to not assign the student to the class. If the district school board makes this determination:
1. Up to three students may be assigned to a teacher in kindergarten through grade 3 above the maximum as provided in paragraph (1)(a);
2. Up to five students may be assigned to a teacher in grades 4 through 12 above the maximum as provided in paragraphs (1)(b) and (c), respectively; and
3. The district school board shall develop a plan that provides that the school will be in full compliance with the maximum class size in subsection (1) by the next October student membership survey.
(3) IMPLEMENTATION OPTIONS.—District school boards must consider, but are not limited to, implementing the following items in order to meet the constitutional class size maximums described in subsection (1):
(a) Adopt policies to encourage qualified students to take dual enrollment courses.
(b) Adopt policies to encourage students to take courses from the Florida Virtual School and other virtual instruction options under s. 1002.45.
(c)1. Repeal district school board policies that require students to have more than 24 credits to graduate from high school.
2. Adopt policies to allow students to graduate from high school as soon as they pass the grade 10 FCAT and complete the courses required for high school graduation.
(d) Use methods to maximize use of instructional staff, such as changing required teaching loads and scheduling of planning periods, deploying district employees that have professional certification to the classroom, using adjunct educators, or any other method not prohibited by law.

(e) Use innovative methods to reduce the cost of school construction by using prototype school designs, using SMART Schools designs, participating in the School Infrastructure Thrift Program, or any other method not prohibited by law.
(f) Use joint-use facilities through partnerships with Florida College System institutions, state universities, and private colleges and universities. Joint-use facilities available for use as K-12 classrooms that do not meet the K-12 State Regulations for Educational Facilities in the Florida Building Code may be used at the discretion of the district school board provided that such facilities meet all other health, life, safety, and fire codes.
(g) Adopt alternative methods of class scheduling, such as block scheduling.
(h) Redraw school attendance zones to maximize use of facilities while minimizing the additional use of transportation.
(i) Operate schools beyond the normal operating hours to provide classes in the evening or operate more than one session of school during the day.
(j) Use year-round schools and other nontraditional calendars that do not adversely impact annual assessment of student achievement.
(k) Review and consider amending any collective bargaining contracts that hinder the implementation of class size reduction.
(l) Use any other approach not prohibited by law.
(4) ACCOUNTABILITY.—
(a) If the department determines that the number of students assigned to any individual class exceeds the class size maximum, as required in subsection (1), based upon the October student membership survey, the department shall:
1. Identify, for each grade group, the number of classes in which the number of students exceeds the maximum and the total number of students which exceeds the maximum for all classes.
2. Determine the number of FTE students which exceeds the maximum for each grade group.
3. Multiply the total number of FTE students which exceeds the maximum for each grade group by the district's FTE dollar amount of the class size categorical allocation for that year and calculate the total for all three grade groups.
4. Multiply the total number of FTE students which exceeds the maximum for all classes by an amount equal to 50 percent of the base student allocation adjusted by the district cost differential for the 2010-2011 fiscal year and by an amount equal to the base student allocation adjusted by the district cost differential beginning in the 2011-2012 fiscal year and thereafter.
5. Reduce the district's class size categorical allocation by an amount equal to the sum of the calculations in subparagraphs 3. and 4.
(b) The amount of funds reduced shall be the lesser of the amount calculated in paragraph (a) or the undistributed balance of the district's class size categorical allocation. The Florida Education Finance Program Appropriation Allocation Conference shall verify the department's calculation in paragraph (a). The commissioner may withhold distribution of the class size categorical allocation to the extent necessary to comply with paragraph (a).
[1](c) In lieu of the reduction calculation in paragraph (a), if the Commissioner of Education has evidence that a district was unable to meet the class size requirements despite appropriate efforts to do so or because of an extreme emergency, the commissioner may recommend by February 15, subject to approval of the Legislative Budget Commission, the reduction of an alternate amount of funds from the district's class size categorical allocation.

(d) Upon approval of the reduction calculation in paragraphs (a)-(c), the commissioner must prepare a reallocation of the funds made available for the districts that have fully met the class size requirements. The funds shall be reallocated by calculating an amount of up to 5 percent of the base student allocation multiplied by the total district FTE students. The reallocation total may not exceed 25 percent of the total funds reduced.

(e) Each district that has not complied with the requirements in subsection (1) shall submit to the commissioner by February 15 a plan certified by the district school board that describes the specific actions the district will take in order to fully comply with the requirements in subsection (1) by October of the following school year. If a district submits the certified plan by the required deadline, the funds remaining after the reallocation calculation in paragraph (d) shall be added back to the district's class size categorical allocation based on each qualifying district's proportion of the total reduction for all qualifying districts for which a reduction was calculated in paragraphs (a)-(c). However, no district shall have an amount added back that is greater than the amount that was reduced.

(f) The department shall adjust school district class size reduction categorical allocation distributions based on the calculations in paragraphs (a)-(e).

(5) TEAM-TEACHING STRATEGIES.—

(a) School districts may use teaching strategies that include the assignment of more than one teacher to a classroom of students and that were implemented before July 1, 2005. Effective July 1, 2005, school districts may implement additional teaching strategies that include the assignment of more than one teacher to a classroom of students for the following purposes only:

1. Pairing teachers for the purpose of staff development.
2. Pairing new teachers with veteran teachers.
3. Reducing turnover among new teachers.
4. Pairing teachers who are teaching out-of-field with teachers who are in-field.
5. Providing for more flexibility and innovation in the classroom.
6. Improving learning opportunities for students, including students who have disabilities.

(b) Teaching strategies, including team teaching, co-teaching, or inclusion teaching, implemented on or after July 1, 2005, pursuant to paragraph (a) may be implemented subject to the following restrictions:

1. Reasonable limits shall be placed on the number of students in a classroom so that classrooms are not overcrowded. Teacher-to-student ratios within a curriculum area or grade level must not exceed constitutional limits.
2. At least one member of the team must have at least 3 years of teaching experience.
3. At least one member of the team must be teaching in-field.
4. The teachers must be trained in team-teaching methods within 1 year after assignment.

(c) As used in this subsection, the term:

1. "Team teaching" or "co-teaching" means two or more teachers are assigned to a group of students and each teacher is responsible for all of the students during the entire class period. In order to be considered team teaching or co-teaching, each teacher is responsible for planning, delivering, and evaluating instruction for all students in the class or subject for the entire class period.
2. "Inclusion teaching" means two or more teachers are assigned to a group of students, but one of the teachers is responsible for only one student or a small group of students in the classroom.

The use of strategies implemented as outlined in this subsection meets the letter and intent of the Florida Constitution and the Florida Statutes which relate to implementing class size reduction, and this subsection applies retroactively. A school district may not be penalized financially or otherwise as a result of the use of any legal strategy, including, but not limited to, those set forth in subsection (3) and this subsection.

(6) COURSES FOR COMPLIANCE.—Consistent with the provisions in ss. 1003.01(14) and 1003.428, the Department of Education shall identify from the Course Code Directory the core-curricula courses for the purpose of satisfying the maximum class size requirement in this section. The department may adopt rules to implement this subsection, if necessary.
History.—s. 113, ch. 2002-387; s. 2, ch. 2003-391; s. 59, ch. 2005-152; s. 16, ch. 2006-74; s. 2, ch. 2007-59; s. 7, ch. 2007-98; s. 1, ch. 2007-328; s. 5, ch. 2008-142; s. 9, ch. 2009-3; s. 14, ch. 2009-59; ss. 11, 12, ch. 2010-154; s. 31, ch. 2011-5; s. 15, ch. 2011-55; s. 13, ch. 2011-137.
[1]Note.—Section 41, ch. 2011-55, provides that "[n]otwithstanding the required review by the Legislative Budget Commission pursuant to s. 1003.03(4)(c), Florida Statutes, the Legislature hereby adopts by reference the alternate compliance calculation amounts to the class size operating categorical as set forth in Budget Amendment EOG #O2011-0074, as submitted by the Governor on March 2, 2011, on behalf of the Department of Education for approval by the Legislative Budget Commission. The Commissioner of Education shall modify payments to school districts for the 2010-2011 fiscal year consistent with the amendment and s. 1003.03, Florida Statutes. This section shall take effect upon this act becoming a law."

Select Year: 2016 Go

The 2016 Florida Statutes

Title XLVIII K-20 EDUCATION CODE	Chapter 1002 STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES	View Entire Chapter

1002.31 Controlled open enrollment; Public school parental choice.—

(1) As used in this section, "controlled open enrollment" means a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential educational choice as a significant factor.

(2)(a) Beginning by the 2017-2018 school year, as part of a school district's or charter school's controlled open enrollment process, and in addition to the existing public school choice programs provided in s. 1002.20(6)(a), each district school board or charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including charter schools, that has not reached capacity in the district, subject to the maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. The school district or charter school shall accept the student, pursuant to that school district's or charter school's controlled open enrollment process, and report the student for purposes of the school district's or charter school's funding pursuant to the Florida Education Finance Program. A school district or charter school may provide transportation to students described under this section.

(b) Each school district and charter school capacity determinations for its schools must be current and must be identified on the school district and charter school's websites. In determining the capacity of each district school, the district school board shall incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under s. 1013.35. Each charter school governing board shall determine capacity based upon its charter school contract.

(c) Each district school board must provide preferential treatment in its controlled open enrollment process to all of the following:

1. Dependent children of active duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Students residing in the school district.

(d) As part of its controlled open enrollment process, a charter school may provide preferential treatment in its controlled open enrollment participation process to the enrollment limitations pursuant to s. 1002.33(10), if such special purposes are identified in the charter agreement. Each charter school shall annually post on its website the application process required to participate in controlled open enrollment, consistent with this section and s. 1002.33.

(e) Students residing in the district, including charter school students, may not be displaced by a student from another district seeking enrollment under the controlled open enrollment process.

(f) For purposes of continuity of educational choice, a student who transfers pursuant to this section may remain at the school chosen by the parent until the student completes the highest grade level at the school.

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

(a) Adhere to federal desegregation requirements.

(b) Allow parents to declare school preferences, including placement of siblings within the same school.

(c) Provide a lottery procedure to determine student assignment and establish an appeals process for hardship cases.

(d) Afford parents of students in multiple session schools preferred access to controlled open enrollment.

(e) Maintain socioeconomic, demographic, and racial balance.

(f) Address the availability of transportation.

(g) Maintain existing academic eligibility criteria for public school choice programs pursuant to s. 1002.20(6)(a).

(h) Identify schools that have not reached capacity, as determined by the school district.

(i) Ensure that each district school board adopts a policy to provide preferential treatment pursuant to paragraph (2)(c).

(4) In accordance with the reporting requirements of s. 1011.62, each district school board shall annually report the number of students exercising public school choice, by type, in accordance with rules adopted by the State Board of Education.

(5) For a school or program that is a public school of choice under this section, the calculation for compliance with maximum class size pursuant to s. 1003.03(4) is the average number of students at the school level.

(6)(a) A school district or charter school may not delay eligibility or otherwise prevent a student participating in controlled open enrollment or a choice program from being immediately eligible to participate in interscholastic and intrascholastic extracurricular activities.

(b) A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

1. Dependent children of active duty military personnel whose move resulted from military orders.

2. Children who have been relocated due to a foster care placement in a different school zone.

3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

4. Authorized for good cause in district or charter school policy.

History.—s. 96, ch. 2002-387; s. 3, ch. 2008-147; s. 9, ch. 2013-250; s. 21, ch. 2014-39; s. 5, ch. 2016-237.

Copyright © 1995-2017 The Florida Legislature • Privacy Statement • Contact Us

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Superintendent of Schools
CONTRACT YEAR:	As established with The School Board of Broward County
SALARY BAND:	Contract as established with The School Board of Broward County
BARGAINING UNIT:	

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree or higher from an accredited institution, doctorate preferred.

EXPERIENCE: Minimum of ten (10) years experience in senior-level administration in education, preferably including:

1. Three (3) years of experience as a Superintendent, Associate Superintendent, Area Superintendent, Assistant Superintendent or comparable position with extensive executive experience in one or more of the following areas:

   a. education leadership

   b. business administration, including finance, facilities and technology

   c. personnel, or positions with comparable experience and responsibilities

2. Experience as a classroom teacher, principal or in other supervisory positions.

3. Evidence of a stable employment history with increasing responsibilities with a proven success record.

SPECIAL QUALIFICATIONS

PREFERRED: Successful experience in an urban/suburban, multi-racial, multi-ethnic and diverse socioeconomic population; experience in, and demonstrated understanding of, the

collective bargaining process and effective employee relations; philosophy of decentralization; demonstrated administrative abilities that show vision and leadership, a high level of cognitive skills, analysis and decisiveness, organization, high internal work standards, the ability to delegate authority and responsibility and hold subordinates accountable, and the ability to establish and accomplish goals; personal characteristics that demonstrate the ability to communicate well, work effectively under pressure, ability to develop the school board as a team, maintain integrity and credibility, and motivate and inspire others; encouragement of professional development of staff, and knowledge of national trends in the area of participatory decision making to meet the

challenges of planning, implementing, and evaluating new approaches to the solution of educational problems; ability to involve all segments of the community to build support and confidence in the public schools; and experience with and interest in working cooperatively with all governmental agencies. Computer skills as required for the position. Bilingual skills preferred.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree or higher from an accredited institution, doctorate preferred.

EXPERIENCE: Minimum of ten (10) years experience in a multi-faceted business environment with progressively increasing responsibilities, preferably including:

1. Three (3) years as a Chief Operating Officer, Chief Financial Officer or Chief Executive Officer with extensive experience in one or more of the following areas:

    a. purchasing and servicing governmental agencies

    b. creating and implementing partnerships with public/private sector institutions, corporations, or foundations

    c. personnel, or positions with comparable experience and responsibilities

    d. business administration, including finance, facilities and technology

SPECIAL QUALIFICATIONS

PREFERRED: Successful experience in an urban/suburban, multi-racial, multi-ethnic and diverse socioeconomic population experience in, and demonstrated understanding of, the collective bargaining process and effective employee relations; philosophy of decentralization; demonstrated administrative abilities that show vision and leadership, a high level of cognitive skills, analysis and decisiveness, organization, high internal work standards, the ability to delegate authority and responsibility and hold subordinates accountable, and the ability to establish and accomplish goals; personal characteristics that demonstrate the ability to communicate well, work effectively under pressure, ability to develop the school board as a team, maintain integrity and credibility, and motivate and inspire others; encouragement of professional development of staff, and knowledge of national trends in the area of participatory decision making to meet the challenges of planning, implementing, and evaluating new approaches to the solution of educational problem; ability to involve all segments of the community to build support and confidence in the public schools; and experience with and interest in working cooperatively with all governmental agencies. Computer skills as required for the position. Bilingual skills preferred.

REPORTS TO: The School Board of Broward County

SUPERVISES: All employees in the Broward County School District

POSITION GOAL: To develop, establish, and maintain a program and environment for the delivery of quality education which will enable students to become self-sufficient, productive and contributing individuals in our society. To manage the school district in a cost effective manner which provides maximum return on money invested and protects all invested capital. To conduct all operations in a manner that fulfills the mission statement of the district.

ACCOUNTABILITY PROCEDURES:

The School Board of Broward County will evaluate the effectiveness of the Superintendent of Schools in achieving the educational and operational goals of the District.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Superintendent shall be the Secretary and Executive Officer of the School Board and shall exercise all powers and perform all duties relating to the school system as provided by State Statutes as amended, Rules of the State Board of Education as amended, the Commissioner of Education, and School Board Policy as amended.

PUBLIC RECORDS EXEMPTION:

Positions assigned to this job description are public records exempt according to provisions of FL§119.071.

Board Approved: 11/17/88 &
Adopted: 1/17/89
Board Approved: 10/26/93 &
Adopted: 12/7/93
Revised: 5/25/99
Approved as Amended: 6/25/99
Board Adopted: 12/16/03
Revised: 5/19/06

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Chief Portfolio Services Officer
CONTRACT YEAR:	Twelve Months
SALARY BAND:	E
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution. Doctorate preferred.

EXPERIENCE: A combined total of ten (10) years within the last fifteen (15) years of progressively more responsible experience in school-based, district office administrative leadership, including experience with design, implementation and administration of educational programs and services and/or charter school management.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge in planning, designing, implementing, and evaluating programs. Excellent oral presentation and written communication skills. Computer skills are required for the position.

PREFERRED: Degree majors in education, educational leadership, public administration, or related field. Experience with student management, financial management, human resource management information systems, and federal, state and local laws. Bilingual skills.

REPORTS TO: Superintendent of Schools

SUPERVISES: Staff as assigned

POSITION GOAL: To ensure students, throughout Broward County Public Schools, have an appropriate learning environment, student assignment, facilities, athletics opportunities, student activities and high quality educational programs. To enhance school choice opportunities through innovative programs, magnets and charter school options.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Chief Portfolio Services Officer shall:

1. provide leadership for the continuous analysis, development, and monitoring of short and long-range plans for improving the Portfolio Services Division.
2. oversee the school boundaries process to ensure accurate and timely key enrollment and projections data is available for strategic planning throughout the District.
3. ensure delivered service support for Athletics, Student Activities, Before and After Care, Innovative Programs and Charter Management.
4. seek input from a variety of stakeholders by collaborating with parent organizations, educational institutions, industry, service, community, and government agencies to design support services for charter schools.
5. oversee the property management services including acquitting, disposing and leasing of real estate owned by the School Board of Broward County, Fl.
6. oversee the impact of proposed land use issues on Broward County Public Schools by monitoring land use development plans, and related legislative activities with the state, county, and municipalities, for potential impact on Broward County Public School's facilities.
7. ensure quality design, planning, implementation, evaluation and marketing of all innovative programs and magnets.
8. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
9. ensure that technical assistance is provided to District, school administrators and instructional personnel in the implementation of educational policies, programs and services.
10. serve as liaison to a variety of stakeholders by collaborating with parent organizations, educational institutions, industry, service, community, and government agencies to enhance the creation of new innovative programs and schools.
11. ensure the effectiveness of assigned staff by developing and communicating department goals, work standards, monitoring work progress, and providing performance feedback.
12. oversee the direction of programs and projects coordinated by the Portfolio Services Division in order to support the District Strategic Plan.
13. participate in District and charter education forums.
14. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
15. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
16. review current developments, literature and technical sources of information related to job responsibility.
17. ensure adherence to good safety procedures.
18. follow Federal and State laws, as well as School Board policies.
19. perform other duties as assigned by the Superintendent or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Seeks input from a variety of internal and external stakeholders by collaborating with School Board members, Superintendent, Broward County School District leadership,

parent organizations, educational institutions, industry, service, community, and government agencies to improve portfolio services in Broward County Public Schools.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 06/17/08
Board Approved: 05/30/2012
Board Adopted: 06/26/2012

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	School Principal
CONTRACT YEAR:	Twelve Months
PAY GRADE:	School-based Administrators Salary Schedule – Category C, D, or E (Grandfathered) or ACCEL Plan for New Appointees)
BARGAINING UNIT:	Broward Principals and Assistants Association (BPAA)

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited college or university. Technical College Director may substitute Advanced Vocational Certificate.

EXPERIENCE: A minimum of five (5) years of public school experience is required; which includes a minimum of three (3) years of required experience as a Principal or Assistant School Principal, as outlined in School Board Policy 4002.14.

CERTIFICATION: **Principals -** Hold or be eligible for Florida Certification in School Principal or Professional School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision may be recommended for appointment The Superintendent shall recommend that a principal in his/her first year of employment as a principal in the district participate in the Office of Talent Development's Principal Program. To be eligible for principal positions, applicants who do not have principal experience must be a participant in or have completed Broward's Principal Preparation Program or a similar leadership training program in another district/state.

Principals – Exceptional Student Education (ESE) Centers – Hold or be eligible for Florida Certification in School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision may be recommended for appointment. The Superintendent shall recommend that a principal in his/her first year of employment as a principal in the district participate in the Office of Talent Development's Principal Program. An applicant shall have certification in any area of ESE and shall have completed a minimum of five (5) years of public school experience. At least two (2) of the five (5) years of public school experience must be in ESE. Three (3) of the five (5) years shall be successful experience as a Principal or Assistant Principal. To be eligible for ESE center principal positions, applicants who do not have principal experience must be a participant in or have completed Broward's Principal Preparation Program or a similar leadership training program in another district/state.

Technical College Directors – Hold or be eligible for Florida Certification Local Director of Vocational Education or School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision may be recommended for appointment. The Superintendent shall recommend that a principal in his/her first year of employment as a principal in the district participate in the Office of Talent Development's Principal Program. An applicant shall have completed a minimum of five (5) years of career/technical or public school experience. Three (3) of the five (5) years shall be successful experience as a Principal, Assistant Principal, or Local Director of Vocational Education. To be eligible for technical college director positions, applicants who do not have principal experience must be a participant in or have completed Broward's Principal Preparation Program or a similar leadership training program in another district/state.

ADDITIONAL QUALIFICATIONS

REQUIRED: Computer skills as required for the position.

PREFERRED: Bilingual skills are preferred.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.

REPORTS TO: Director, School Performance & Accountability

SUPERVISES: All Administrative, Instructional, and Service Personnel assigned to the school.

POSITION GOAL: To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The School Principal shall effectively lead and manage through the items listed by category below.

INSTRUCTIONAL LEADERSHIP:

1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.
2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).
3. Achieve expected results on the school's student learning goals.
4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.
5. Demonstrate that student learning is a top priority through leadership actions that build

and support a learning organization focused on school success.

6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.
8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.
9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.
11. Structure and monitor a school learning environment that improves learning for a diverse student population.
12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.
15. Utilize processes to empower others and distribute leadership when appropriate.
16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.
18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.
20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.
21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.
22. Maintain high visibility at school and in the community.
23. Cultivate, support, and develop others within the school.
24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.
25. Provide recognition and celebration for student, staff, and school accomplishments.
26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.
27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
28. Interact with government and service agencies relative to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.
30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.
31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.
32. Administer negotiated employee contracts in the appropriate manner at the school site.
33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.
34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.
35. Review current developments, literature and technical sources of information related to job responsibility.
36. Ensure adherence to good safety procedures.
37. Follow Federal and State laws, as well as School Board policies.
38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 10/7/76 & 4/20/78

ER80-12 Approved: 10/2/80
Item G-7: 1/6/86
Revised: 6/17/97
Revised: 2/20/2001 &
Adopted: 3/20/2001
Revised: 3/7/05
Revised: 8/1/07
Revised: 09/10/2009
Adopted: 10/20/2009
Reporting Change: 10/01/12
2012-2013 Organizational Chart
Adopted: 7/28/15

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, School Performance & Accountability
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution. Doctorate preferred.

EXPERIENCE: A combined total of nine (9) years within the last fourteen (14) years of school-based/area/district administrative/ teaching and/or supervisory work experience, which includes three (3) years of required experience as a principal.

ADDITIONAL REQUIREMENTS

REQUIRED: Eligible for or hold Florida certification in administration and supervision, educational leadership, school principal or professional school principal. Excellent analytical, interpersonal, and evaluation skills. Computer skills as required for the position.

PREFERRED: Degree majors in education, educational leadership, public administration, or related field. Bilingual skills preferred.

REPORTS TO: Chief School Performance and Accountability Officer

SUPERVISES: School Principals and Staff as assigned

POSITION GOAL: To support the Chief School Performance & Accountability Officer in improving the quality of education and principal leadership within schools; to work independently to assist the Chief School Performance and Accountability Officer in meeting the district goals and

objectives; to perform work of broad scope and complexity involving responsibility for independently planning and accomplishing the work; to provide leadership for the district operations to maximize the delivery of education to the students through the principals; to assist the Board and Superintendent in ensuring all students reach their highest potential.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, School Performance & Accountability shall carry out the essential Performance responsibilities listed below.

1. Develop strategies and provide leadership for administering effective schools through supporting principals' growth as instructional leaders; provide coaching and monitoring for the high quality implementation of relevant and rigorous instruction, with strong emphasis on acquisition of 21st century skills and hands-on learning, including alternatives for student scheduling, staffing, and appropriate placement of students; monitor pupil progression plans and/or individualizing instruction.
2. Provide leadership for a collaborative team to ensure that curriculum and instructional initiatives are student focused, researched-based, and aligned with statutes, policies, standards, the District's strategic plan, school goals and improvement plans.
3. Provide reports and analyses to the Chief School Performance and Accountability Officer, regarding the status of assigned schools' performance progress in the areas of teaching and learning, including, but not limited to, recommendations to strengthen instructional programs.
4. Conduct school visits and maintain a close working relationship with the school-based administrators to provide technical assistance to the school-based administrators in instructional leadership, supervision, evaluation and other management and leadership practices.
5. Engage in effective adult learning practices while leading principal communities of practice through collaboration with the appropriate district divisions in planning, designing and implementing ongoing professional learning and high quality structured coaching and mentoring for principals and assistant principals.
6. Provide regular monitoring of school administrators and school performance using student achievement data, employee performance data and a variety of techniques and sources.
7. Participate in and monitor the membership of school improvement teams, as well as the implementation of School Improvement Plans.
8. Ensure Pre-K-Adult alignment of curriculum and initiatives within the innovation zones.
9. Serve on various District committees and task forces, as assigned by the Chief School Performance and Accountability Officer, to support programs, analyze data, improve collaboration and communication within and between

schools and parent organizations, and district divisions.

10. Provide leadership to assist school-based administrators in strengthening relationships with school and district parent advisory groups, including but not limited to, the School Advisory Council (SAC), the School Advisory Forum (SAF), the District Advisory Council (DAC) and the Parent/Teacher Association (PTA).
11. Collaborate with the appropriate staff to facilitate operational and budgetary procedures to maximize the delivery of education.
12. Collaborate with various District Divisions, Departments, and Level Chair Principals in planning and communicating updates to school-based administrators on all educational policy decisions.
13. Represent the Chief School Performance and Accountability Officer, as designated in matters such as grades, personnel, grievances, and the selection and placement of school-based administrators.
14. Provide all aspects of leadership, as designated and assigned, in the absence of the Chief School Performance and Accountability Officer.
15. Supervise, develop and evaluate school principals using a performance assessment that includes frequent communication and feedback.
16. Engage in structured professional development programs and professional learning communities with colleagues in the principal development supervision process that allows for individual and collective on going reflection and growth to improve their practices related to roles and responsibilities.
17. Perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
18. Review current developments, literature and technical sources of information related to job responsibility.
19. Ensure adherence to good safety procedures.
20. Follow Federal and State laws, as well as School Board policies.
21. Perform other duties as assigned by the Chief School Performance and Accountability Officer or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Works with the Chief School Performance and Accountability Officer, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve student achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 4/5/94 &
Adopted: 4/26/94
Board Adopted: 6/1/04
Board Approved: 4/17/12
Board Adopted 5/30/12
Board Adopted: 7/28/15

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Innovative Programs Design/Support
CONTRACT YEAR:	Twelve
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Minimum of five (5) years of training and/or experience within Broward County Schools in a field related to the title of the position including two (2) years of school-based or program management experience.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification at the master's level. Strong interpersonal skills with an emphasis on oral communication and writing skills. Indication of progressive responsibility, including department head, grade chairperson or equivalent. Computer skills as required for the position.

PREFERRED: Familiarity with marketing/promotional techniques and year round school research is desirable. Bilingual skills preferred.

REPORTS TO: Chief Portfolio Services Officer

SUPERVISES: As designated by the Chief Portfolio Services Officer

POSITION GOAL: To organize and coordinate the planning, implementation, evaluation, and marketing of magnets/year round programs/Nova School Programs.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, Innovative Programs Design/Support shall:

1. serve as a liaison between and among Innovative Programs and Human Resource Development, students, parents, business/industry, and the community.
2. work cooperatively with community groups, school-based administrators, and county office personnel to develop/strengthen the magnet programs/year round schools programs.
3. identify policies which are applicable to magnet/year round schools/Nova programs and make recommendations for the resolution of any identified discrepancies.
4. monitor the administration of policies which apply to magnet program/learning options.
5. coordinate the identification of needs for magnet programs/learning options, including student interest areas, transportation, guidelines, potential sites, and logistics for implementation.
6. research and review successful programs and identify their applicability for implementation in Broward County.
7. develop a plan to insure consistent district-wide marketing and coordination of all magnet/year round schools and Nova programs
8. facilitate implementation of the district-wide marketing and coordination plan for magnet programs.
9. monitor/evaluate the marketing and coordination plan for effectiveness.
10. coordinate student awareness/recruitment activities for magnet programs/year round schools and Nova programs.
11. assist in the development of individual goals for each magnet programs year round schools and Nova programs.
12. monitor/evaluate progress of individual programs toward completion of previously established goals.
13. identify/acquire alternate sources of long-term funding for magnet programs/year round schools and Nova programs. Secure financing and oversee preparation for grant proposals.
14. develop and oversee the countywide magnet programs/year round schools and Nova program-budget, ensuring accurate records of expenditures of all operating or special revenue funds appropriated for this program.
15. be knowledgeable and skilled in the use of the latest technology and be able to integrate that technology into the curriculum as a delivery tool.
16. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
17. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
18. review current developments, literature and technical sources of information related to job responsibility.
19. ensure adherence to good safety procedures.
20. follow Federal and State laws, as well as School Board policies.
21. perform other duties as assigned by the Chief Portfolio Services Officer or designee.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Serve as a liaison between and among Innovative Programs and Human Resource Development, students, parents, business/industry, and the community by working cooperatively with community groups, school-based administrators, and county office personnel to develop/strengthen the magnet programs/year round schools programs.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 8/6/87 &
Adopted: 9/3/87
4/13/89 (C-10)
Title Change: 5/19/92
Realigned: 4/12/94
Revised: 3/21/95 &
Adopted: 4/11/95
Title Change & Alignment Title Change: 3/19/96
Reorganization: 5/9/2000
Revised & Adopted: 12/16/03*
Revised: 01/22/10
2009-2010 Organizational Chart
Revised: 10/01/2012
2012-2013 Organizational Chart

SBBC: EE-112
FL: 413

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Specialist, Innovative Programs
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

QUALIFICATIONS:

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Minimum of three (3) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS:

REQUIRED: Computer skills as required for the position

PREFERRED: Preferred degree major in communication/ media, journalism, public relations, education or related field. Bilingual skills preferred.

OR

EDUCATION: An earned bachelor's degree from an accredited institution.

EXPERIENCE: Minimum of five (5) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS:

REQUIRED: Computer skills as required for the position

PREFERRED: Preferred degree major in communication/ media, journalism, public relations, education or related field. Bilingual skills preferred.

REPORTS TO: Director, Innovative Programs

SUPERVISES: None

POSITION GOAL: To provide quality marketing programs through the development of printed materials, films and other media to enhance the recruiting program. To plan, develop and execute an effective recruiting program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Specialist, Innovative Programs shall:

1. develop a marketing plan which includes developing attractive, descriptive printed materials explaining the various magnet programs to be utilized to effectively market the program.
2. develop film materials such as commercials.
3. develop and carry out a plan with established goals to recruit students into the magnet program.
4. assist others with the marketing/recruitment plans securing maximum media exposure for all important accomplishments and news events.
5. assist in the development of a plan to insure consistent district-wide marketing and coordination of all magnet programs.
6. assist in facilitating the implementation of the district-wide marketing and coordination of all magnet programs.
7. assist in monitoring/evaluating the marketing and coordination plan for effectiveness in coordination with Program Evaluation.
8. assist in coordination of student awareness/ recruitment activities for magnet program.
9. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
10. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
11. review current developments, literature and technical sources of information related to job responsibility.
12. ensure adherence to good safety procedures.
13. follow Federal and State laws, as well as School Board policies.
14. perform other duties as assigned by Director, Innovative Programs or designee.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Works with internal and external resources to develop materials to attract students and parents to explore available educational opportunities in magnet programs.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 10/1/91 &
Adopted: 11/5/91
Title Change: 5/19/92
Realignment: 4/11/95: 3/19/02
Board Adopted: 12/16/03

Revised: 01/22/10
2009-2010 Organizational Chart

POSITION TITLE:	Teacher
CONTRACT YEAR:	Ten Months
PAY GRADE:	Teacher Salary Schedule
QUALIFICATIONS:	Appropriate State of Florida certification Special Qualifications - Bilingual skills preferred. Computer skills as required for the position.
DIRECT ACCOUNTABILITY:	School Principal
GOAL:	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.
ACCOUNTABILITY PROCEDURES:	The Principal will assess the effectiveness of the Teacher with respect to the performance of specific responsibilities by means of the Instructional Personnel Assessment System (IPAS).
PERFORMANCE RESPONSIBILITIES:	The Teacher shall:

1. **ASSESSMENT**

   use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.

2. **COMMUNICATION**

   use effective communication techniques with students, parents, and all other stakeholders.

3. **CONTINUOUS IMPROVEMENT**

engage in planned continuous professional quality improvement for self and school.

4. **CRITICAL THINKING**

use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.

5. **DIVERSITY**

use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.

6. **ETHICS AND REGULATIONS**

fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.

7. **HUMAN DEVELOPMENT AND LEARNING**

use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

8. **KNOWLEDGE SUBJECT MATTER**

demonstrate knowledge and understanding of the subject matter.

9. **LEARNING ENVIRONMENTS**

establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

10. **PLANNING**

plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.

11. **ROLE OF THE TEACHER**

work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.

12. **TECHNOLOGY**

integrate appropriate technology in teaching and learning processes.

13. **ESOL REQUIREMENT**

complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.

14. **RECORD KEEPING**

keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.

15. **PROPERTY**

account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.

16. **ADDITIONAL RESPONSIBILITIES**

a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.

b. ensure adherence to good safety procedures.

c. follow federal and state laws, as well as School Board policies.

d. perform other duties as assigned by the principal.

Board Approved: 10/7/97 &
Adopted: 11/4/97
Revised: 10/05/04

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Teacher on Special Assignment (TSA)
CONTRACT YEAR:	196, 216 or 241-day contract as determined by the administrator responsible for the time-limited special assignment
PAY GRADE:	Teacher Salary Schedule
BAGAINING UNIT:	BTU

QUALIFICATIONS: Appropriate State of Florida certification

EDUCATION: Bachelor's degree.

EXPERIENCE: Aligned with the special assignment.

ADDITIONAL REQUIREMENTS: Educational certification or licensure aligned with the special assignment. Bilingual and computer skills preferred.

REPORTS TO: Administrator responsible for special assignment.

SUPERVISES: None

POSITION GOAL: To perform the duties necessary to develop, implement, coordinate, monitor and/or evaluate the time-limited programs, services or initiatives.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher on Special Assignment shall perform the following duties as aligned with the needs of the specific programs, services or initiatives to which they are assigned:

1. develop a plan for implementing and evaluating the required programs, services or initiatives in collaboration with appropriate personnel.
2. design appropriate strategies, staff development, materials, etc. required in order to implement the specific programs, services or initiatives.
3. establish a data collection system to document the process and outcomes of the program, services or initiatives.

4. implement the required actions in collaboration with appropriate personnel and departments.
5. monitor implementation to ensure adherence to project requirements, timelines and outcomes.
6. evaluate the effectiveness of the program, services or initiative using the established data collection system.
7. prepare reports to document project activities and to meet project requirements.
8. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
9. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
10. review current developments, literature and technical sources of information related to job responsibility.
11. ensure adherence to good safety procedures.
12. follow Federal and State laws, as well as School Board policies.
13. perform other duties as assigned by administrator or designee.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 1/20/04

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Grant Facilitator
CONTRACT YEAR:	196, 216 or 241-day contract as required
PAY GRADE:	Teacher Salary Schedule
BARGAINING UNIT:	BTU

QUALIFICATIONS:

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Three (3) years job related experience.

ADDITIONAL REQUIREMENTS: Hold or eligible for a valid Florida or Broward Teacher's Certificate or licensure. Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify appropriate additional required qualifications as related to the position.

OR

EDUCATION: An earned bachelor's degree from an accredited institution.

EXPERIENCE: Five (5) years job related experience.

ADDITIONAL REQUIREMENTS: Hold or eligible for a valid Florida or Broward Teacher's Certificate or licensure. Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify appropriate additional required qualifications as related to the position.

REPORTS TO: Director or designee.

SUPERVISES: None

POSITION GOAL: To implement the requirements of a specified grant in accordance with the grant, district, and state requirements.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Grant Facilitator shall perform the following duties as aligned with the needs of the specific curriculum, programs, services or initiatives to which they are assigned:

1. coordinate a plan for implementing and evaluating the required grant actions/activities in collaboration with appropriate personnel.
2. design appropriate strategies, staff development, and/or materials, required in order to implement the specific grant actions/activities.
3. establish and implement a data collection system to document the progress and outcomes of the specified grant activities.
4. collaborate with appropriate personnel, departments, and schools to implement the grant requirements.
5. monitor implementation to ensure adherence to grant requirements, timelines and outcomes.
6. participate, as appropriate, in meetings related to the grant.
7. be proficient in and model the use of technology to increase productivity and efficiency.
8. prepare and disseminate reports to document grant progress and outcomes in accordance with the grant requirements.
9. prepare grant renewal applications, incorporating input from appropriate stakeholders, to ensure ongoing access to available grants.
10. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
11. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
12. review current developments, literature and technical sources of information related to job responsibility.
13. ensure adherence to good safety procedures.
14. follow Federal and State laws, as well as School Board policies.
15. perform other duties as assigned by Director or designee.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 8/3/04

POSITION TITLE: Clerk Specialist IV (County)

CONTRACT YEAR: 11 or 12 Months

PAY GRADE: 15

QUALIFICATIONS:

Education – Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program

Experience - Five (5) years of successful work experience in a secretarial/clerical position. Broward County School District work experience preferred

Special Qualifications - A well-rounded knowledge of methods, office practices, policies, and procedures. Must be able to make decisions with minimum supervision. Must have the ability to work independently and effectively with people. Bilingual skills preferred. Computer skills as required for the position.

Must have passing test scores:

Computer Keyboard Skills:

Speed	-	40
Accuracy	-	70

The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

DIRECT ACCOUNTABILITY: Administrator/Supervisor or designee

SUPERVISION: Functional leadership of other clerical personnel as assigned.

GOAL: To perform complex and diversified duties in a specialized area requiring the application of advanced office procedures and techniques in a confident and professional manner. To perform routine and repetitive work to meet all deadlines in a responsible and accurate manner. Job responsibilities are diversified and involve an intensive knowledge in the use of a wide range of procedures. Judgment is exercised in the analysis of facts and circumstances surrounding individual problems or transactions and in the determination of actions to be taken within the scope of the established practices, policies and procedures.

ACCOUNTABILITY PROCEDURES: The administrator supervisor or designee will assess the effectiveness of the Clerk Specialist IV (County) annually with respect to the performance of specific responsibilities.

PERFORMANCE RESPONSIBILITIES: The Clerk Specialist IV (County) shall

1. follow general instructions and operational procedures to perform advanced clerical work and assume detailed responsibilities.

2. receive and read incoming mail; screen items which can be handled personally; forward to supervisor or subordinates together with necessary background material.

3. compile and edit information for special reports concerning the operation of the School District.

4. maintain current information of department policies and programs and process routine matters within established policies.

5. perform functions for administrator as authorized or delegated.

6. verify check, and examine technical and complex surveys and other types of reports for accuracy and compliance with state and School Board standards.

7. maintain control records on the incoming correspondence and action documents and follow up on work in process to ensure timely reply or action.

8. perform fiscal, personnel, purchasing, statistical reporting, and other major office functions.

9. process a variety of routine correspondence; investigate subject matter and prepare replies.

10. compose routine correspondence for administrator's signature; type correspondence, memoranda, reports, and other administrative reports.

11. maintain necessary files and perform all clerical work related to the supervisor's program; answer telephone; greet, announce, and route visitors.

12. assemble and summarize information from files and documents in the office or other available sources for the supervisor's use on the basis of general instructions as to nature of information needed.

13. perform independent clerical work of a technical nature requiring the exercise of independent and unreviewed judgment.

14. interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.

15. operate standard office equipment such as any generation of typewriter, calculator, CRT terminal, micro-computer, word processor, duplicator, etc., as well as equipment developed or advanced from future technology as required by the job.

16. participate in the training programs offered to increase the individual's skill and proficiency related to the assignments.

17. review current developments, literature and technical sources of information related to job responsibility.

18. ensure adherence to good safety procedures.

19. perform other duties as assigned by the administrator/supervisor or designee.

20. follow federal and state laws, as well as School Board policies.

Board Approved: 5/18/78
ER80-12 Approved: 10/2/80
Revised: 4/20/83

Revised: 7/23/91 &
Adopted: 8/20/91

Revised: 11/17/92 &
Adopted: 12/1/92

Board Adopted: 12/16/03*
Board Adopted: 6/1/04
Board Adopted: 12/7/04

HB 7029 School Choice
(CH. 2016-237, Laws of Florida)

Bill Sponsor: Choice and Innovation Subcommittee

Effective Date: July 1, 2016

DOE Contact: Linda Champion, Deputy Commissioner, Finance and Operations, (850) 245-0406

Madeline Pumariega, Chancellor, Division of Florida College System, (850) 245-9449

Hershel Lyons, Chancellor, Division of Public Schools, (850) 245-0509

Adam Miller, Executive Director, Office of Independent Education and Parental Choice, (850) 245-0502

Executive Summary:

The bill amends numerous provisions of the education statutes relating to K-12 education policy and funding, postsecondary education funding, school choice and school construction.

Charter Schools:

- Provides for automatic termination of charter school that receives two consecutive grades of "F".
- Allows charter schools to provide enrollment preference for students attending failing school.
- Revises charter school capital outlay allocation:
    - Provides weighted funding for schools that meet one or both of the following criteria:
    - 75 percent or more of school's students eligible for FRL
    - 25 percent or more of school's students are students with disabilities

K-12 Public Schools:

- Provides that parents of public school students have the right to a school financial report that indicates the average amount of money expended per student in the school.
- Requires that, beginning in 2017-18, each district and charter school must adopt a controlled open enrollment plan that allows a student to enroll in any public school in the state that has not reached capacity (subject to maximum class-size requirements).
- Allows additional options to meet the online course requirement for high school graduation.
- Requires each school district to add four special consideration points to the matrix of services for students who are deaf and enrolled in an auditory-oral education program beginning in the 2017-18 school year.
- Requires each school district to establish a transfer process for a parent to request that his or her child be transferred to another classroom teacher.
- Allows district school boards to reemploy retirees who successfully complete the probationary contract under an annual contract as defined in s. 1012.335(1), F.S.

- Adds Advanced Placement (AP) and College Level Examination Program (CLEP) exams as options for students to pass and earn course credit instead of being enrolled in or completing the corresponding course.
- Provides that a student be immediately eligible to participate in high school athletic competitions in the school he/she first enrolls each school year.
- Requires the Florida High School Athletic Association (FHSAA) to allow a private school the option of full membership in the association or to join by individual sport. A public school may be allowed the option to apply for consideration to join another athletic association.
- Prohibits the Office of Early Learning from adopting a kindergarten readiness rate for the 2014-15 and 2015-16 Voluntary Prekindergarten Education Program years.
- Requires FDOE, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, to develop a list of approved youth suicide awareness and prevention training materials for grades K-12 instructional personnel.
- Requires that students must be informed of their right to not participate in the reciting of the pledge of allegiance by written notice in the student handbook or a similar publication.
- Establishes Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency).
- Creates a new subsection of s. 617, F.S., the Florida Not For Profit Corporation Act, to define membership associations and restrictions on dues paid with public funds to a membership association.
- Revises school district efforts and participation requirements pertaining to projects funded through the Special Facilities Construction Account. Revises provisions for special facilities construction projects to align with OPPAGA recommendations, to modify application submission and review deadlines, and to give districts flexibility in meeting participation requirements.
- Revises provisions related to limits on student station construction cost; requires EDR to study cost effectiveness and report to the governor and legislature by January 31, 2017; requires Auditor General to verify school district compliance with construction cost limits; mandates three-year sanctions for noncompliance; and sets cost thresholds for all capital outlay funds, including local funds.
- Requires OPPAGA to study the State Requirements for Education Facilities (SREF) to identify requirements that can be eliminated or modified to decrease construction costs while ensuring student safety and to report findings to the governor and legislature by January 31, 2017.
- Allows four limited exceptions to SREF, if authorized by supermajority vote of district school board following a public hearing and cost-benefit analysis.
- Changes the name of the Florida National Merit Scholar Incentive Program to the Benacquisto Scholarship Program and encourages public and private institutions, but requires eligible state universities, to become sponsors of the National Merit Scholarship Program.
- Revises provisions relating to charter schools, virtual education and the Florida Education Finance Program (FEFP).

Florida College System:

- Establishes in law, rather than proviso or the implementing bill, the Performance-Based Incentive for the Florida College System.
- Creates the Distinguished Florida College System Program. This program is a collaborative partnership between the State Board of Education and the Legislature to recognize the excellence of Florida's highest-performing Florida College system institutions.

Section 1.

Creates s. 617.221, F.S., Membership associations; reporting requirements; restriction on use of funds, to:

- Define "membership association."
- Allow public funds to be used to pay membership association dues for an elected or appointed public officer, unless the officer opts not to join the membership association.

Section 2.

Amends s. 1001.42, F.S., Powers and duties of district school board, to:

- Allow district school board members to visit schools to observe the management and instruction, give suggestions for improvement, and advise citizens with the view of promoting interest in education and improving the school.

Section 3.

Creates s. 1001.67, F.S., Distinguished Florida College System Program, to:

- Establish a collaborative partnership between the State Board of Education and the Legislature to recognize the excellence of Florida's highest-performing Florida College System institutions.
- Require the State Board of Education to designate each Florida College System institution that meets five of the seven standards identified below as a distinguished college. The following excellence standards are established for the program:
    - A 150 percent-of-normal-time completion rate of 50 percent or higher.
    - A 150 percent-of-normal-time completion rate for Pell Grant recipients of 40 percent or higher.
    - A retention rate of 70 percent or higher.
    - A continuing education, or transfer, rate of 72 percent or higher for students graduating with an associate of arts degree.
    - A licensure passage rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) of 90 percent or higher for first-time exam takers.

  - A job placement or continuing education rate of 88 percent or higher for workforce programs.
  - A time-to-degree for students graduating with an associate of arts degree of 2.25 years or less for first-time-in-college students with accelerated college credits.
- Provide that a Florida College System institution designated as a distinguished college by the State Board of Education is eligible for a share of $2 million, as specified in the General Appropriations Act.

Section 4.

Amends s. 1002.20., F.S., K-12 student and parent rights, to:

- Add CAPE digital tools, CAPE industry certifications and collegiate high school programs to the list of public educational choice options available to students.
- Add the Florida Personal Learning Scholarship Account (Gardiner) program to the list of private educational choice options available to students.
- Provide that parents have the right to an easy-to-read financial report that indicates the average amount of money expended per student in their school.
- Provide that a student is immediately eligible to participate in high school athletic competitions in the school in which the student first enrolls each school year.

Section 5.

Amends s. 1002.31., F.S., Controlled open enrollment; public school parental choice, to:

- Provide that, beginning in the 2017-18 school year, each district school board and charter school must adopt a controlled open enrollment plan that allows a parent from any school district in the state whose child is not subject to a current expulsion order to enroll his or her child in and transport his or her child to any public school that has not reached capacity, subject to the maximum class size requirements.
- Provide that district and charter school capacity determinations must be current and must be identified on their respective websites.
- Provide that districts must incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under s. 1013.35, F.S., into their capacity determinations.
- Require districts to provide preferential treatment in their controlled open enrollment processes to:
  - Dependent children of active duty military personnel whose move resulted from military orders;

  - Children who have been relocated due to a foster care placement in a different school zone;
  - Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent; and
  - Students who reside in the district.

- Provide that a charter school may provide preferential treatment in its controlled open enrollment participation process to the enrollment limitations set forth in s. 1002.33(10), F.S., if such purposes are identified in the charter agreement.
- Require each charter school to annually post on its website the application process to participate in controlled open enrollment.
- Provide that students residing in the district may not be displaced by a student from another district seeking enrollment.
- Prohibit a district or charter school from delaying eligibility or otherwise preventing a student participating in open enrollment from being immediately eligible to participate in interscholastic and intrascholastic extracurricular activities.
- Prohibit a student from participating in a sport if the student participated in the same sport at another school during the same year, unless the student meets certain criteria.

Section 6.

Amends s. 1002.53, F.S., Voluntary Prekindergarten Education program; eligibility and enrollment, to:

- Allow parents whose children are born from February 2 through September 1 of a calendar year the option of enrolling their child in a Voluntary Prekindergarten (VPK) Education Program in the school year in which the child becomes eligible, or deferring enrollment until the following school year.

Section 7.

Amends s. 1002.33, F.S., Charter schools, to:

- Require charter applicants to include a list of currently or previously operated charter schools to include academic and financial data for each school.
- Allow an approved charter applicant to defer the opening of the school for up to two years to provide adequate facility planning. The school must provide written notice of such intent to the sponsor and parents at least 30 calendar days before the first day of school.
- Prohibit a charter school from basing admission or dismissal decisions on a student's academic performance.

- Require charter schools to begin submitting monthly financial statements to the district upon the execution of the charter contract and require the district to review the financial statements.
- Provide for the automatic termination of a charter school contract if the school receives two consecutive grades of "F", unless the school meets one of three exceptions in law.
- Allow a charter school to provide enrollment preferences for students currently attending or assigned to a failing school.
- Provide that charter schools are eligible to receive the research-based reading allocation.
- Provide that districts shall distribute FEFP payments monthly or twice a month beginning with the districts' fiscal year. Each payment shall be 1/12 or 1/24 of the total state and local funds.
- Provide that, for the first two years of operation, the initial (July through October) FEFP payments to a charter school shall be based upon the school's projected enrollment unless the actual enrollment is less than 75 percent of the projected enrollment. If the actual enrollment is less than 75 percent of the projected enrollment, the payments shall be based upon the actual enrollment.
- Prohibit a district from delaying payments to a charter school based on the timing or receipt of local funds.

Section 8.

Amends s.1002.331, F.S., High-performing charter schools, to:

- Delete conflicting language and clarify that the Commissioner of Education shall declassify a high-performing charter school if it fails to meet the eligibility criteria set forth in law.

Section 9.

Creates s. 1001.66, F.S., Florida College System Performance-Based Incentive, to:

- Award a Florida College System Performance-Based Incentive to Florida College System institutions using performance-based metrics adopted by the State Board of Education (SBE).
- Require that the performance-based metrics must include:
    - Retention rates.
    - Program completion and graduation rates.
    - Postgraduation employment, salaries, and continuing education for workforce education and baccalaureate programs, with wage thresholds that reflect the added value of the certificate or degree.
    - Outcome measures appropriate for associate of arts degree recipients.
- Require the SBE to adopt benchmarks to evaluate each institution's performance on the metrics and determine whether each institution has achieved excellence or needs improvement.

- Require the SBE to establish minimum requirements to receive performance funding.
- Require colleges identified as needing an improvement plan to be monitored and to submit reports by December 31 and May 31 each year. Beginning 2017-18, ability to submit improvement plan is limited to one fiscal year.
- State that the amount of funding from the state and the institution's base funding will be according to General Appropriations Act.
- Require the SBE, by October 1, to report to Governor, Speaker and President on prior fiscal year allocations, which must reflect rankings and award distributions.
- Require the SBE to adopt rules to administer the program.

Section 13.

Amends s. 1003.4282, F.S., Requirements for a standard high school diploma, to:

- Clarify language that an online course taken in grade 6, grade 7 or grade 8 fulfills the requirements of this subsection.
- Add that a district school board or a charter school governing board may offer students the following options to satisfy the online course requirements of this subsection:
    - Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S., or passage of the information technology certification examination without enrollment in or completion of the corresponding courses, as applicable.
    - Passage of an online content assessment, without enrollment of the corresponding course or courses, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.
- Add language that, for purposes of this subsection, a school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.

Section 14.

Amends s. 1013.62., F.S., Charter schools capital outlay funding to:

- Require a charter school to be in operation for two years, instead of three, to receive charter school capital outlay funding, so long as the school meets the remaining eligibility criteria.
- Prohibit a charter school from receiving charter school capital outlay funding if the school's most recent audit reveals any of the financial emergency conditions identified in s. 218.503(1), F.S.

- Delete the prioritization schedule that maintained capital outlay funding levels for those charter schools that received capital outlay in the 2005-06 school year.
- Allocate charter school capital outlay funds on a weighted basis to charter schools that have a student population of which 75 percent or more of the students are eligible for free or reduced-price school lunch, or 25 percent or more are students with disabilities.
    - Schools that do not have 75 percent of more of their students eligible for free or reduced-price lunch, or 25 percent or more students with disabilities, will be funded on a per FTE basis.
    - Schools that have either 75 percent or more of their students eligible for free or reduced-price lunch, or 25 percent or more students with disabilities, will receive an additional 25 percent above the base amount, with their FTE multiplied by 1.25.
    - Schools that have 75 percent or more of their students eligible for free or reduced-price lunch, and 25 percent or more students with disabilities, will receive an additional 50 percent above the base amount, with their FTE multiplied by 1.50.

Section 15.

Amends s. 1013.64, F.S, Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects, to:

- Modify statutory authorities and requirements related to the Special Facility Construction Account, and to revise provisions related to limits on student station construction costs, including requiring reports to the governor and legislative leadership on studies of the cost-per-student-station construction amounts and the *State Requirements for Educational Facilities* by January 31, 2017. More specifically, the bill does the following:
- Special Facility Construction Account, s. 1013.64(2), F.S.
    - Revises eligibility requirements, including requirements for the educational plant survey, student enrollment projections and a participating school district's financial participation;
    - Requires that, beginning in the 2019-20 fiscal year, a district seeking a project must have levied the maximum discretionary capital improvement millage against its nonexempt assessed property value or an equivalent amount of revenue from the school capital outlay sales surtax for a minimum of three years prior to application and continuing until the district's participation requirement is met;
    - Provides that, if a district employs a consultant in the preparation of a survey or survey amendment, the consultant may not be employed by, or receive compensation from, a third party that designs or constructs a project recommended by the survey; and
    - Modifies provisions for application submission and review (including adding a February 1 application deadline and June 1 Phase III construction plan submission deadline) if a

school district seeks inclusion of the project in the department's next capital outlay budget request, extends the preapplication review period to 90 days and provides for an FDOE representative to chair the committee.

- Cost of Construction, s. 1013.64(6), F.S.
    - Requires a school district to maintain accurate documentation related to the costs of all new construction reported to the department, the Auditor General to review the documentation to verify compliance with construction cost limits as part of operational audits, and the department to make a final determination of compliance based on the Auditor General's recommendation;
    - Requires the Office of Economic and Demographic Research, in consultation with the department and industry experts, to study student station construction costs using current data for classrooms, core facilities and specialty spaces, and report to the governor and legislative leadership by January 31, 2017;
    - Requires the Office of Program Policy Analysis and Government Accountability, in consultation with the department, to review State Requirements for Educational Facilities (SREF) to identify modifications to reduce costs while ensuring student safety in a report to the governor and legislative leadership by January 31, 2017;
    - Provides that, beginning July 1, 2017, the cost of construction limits must be applied to all projects from all capital outlay funding sources, and provides for the following sanctions to be enforced in the ensuing three-year period if the Auditor General determines a district has exceeded the limits:
        - Loss of eligibility for Public Education Capital Outlay allocations; and
        - Supervision by a district capital outlay oversight committee comprising appointees of the Commissioner of Education, the office of the state attorney with jurisdiction, and the Chief Financial Officer, none of whom may be a school district employee or relative, or an elected official;
    - Requires the department to provide cost-of-construction reports to the Auditor General for verification; and
    - Removes the requirement that the department annually report, by December 31, a summary of each school district's spending in excess of the maximum cost per student station to the governor and legislative leadership.

Section 16.

Amend s. 1002.37, F.S., The Florida Virtual School, to:

- Remove the duplicate definition of a “full-time equivalent student.”

Section 17.

Amends s. 1002.391, F.S., Auditory-oral education programs, to:

- Require each school district to add four special consideration points to the matrix of services for students who are deaf and enrolled in an auditory-oral education program beginning in the 2017-18 school year.

Section 18.

Amends s. 1002.45, F.S., Virtual Instruction Programs, to:

- Revise the designation of a school improvement rating of “Declining” to “Unsatisfactory” to conform to s. 1008.341, F.S., School Improvement Rating for Alternative Schools.

Section 19.

Creates s. 1003.3101, F.S., Additional educational choice options, to:

- Require each school district board to establish a transfer process for a parent to request his or her child be transferred to another classroom teacher.
- Add that this section does not give a parent the right to choose a specific classroom teacher.
- Require that a school must approve or deny the transfer within two weeks after receiving a request.
- Add that, if a request is denied, the school must notify the parent and specify the reasons for the denial.
- Require that an explanation of the transfer process must be made available in the student handbook or similar publication.

Section 20.

Amends s. 1003.4295, F.S., Acceleration options, to:

- Delete references to specific subjects that require statewide, standardized end-of-course (EOC) assessments with regard to the credit acceleration program (Algebra I, Algebra II, geometry, United States history, and biology).

- Add that for purposes of the credit acceleration program, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an EOC assessment administered under s. 1008.22, F.S., an Advanced Placement (AP) examination or a College Level Examination Program (CLEP).

- Include that, if a student attains a passing score on a statewide, standardized EOC assessment, AP Examination or CLEP examination, then a school district is required to award course credit to the student (who is not enrolled in the course or who has not completed the course).

- Clarify that a school district shall permit a public school or home education student who is not enrolled in the course or who has not completed the course to take the assessment or examination during the regular administration of the assessment or examination.

Section 21.

Amends s. 1004.935, F.S., Adults with Disabilities Workforce Education, to:

- Establish the Adults with Disabilities Workforce Education program as a permanent program.

Section 22.

Amends s. 1006.15, F.S., Student standards for participation in interscholastic and intrascholastic extracurricular student activities; regulation, to:

- Define the term "eligible to participate" to include, but not be limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice or contests.
- Allow a transfer student to be eligible to join an existing interscholastic or intrascholastic team immediately if all other eligibility criteria are met. A student is not allowed to participate in the same sport at another school during that school year unless specific criteria are met.

Section 23.

Creates s. 1006.195, F.S., District school board, charter school authority and responsibility to establish student eligibility regarding participation in interscholastic and intrascholastic extracurricular activities, to:

- Specify requirements for district school board and charter school authority codes of conduct detailing student eligibility criteria and related student disciplinary actions regarding participation in interscholastic and intrascholastic extracurricular activities.
- Designate the Florida High School Athletic Association (FHSAA) to continue jurisdiction over specific provisions in s. 1006.20, F.S., to include membership in FHSAA, recruiting prohibitions and violations, student medical evaluations, investigations, sanctions for coaches, school eligibility and forfeiture of contests, student concussions or head injuries, sports medical advisory council and the general operational provisions of the organization.

Section 24.

Amends s. 1006.20, F.S., Athletics in public K-12 schools, to:

- Require FHSAA to allow a private school the option of full membership in the association or to join by individual sport. A public school may be allowed the option to apply for consideration to join another athletic association.

- Require FHSAA bylaws governing residence and transfer to allow a student to be eligible immediately at the school he or she first enrolls in each school year. In addition, a transfer student is eligible immediately to join an existing team if all other eligibility criteria are met.
- Include escalating penalties for recruitment violations by a school district employee or contractor that are in violation of FHSAA bylaws. A student's eligibility to participate in athletics may not be affected by alleged recruiting violations until final disposition of the allegation.
- Create a point of entry into the FDOE disciplinary review process for certified educators for third-time offenders of FHSAA recruiting violations.
- Require the Commissioner of Education to file a formal complaint upon a finding of probable cause.
- Require the educator's certificate be revoked for three years if the complaint is upheld. Require FDOE to revoke adjunct certificates issued pursuant to s. 1012.57, F.S., and all permissions under ss. 1012.39 and 1012.43, F.S., for third-time teacher recruiting violations.
- Establish forfeiture of all competitions and honors received by a school, team or activity if any student who participated was recruited in violation of FHSAA bylaws or state law.

Section 25.

Amends s. 1007.35, F.S., Florida Partnership for Minority and Underrepresented Student Achievement, to:

- Conform all references to the former Preliminary ACT (PLAN) to its new replacement assessment, "ACT Aspire."

Section 26.

Amends s. 1009.893, F.S, Florida National Merit Scholarship Incentive Program and s. 1009.40, F.S., General Requirements for student eligibility for state financial aid awards and tuition assistance grants, to:

- Change the name of the Florida National Merit Scholar Incentive Program to the Benacquisto Scholarship Program.
- Refer to a student who receives an award under the Benacquisto Scholarship as a "Benacquisto Scholar."
- Encourage Florida public or independent postsecondary institutions and require eligible state universities to become college sponsors of the National Merit Scholarship Program.

Section 27.

Amends s. 1011.61, F.S., Definitions, to:

- Delete the provision for double-session schools and schools using an experimental calendar to operate for less than 900 hours for grades 4 through 12, and 720 hours for kindergarten through grade 3.
- Provide proportional FTE for a school that operates for less than the minimum term.

- Delete the provisions requiring an FTE adjustment when a student does not pass an end-of-course exam required to earn a high school diploma. The FTE adjustment was scheduled to begin in the 2016-17 school year.
- Delete the provision requiring the department to determine and implement an equitable funding method for experimental schools.

Section 28.

Amends s. 1011.62, F.S., Funds for operation of schools, to:

- Require the Exceptional Student Education Guaranteed Allocation in the FEFP to be recalculated once during the year based on actual student membership from the October FTE survey. If the calculated allocation exceeds the amount provided in the General Appropriations Act, the total must be prorated to the level of the appropriation based on each district's share of the total recalculated amount.
- Allow students who earn a CAPE Industry Certification through a dual enrollment course to generate additional FTE in the same manner as other non-dual enrollment courses if the certification is not a fundable certification on the post-secondary certification funding list, or is earned as a result of an agreement with a nonpublic postsecondary institution.
- Increase the CAPE industry certification teacher bonus from $50 to $75 paid to the teacher for each student taught who earned a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3 FTE, and to $100 paid to the teacher for each student taught who earned a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 FTE or 1.0 FTE.
- Increase the teacher bonus limit for CAPE Industry Certifications from $2,000 to $3,000 in any given school year.
- Make permanent the federally connected student supplement.

Section 29.

Amends s.1011.71(1), F.S., District school tax, to:

- Conform a cross-reference in s. 1011.71(1), F.S.

Section 30.

Amends s. 1012.42, F.S., Teacher teaching out-of-field, to:

- Require school districts to report out-of-field teachers on the district's website within 30 days before the beginning of each semester.

- Allow a parent of a student assigned an out-of-field teacher to request that the child be transferred to an in-field teacher.
- Require school districts to approve or deny requests and transfer students to a different classroom teacher within two weeks if an in-field teacher for the course or grade level is employed by the school and the transfer does not violate maximum class size provisions.
- Require schools to notify parents of transfer requests that are denied, along with reasons for the denial.
- Require explanation of transfer process to be included in the student handbook or similar publication.
- Specify that these provisions do not provide parents the right to choose a specific teacher.

Section 31.

Amends s. 1012.56, F.S., Educator certification requirements, to:

- Allow a charter school to develop and maintain a professional development system for its instructional employees to demonstrate Professional Education Competence (PEC) as a requirement for issuance of a Professional Educator's Certificate.
- Require a charter school to base its approved PEC program on classroom application of the Florida Educator Accomplished Practices (FEAPs) and align the PEC program with its evaluation system established under s. 1012.34, F.S.

Section 32.

Creates s. 1012.583, F.S, Continuing education and inservice training for youth suicide awareness and prevention, to:

- Require FDOE, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, to develop list of approved youth suicide awareness and prevention training materials for K-12 instructional personnel.
- Require training to include identification of appropriate mental health services and how to refer students and families for those services. Training may include materials already being used by a school district if materials meet FDOE criteria, as well as programs instructional personnel can complete through self-review.
- A school that chooses to incorporate two hours of approved training for all instructional personnel shall be designated as a "Suicide Prevention Certified School." Training shall be part of the existing inservice training requirements for instructional personnel and may not add to the total hours currently required by FDOE. Participating schools must report participation to FDOE, which will maintain records.

- Stipulate that this section does not create any new duty of care or basis of liability.
- Provide rulemaking authority to the State Board of Education.

Section 33.

Amends s. 1012.795, F.S., Education Practices Commission; authority to discipline, to:

- Add the FHSAA to the list of organizations required to report specified misconduct by certified educators.
- Create a basis for the Education Practices Commission to discipline if the Commissioner of Education determines that probable cause exists to find a third recruiting violation occurred as defined by the FHSAA.

Section 34.

Amends s. 1012.796, F.S., Complaints against teachers and administrators; procedure; penalties, to:

- Require FDOE staff to advise the Commissioner of Education of all referrals submitted by the FHSAA.
- Remove the Commissioner of Education's option to offer a deferred prosecution agreement in FHSAA third-offense recruiting violations.
- Require all sanctions imposed be in addition to, not in lieu of, those penalties required for a third recruiting offense pursuant to s. 1006.20(2)(b), F.S.

Section 35.

Creates s. 1013.385, F.S., School district construction flexibility, to:

- Authorize a district school board to adopt, by supermajority vote, a resolution to implement limited exceptions to the State Requirements for Educational Facilities (SREF).
- Require that the district school board adopt the resolution at a public meeting that begins no earlier than 5 p.m., and conduct a cost-benefit analysis using a professionally accepted methodology for each exception selected by the district school board.
- Allows the implementation of exceptions to the following provisions of SREF if approved by the district school board:
    - Interior non-load-bearing walls -- to permit the use of fire-rated wood stud walls in new construction or remodeling for interior non-load-bearing wall assemblies that will not be exposed to water or located in wet areas;
    - Walkways, roadways, driveways, and parking areas -- to permit the use of designated, stabilized, and well-drained gravel or grassed areas for student parking;
    - Standards for relocatables used as classroom space – to permit installation of relocatable buildings without covered, paved walkway connections to permanent buildings; and

- Building and site lighting – to permit construction without provision of lighting for gravel or grassed auxiliary or student parking areas; the use of timers set to provide lighting for walkways, roadways, driveways, paved parking lots, exterior stairs, ramps and walkways from the exterior of a building to a public walkway, and at building entrances and exits only during periods when the site or building is occupied; and the use of an illumination standard of one footcandle at single-door exits.

Section 36.

- Prohibits the Office of Early Learning from adopting a kindergarten readiness rate for the 2014-15 and 2015-16 Voluntary Prekindergarten Education Program years.
- Requires private providers or public schools that were on probation for the 2013-14 program year to remain on probation until they meet the minimum rate that is adopted.
- Provides an expiration date of July 1, 2017.

Section 37.

Amends s. 1012.33, F.S., Contracts with instructional staff, supervisors, and school principals, to:

- Require retired individuals who are reemployed as instructional personnel to be under a one-year probationary contract as defined in s. 1012.335(2), F.S.
- Allow district school boards to reemploy retirees who successfully complete the probationary contract under an annual contract as defined in s. 1012.335(1), F.S. The retiree is not eligible for a professional service contract.

Section 38.

Amends s. 413.407, F.S., Division of Vocational Rehabilitation; quality assurance; performance improvement plan, to:

- Require the Division of Vocational Rehabilitation to develop and implement, by October 1, 2016, a performance improvement plan (PIP) based on the measureable quarterly progress indicators outlined in the 2015-16 GAA. The PIP must address plans to achieve the following goals:
  - Decreasing the average wait list time for serving clients.
  - Increasing the percentage of participants who:
    - Are in unsubsidized employment during the second and fourth quarters after exit from the program;
    - Obtain a recognized postsecondary credential or a secondary school diploma (or its equivalent) within one year of exiting the program;
    - Enroll in education or training programs that lead to a recognized postsecondary credential or employment while in the program.
  - Increasing the number of individuals earning CAPE industry certifications and CAPE postsecondary industry certifications and receiving pre-employment transition services.

  - Increasing the median earnings of those in unsubsidized employment during the second quarter after exiting the program.
  - Increasing the percentage of youth receiving pre-employment transition services without applying for additional VR services and who obtained an educational credential within one year of exiting the program.
  - Increasing the division's effectiveness in serving employers, as indicated in the WIOA.
- Require the division to submit, by December 1 of each year, a performance report to the Governor, the President of the Senate and the Speaker of the House of Representatives that includes:
  - Caseload data, including the number of individuals who apply for and receive services, by service type;
  - Service use data, by service type, including the number of units provided;
  - Financial data, including expenditures for administration and the provision of services; and
  - Outcome data, including the number of cases closed, with and without employment.
- The performance report must include information for the five most recent fiscal years, reported statewide and by service area.

Section 39.

Amends s. 1003.44, F.S., Patriotic programs; rules, to:

- Remove the requirement for posting a notice in a conspicuous place that a student be informed of his/her right to not participate in the reciting of the pledge of allegiance, replacing that with a requirement that all students be informed of this right by a written notice published in the student handbook or a similar publication pursuant to s. 1006.07(2), F.S.
- Require students to be excused from standing and placing their right hand over their heart upon written request by their parent.
- Change "civilians" to "unexcused students," making the requirement to show full respect to the flag specific to unexcused students.

Section 40.

Creates s. 1003.432, F.S., Florida Seal of Biliteracy Program for high school graduates, to:

- Define biliteracy as the attainment of a high level of competency in listening, speaking, reading and writing in one or more foreign languages in addition to English.
- Establish signification of biliteracy on a high school graduate's diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency), awarded by the Commissioner of Education to high school graduates meeting the requirements.
- Provide the purpose of program is to:
  - Encourage students to study foreign languages.

- Certify attainment of biliteracy.
- Provide employers with a method of identifying an individual with biliteracy skills who is seeking employment.
- Provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institution.
- Recognize and promote foreign language instruction in public schools.
- Affirm the value of diversity, honor multiple cultures and foreign languages, and strengthen the relationships among multiple cultures in a community.

- Commences the program in 2016-17 for high school graduates with a standard diploma:
  - Earning four foreign language course credits in the same foreign language, with a cumulative 3.0 grade point average or higher on a 4.0 scale,
  - Achieving a qualifying score on a foreign language assessment, or
  - Satisfying alternative requirements as determined by the State Board of Education.
- Require the State Board of Education to adopt rules to implement this program with specified requirements.

General Implementation Timeline:

July 1, 2016	The act become effective.
July 1, 2016	School districts shall add four special consideration points to the matrix of services for students who are deaf and enrolled in an auditory-oral education program. All database, communication and web changes to the Benacquisto Scholarship, as authorized in Section 26 will be, completed for implementation.
December 1 Annually	VR to submit a performance report.
August 1, 2016	FHSAA must adopt and prominently publish the text of this section on its website and in its bylaws, rules, procedures, training and education materials and all other governing authority documents

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Budget Support Specialist
CONTRACT YEAR:	11 or 12 months
PAY GRADE:	FOPE 18

QUALIFICATIONS:

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program

At least sixty (60) semester college credit hours from an accredited institution

EXPERIENCE: Minimum of five (5) years of experience and/or training in a field related to the title of the position.

OR

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

EXPERIENCE: Minimum of seven (7) years of experience and/or training in a field related to the title of the position.

ADDITIONAL REQUIREMENTS: Must be able to analyze data and make rational decisions based on facts. Bilingual skills preferred. Computer skills as required for the position.

The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

REPORTS TO: Administrator/Principal/Supervisor or designee

SUPERVISES: Provides leadership of personnel involved in bookkeeping and budgetkeeping activities and other financial transactions.

POSITION GOAL: To assure that all budgets, internal accounts, accounts receivable, accounts payable, and payroll accounts are kept accurately and funds are spent properly in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Budget Support Specialist shall:

1. advise, assist and provide leadership to bookkeepers, budgetkeepers, invoice processors, cashiers and other personnel involved with financial recordkeeping and/or payroll maintenance.
2. assist in the establishment of budgets and budgeting procedures.
3. provide information to administrators and supervisors to assist with interpreting and applying budgetary information.
4. prepare periodic reports for administrators and curriculum supervisors.
5. if required by location, assist the registrar with adult registration.
6. if required by location, supervise school's book store; collect monies and assume the responsibility for the banking of monies received from book store and any fund raising projects.
7. if required by location, dispense student loans and grants.
8. if required by location, prepare book orders and control inventory on same; take monthly inventory.
9. receive equipment and materials and arrange for distribution to the proper department.
10. maintain and update inventory lists and assist in taking inventories.
11. perform duties of subordinate personnel, as required.
12. review government grant funds requirements and maintain accurate and current accounting of funds.
13. contact other school district departments, government agencies and vendors to provide or request information.
14. maintain office supplies and prepare requests for repairs and services.
15. if required by location, monitor and reconcile balances of saving accounts and certificates of deposit.
16. if required by location, interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
17. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
18. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.

19. operate current generation of standard office equipment as well as equipment developed or advanced from future technology as required by the job.
20. review current developments, literature and technical sources of information related to job responsibility.
21. ensure adherence to good safety procedures.
22. follow Federal and State laws, as well as School Board policies.
23. perform other duties as assigned by the administrator/principal/supervisor or designee

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 5/18/78

ER80-12 Approved: 10/2/80

Revised: 11/17/92 &
Adopted: 12/1/92

Revised: 1/16/96 &
Adopted: 2/20/96
Board Adopted: 6/1/04
Board Adopted: 12/7/04

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Micro-Computer Technical Specialist
CONTRACT YEAR:	10, 10 ½, 11, 12 months or year round calendar
PAY GRADE:	18

QUALIFICATIONS:

EDUCATION: An earned bachelor's degree from an accredited institution.

EXPERIENCE: One (1) year of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS: Demonstrated proficiency required in demonstrating and problem-solving the most current versions of applicable spread sheet, database and word processing applications in MS-DOS, Windows,_ and Macintosh. Requires the ability to install software, maintain client/server relationships and manage computer networks. Well developed communication skills and familiarity with Local Area Networks (LAN). Bilingual skills preferred. Computer skills as required for the position.

The hiring administrator may specify additional preferred and appropriate qualifications as may be related to the job.

OR

EDUCATION: An earned associates degree from an accredited institution.

EXPERIENCE: Three (3) years of progressively more responsible experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS: Demonstrated proficiency required in demonstrating and problem-solving the most current versions of applicable spread sheet, database and word processing applications in MS-DOS, Windows, and Macintosh. Requires the ability to install software, maintain client/server relationships and manage computer networks. Well developed

communication skills and familiarity with Local Area Networks (LAN). Bilingual skills preferred. Computer skills as required for the position.

The hiring administrator may specify additional preferred and appropriate qualifications as may be related to the job.

OR

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

EXPERIENCE: Five (5) years of progressively more responsible experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS: Demonstrated proficiency required in demonstrating and problem-solving the most current versions of applicable spread sheet, database and word processing applications in MS-DOS, Windows, and Macintosh. Requires the ability to install software, maintain client/server relationships and manage computer networks. Well developed communication skills and familiarity with Local Area Networks (LAN). Bilingual skills preferred. Computer skills as required for the position.

The hiring administrator may specify additional preferred and appropriate qualifications as may be related to the job.

REPORTS TO: Principal of the school or center or affected county department head.

SUPERVISES: No supervisory responsibility

POSITION GOAL: Ensure continuous availability of microcomputer access for the assigned location by providing technical support of micro computer hardware, software, networks, and servers, concentrating in the area of user concerns, problems, training and needs.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Micro-Computer Technical Specialist shall:

1. provide technical assistance and training to site-based staff for both hardware and operational software problems.
2. work with district level computer technology support staff to ensure smooth operations of computer networks and their integration with District wide network.
3. coordinate with vendors the acquisition of appropriate hardware and software applications.
4. assist with the installation of hardware, both stand alone and networked, as needed.
5. assist with or conduct the installation of software products.
6. provide minor repair of computers.
7. ensure the assigned location has an effective microcomputer environment by communicating and interacting with users and ETS staff.
8. network effectively with assigned computer liaison.
9. serve on location computer technology team.
10. operate computer systems and provide system integration, as required.
11. keep accurate inventory of computers and software.
12. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
13. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
14. review current developments, literature and technical sources of information related to job responsibility.
15. ensure adherence to good safety procedures.
16. follow Federal and State laws, as well as School Board policies.
17. perform other duties which support continuous availability of microcomputer access for the assigned location as assigned by the Principal, department head or designee.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Works with users at the assigned location and ETS technical staff to ensure continuous availability of microcomputer hardware, software, network, and servers.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 3/15/94 &
Adopted: 4/5/94

Revised: 3/5/96 &
Adopted: 4/23/96

Modified: 9/3/96

Board Adopted: 12/16/03
Board Adopted: 6/1/04
Board Adopted: 1/17/06

The 2016 Florida Statutes

Title XLVIII K-20 Education Code

Chapter 1012 Personnel

1012.56 Educator certification requirements.—
(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement. Pursuant to s. 120.60, the department shall issue within 90 calendar days after the stamped receipted date of the completed application:
(a) If the applicant meets the requirements, a professional certificate covering the classification, level, and area for which the applicant is deemed qualified and a document explaining the requirements for renewal of the professional certificate;
(b) If the applicant meets the requirements and if requested by an employing school district or an employing private school with a professional education competence demonstration program pursuant to paragraphs (6)(f) and (8)(b), a temporary certificate covering the classification, level, and area for which the applicant is deemed qualified and an official statement of status of eligibility; or
(c) If an applicant does not meet the requirements for either certificate, an official statement of status of eligibility.

The statement of status of eligibility must advise the applicant of any qualifications that must be completed to qualify for certification. Each statement of status of eligibility is valid for 3 years after its date of issuance, except as provided in paragraph (2)(d).

(2) ELIGIBILITY CRITERIA.—To be eligible to seek certification, a person must:
(a) Be at least 18 years of age.
(b) File an affidavit that the applicant subscribes to and will uphold the principles incorporated in the Constitution of the United States and the Constitution of the State of Florida and that the information provided in the application is true, accurate, and complete. The affidavit shall be by original signature or by electronic authentication. The affidavit shall include substantially the following warning:

WARNING: Giving false information in order to obtain or renew a Florida educator's certificate is a criminal offense under Florida law. Anyone giving false information on this affidavit is subject to criminal prosecution as well as disciplinary action by the Education Practices Commission.

(c) Document receipt of a bachelor's or higher degree from an accredited institution of higher learning, or a nonaccredited institution of higher learning that the Department of Education has identified as having a quality program resulting in a bachelor's degree, or higher. Each applicant seeking initial certification must have attained at least a 2.5 overall grade point average on a 4.0 scale in the applicant's major field of study. The applicant may document the required education by submitting official transcripts from institutions of higher education or by authorizing the direct submission of such official transcripts through established electronic network systems. The bachelor's or higher degree may not be

required in areas approved in rule by the State Board of Education as nondegreed areas. The State Board of Education may adopt rules that, for purposes of demonstrating completion of specific certification requirements, allow for the acceptance of college course credits recommended by the American Council for Education (ACE), as posted on an official ACE transcript.
(d) Submit to background screening in accordance with subsection (10). If the background screening indicates a criminal history or if the applicant acknowledges a criminal history, the applicant's records shall be referred to the investigative section in the Department of Education for review and determination of eligibility for certification. If the applicant fails to provide the necessary documentation requested by the department within 90 days after the date of the receipt of the certified mail request, the statement of eligibility and pending application shall become invalid.
(e) Be of good moral character.
(f) Be competent and capable of performing the duties, functions, and responsibilities of an educator.
(g) Demonstrate mastery of general knowledge, pursuant to subsection (3).
(h) Demonstrate mastery of subject area knowledge, pursuant to subsection (5).
(i) Demonstrate mastery of professional preparation and education competence, pursuant to subsection (6).
(3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of demonstrating mastery of general knowledge are:
(a) Achievement of passing scores on the general knowledge examination required by state board rule;
(b) Documentation of a valid professional standard teaching certificate issued by another state;
(c) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;
(d) Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the Department of Education as having a quality program; or
(e) Effective July 1, 2015, achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations.
(4) ALIGNMENT OF SUBJECT AREAS.—The State Board of Education shall align the subject area examinations to the Next Generation Sunshine State Standards.
(5) MASTERY OF SUBJECT AREA KNOWLEDGE.—Acceptable means of demonstrating mastery of subject area knowledge are:
(a) For a subject requiring only a baccalaureate degree for which a Florida subject area examination has been developed, achievement of a passing score on the Florida-developed subject area examination specified in state board rule;
(b) For a subject for which a Florida subject area examination has not been developed, achievement of a passing score on a standardized examination specified in state board rule, including, but not limited to, passing scores on both the oral proficiency and written proficiency examinations administered by the American Council on the Teaching of Foreign Languages;
(c) For a subject for which a Florida subject area examination has not been developed or a standardized examination has not been specified in state board rule, completion of the

subject area specialization requirements specified in state board rule and verification of the attainment of the essential subject matter competencies by the district school superintendent of the employing school district or chief administrative officer of the employing state-supported or private school;
(d) For a subject requiring a master's or higher degree, completion of the subject area specialization requirements specified in state board rule and achievement of a passing score on the Florida-developed subject area examination or a standardized examination specified in state board rule;
(e) Documentation of a valid professional standard teaching certificate issued by another state;
(f) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;
(g) Documentation of successful completion of a United States Defense Language Institute Foreign Language Center program; or
(h) Documentation of a passing score on the Defense Language Proficiency Test (DLPT).

School districts are encouraged to provide mechanisms for middle grades teachers holding only a K-6 teaching certificate to obtain a subject area coverage for middle grades through postsecondary coursework or district add-on certification.

(6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE.—Acceptable means of demonstrating mastery of professional preparation and education competence are:
(a) Successful completion of an approved teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;
(b) Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;
(c) Documentation of a valid professional standard teaching certificate issued by another state;
(d) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;
(e) Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the Department of Education as having a quality program and achievement of a passing score on the professional education competency examination required by state board rule;
(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional preparation and education competence program pursuant to paragraph (8)(b), and achievement of a passing score on the professional education competency examination required by state board rule;
(g) Successful completion of a professional development certification and education competency program, outlined in paragraph (8)(a); or
(h) Successful completion of a competency-based certification program pursuant to s. 1004.85 and achievement of a passing score on the professional education competency examination required by rule of the State Board of Education.

The State Board of Education shall adopt rules to implement this subsection by December 31, 2014, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence.

(7) TYPES AND TERMS OF CERTIFICATION.—
(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who meets all the requirements outlined in subsection (2) or, for a professional certificate covering grades 6 through 12, any applicant who:
1. Meets the requirements of paragraphs (2)(a)-(h).
2. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.
3. Teaches a high school course in the subject of the advanced degree.
4. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
5. Achieves a passing score on the Florida professional education competency examination required by state board rule.
(b) The department shall issue a temporary certificate to any applicant who completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule.
(c) The department shall issue one nonrenewable 2-year temporary certificate and one nonrenewable 5-year professional certificate to a qualified applicant who holds a bachelor's degree in the area of speech-language impairment to allow for completion of a master's degree program in speech-language impairment.

Each temporary certificate is valid for 3 school fiscal years and is nonrenewable. However, the requirement in paragraph (2)(g) must be met within 1 calendar year of the date of employment under the temporary certificate. Individuals who are employed under contract at the end of the 1 calendar year time period may continue to be employed through the end of the school year in which they have been contracted. A school district shall not employ, or continue the employment of, an individual in a position for which a temporary certificate is required beyond this time period if the individual has not met the requirement of paragraph (2)(g). The State Board of Education shall adopt rules to allow the department to extend the validity period of a temporary certificate for 2 years when the requirements for the professional certificate, not including the requirement in paragraph (2)(g), were not completed due to the serious illness or injury of the applicant or other extraordinary extenuating circumstances. The department shall reissue the temporary certificate for 2 additional years upon approval by the Commissioner of Education. A written request for reissuance of the certificate shall be submitted by the district school superintendent, the governing authority of a university lab school, the governing authority of a state-supported school, or the governing authority of a private school.

(8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION COMPETENCY PROGRAM.—
(a) The Department of Education shall develop and each school district may provide a cohesive competency-based professional development certification and education competency program by which members of a school district's instructional staff may satisfy

the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district and approved by the Department of Education. The program shall include the following:

1. A minimum period of initial preparation before assuming duties as the teacher of record.
2. An option for collaboration between school districts and other supporting agencies or educational entities for implementation.
3. An experienced peer-mentor component. Each individual selected by the district as a peer mentor must hold a valid professional certificate issued pursuant to this section, must have earned at least 3 years of teaching experience in prekindergarten through grade 12, and must have earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved under s. 1012.34.
4. An assessment of teaching performance aligned to the district's system for personnel evaluation under s. 1012.34 which provides for:

a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional development plan.
b. A summative evaluation to assure successful completion of the program.

5. Professional education preparation content knowledge that includes, but is not limited to, the following:

a. The state standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the temporary certificate.
b. The educator-accomplished practices approved by the state board.
c. A variety of data indicators for monitoring student progress.
d. Methodologies for teaching students with disabilities.
e. Methodologies for teaching students of limited English proficiency appropriate for each subject area identified on the temporary certificate.
f. Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students.

6. Required achievement of passing scores on the subject area and professional education competency examination required by State Board of Education rule. Mastery of general knowledge must be demonstrated as described in subsection (3).

(b)1. Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.

2. The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional development system required under s. 1012.98.

(c) The Commissioner of Education shall determine the continued approval of programs implemented under paragraph (a) based upon the department's periodic review of the following:

1. Evidence that the requirements in paragraph (a) are consistently met; and
2. Evidence of performance in each of the following areas:

a. Rate of retention for employed program completers in instructional positions in Florida public schools.
b. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.
c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a variety of students in Florida public schools.
d. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.
e. Production of program completers in statewide critical teacher shortage areas as defined in s. 1012.07.
(9) EXAMINATIONS.—
(a) The Commissioner of Education, with the approval of the State Board of Education, may contract for developing, printing, administering, scoring, and appropriate analysis of the written examinations required.
(b) The State Board of Education shall, by rule, specify the examination scores that are required for the issuance of a professional certificate and temporary certificate. Such rules must define generic subject area competencies and must establish uniform evaluation guidelines.
(c) The State Board of Education shall designate the certification areas for subject area examinations. All required examinations may be taken prior to graduation.
(d) The department shall provide procedures for an applicant who fails an examination developed by the department or by an entity under contract with the department to review his or her examination questions and his or her incorrectly answered responses to the questions. The applicant bears the actual cost for the department to provide an examination review pursuant to this subsection. Notwithstanding any other provisions of law, only an applicant who fails an examination within a score range established by rule of the State Board of Education is entitled to an examination review under this paragraph or to challenge the validity of the examination.
(e) For any examination developed by this state, the Department of Education and the State Board of Education shall maintain confidentiality of the examination, developmental materials, and workpapers, which are exempt from s. 119.07(1).
(f) The examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student standards approved by the state board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of competency for demonstration of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.
(g) All examination instruments, including developmental materials and workpapers directly related thereto, which are prepared, prescribed, or administered pursuant to this section shall be confidential and exempt from the provisions of s. 119.07(1) and from s. 1001.52. Provisions governing access to, maintenance of, and destruction of such instruments and related materials shall be prescribed by rules of the State Board of Education.
(10) BACKGROUND SCREENING REQUIRED, INITIALLY AND PERIODICALLY.—
(a) Each person who seeks certification under this chapter must be fingerprinted and screened in accordance with s. 1012.32 and must not be ineligible for such certification under s. 1012.315. A person who has been screened in accordance with s. 1012.32 by a

district school board or the Department of Education within 12 months before the date the person initially obtains certification under this chapter, the results of which are submitted to the district school board or to the Department of Education, is not required to repeat the screening under this paragraph.
(b) A person may not receive a certificate under this chapter until the person's screening under s. 1012.32 is completed and the results have been submitted to the Department of Education or to the district school superintendent of the school district that employs the person. Every 5 years after obtaining initial certification, each person who is required to be certified under this chapter must be rescreened in accordance with s. 1012.32, at which time the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for federal criminal records checks. If, for any reason after obtaining initial certification, the fingerprints of a person who is required to be certified under this chapter are not retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b), the person must file a complete set of fingerprints with the district school superintendent of the employing school district. Upon submission of fingerprints for this purpose, the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for federal criminal records checks, and the fingerprints shall be retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b). The cost of the state and federal criminal history checks required by paragraph (a) and this paragraph may be borne by the district school board or the employee. Under penalty of perjury, each person who is certified under this chapter must agree to inform his or her employer within 48 hours if convicted of any disqualifying offense while he or she is employed in a position for which such certification is required.
(c) If it is found under s. 1012.796 that a person who is employed in a position requiring certification under this chapter has not been screened in accordance with s. 1012.32, or is ineligible for such certification under s. 1012.315, the person's certification shall be immediately revoked or suspended and he or she shall be immediately suspended from the position requiring certification.
(11) NONCITIZENS.—
(a) The State Board of Education may adopt rules for issuing certificates to noncitizens who are needed to teach and who are legally admitted to the United States through the United States Bureau of Citizenship and Immigration Services. The filing of a written oath to uphold the principles of the Constitution of the United States and the Constitution of the State of Florida, required under paragraph (2)(b), does not apply to individuals assigned to teach on an exchange basis.
(b) A certificate may not be issued to a citizen of a nation controlled by forces that are antagonistic to democratic forms of government, except to an individual who has been legally admitted to the United States through the United States Bureau of Citizenship and Immigration Services.
(12) DENIAL OF CERTIFICATE.—
(a) The Department of Education may deny an applicant a certificate if the department possesses evidence satisfactory to it that the applicant has committed an act or acts, or that a situation exists, for which the Education Practices Commission would be authorized to revoke a teaching certificate.
(b) The decision of the department is subject to review by the Education Practices Commission upon the filing of a written request from the applicant within 20 days after receipt of the notice of denial.
(13) STATE BOARD RULES.—The State Board of Education shall adopt rules pursuant to ss. 120.536 and 120.54, as necessary to implement this section.
(14) PRIOR APPLICATION.—Persons who apply for certification are governed by the law and rules in effect at the time of application for issuance of the initial certificate, provided that continuity of certificates is maintained.

(15) PERSONNEL RECORDS.—The Department of Education shall maintain an electronic database that includes, but need not be limited to, the academic preparation, professional training, and teaching experience of each person to whom a certificate is issued. The applicant or the district school superintendent shall furnish the information using a format provided by the department.

(16) AUTHORITY OF COMMISSIONER.—The Commissioner of Education may make decisions regarding an applicant's certification under extenuating circumstances not otherwise provided for in statute or by rule. However, an applicant for certification approved by the commissioner must possess the credentials, knowledge, and skills necessary to provide quality education in the public schools.

History.—s. 728, ch. 2002-387; s. 43, ch. 2003-391; s. 170, ch. 2004-5; s. 16, ch. 2004-295; s. 61, ch. 2006-74; s. 30, ch. 2008-108; s. 25, ch. 2008-235; s. 104, ch. 2009-21; s. 184, ch. 2011-5; s. 41, ch. 2013-27; s. 8, ch. 2013-185; ss. 3, 4, ch. 2014-32; s. 1, ch. 2016-117; s. 4, ch. 2016-142; s. 31, ch. 2016-237.

Copyright © 1995-2017 The Florida Legislature • Privacy Statement • Contact Us

Exceptional Children

Vol. 71, No.4, pp. 465-482.
©2005 Council for Exceptional Children.

Promoting School Completion of Urban Secondary Youth With Emotional or Behavioral Disabilities

MARY F. SINCLAIR
University of Kansas

SANDRA L. CHRISTENSON

MARTHA L. THURLOW
University of Minnesota

ABSTRACT: *An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. African American (67%) males (82%) composed a large portion of the sample. This intervention study was a replication of an empirically supported model referred to as check & connect. Study participants included 144 ninth graders, randomly assigned to the treatment or control group. The majority of youth were followed for 4 years, with a subsample followed for 5 years. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans.*

The risk of school failure and high incidence of negative postschool outcomes are critical concerns for the education of youth with emotional or behavioral disabilities (also referred to as serious emotional disturbance or emotional or behavioral disorders). A disproportionate number of these youth drop out of school and experience higher postschool rates of incarceration, unemployment, and underemployment. Results from the National Longitudinal Transition Study of Special Education Students (NLTS) indicated that 55% of youth with emotional disturbance drop out of school, compared to 36% of all students with disabilities over the same time period and 24% of a comparable cohort of general education students across the country (Wagner, 1995, Table 2). In 1999 to 2000, 40% (n = 14,842) of youth with emotional or behavioral disabilities age 14 and older graduated with a standard diploma and 51% (n = 19,032) dropped out (U.S. Department of Education, 2002, Table IV-1). Among African American students with emotional or behavioral

PR/Award # U165A170021
Page e399

disabilities, analysis of the NLTS data indicated that only 28% graduate from high school with a diploma, compared to 42% of all youth identified with this disability, 56% of all youth with disabilities, and 79% of a similar cohort of general education peers (Osher & Osher, 1996).

Blackorby and Wagner (1996) found that 35% of youth with emotional disturbances were arrested 3 to 5 years after they graduated, and up to 73% of those who dropped out were arrested. One third of youth with emotional disturbance were not employed either 2 to 5 years out of school, and 19% of those who were employed lost their job at least once; this is the highest percentage among all students with disabilities (Wagner, 1995). Attendance difficulties were a common reason for dropping out noted by youth with learning or emotional or behavioral disabilities (Scanlon & Mellard, 2002). Mobility is also a significant component of the school experience among school dropouts and for youth with emotional or behavioral disabilities in particular. Fifty-two percent of all the students with emotional or behavioral disabilities who exited special education did so because they moved, compared to 37% of students across all disability categories (U.S. Department of Education, 2002, Table AD-1). Students from the National Education Longitudinal Study who experienced one or more nonpromotional school changes between 8th and 12th grades were twice as likely to drop out of school (Rumberger & Larson, 1998). Osher, Morrison, and Bailey (2003) identified a cumulative exposure to mobility over time and settings among youth with emotional or behavioral disabilities that was highly associated with dropping out.

Moreover, the availability of experimental, evidence-based intervention studies that directly investigate dropout prevention or school completion is limited (Lehr, Hansen, Sinclair, & Christenson, 2003). Dropout prevention intervention studies that report outcomes separately for students with disabilities or include students receiving special education services are even fewer (Lehr et al., 2003). The vast majority of information on school dropout is derived from nonexperimental studies that identify predictive factors, characterize prevention programs, or provide a description of the youth, the families, the communities in which they live, and the schools they attend (Christenson, Sinclair, Lehr, & Hurley, 2000). Although this research is valuable, practitioners and policymakers in search of empirically supported intervention strategies will need to rely on studies that examine secondary indicators of dropout prevention, such as reduction in problem behavior through positive behavioral supports or increasing student's affiliation with school through service learning programs. More experimental research and evaluation studies are needed on the effectiveness of prevention and intervention strategies directly in relation to the impact on dropout and school completion rates.

Attendance difficulties were a common reason for dropping out noted by youth with learning or emotional or behavioral disabilities.

PURPOSE AND IMPORTANCE OF THE STUDY

This study investigated the effectiveness of the check & connect model of student engagement for urban high school students with emotional or behavioral disabilities. The model was originally developed to prevent dropout and to promote student engagement among urban middle school students with disabilities (Sinclair, Christenson, Evelo, & Hurley, 1998). The *check* component of the model refers to the continuous and systematic assessment of student levels of engagement with school (e.g., attendance, suspensions, grades, credits). The *connect* component refers to timely and individualized intervention focused on student's educational progress, guided by the check indicators, and provided by program staff in partnership with school personnel, family members, and community workers.

Conceptually, the components and underlying principles of the check & connect model were shaped by the orientation that dropping out

PR/Award # U165A170021

is a process of withdrawal and disengagement rather than an event that occurs at a specific moment in time (Finn, 1993). An influential aspect of Finn's research was his approach to classifying the long list of dropout predicators. He essentially divided them into two categories: alterable predictors that educators, family, and community members have the power to change (school suspension policies, student's attendance patterns, accessibility of services) and status predictor variables that exceed the realm of influence among educators and families (home language, disability, poverty). This division of predictor variables was applied to the development of the model with an appreciation for the contextual influences of home, school, and community support for learning (Bronfenbrenner, 1995; Christenson, 1995).

This intervention study is compelling for two reasons. First, check & connect is an empirically supported model that has demonstrated effectiveness among students with and without disabilities, at elementary, middle, and high school levels, in urban and suburban communities (Lehr, Sinclair, & Christenson, 2004; Sinclair et al., 1998; Sinclair & Kaibel, 2002; Thurlow, Christenson, Sinclair, & Evelo, 1997). Second, the model is conceptually grounded in a broad base of research on student engagement (Finn, 1993) and school dropout (Blackorby & Wagner, 1996; Rumberger, 1995; Wagner, 1995), resiliency (Masten & Coatsworth, 1998), social competence (Braswell & Bloomquist, 1991; Elias & Clabby, 1992), as well as home-school collaboration (Christenson, 1995) and the goodness of fit between the student and school in the context of the student's home, community, and peers (Bronfenbrenner, 1995).

Research Hypotheses

This study used a longitudinal experimental research design, with random assignment of students to treatment (i.e., check & connect) or control group. The results of the investigation reported here focus on program impact. We hypothesized that students with emotional or behavioral disabilities who participated in check & connect would be less likely to drop out of school and more likely to attend with greater persistence, remain in school through mobility, complete school or remain on track toward completion, and more likely to have a developed and individualized education program (IEP) transition plan than their peers receiving typical district services.

METHOD

Setting and Participants

The participating school district was purposefully selected for this intervention study for its prevalence of youth with emotional or behavioral disabilities as well as for the history of productive collaboration between the researchers and district. The district is urban and one of the 100 largest in the country with a diverse population ethnically, linguistically, and economically, providing special education services to about 14% of the students. Less than half of the district's entire 2000 graduation class (the 1996-1997 cohort of ninth graders) completed high school in 4 years—38% dropped out, 11% moved out of district, and the remaining 8% were still enrolled in school.

Conceptually, the components and underlying principles of the check & connect model were shaped by the orientation that dropping out is a process of withdrawal and disengagement rather than an event that occurs at a specific moment in time.

Students targeted for this longitudinal study included all ninth graders from two consecutive cohorts receiving special education services for an emotional or behavioral disability and enrolled in any of the district's seven comprehensive high schools (n = 206). The study began mid-October 1996 with the process of identifying the first cohort of ninth graders from the graduation class of 2000. Baseline data collection and intervention began in late December of the 1996 to 1997 school year. The same process was followed with the second cohort, identifying all eligible

PR/Award # U165A170021
Page e401

ninth graders from the graduation class of 2001. Baseline data collection and intervention began for this second group in late December of the 1997 to 1998 school year. Identification of a student's disability was determined by school district assessment procedures and state guidelines. Included in the study were students with an active IEP for a primary (69%) or secondary (12%) emotional or behavioral disability or with primary labels of learning disability or other health impairment when the IEP included behavior goals and objectives (19%).

For each cohort, students were randomly assigned to the treatment or control group prior to the process of obtaining permission using a stratified sampling procedure. Differentiated permission slips were required for each group. The variables on which the participants were stratified included disability, ethnicity, eligibility for free or reduced lunch program, gender, adult with whom the youth resided, and high school. Siblings were randomly assigned to treatment or control as a group. In the few cases where an older sibling was already participating in the study, the younger sibling was automatically assigned to the same group. Attempts to obtain permission were extensive and included a mailing with a self-addressed, stamped envelope for return, making multiple telephone calls, making multiple home visits on different days and different times of day, following up with persons listed as emergency contacts, talking with neighbors, checking with school staff, and following up after a written refusal. Permission was obtained from 175 parents across the two cohorts (85%), 19 refused to participate (9%) and 12 students (6%) moved out of the district while in the process of seeking permission. Another 4 of the students with signed permissions moved out of district within the first 2 months of their ninth-grade year and an additional 7 students with signed permissions refused to participate after a year of persistent attempts at outreach, leaving 85 treatment students and 79 control students for a total of 164 study participants.

The study sample reflected multiple status characteristics predictive of dropping out (see Table 1). The majority of the sample was African American (64% overall, compared to 44% districtwide) and male (84%, compared to 52% districtwide). More than two thirds of the students were eligible for free or reduced lunch (70% overall, comparable to districtwide characteristics) and were living with one parent (65%, compared to 54% districtwide)—typically their mother (61%). Another 13% lived with caregivers other than their parent(s). More than two thirds of the sample had a primary label of emotional or behavioral disability (69%), the remaining study participants were targeted for their secondary label (12%) or associated behavior goals and objectives (19%). On average, the study participants were 14 years and 6 months old at the beginning of ninth grade. The disproportionate representation of African American males in the study sample was a function of the district population and referral procedures. In January 1998, the participating school district and the U.S. Department of Education's Office of Civil Rights (OCR) entered into a collaborative agreement that addressed the disproportionate numbers of students of color in special education and in gifted and talented programs. The 5-year agreement extended to June 2002. As part of this agreement, the district implemented a range of instructional and assessment activities designed to improve student performance in reading, math, and behavior.

Alterable indicators of engagement at baseline were also characteristic of a population with high risk for dropping out. Teacher ratings of student social behaviors were assessed using the Social Skills Rating System (SSRS; Gresham & Elliott, 1990). The SSRS is a standardized, norm-referenced questionnaire and provides information on three areas of social behavior: academic competence, social competence, and problem behavior. The baseline ratings were completed by one of the student's core academic general education teachers (language, math, social studies, science) and/or the student's special education case manager. Data collection was scheduled to allow time for the teachers to get to know the students and to be inclusive of students entering the district mid-year (January and May 1997 for cohort 1, March and May 1998 for cohort 2). Ratings overall were consistently well "below average." Academic and social competence ratings were between the 7th and 19th percentiles on average. Problem behavior ratings ranged between the

TABLE 1
Student Characteristics at Referral by Intervention Group (N = 164)

	Treatment			Control		
Student Characteristics	n	%		n	%	
Male	60	84		58	80	
Ethnicity/Race						
European American	17	24		15	21	
African American	45	64		52	71	
Other	8	12		6	8	
Disability label						
Primary EBD	52	73		49	67	
Secondary EBD	7	10		11	15	
Behavior goals	12	17		13	18	
Total *n*	71			73		
	M	SD	n	M	SD	n
General Educator SSRS[a]						
Academic competence	80.4	13.5	21	83.4	13.1	25
Social competence	78.6	15.9	27	79.5	13.7	34
Problem behavior	110.0	12.6	34	114.4	11.8	40
Special Educator SSRS[a]						
Academic competence	87.2	12.8	48	85.2	13.0	47
Social competence	83.7	12.9	45	80.9	15.8	44
Problem behavior	116.0	18.7	51	116.1	11.6	50

[a]SSRS=Social Skills Rating System—teacher version (Gresham & Elliott, 1990). The standardized subscale scores are reported here, where academic competence rating of 78 to 87= 7th to 19th percentile, social competence rating of 79 to 86= 8th to 18th percentile, and problem behavior rating of 108 to 118=70th to 89th percentile.

70th to 89th percentiles on average (see Table 1).

Twenty students dropped from the study through attrition, 17% (n = 14) from the treatment group and 8% (n = 6) from the control group. The attrition occurred within students' first year in the study, such that no intervention could be delivered and/or no baseline data could be collected. One youth moved out of state. Seven students entered the correctional system during their first year and either remained in that setting or never returned to the district. Twelve students could not be found at home or at a new address after 2 years of search, 4 of whom never entered the district and 8 of whom could no longer be found in school. The final sample included 71 students in the treatment group and 73 in the control group, reflecting three quarters of the target population for a total of 144 study participants. In addition, a subsample of 29 students from the first cohort remained active participants and provided an opportunity to examine the impact of sustained intervention for a 5th year.

To ensure comparability between intervention groups given the attrition and the need to maximize sample size, the sample was examined along three dimensions before proceeding with analyses of outcomes: cohort (1 and 2), intervention group (treatment, control, attrition, 5th year), and as a function of gender and ethnicity (males and females, African American males and non-African American males). Few statistically significant differences were found between any of the subgroups across the baseline variables: six status characteristics and six SSRS ratings of students' social behaviors by the general and special education teachers. First, analyses of all intervention group differences were nonsignificant. No statistically significant differences were found between treatment and control groups, among the attrition, treatment and control groups, between the 5th-year students and those who participated in the study for 4 years, or between treatment and control groups among the 5th-year participants (all p values >. 05).

PR/Award # U165A170021

However, subgroup analyses revealed a difference between cohorts, associated with disability category and the African American male subgroups. Cohort 2 had a greater percentage of youth with a primary emotional or behavioral disability (EBD) label compared to cohort 1 (81% vs. 59%) and fewer with a secondary label (7% vs. 19%) or behavior goals and objectives (12% vs. 23%), $\chi^2_{(2)} = 8.99$, $p = .011$, $n = 144$, ES = .25. General education teacher ratings of student's academic competence were higher for youth with primary or secondary EBD labels compared to the students identified for behavior goals and objectives, $F_{(2)} = 5.44$, $p = .008$, $n = 46$, ES = .17. The African American male study participants were more likely to have a primary EBD label (78% vs. 61%) and less likely to be identified for behavior goals and objectives compared to their peers (9% vs. 27%), $\chi^2_{(2)} = 8.49$, $p = .014$, $n = 144$, ES = .24. No statistically significant differences were found between cohorts on any of the other baseline measures (all p values > .05).

Intervention Description

The check & connect model of student engagement can be characterized by seven interrelated elements. These core elements guided the role of program staff and included: routine monitoring of alterable indicators of engagement, individualized and timely intervention, relationship building, persistence plus, following mobile students from school to school, problem-solving, and promoting affiliation with school and learning (Sinclair, Christenson, Lehr, & Anderson, 2003, see also www.ici.umn.edu/checkandconnect).

Routine monitoring of alterable indicators of student engagement was the premise of the *check* component of the model. Alterable indicators that were routinely monitored included absenteeism, out-of-school suspension, and accrual of credits (Finn, 1993). Program staff, referred to as *monitors*, maintained daily to weekly awareness of these indicators for their caseload using one monitoring sheet per student (Sinclair et al., 1997). Daily information was summarized and documented at monthly intervals on the form and was used to guide intervention and to review progress with students. The monitoring sheet was formatted to reflect student's progress and associated intervention for an entire year on one sheet of paper.

Individualized and timely intervention was the premise of the *connect* component of the model. The monitor's primary goal was to keep education a salient issue for the targeted students, their teachers, and family members. Their role has been characterized as a combination of a mentor, advocate, and service coordinator. The connect component included two levels of student-focused interventions developed to maximize the use of finite resources: *basic intervention*, which was the same for all students, and *intensive interventions*, which were more frequent and individualized. All students received basic interventions (even if receiving intensive interventions), whereas indicators of school engagement were used to guide who received the delivery of more intensive interventions. Individual needs of the student dictated to an extent what specific intervention strategy was used.

The check and connect components were personalized through the model's emphasis on relationships. *Relationship building* stemmed from resiliency research that has documented a strong correlation between the presence of a caring adult and positive school and postschool outcomes for youth placed at high risk for failure (Masten & Coatsworth, 1998). Masten (2001) referred to these systems of support as "everyday ordinary magic," such as a significant adult in the life of a child. Check & connect was structured to maximize this type of personal contact and these opportunities to build trusting relationships. Monitors worked with a caseload of students and families over a period of 4 to 5 years. The monitors' efforts to build relationships extended beyond the monitor-student dyad to that of family members and school staff.

Persistence plus refers to a persistent source of academic motivation, a continuity of familiarity with the youth and family, and a consistency in the message that "education is important for your future—stay in school" (Thurlow, Christenson, Sinclair, Evelo & Thornton, 1995). Persistence plus was a message to students that there was someone who was not going to give up on them or allow them to be distracted from school, that there was also someone who knew the student and was available throughout the school

year, the summer, and into the next school year. *Following students and families* referred to a case management approach in which resources (i.e., program staff) followed the student from school to school throughout the metropolitan area. This design element rested in the belief that to have a substantive impact on student engagement, we had to address issues of mobility, a significant covariate of school failure among the target population (Osher et al., 2003; Rumberger & Larson, 1998).

The Role of the Monitor

Check & connect monitors modeled and coached the use of a cognitive-behavioral *problem-solving approach*, intended to promote the acquisition of conflict resolution skills and the capacity to seek solutions rather than a source of blame (Braswell & Bloomquist, 1991; Sheridan, 1995). Skill acquisition lends itself to capacity building and was intended to minimize the potential for mentoring-type programs to create student and family dependency. The basic connect intervention, for example, was essentially a weekly-to-biweekly problem-solving conversation about the student's progress in school, the relationship between school completion and the student's regular participation in school, the importance of staying in school, and a review of problem-solving steps used to resolve conflict. Students were guided through real and/or hypothetical problems using steps such as: *Stop. Think about the problem. What are the choices? Choose one. Do it. How did it work?* For this target population, monitors frequently talked with students about making constructive life choices in the context of coping with parents' mental health challenges, engaging in criminal activity, abusing substances, or starting a family at a young age.

Finally, monitors strived to facilitate student *affiliation with and active participation in school-related activities and events.* Research has shown that student participation in extracurricular activities is associated with reduced dropout rates (Rumberger, 1995). Monitors' efforts included informing students about options, waiving enrollment fees, walking students to the first meeting, and checking in with program staff and students for feedback on their experiences.

The role of the check & connect monitor was modeled after one of the commonly identified protective factors in resiliency literature—the presence of an adult in the child's life to fuel the motivation and foster the development of life skills needed to overcome obstacles (Masten & Coatsworth, 1998). Monitors typically worked 20 to 35 hours per week and carried a caseload of 25 to 44 students, respectively, with the majority of their caseload enrolled across three schools. Monitors connected with each student a little less than an hour total per week, on average, with a few students requiring several hours of intervention and others only a couple minutes of contact. A total of six monitors staffed the program throughout the 5-year period and four of them stayed with the program for 4 years.

Monitors maintained contact with students year-round. The time devoted to intervention services each summer was about half of what it was during the academic school year. The purpose of staffing the program year-round was to maintain relations with the student and family, to support summer school participation, to help youth secure employment, and to guide youth toward summer activities that would keep them on track to graduate. Summer school was strongly encouraged for youth who were behind in credits, and monitors provided assistance with enrollment, morning wakeup calls, and rides when needed. Older students with very few credits (and little inclination to attend a formal education program) were actively encouraged to maintain their pursuit of a General Education Development (GED) diploma throughout the summer months. Toward the end of the summer, monitors often took youth around to stock up on back-to-school supplies and clothes or added to supplies started by the parents and students.

Family outreach was an integral component of the model, though less explicit for this population at the upper secondary level relative to elementary-age youth. The monitor's goal was to increase constructive communication between home and school and to link parental support for learning to their adolescent's transition program. Outreach strategies ranged from frequent telephone calls to home visits or meetings at neutral community locations. Transportation was offered or arranged if needed for school-related meetings

PR/Award # U165A170021
Page e405

(e.g., IEP meetings, suspension reentry meetings, truancy court appearances).

The project coordinator/director was knowledgeable of the model, as a former check & connect monitor of 4 years and an active school psychologist in the district high schools at the time of the study. The coordinator was available to monitors on a daily basis for case consultation, and often modeled how to interact with students, teachers, or parents. Although measures of treatment integrity were not quantified, a number of procedures and forms were developed, aligned with core elements of the model, and used regularly to sustain treatment fidelity. Two valuable tools were the monitoring sheets used daily by program staff and case reviews facilitated routinely by the coordinator. Other tools used by the coordinator, and also aligned with the model, included a staff orientation workshop, the monitor's job description, annual performance reviews, weekly-to-biweekly staff meetings, staff development sessions, and the assignment of caseloads. The monitor's job description, for example, specified home visiting and a 24-hour period for returning phone calls in alignment with building relationships. A calendar format was used on the monitoring sheet to log and view the timeliness of intervention contacts at a glance in relation to student levels of engagement. Routine case reviews included discussions about unresponsive or resistant students and the extent to which monitors persistently pursued outreach to those youth.

The monitor's goal was to increase constructive communication between home and school and to link parental support for learning to their adolescent's transition program.

Instrumentation and Indicators

Check & Connect Monitoring Sheet. Incidences of tardy, skips, absences, suspension, other behavior referrals, course failures, and credit accrual were summarized and recorded monthly on the top portion of the monitoring sheet. The name and type of school setting was also recorded monthly and coded to reflect enrollment status and number of school changes within a year. Monitors obtained attendance information and the other indicators of participation primarily from online school records and attendance clerks. Teachers, parents, and students were consulted to verify contradictory or missing information. Each monitor was given instructions on how to complete the monitoring sheet to ensure consistency across monitors and settings. Monitors submitted printouts of attendance records with their monitoring sheets for review until the coordinator verified the staff person was completing the form accurately. The principal investigator reviewed the data from the monitoring sheets each summer. Rules for coding idiosyncratic data were generated the 1st year of the project and applied consistently throughout the remainder of the study.

Four outcome variables were generated from the monitoring sheet and included dropout rates, patterns of attendance, school mobility, and school completion rates. A *cohort dropout rate* was computed at 1-year intervals, reflecting the cumulative percentage of students who had dropped out or were not known to be continuing at the end of each year of high school. The denominator remained the same for each computation ($n = 71$ treatment, $n = 73$ control), with the exception of 5th year subsample ($n = 29$ total). District policy withdrew students after 15 consecutive unexcused absences. Students with 15 consecutive unexcused absences were coded as dropouts to maintain consistency with district policy. Students with 15 absences within 20 school days were also coded as a dropout for that time period, regardless of whether the absences were consecutive. Youth in GED programs were defined as in school.

Patterns of attendance were computed to reflect student participation in school over time, in addition to indicators of enrollment status at a single point in time (i.e., dropout rate). The patterns were used to differentiate between students who attended school with some level of consistency from those who dropped in and out during the school year but were also enrolled in June when dropout rates were computed. Four patterns of attendance were specified: persisters, forced persisters, interrupters, and those out all year. *Persisters* were defined as students who were enrolled

TABLE 2
Completion Rates and Exit Status by Year in High School

	Year 4				Year 5			
	Treatment		Control		Treatment		Control	
Indicators of Program Impact	n	%	n	%	n	%	n	%
Completed high school	21	30	21	29	3	25	1	6
By diploma	15	21	17	23	3	25	1	6
By GED	6	9	4	5	0	0	0	0
Still enrolled in school	22	31	10	14	4	33	0	0
In correctional setting	4	6	2	3	0	0	0	0
Dropped out	28	39	42	58	5	42	16	94
Total *n*	71		73		12		17	

in an educational program (traditional, alternative, GED, or separate special education program) and attended with no periods of dropout as defined previously. Students attending educational programs in a correctional/treatment facility were accounted for separately and are referred to as *forced persisters*. The state correctional Web site was searched to verify incidence of incarceration for a felony offense for all study participants. *Interrupters*, also known as *stop outs*, included students who were actively enrolled in school for some portion of a school year, but who dropped out at least once as defined earlier. Students who were *out-all-year* were not known to have attended any educational program for the entire year. Students who were on a school's rosters in the fall but never showed up were counted in this latter category.

Mobility refers to school changes within the academic year and is defined as the number of educational settings a student attended within a year. Mobility does not account for the length of time a student was enrolled in any given program. Intervention followed students across a variety of settings including: the comprehensive high schools, separate special education programs, alternative schools and programs, correctional and/or treatment centers, homebound or home schooling, and home visits to students out of school. All students began in one of the district's seven comprehensive high schools.

A *cohort school completion rate* was computed for study participants. Completion included graduation with a standard diploma or a GED certificate, reported separately and in aggregate. Both 4-year and 5-year completion rates were computed. Completion of the GED testing was verified independently by the State Department of Education for all study participants. Students were considered "in school" if they were in attendance at a traditional high school, alternative program, or a separate, full-day special education program. Students attending an educational program through a corrections and/or treatment program were counted separately.

IEP Record Review. The project-derived checklist used to review students' IEPs was based on an instrument developed by DeStefano (1997). The review focused on the transition section of the IEP. A baseline review was conducted after the student's 1st year in the study. A final review was conducted in the spring of the students' final year in the study. The review focused on IEP meeting participants, evidence of student and parental preferences, and status of the transition goals and types of activities. The participation of students, parents, and community agency representatives in the IEP meeting was coded as present or not present. Two elements were examined in relation to student input in the transition planning process: language of the IEP and evidence of a transition assessment. The language of the IEP transition goals was coded categorically: first person, third person, or mixed voice. Evidence of a transition assessment was coded as either *yes* or *no* in which monitors looked for a copy of a completed assessment in the files or an assessment score recorded on the IEP. Data from the checklist for each of the five transition areas were also coded categorically to indicate whether the document specified: not a need, a written goal or both activity and goal, or the section was left blank. Interrater reliability between the monitors and principal investigator on this low-inference checklist

exceeded .85 after the second rating was completed.

Analyses

Posttest comparisons between treatment and control groups were used to assess program impact. The two cohorts were combined to maximize sample size. Subgroup analyses of program outcomes were run by gender, ethnicity, and disability category to address the disproportionate characteristics of the sample. Outcome indicators included rates of dropout, persistence, mobility, and completion, as well as special education transition program services (i.e., status of IEP, parent and student participation, and transition goals and objectives). Effect sizes (ES) of all reported Pearson's or Yate's chi-square tests were computed using Phi and Cramér's *V*, where levels of effect sizes are comparable to the *r* index of 0.10 = small, 0.30 = moderate, and 0.50 = large (Cohen, 1988).

RESULTS

Cohort Dropout Rate

The high school students with emotional or behavioral disabilities who participated in check & connect were significantly less likely to drop out of school than similar students in the control group at the end of 4 years (39% vs. 58%, $\chi^2_{(1)} = 4.72$, $p = .030$, $n = 144$, ES = .18) and at the end of 5 years for a subsample of study participants (42% vs. 94%, $\chi^2_{(1)} = 7.24$, $p = .007$, $n = 29$, ES = .58, see Table 2).

Patterns of Attendance

Students who participated in check & connect attended school with greater consistency relative to their peers (see Table 3). Treatment students were more likely to demonstrate persistent attendance and less likely to remain out of school all year compared to similar students in the control group, where statistically significant differences were found during students' 3rd, 4th, and 5th years of high school, Year 3 $\chi^2(3) = 8.47$, $p = .037$, $n = 144$, ES = .22; Year 4 $\chi^2(3) = 15.64$, $p = .001$, $n = 144$, ES = .32; Year 5 $\chi^2(2) = 6.96$, $p = .031$, $n = 29$, ES = .48. Furthermore, 69% of study participants with persistent attendance during their second year of high school completed school (45%) or were still enrolled (24%) at the end of 4 years, compared to 26% of students with interrupted attendance during the 2nd year of high school (14% completed and 12% still in school at the end of 4 years), $\chi^2_{(3)} = 31.25$, $p = .000$, $n = 140$, ES = .46. Despite group differences, persistence was low for both groups after the students' 1st year of high school and declined steadily over the subsequent years.

Mobility

The study participants as a whole were a highly mobile population. Just 15 of the 68 students who completed school or were still enrolled remained in the same setting for a full 4 years. About 20% of the students attended two more educational settings within any given year. During 3 of the 5 study years, check & connect students were more likely to remain in one educational setting within a year compared to similar students in the control group, where statistically significant differences were found, Year 1 $\chi^2_{(1)} = 4.23$, $p = .040$, $n = 144$, ES = .17; Year 4 $\chi^2_{(2)} = 18.55$, $p = .000$, $n = 143$, ES = .35; and Year 5 $\chi^2_{(2)} = 8.28$, $p = .016$, $n = 29$, ES = .52. Moreover, mobile treatment students were more likely to have persistent attendance compared to mobile students in the control group (60% vs. 20%), Year 2 $\chi^2_{(1)} = 5.10$, $p = .024$, $n = 40$, ES = .41. During the 3rd year in high school, students in the control group were more likely to remain in one educational setting, Year 3 $\chi^2_{(2)} = 6.60$, $p = .037$, $n = 144$, ES = .21. However, during this same year, more control students were not in school at all (out all year) compared to the treatment students who were more likely to be in school but mobile (attended two or more educational settings).

Cohort Completion Rates

At the end of 4 years, students in the treatment group were more likely to be enrolled in an educational program or to have completed high school (61%) than similar students in the control group (43%), Year 4 $\chi^2_{(2)} = 7.27$, $p = .026$, $n = 144$, ES = .14 (see Table 2). Although no statistically significant difference was found between treatment and control groups as a function of a 4-

PR/Award # U165A170021
Page e408

TABLE 3
Patterns of Participation by Intervention Group and Year in High School

Indicators of Program Impact	*Year 1*				*Year 2*				*Year 3*				*Year 4*				*Year 5*			
	T		*C*		*T*		*C*		*T*		*C*		*T*		*C*		*T*		*C*	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Attendance pattern																				
Persister	52	73	53	73	42	59	32	44	28	39	22	30	29	41	22	30	4	33	1	6
Interrupter	19	27	20	27	27	38	39	53	29	41	34	47	21	30	18	25	5	42	4	24
Out all year	0	0	0	0	1	1	2	3	10	14	17	23	13	18	32	44	3	25	12	71
Forced persister	0	0	0	0	1	1	0	0	4	6	0	0	8	11	1	1	0	0	0	0
Mobility—Schools per year																				
1 School	65	92	58	80	50	71	51	70	39	55	47	64	42	59	36	50	9	75	4	24
2–4 Schools	6	8	15	20	20	28	20	27	22	31	10	14	17	24	4	6	0	0	1	6
0–Out all year	0	0	0	0	1	1	2	3	10	14	16	22	12	17	32	44	3	25	12	71

Note. T = treatment group; C = control group.

year completion rate, five times as many youth in the treatment group who participated in the study for a 5th year went on to complete high school compared to similar students in the control group (25% vs. 6%), plus another 33% of the 5th-year treatment students were still enrolled in school, whereas none of the students in the control group were known to be continuing during the same time period, Year 5 $\chi^2_{(2)} = 11.79$, $p = .003$, $n = 29$, ES = .53. Overall, a quarter of the students finished their educational careers in one of the comprehensive high schools, over a third were enrolled in or completed from a separate special education program for students ages 18 and 22 years, and another third from an alternative setting including GED programs.

Special Education Transition Program

Evidence of a transition program was more apparent for students in the treatment group than similar students in the control group. Treatment students were significantly more likely to have an IEP written (which in Minnesota includes the transition section) and updated after ninth grade compared to similar students in the control group, $\chi^2_{(3)} = 9.89$, $p = .020$, $n = 144$, ES = .26 (see Table 4). Among those students whose IEP was updated after ninth grade, treatment students were more likely to participate in their IEP meetings compared to students in the control group, $\chi^2_{(2)} = 6.42$, $p = .040$, $n = 66$, ES = .30. Furthermore, significantly more treatment students had articulated goals or related activities in three of the five transition areas compared to the IEPs of students in the control group. Significant results emerged in: *postsecondary education* $\chi^2_{(2)} = 7.03$, $p = .030$, $n = 66$, ES = .33; *community participation* $\chi^2_{(2)} = 7.74$, $p = .021$, $n = 66$, ES = .34; and *recreation and leisure* $\chi^2_{(2)} = 6.75$, $p = .034$, $n = 66$, ES = .32. One half to three quarters of all students with updated IEPs had articulated job and job-training goals and activities. Common types of transition activities included career awareness/interest and job-seeking activities, exploration of postsecondary options and application preparation, assessment of community interests and identification of resources, and in-school instruction in daily living skills as well as home-based instruction. Evidence of a formal

TABLE 4
IEP Status Year 4 and Transition Plans of IEPs Updated After Ninth Grade

Indicators of Program Impact	*Treatment* n	*Treatment* %	*Control* n	*Control* %
Last IEP update at Year 4 (n = 144)				
After ninth grade	40	56	26	36
During ninth grade	22	31	28	38
Middle school	5	7	16	22
Services formally terminated	4	6	3	4
Participants (n = 66)				
Student	31	78	14	54
Parent	21	53	12	46
Community agency	10	25	3	10
Articulation of transition goals/activities (n = 66)				
Jobs and job training	31	78	13	50
Postsecondary education	31	78	12	46
Community participation	25	63	8	31
Recreation and leisure	13	33	4	15
Home living	14	35	6	23
Participation in transition planning (n = 66)				
Use of first person language in IEP	15	38	5	20
Evidence of student assessment or survey	20	50	8	31

transition assessment in the IEP was found for less than half of the students.

Subgroup Analyses

Program impact was examined within subgroups by disability category, by African American males and non-African American males, and by females and males. The sample sizes were small on many of these analyses of intervention group differences and reduced the power of the analyses, such that, evidence of program impact was less extensive.

Program impact by disability category subgroups reached levels of statistical significance in outcomes related to attendance patterns and mobility among youth with a primary EBD label—the largest subgroup. Treatment students with a primary EBD label were more likely to persist compared to similar students in the control group (44% vs. 33%) and were less likely to remain out of school all year (15% vs. 45%), Year 4 $\chi^2_{(3)} = 2.30$, $p = .006$, $n = 101$, ES = .35. Treatment students with a primary EBD label were also more likely to remain in one educational setting within a year compared to similar students in the control group during Year 1 (94% vs. 78%) and Year 4 (64% vs. 46%) of the study where statistically significant differences were found between intervention groups, Year 1 $\chi^2_{(1)} = 4.56$, $p = .033$, $n = 101$, ES = .24 and Year 4 $\chi^2_{(2)} = 12.25$, $p = .002$, $n = 100$, ES = .34.

Program impact by ethnicity and gender reached levels of statistical significance in outcomes related to mobility, dropout rates, attendance patterns, and transition goals, but for only a portion of the subgroup. African American male treatment students were statistically more likely to remain in one educational setting during Year 4 compared to similar students in the control group (60% vs. 51%), $\chi^2_{(2)} = 10.83$, $p = .004$, $n = 78$, ES = .37. Non-African American male treatment students were also more likely to remain in one setting (59% vs. 48%), where statistically significant differences were found Year 4 $\chi^2_{(2)} = 7.15$, $p = .028$, $n = 65$, ES = .33. Non-African American male treatment students were significantly less likely to drop out at the end of 4 years compared to similar students in the control group (38% vs. 63%), $\chi^2_{(1)} = 3.88$, $p = .049$, $n = 66$, ES = .24. This subgroup was statistically more likely to persist in school compared to similar non-African American male students in the control group (47% vs. 22%) and were less likely to be out of school all year (15% vs. 41%), Year 4 $\chi^2_{(3)}$ =

PR/Award # U165A170021

9.07, p = .028, n = 66, ES = .37. Finally, non-African American male treatment students were significantly more likely to have IEP transition goals related to community participation compared to the IEPs of similar students in the control group (56% vs. 19%), Year 4 $\chi^2_{(2)}$ = 9.89, p = .007, n = 66, ES = .39.

Program impact by female-male subgroups reached levels of statistical significance in outcomes related to IEP transition goals, attendance patterns, and mobility. Female treatment students were significantly more likely to have articulated IEP goals in four of the five transition areas compared to their female peers in the control group. Significant results emerged in: *jobs and job training* (73% vs. 20%), $\chi^2_{(2)}$ = 7.50, p = .023, n = 26, ES = .54; *postsecondary education* (82% vs. 33%), $\chi^2_{(1)}$ = 6.00, p = .014, n = 26, ES = .48; *community participation* (73% vs.13%), $\chi^2_{(2)}$ = 9.54, p = .008, n = 26, ES = .61; *home living* (46% vs. 7%), $\chi^2_{(2)}$ = 6.11, p = .047, n = 26, ES = .49. Male treatment students were significantly more likely to persist (38% vs. 29%) and less likely to be out all year (20% vs. 47%) during Year 4 than similar males in the control group, $\chi^2_{(2)}$ = 12.62, p = .006, n = 118, ES = .33. They were also more likely to remain in one setting during Year 4 than male control students (60% vs. 47%), $\chi^2_{(2)}$ = 14.21, p = .001, n = 117, ES = .35. Finally, male treatment students were statistically more likely to have an IEP updated after ninth grade than males in the control group (53% vs. 36%), $\chi^2_{(3)}$ = 8.53, p = .036, n = 118, ES = .27.

Two somewhat contradictory findings were found in relation to mobility and attendance patterns. First, the male treatment students were statistically less likely to remain in one school (53% vs. 64%) and more likely to move across two or more settings (32% vs. 12%) during Year 3 relative to the male control students, although the male treatment students were less likely to be out all year (15% vs. 24%), $\chi^2_{(2)}$ = 6.96, p = .031, n = 118, ES = .24. Second, the African American male treatment students were more likely to be interrupters compared to similar students in the control group (27% vs. 15%) during Year 4, although they were statistically less likely to be out of school all year (2% vs. 16%), $\chi^2_{(3)}$ = 9.01, p = .029, n = 78, ES = .34. All other subgroup outcomes analyses were statistically nonsignificant.

DISCUSSION

Program Impact

This study yielded promising evidence that schools and communities can make a meaningful difference in the educational careers of urban high school youth with emotional or behavioral disabilities. Student levels of engagement with school were consistently higher among treatment students relative to their peers in the control group. In essence, the *everyday ordinary magic* of the check & connect monitors routinely integrated into the high school lives of youth with emotional or behavioral disabilities provided that critical system of support and fostered resilience (Masten, 2001). Check & connect students were less likely to drop out and more likely to demonstrate persistent attendance, particularly within the context of mobility. Check & connect students were more likely to remain enrolled in school, working toward completion, and more likely to have an updated IEP with articulated transition goals, activities, and steps taken to reflect student preferences.

This study yielded promising evidence that schools and communities can make a meaningful difference in the educational careers of urban high school youth with emotional or behavioral disabilities.

Reduced Dropout Rates. Persistent and targeted support for learning yielded lower cohort dropout rates among check & connect study participants relative to their peers, with an effect size magnitude that was large (.58) for the 5-year dropout rate. Furthermore, the 4-year cohort dropout rate among check & connect students was comparable to the average of all students districtwide (39% vs. 38%) and better than the na-

tional average (51%) among peers with emotional or behavioral disabilities while the control group dropout rates were worse (58%; U.S. Department of Education, 2002, Table IV-1).

Attended With Greater Persistence. A substantial impact of the check & connect model was evidenced in the attendance patterns. More treatment students were persistent and fewer were out of school all year, with effect sizes increasing in magnitude from small to nearly large over successive years of intervention (Year 3 = .22, Year 4 = .32, Year 5 = .48). Analyses of attendance patterns by subgroups yielded similar positive results during Year 4, with effect sizes in the moderate range for males (.33), non-African American males (.37), and students with primary EBD labels (.35). Moreover, study results yielded strong evidence linking persistent attendance early in high school with the increased likelihood for completion or remaining in school at the end of 4 years, as suggested by an effect size in the moderate to large range (.46). These results address a concern of the participating district where students who attended ninth grade less than 80% of the school year were 5.6 times less likely to graduate.

Remained in School Through Mobility. Sustained check & connect intervention helped students maintain persistent attendance through periods of transition, with an effect size in the moderate to large range (.41), and also increased stability. Check & connect students were more likely to remain in one educational setting over successive years, with effect sizes increasing in magnitude from small to large, (Year 1 = .17, Year 4 = .35, Year 5 = .52). Subgroup analyses yielded similar increases in stability during Year 4, with effect sizes in the moderate range for males (.35), African American males (.37), non-African American males (.33), and students with primary EBD labels (.34). Although treatment students experienced higher rates of mobility (2 or more settings in a year) during Years 3 and 4, this mobility should be considered in relation to the higher rates of control students out all year during the same time period. In essence, disenfranchised students with disabilities who were provided targeted support for their participation in school (through check & connect) did not give up and remained enrolled, whereas the students in the control group stopped coming to school entirely, as found in past correlational research (Benz, Lindstrom, & Yovanoff, 2000; Osher et al., 2003).

School Completion. The check & connect model did not impact the 4-year completion rate among these urban students with emotional or behavioral disabilities. However, study findings underscore the importance of policy and practice that accommodate alternative routes and timelines to school completion. Monitors actively tried to facilitate the likelihood that a move, if pursued, would result in a successful fit in which the youth felt welcomed and engaged, for example by investigating program options, facilitating transportation changes to minimize time out of school during the transition, or introducing the student to staff in the new setting who could be called on for help. Furthermore, about a third of the youth in the treatment group were still enrolled in an educational program working toward a diploma or GED certificate on a timeline that exceeded 4 years. Among the treatment students for whom a 5th year of intervention was available, five times as many completed high school in 5 years as compared to their peers in the control group and a third of the treatment students remained in school compared to zero control students, with a large effect size (.53).

Active IEP Transition Plan. The capacity of educators to deliver special education services was seriously challenged by the interrupted attendance and mobility of youth with emotional or behavioral disabilities. Students must be in school and attending with some regularity in order to develop a transition plan and to work on activities toward the achievement of identified postschool goals. Through established relationships and persistent outreach, particularly the explicit efforts to facilitate parental participation and a stronger student voice in the IEP process, check & connect monitors facilitated greater persistent attendance among treatment students and more comprehensive transition plans. Intervention led to significantly more updated IEPs during high school, higher rates of student participation in the IEP meetings, and more articulated transition goals in the areas of postsecondary education, community participation, and recreation and leisure, where effect sizes approached or reached a moderate range (.26 to .34). Subgroup analyses on the IEP

transition goals reflected similar positive results, with effect sizes in the moderate to large range for females (community participation = .61, jobs and job training = .54, postsecondary = .49, home living = .49), and non-African American males (community participation = .39). Although no program impact was found on parental participation in the IEP meeting, monitors promoted opportunities to make learning meaningful for youth and to make schools approachable for families.

The Merits and Limitations of the Study Design

Merits. A major strength of this intervention study was the opportunity to randomly assign students to treatment and control groups and subsequently to attribute the cause of intervention group differences to check & connect program impact. In addition, the study included three quarters of the entire population of target students across two consecutive cohorts and was implemented in about 20 varied school settings, enhancing the generalizability of study findings. Another critical research design element was the reasonable interval (5-year longitudinal study) to redirect the educational trajectory of a highly disenfranchised population of youth. Furthermore, the intervention study was a replication of an evidence-based model. Crane (1998) identified replication as one of the critical evaluation components needed to determine whether a social program should be scaled up for broad-based implementation. And finally, the overall attrition for our sample was relatively low given the duration of the study and the tenuous connection this population of students has with school.

Limitations. One limitation of the study was the sample anomaly. The district population of youth identified with emotional or behavioral disabilities were disproportionately African American and male, and subsequently so was the study sample. Analyses of program impact by subgroups yielded statistically significant differences between experimental groups, but with less consistency. More study participants would be required to determine whether nonsignificant treatment-control differences within subgroups were a function of sample size or some differential treatment effect. The small sample size of Year 5 study participants also diminishes the generalizability of results. Nonetheless, we chose to pursue study of this alternative route to school completion (i.e., extended timeline) given the low 4-year completion rates among youth with emotional or behavioral disabilities. Two additional factors would serve to strengthen the study. Quantifying a measure of treatment integrity, in addition to the oversight afforded by use of the monitoring sheets and routine case reviews, would provide valuable information on the degree to which all core elements of check & connect were implemented. The collection of consumer satisfaction data, as was done in other replications, would provide pertinent information on the value participants place on the program, their willingness to sustain intervention components, and suggestions for improvement.

Implications for Research and Practice

Check & connect is a selective or targeted intervention ideally implemented in conjunction with universal interventions oriented toward the promotion of students' engagement with school, such as positive behavioral supports and small learning communities. Many of the model's core elements are present in schools, but scattered across the roles of existing personnel without a systematic link to absenteeism or other indicators of students' engagement. The consolidated role performed by monitors, who were typically hired through district classified positions comparable to advanced paraprofessionals, reflect earlier research on effective secondary transition practices, particularly in the use of personnel positions to provide specific support to at-risk youth (Bullis, Moran, Benz, Todis, & Johnson, 2002).

Additional intervention studies and other causal research designs focused on school completion are warranted, particularly interventions that systematically target resources to disengaged youth and that reflect the complexity of the schools and communities that struggle to engage their youth. In the present era of accountability and attentive fiscal management, practitioners and policymakers are expected to make decisions based on empirically supported interventions linked directly to an intended outcome. A significant factor that must be considered is the effectiveness of intervention in the context of high stakes educational policies, such as state gradua-

tion requirements and the No Child Left Behind Act (Thurlow, Sinclair, & Johnson, 2002). Of particular relevance is the degree to which these educational policies lead to early dismissal of students who lag behind and the unintentional outcome of pushing students out the door.

Research on school completion initiatives with a wider intervention span is also warranted. Extension of this intervention study for another 2 years would have created the opportunity to fully investigate completion rates by alternative timelines as well as postschool outcomes. The goal of reaching out to youth placed at risk for school failure is to promote the acquisition of academic and social skills and to foster a personal investment in learning that extends beyond school through to postschool endeavors (Christenson et al., 2000). The added value of starting intervention at the beginning of the school year without delay of obtaining parent permission, or starting in earlier grade levels, is a compelling research question (Jimerson, Egeland, Sroufe, & Carlson, 2000). A substantial portion of the study participants experienced mobility and some degree of school failure prior to ninth grade, including high absenteeism and course failure (Logan, 2001). Although this study yielded powerful results in which the dropout rate was halved, a substantial gap in progress is readily apparent in comparison to more global performance indicators—the national status dropout rate is 11% for all students age 16 to 25 years and the average national status completion rate is 87% (NCES, 2003, Table 108).

REFERENCES

Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children, 66,* 509-529.

Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children, 62,* 399-413.

Braswell, L., & Bloomquist, M. (1991). *Cognitive-behavioral therapy for children with attention deficits and hyperactivity: A child, family and school model.* New York: Guilford Press.

Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 619-647). Washington, DC: APA Books.

Bullis, M., Moran, T., Benz, M. R., Todis, B., & Johnson, M. D. (2002). Description and evaluation of the ARIES project: Achieving rehabilitation, individualized education, and employment success for adolescents with emotional disturbance. *Career Development for Exceptional Individuals, 25,* 41-58.

Christenson, S. L. (1995). Supporting home-school collaboration. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-III* (pp. 253-267). Bethesda, MD: National Association of School Psychologists.

Christenson, S. L., Sinclair, M. F., Lehr, C. A., & Hurley, C. M. (2000). Promoting successful school completion. In D. Minke & G. Bear (Eds.), *Preventing school problems—promoting school success: Strategies and programs that work* (pp. 211-257). Bethesda, MD: National Association of School Psychologists.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Crane, J. (Ed.) (1998). *Social programs that work.* New York: Russell Sage Foundation.

DeStefano, L. (1997). Content analysis of IEP/transition plan goals and objectives. In S. Hasazi (Ed.), *Final report on state and local efforts to implement the transition requirements of IDEA* (pp. 1-53). Burlington: University of Vermont, Center for Transition and Employment.

Elias, M. J., & Clabby, J. F. (1992). *Building social problem-solving skills: Guidelines from a school-based program.* San Francisco, CA: Jossey-Bass/Pfeiffer.

Finn, J. D. (1993). *School engagement and students at risk.* Washington, DC: National Center for Educational Statistics, U.S. Department of Education. (NCES No. 93470)

Gresham, F. M., & Elliott, S. N. (1990). *Social Skills Rating System.* Circle Pines, MN: AGS.

Lehr, C. A., Hansen, A., Sinclair, M. F., & Christenson, S. L. (2003). Moving beyond dropout towards school completion: An integrative review of data-based interventions: *School Psychology Review, 32*(3), 342-364.

Jimerson, S. R., Egeland, B., Sroufe, L. A., & Carlson, B. (2000). A prospective longitudinal study of high school dropouts: Examining multiple predictors across

development. *Journal of School Psychology, 38*(6), 525-549.

Lehr, C. A., Sinclair, M. F., & Christenson, S. L. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the check & connect model. *Journal of Education for Students Placed at Risk, 9*(3), 279-301.

Logan, D. (2001). *Predicting the high school completion status of students with emotional behavioral disabilities.* Unpublished master's thesis, University of Minnesota, College of Education and Human Development, Minneapolis.

Masten, A. S. (2001). Ordinary magic: Resilience process in development. *American Psychologist, 56*(3), 227-238.

Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist, 53*(2), 205-220.

NCES. (2003). *Digest of education statistics, 2002* (NCES No. 2003-060). Washington, DC: National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement.

Osher, D., Morrison, G., & Bailey, W. (2003). Exploring the relationship between mobility and dropout among students with emotional and behavioral disorders. *The Journal of Negro Education, 72*(1), 79-96.

Osher, D. M., & Osher, T. W. (1996). The national agenda for children and youth with serious emotional disturbance (SED). In C. M. Nelson, R.B. Rutherford, Jr., & B. I. Wolford (Eds.), *Comprehensive and collaborative systems that work for troubled youth: A national agenda* (pp. 149-164). Richmond, KY: Eastern Kentucky University, National Juvenile Detention Association.

Rumberger, R. W. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal, 32*(3), 583-625.

Rumberger, R. W., & Larson, K. A. (1998). Student mobility and the increased risk of high school drop out. *American Journal of Education, 107*, 1-35.

Scanlon, D., & Mellard, D. F. (2002). Academic and participation profiles of school-age dropouts with and without disabilities. *Exceptional Children, 68*, 239-258.

Sheridan, S. (1995). The tough kids social skills book. Longmont, CO: Sopris West.

Sinclair, M., Christenson, S., Evelo, D., & Hurley, C. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*, 7-21.

Sinclair, M. F., Christenson, S. L., Lehr, C. A., & Anderson, A. R. (2003). Facilitating student engagement: Lessons learned from check & connect longitudinal studies. *The California School Psychologist, 8*(1), 29-42.

Sinclair, M. F., & Kaibel, C. (2002, October). *Dakota County: Secondary check & connect program. Program evaluation 2002 final summary report.* Minneapolis: University of Minnesota, College of Education and Human Development, Institute on Community Integration.

Sinclair, M. F., Thurlow, M. L., Christenson, S. L, Evelo, D. L, Lehr, C. A., & Kaibel, C. (1997). *Check & connect monitoring sheet-revised.* Minneapolis: University of Minnesota, College of Education and Human Development, Institute on Community Integration.

Thurlow, M., Christenson, S., Sinclair, M., Evelo, D., & Thornton, H. (1995). *Staying in school: Strategies for middle school students with learning & emotional disabilities.* Minneapolis, MN: University of Minnesota, College of Education and Human Development, Institute on Community Integration.

Thurlow, M. L., Christenson, S. L., Sinclair, M. F., & Evelo, D. L. (1997, Fall). Wanting the unwanted: Keeping those "out of here" kids in school. *Beyond Behavior*, 10-16.

Thurlow, M.L., Sinclair, M.F., & Johnson, D.R. (2002). *Issue brief. Students with disabilities who drop out of school—implications for policy and practice.* Minneapolis: University of Minnesota, National Center on Secondary Education and Transition, Institute on Community Integration.

U.S. Department of Education (2002). *Twenty-fourth annual report to Congress on the implementation of the Individuals with Disabilities Education Act.* Washington, DC: Office of Special Education and Rehabilitative Services, Office of Special Education Programs.

U.S. Department of Education, Office of Civil Rights. (1998). The January 28, 1998 Voluntary Compliance Agreement with the Minneapolis Public Schools (No. 05-97-5011). http://www.mpls.k12.mm.us/Office_of_Civil_Rights_Voluntary_Compliance_Agreement.html Washington, DC: Author.

Wagner, M. (1995). Outcomes for youth with serious emotional disturbance in secondary school and early adulthood. *The Future of Children: Critical Issues for Children and Youth, 5*(4), 90-112.

ABOUT THE AUTHORS

MARY F. SINCLAIR (CEC Chapter #436), Lecturer and Adjunct Research Associate, Center for

Research on Learning, University of Kansas, Lawrence. **SANDRA L. CHRISTENSON** (CEC Chapter #190), Professor, Department of Educational Psychology; and **MARTHA L. THURLOW** (CEC Chapter #190), Senior Research Associate and Director, National Center for Educational Outcomes, University of Minnesota, Minneapolis.

Address correspondence to Mary F. Sinclair, University of Kansas—Center for Research on Learning, Joseph R. Pearson Hall, 1122 W. Campus Road, Room 517, Lawrence, KS, 66045-3101, 785/ 864-4780, Fax: 785/864-5728. (e-mail: mfs2@ku.edu)

The information reported in this article is based on a study funded by the U.S. Department of Education, Office of Special Education Programs. The authors would like to acknowledge the significant contributions of David Evelo, Christine Hurley, Darnell Logan, Debra Westberry, and Melissa Kau.

Manuscript received November 2003; revision accepted May 2004.

When Phonics Doesn't Work

by Elizabeth Walters, PhD

At last - a new method of beginning reading instruction that really works with those who have not been able to learn using traditional methods. Easy to use for teachers, tutors, and parents.

Useful for students with

- **dyslexia and other learning disabilities**
- **attention deficit disorder**
- **short-term memory deficits**
- **hearing impairment**
- **speech and language impairment**
- **English as a second language**
- **or even gifted students with unique learning styles**

Visit our booth in **Baltimore** and don't miss our demonstration session. See for yourself!

From Making the Grade: Making the Impossible Possible
www.makingthegrade.net

Making the Grade • 1924 Clearview Ct. • Carrollton, TX 75010 • USA
Toll Free: 1•866•849•7304 / Fax: 972•492•9789

mdrc

Career Academies LONG-TERM IMPACTS ON LABOR MARKET OUTCOMES, EDUCATIONAL ATTAINMENT, AND TRANSITIONS TO ADULTHOOD JUNE 2008

mdrc
BUILDING KNOWLEDGE
TO IMPROVE SOCIAL POLICY

MDRC
16 East 34th Street
New York, NY 10016
Tel: 212 532 3200

Regional Office
475 14th Street
Oakland, CA 94612
Tel: 510 663 6372

www.mdrc.org

Career Academies

Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood

James J. Kemple

with

Cynthia J. Willner

June 2008

PR/Award # U165A170021

Funders of the Career Academies Evaluation

Alcoa Foundation
American Express Foundation*
Bristol-Myers Squibb Foundation
Center for Research on the Education of Students Placed At Risk (CRESPAR)
Charles Stewart Mott Foundation*
Citigroup Foundation*
Ford Foundation
Richard King Mellon Foundation
Russell Sage Foundation
The Commonwealth Fund
The George Gund Foundation
The Grable Foundation
The James Irvine Foundation*
The Pew Charitable Trusts
The Rockefeller Foundation
The Wallace Foundation
U.S. Department of Education
U.S. Department of Labor*
Westinghouse Foundation
William T. Grant Foundation

*Denotes funders of this report.

Dissemination of MDRC publications is supported by the following funders that help finance MDRC's public policy outreach and expanding efforts to communicate the results and implications of our work to policymakers, practitioners, and others: The Ambrose Monell Foundation, Bristol-Myers Squibb Foundation, The Kresge Foundation, and The Starr Foundation. MDRC's dissemination of its education-related work is supported by the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, and Citi Foundation. In addition, earnings from the MDRC Endowment help sustain our dissemination efforts. Contributors to the MDRC Endowment include Alcoa Foundation, The Ambrose Monell Foundation, Anheuser-Busch Foundation, Bristol-Myers Squibb Foundation, Charles Stewart Mott Foundation, Ford Foundation, The George Gund Foundation, The Grable Foundation, The Lizabeth and Frank Newman Charitable Foundation, The New York Times Company Foundation, Jan Nicholson, Paul H. O'Neill Charitable Foundation, John S. Reed, The Sandler Family Supporting Foundation, and The Stupski Family Fund, as well as other individual contributors.

The findings and conclusions in this report do not necessarily represent the official positions or policies of the funders.

For information about MDRC and copies of our publications, see our Web site: www.mdrc.org.

Copyright © 2008 by MDRC. All rights reserved.

Overview

Established more than 30 years ago, Career Academies have become a widely used high school reform initiative that aims to keep students engaged in school and prepare them for successful transitions to post-secondary education and employment. Typically serving between 150 and 200 students from grades 9 or 10 through grade 12, Career Academies are organized as small learning communities, combine academic and technical curricula around a career theme, and establish partnerships with local employers to provide work-based learning opportunities. There are estimated to be more than 2,500 Career Academies operating around the country.

Since 1993, MDRC has been conducting a uniquely rigorous evaluation of the Career Academy approach that uses a random assignment research design in a diverse group of nine high schools across the United States. Located in medium- and large-sized school districts, the schools confront many of the educational challenges found in low-income urban settings. The participating Career Academies were able to implement and sustain the core features of the approach, and they served a cross-section of the student populations in their host schools. This report describes how Career Academies influenced students' labor market prospects and postsecondary educational attainment in the eight years following their expected graduation. The results are based on the experiences of more than 1,400 young people, approximately 85 percent of whom are Hispanic or African-American.

Key Findings

- The Career Academies produced sustained earnings gains that averaged 11 percent (or $2,088) more per year for Academy group members than for individuals in the non-Academy group — a $16,704 boost in total earnings over the eight years of follow-up (in 2006 dollars).

- These labor market impacts were concentrated among young men, a group that has experienced a severe decline in real earnings in recent years. Through a combination of increased wages, hours worked, and employment stability, real earnings for young men in the Academy group increased by $3,731 (17 percent) per year — or nearly $30,000 over eight years.

- Overall, the Career Academies served as viable pathways to a range of postsecondary education opportunities, but they do not appear to have been more effective than options available to the non-Academy group. More than 90 percent of both groups graduated from high school or received a General Educational Development (GED) certificate, and half completed a postsecondary credential.

- The Career Academies produced an increase in the percentage of young people living independently with children and a spouse or partner. Young men also experienced positive impacts on marriage and being custodial parents.

The findings demonstrate the feasibility of improving labor market preparation and successful school-to-work transitions without compromising academic goals and preparation for college. Investments in career-related experiences during high school can produce substantial and sustained improvements in the labor market prospects and transitions to adulthood of youth. In fact, Career Academies are one of the few youth-focused interventions that have been found to improve the labor market prospects of young men. At the same time, Career Academies have proven to be challenging to implement on a large scale with high levels of fidelity, and the evidence from this evaluation may not apply to programs that are partially implemented or that use only selected features of the Academy approach. Further research should be conducted to determine the effects of key Academy components.

Contents

Overview iii
List of Exhibits vii
Preface ix
Acknowledgments xi

Introduction 1
The Career Academies Evaluation 3
Impacts on High School Experiences and Outcomes 7
Long-Term Impacts on Labor Market Outcomes 11
Impacts on Educational Attainment 25
Impacts on Family Formation and Other Social Adjustment Outcomes 35
Discussion of the Findings 37

References 45

Earlier MDRC Publications on Career Academies 47

Technical Resources to accompany this report are available at:
www.mdrc.org/publications/482/techresources.pdf

List of Exhibits

1	Impacts on Average Monthly Earnings and Components of Earnings for the Full Sample	13
2	Month-by-Month Impacts on Total Monthly Earnings for the Full Sample	15
3	Impacts on Average Monthly Earnings and Components of Earnings for Young Men	18
4	Impacts on Average Monthly Earnings and Components of Earnings for Young Women	19
5	Month-by-Month Impacts on Total Monthly Earnings, by Gender	21
6	Month-by-Month Impacts on Total Monthly Earnings, by Risk Subgroup	26
7	High School Completion Rates Eight Years After Scheduled Graduation for the Evaluation Sample and the NELS Sample	28
8	Highest Postsecondary Credential Completed Eight Years After Scheduled High School Graduation for the Evaluation Sample and the NELS Sample	30
9	Impacts on Educational Attainment Eight Years After Scheduled High School Graduation, by Gender	32
10	Impacts on Family Formation and Other Social Adjustment Outcomes Eight Years After Scheduled High School Graduation for the Full Sample	36
11	Impacts on Family Formation Eight Years After Scheduled High School Graduation, by Gender	38

Preface

In urban high schools, too many students who manage to graduate are unprepared for postsecondary education or the world of work. And they often enter a labor market that offers them few opportunities for good jobs. These new findings from MDRC's long-term study of Career Academies — a popular high school reform that combines academics with career development opportunities — shows that the model produces sustained employment and earnings gains, particularly among young men.

The report is the culmination of a 15-year random assignment study of Career Academies in nine urban high schools around the country that has followed students from when they entered high school until eight years after their scheduled graduation. More than 80 percent of students in the sample are black or Hispanic. The evaluation, which has been funded by the U.S. Departments of Education and Labor and by 18 private foundations and organizations, represents an admirable commitment to objective evidence on the part of the Career Academy "movement."

This study provides the most rigorous evidence to date that investing in career-oriented programs and experiences for high school students can have a long-term payoff in the labor market. Notably, the employment and earnings gains did not come at the expense of postsecondary enrollment and completion; Academy participants and students in the control group had similar levels of academic achievement. These findings suggest that pitting academic preparation against career development in high schools may be a false dichotomy.

As one of the few high school initiatives with rigorous evidence of effectiveness (albeit concentrated on postsecondary labor market outcomes), the Career Academy model has attained prominent stature in the field. But the programs represented in this study were selected in part because they were judged to be good examples of the model. Of late, organizations that support the development of Career Academies have come under increasing pressure to rely on one or two of the model's *individual* components — like small learning communities — with the expectation that elements of the program can produce results similar to those found in this study. However, until further research is conducted on the separate effects of specific components, policymakers and practitioners hoping to achieve comparable impacts should look to implement the full model with fidelity.

In sum, the employment and earnings effects of Career Academies are encouraging news, particularly for young men of color, who are often left behind in the labor market. Career Academies appear to offer these young men a boost — comparable to the earnings premium of a year or two of postsecondary education — that puts them on a different earnings trajectory.

Gordon Berlin
President

Acknowledgments

This report reflects more than 15 years of research on Career Academies and is the product of a remarkable collaboration among staff at MDRC and the sites, funders, and advisers who have supported the evaluation. This undertaking would not have been possible without the vision and support of the funding organizations listed at the front of the report. Special gratitude is also due the staff at the participating Career Academies, high schools, school districts, and employer partners, as well as the young people who generously gave of their time to respond to the surveys that MDRC and its partners have administered over the past eight years.

The survey for this report was administered by Survey Research Management (SRM), led by Linda Kuhn and Ashley Bronzon. The survey team at SRM achieved an extraordinary response rate and provided the study and the field with a rich source of information about the young people who agreed to be part of this study. The report benefited greatly from the input of key advisers to the evaluation. Ron Ferguson of the John F. Kennedy School of Government at Harvard University, Harry Holzer of Georgetown University, Richard Murnane of the Harvard Graduate School of Education, David Stern of the University of California at Berkeley, and Andrew Sum of Northeastern University reviewed an early draft of the findings. They provided invaluable advice regarding further analyses and offered insights into the results and their implications. MDRC's Education Studies Committee reviewed an early draft of the report and offered useful advice regarding the context and implications for the findings and guidance on further analysis to be conducted for future papers. The committee includes Richard J. Murnane, Kevin J. Dougherty, Ronald Ferguson, Charles M. Payne, Melissa Roderick, Cecilia Rouse, Susan Sandler, and Susan Sclafani. Formal preparation of this report was preceded by briefings and discussions with the project's funders and several policy and practitioner groups. These exchanges yielded numerous suggestions for additional analyses, provided sources of contextual material, and pointed to implications that the findings may have for policy and practice.

Staff from several organizations concerned with Career Academies have provided useful guidance throughout the study and helpful comments on the findings — including Charles Dayton, David Stern, and Susan Tidyman of the Career Academy Support Network; J. D. Hoye and several of her colleagues at the National Academy Foundation; and Susan Katzman of the National Career Academy Coalition.

Throughout the Career Academies Evaluation, Robert Ivry, MDRC's Senior Vice President for Development and External Affairs, played a pivotal role in building partnerships with the sites, funders, and advisers that form the foundation for the study. This report benefited greatly from his insights and advice on how to sharpen the presentation of the findings and their policy implications. Other MDRC staff members played key roles in acquiring and analyzing

data for this report. In particular, Shirley James and the staff from MDRC's data entry room coordinated the information for the survey administration and data collection process with Survey Research Management.

Gordon Berlin, Rob Ivry, Fred Doolittle, Corinne Herlihy, Janet Quint, and Cynthia Miller reviewed drafts and provided helpful technical and substantive guidance on the presentation of the findings. Thanks are due John Hutchins for his help in guiding the report's organization and production and to Robert Weber for his skillful editing. Finally, we are grateful to David Sobel, who prepared the report for publication.

The Authors

Introduction

For nearly 40 years, Career Academies have offered high schools — particularly those in urban communities — a systematic approach to addressing the challenges young people face as they confront the demands of high school and prepare for postsecondary education and the world of work. Typically serving between 150 and 200 students from grades 9 or 10 through grade 12, Career Academies are defined by three distinguishing features: (1) they are organized as small learning communities to create a more supportive, personalized learning environment; (2) they combine academic and career and technical curricula around a career theme to enrich teaching and learning; and (3) they establish partnerships with local employers to provide career awareness and work-based learning opportunities for students. There are estimated to be more than 2,500 Career Academies across the country, operating either as a single program or as multiple programs within a larger high school.

This report presents findings on the long-term effects of Career Academies on outcomes associated with the transition from adolescence to adulthood — particularly on labor market participation, educational attainment, and family formation — over the eight years following scheduled graduation from high school. In summary, the Career Academies produced sustained employment and earnings gains, particularly among young men. While Career Academies had no impact (positive or negative) on educational attainment, half of the young people in both the Academy and non-Academy groups earned a postsecondary credential. The Career Academies also showed positive effects on increasing family stability.

Since 1993, MDRC has been conducting a uniquely rigorous evaluation of the Career Academy approach in a diverse group of nine high schools across the country. The evaluation is being funded by the U.S. Departments of Education and Labor and by 18 private foundations and organizations.

At least three features of the current educational and labor market landscape make the long-term results presented in this report especially relevant to policymakers and practitioners. First, the labor market for high school-age youth has continued a precipitous decline since the 1990s.[1] While civilian employment rates steadily increased through 2007, young people have failed to capture any share of this overall gain. The decline accelerated when the national job market began to deteriorate. By 2008, only about a third of the population of young people ages 16 through 19 held jobs, compared with 45 percent in 2000. Youth employment has been an important factor associated with many long-term positive

[1]See Sum, McLaughlin, and Khatiwada (2008).

outcomes, including staying in school, graduating, preventing teen pregnancy, and making successful transitions to postsecondary education and employment.[2] Findings from the Career Academies evaluation provide further evidence of the potential effect of positive work-related experiences during high school on successful transitions to adulthood.

The labor market prospects of young men of color, particularly African-Americans, have been especially troubling. First of all, employment rates among all men declined between 1970 and 2000, but the decline was much steeper for men with a high school diploma or less. At the same time, employment among less-educated women rose substantially.[3] Employment rates for African-American men ages 20 to 24 have been declining steadily since 1970, from around 77 percent in 1969 to only 56 percent in 2003, and the employment gap between young African-American and white men hovered around 19 percentage points throughout the past decade.[4] Even in the peak economic period of 1999, African-American and Hispanic males aged 16 to 24 were far more likely to be neither working nor enrolled in school than white males of the same age (22.8 percent and 12.8 percent versus 8.7 percent, respectively).[5] Because more than 80 percent of the young people in the sample for the Career Academies Evaluation are Hispanic (56 percent) and African-American (30 percent), the findings can shed light on effective strategies for improving their labor market prospects.

A second important trend is the increasing attention paid in high schools to high-stakes testing of academic performance and to preparing students for college. This has been accompanied by a lessening focus on other goals of high schools, including youth development and preparation for postsecondary employment. This shift in emphasis reflects a growing consensus that a high school diploma is no longer a viable terminal credential for long-term success in the labor market and that all students must leave high school with the skills and habits to succeed in some form of postsecondary education. For instance, completing two years of community college, compared to only graduating from high school, was associated with more than a 10 percent increase in annual earnings for young men in 1999.[6] Unfortunately, it appears that workforce preparation and college readiness have often been positioned as "either/or" choices, suggesting that high schools cannot help students in both areas simultaneously. Evidence from the Career Academies evaluation suggests that these goals do not need to be mutually exclusive.

---

[2]See Sum, Fogg, and Mangum (2000); and Gruber (2001).
[3]Edelman, Holzer, and Offner (2006), Table 5.2.
[4]Sum, Khatiwada, Ampaw, and Tobar (2004).
[5]Edelman, Holzer, and Offner (2006), Table 2.1.
[6]See Marcotte, Bailey, Borkoski, and Kienzl (2005).

Third, the Career Academy model has continued to proliferate across the country both as a comprehensive approach to improving high school opportunities for young people and as a framework for other approaches that incorporate some of the model's component parts. The Career Academy model stands at the crossroads of many recent initiatives aimed at improving low-performing high schools. In fact, it predated many popular reforms, including school-to-work initiatives of the early 1990s, the movement toward small schools and smaller learning communities of the 2000s, and the more recent efforts to combine academic rigor and real-world relevance. Finally, the business community has a reinvigorated interest in supporting high school improvement initiatives and, more specifically, in helping young people gain access to high-quality learning opportunities in the workplace. The new findings from the Career Academies Evaluation presented in this report, as well as reexamination of findings presented in earlier reports, can shed light on the efficacy of these types of reform efforts.

The remainder of this report — the seventh formal report from the study — describes the Career Academy approach and highlights the key features of the evaluation that underlie its rigor and the relevance of its findings.[7] The newest findings from the study are based on a survey administered 11 to 12 years after the young people in the study sample entered their Career Academies and a full eight years after their scheduled graduation from high school.[8]

The Career Academies Evaluation

Several features of the Career Academies Evaluation make it distinctive. The high schools are located in medium- and large-sized school districts and reflect many of the stressful conditions found in urban settings. The participating Career Academies were able to implement and sustain the core features of the approach, and they served a cross-section of the student populations in their host high schools. The Career Academies Evaluation is one of the few studies of a school reform initiative that uses the design of a randomized, controlled field trial. Because more eligible and appropriate students applied for the Academy programs than could be served, applicants were randomly selected to enroll in the

[7]For a detailed discussion of the history and conceptual framework underlying the Career Academy approach, see Stern, Dayton, and Raby (2003); Kemple (1997); Kemple, Poglinco, and Snipes (1999); and Kemple and Snipes (2000). For a detailed discussion of the research design, the sites, the students in the study sample, and other data sources used in the evaluation, see Kemple and Rock (1996); Kemple (1997); Kemple and Snipes (2000); and Kemple (2001).

[8]For a more detailed discussion of the Career Academies Evaluation Eight-Year Post-High School Follow-Up Survey response rates and analysis issues related to data availability, see Unit 1 in the Technical Resources for this report (Kemple and Willner, 2008), available at www.mdrc.org.

Academy group. The remaining applicants constitute the study's non-Academy control group. Subsequent differences in outcomes between the two groups provide valid estimates of the Academies' impacts. This type of research design is widely considered to be the most reliable way to measure the effectiveness of interventions such as Career Academies. The evaluation is also unusual among studies of school reforms for following both groups of students from the beginning of high school through eight years after scheduled graduation. Following is an overview of the key features of the study.

The Research Design

Using a random assignment research design is the best way to ensure that there are initially no systematic differences between the two groups that make up the study sample. Each of the students in the sample applied for a place in one of the participating Career Academies and was deemed to be appropriate for the programs. Because more applicants were appropriate than the programs could serve, a lottery was used to choose which students would be invited to enroll. Approximately 55 percent of the students in the applicant pool were randomly selected to enroll in a Career Academy, and they constitute the study's Academy group. The remaining students (about 45 percent of the applicant pool) continued or enrolled in the high schools' regular education programs and constitute the study's non-Academy control group. The outcomes for the non-Academy group are the best indicators of how students in the Academy group would have fared if they had not had access to the programs. Therefore, the impacts — that is, the differences in outcomes between the Academy and the non-Academy groups — represent the changes that the Career Academies produced over and above what students were likely to achieve in non-Academy environments.[9]

The Sites

Each of the nine high schools in this evaluation is located in or near a large urban school district with substantially higher percentages of African-American and Hispanic students than exist in school districts nationally, as well as higher dropout rates, higher unemployment rates, and higher percentages of low-income families. The schools were selected strategically on the basis of several criteria:[10]

---

[9]For a detailed description of how the random assignment procedures were implemented for the evaluation, see Kemple and Rock (1996).

[10]For a discussion of the criteria and process used to select sites for this study, see Kemple and Rock (1996). The sites are located in the following school districts: Baltimore City School District; East Side Union School District (two sites in San Jose, California); Miami-Dade School District; Pittsburgh Public School District; Santa Ana (California) Unified School District; Socorro (Texas) Unified School District;

(continued)

- The schools had implemented and sustained the core features of the Career Academy approach for at least two years.
- There was a clear contrast — along the core dimensions of the Academy model — between the Career Academy and other programs within the high school.
- The Career Academy served a diverse population of students but made explicit efforts to include students who were perceived to be at risk of dropping out.
- The high school and its Career Academy were willing and able to accommodate random assignment and other key features of the evaluation design.

As a group, the participating sites reflect many of the conditions under which Career Academies had been implemented across the country in the mid to late 1990s. They operated as single programs within larger comprehensive high schools, and while they were inclusive of a range of students in their host high schools, they were targeted to students who were seen as being at risk of being disengaged from or even dropping out of school. In addition, each of the participating Academies was able to reach a threshold level of implementation for the three core components of the model: small learning communities, career-themed curricula, and partnerships with employers. Individually the sites also capture much of the variation in the Academy approach as it had been adapted to local needs and circumstances, including variation in the intensity of the three components.

It is important to note, however, that the Career Academies participating in this evaluation may not be representative of Career Academies across the country today. Competing pressures on high schools and on Academies, as well as the increasing focus on academic performance and college preparation, have pushed many Career Academies or Academy-like programs to deemphasize supports for academic and career-related course combinations and to limit the availability of work-based learning and other career awareness and development opportunities both in and outside school.

Students in the Study

The student populations in the participating Career Academies tend to reflect the ethnic, gender, and socioeconomic characteristics of their host high schools, which are diverse. More than 50 percent of the sample are Hispanic, and another 30 percent are African-

---

Pajaro Valley (Watsonville, California) Unified School District; and Washington, DC, Public School District.

American. Students came to the programs with varying school-related experiences and educational aspirations. For example, based on their high attendance rates and grades in middle school and their reports on a baseline survey of high engagement in school and high expectations for going to college, it appears that some students were doing well in school when they applied for the Academies. Key goals of Academies are to prepare such students for college and to provide them with career-related learning experiences and credentials that will make them more competitive in the labor market. Other Academy applicants, such as those with low middle school attendance rates and grades, appeared to be on a path toward dropping out or ending their education after high school. Academies aimed to "reengage" such students, providing them with more applied learning experiences and encouraging them to develop higher aspirations for education and employment.[11]

Data Sources

Since the study began in 1993, data for the Career Academies Evaluation were obtained from sample members' high school transcripts and from surveys administered during high school and at three points during the first eight years following their scheduled graduation from high school. The primary data for the current report were obtained from a survey administered to sample members approximately 96 months after their scheduled graduation from high school (11 to 12 years after they entered the study). The Career Academies Evaluation's Eight-Year Post-High School Follow-Up Survey focused on the fifth through eighth years following scheduled graduation from high school and asked sample members:

- Whether and when they graduated from high school or received a General Educational Development (GED) certificate and whether and when they enrolled in postsecondary education programs and institutions. Students who were enrolled in postsecondary education programs were asked about the programs' characteristics, whether they completed the program, and what degree or certificate, if any, they received.

- Information about their work experiences during the previous four years, including which month and year they started each job that they held during this period, which month and year they left each job, the number of hours they worked per week, the number of weeks they worked per month, and the hourly wage they earned.

- Information about the industries in which they worked for each job they held during the previous four years, and the type of work they performed. For the

[11]For a more complete listing of background characteristics of the full study sample, see Unit 1 in the Technical Resources for this report (Kemple and Willner, 2008).

most recent jobs that respondents held, the survey also asked about the types of skills they used, how their employment might have been connected to high school experiences, and how their work experience might be preparing them for the future.

- Information about marital status, having children, living situations, and other experiences in their lives and their plans for the future.

The newest findings in this report are based on data collected from 1,428 youth who completed the Eight-Year Post-High School Follow-up Survey. This represents 81 percent of the 1,764 young people in the full study sample: 82 percent of the Academy group and 80 percent of the non-Academy group. Response analysis indicates that there were no systematic differences in background characteristics between Academy and non-Academy group members who responded to the survey. The relatively high response rates in both the Academy and the non-Academy group — and the comparability of the Academy and non-Academy group members who responded — afford a high degree of confidence that the survey data yield valid estimates of the Career Academies' impacts.[12]

Impacts on High School Experiences and Outcomes

To provide context for interpreting the impacts that Career Academies had on postsecondary education and labor market outcomes, this section summarizes findings from prior reports about how Career Academies influenced students' high school experiences. The first three reports from the Career Academies Evaluation describe the implementation of the core elements of the Career Academy approach and assess the extent to which these elements provided students, teachers, and employers with the types of supports and learning opportunities promised by the Career Academy model.[13] The fourth report examines the impacts that the participating Academies had on students' performance and engagement through the end of their twelfth-grade year in high school.[14]

The findings from these earlier reports provide an essential context for understanding the pattern of Career Academy effects on postsecondary educational attainment and labor market outcomes that are discussed in this report. In particular, they shed light on the

[12]For a more detailed discussion of the Career Academies Evaluation Eight-Year Post-High School Follow-Up Survey response rates and analysis issues related to data availability, see Unit 1 in the Technical Resources for this report (Kemple and Willner, 2008).

[13]See Kemple and Rock (1996); Kemple (1997); and Kemple, Poglinco, and Snipes (1999).

[14]See Kemple and Snipes (2000). Also, Units 3 to 5 in the Technical Resources for this report (Kemple and Willner, 2008) include tables that summarize the impacts on student performance and engagement in high school for the Eight-Year Post-High School Follow-Up Survey sample.

facets of students' high school experiences and outcomes that Career Academies affected or did not affect. Differences (and the lack of differences) in the experiences of students in the Academy group and the non-Academy group are fundamental antecedents to the effects that Career Academies might have had as these young people moved beyond high school into postsecondary education programs and the world of work.

Several findings reported previously indicate that the Career Academies in the evaluation changed students' experiences during high school in ways that are strongly consistent with the short-term goals of the Academy approach. For example, compared with their non-Academy counterparts:

- Students in the Academy group reported higher levels of interpersonal support from teachers and peers.
- Academy students were more likely to build a high school transcript that combined academic and career or technical courses.
- Academy students were substantially more likely to be exposed to a range of career awareness and development activities, both in and outside school, and to work in jobs that were connected to school (for instance, they got a job as part of a class or through a school connection).
- For students who entered the programs at high risk of dropping out, the Academies increased the likelihood of staying in school through the end of the twelfth-grade year, improved attendance, and increased the number of credits earned toward graduation.
- For students at medium or low risk of dropping out, the Academies increased career and technical course-taking and participation in career development activities without reducing academic course-taking.

Previously reported findings also indicate several potential limitations of the Academies' implementation and effectiveness:

- Nearly one-third of the students who initially enrolled in the Academies left the programs before the end of their twelfth-grade year.
- The curricula and instructional strategies used in the Academies (in both academic and career or technical courses) were generally similar to those offered in the rest of the high school and did not typically include integration of academic content and knowledge with career-related applications.

- The Academies had no impact on scores from a standardized test administered as part of the evaluation's data collection effort.
- Some Academies that did not substantially increase interpersonal supports from teachers and peers led to reduced attendance rates and academic course-taking for some students.

Not surprisingly, the Academies appear to have been most effective at influencing those aspects of school functioning and student and teacher experiences that are closest to the core features of the approach. For example, the Academies' school-within-a-school organization appears to have created communities of support for teachers and students. In this context, students were more highly engaged in school, which was reflected in high attendance rates, low dropout rates, and — in the words of several students — a sense of being in a "family-like" atmosphere. Teachers, too, saw the Academies as a "learning community" in which they collaborated with colleagues and were able to give students more personalized attention. The findings suggest that the school-within-a-school structure and the interpersonal supports that evolved from it may have been important preconditions for the implementation and effectiveness of other features of the Career Academy approach. In and of themselves, however, these interpersonal supports do not appear to have had a direct impact on student performance.

The Career Academies in this evaluation had the strongest and most pervasive effects on the engagement of high-risk students during the high school years. For these students, the Academies increased attendance and credits earned in both academic and career or technical courses, and they kept a higher proportion of those students enrolled in school through the end of twelfth grade. For medium- and low-risk students, the Academies were able to increase exposure to career-related courses and career development experiences without reducing the likelihood of completing at least a basic academic core curriculum.

Employer partnerships — another key feature of the Career Academy approach — offered employers structured, concrete opportunities to engage in the educational mission of high schools. These partnerships provided students with a broad array of career awareness and development experiences both in and outside school, including work-based learning internships. Academy students were much more likely than their non-Academy counterparts to be exposed to such experiences as job-shadowing, career fairs, guest speakers from local businesses, and instruction in how to look for and apply for a job, prepare a résumé, and interview. Academy students were also provided with increased exposure to individual employers as well as to information about the types of career opportunities in a given field.

The Academies in this evaluation appear to have had less influence on curricular content and teachers' instructional practice than on the measures mentioned above. Acade-

my students were more likely to take career-related courses than their non-Academy peers, but the academic and career-related courses that they took were generally typical of those offered in the regular school environment — probably because Academy teachers were bound by the same requirements as their non-Academy counterparts regarding the scope and sequence of the curriculum.

Similarly, although the Academies were more likely to expose students to applied and work-related learning activities, they typically did not truly integrate academic and career-related curricula and instructional practice in ways consistent with practices that have been identified in other research.[15] Such integration requires offering more extensive professional development opportunities to teachers — over and above the in-service workshops normally available through school and district resources — than most of the Academies could provide. Other professional development opportunities, such as shared planning time for teachers, were focused on student-related concerns and on coordinating the career development and employer-related activities.

Given the similarity between Academy and non-Academy academic curricula and instructional practice, it is not surprising that the Academies did not affect students' standardized test scores. Still, Academy students performed at least as well as their non-Academy counterparts on standardized tests, and they received the added benefits of participating in a combined academic and career-related curriculum and in a series of career development activities.

Finally, only 55 percent of students who were selected to enroll in the Career Academies remained in those programs through their scheduled graduation. About 15 percent of the applicants who were randomly assigned to the Academy group never enrolled at all, and another 30 percent enrolled but subsequently left the programs before their scheduled graduation. Only a small percentage of those who left the Academies dropped out of high school altogether. It is unclear how much of the attrition from the Academies could have been influenced or avoided by the programs themselves. Over 90 percent of the students who were selected for the Academies but who never enrolled in one or who left the Academy before graduation remained enrolled in other high school programs or high schools. Approximately 54 percent said that they did not enroll or left the programs because they did not like the Academy or because they preferred other classes or programs that better suited their interests and needs. Student mobility — usually due to family circumstances beyond the control of the programs — accounted for another 25 percent of students who either never enrolled

[15]For a review of research on approaches for integrating academic and vocational education, see Grubb (1995a, 1995b).

or left before graduation. The remaining students were asked to leave the Academies or dropped out of high school altogether.

The high attrition rates may suggest, however, that there is not great demand for Academies, at least under circumstances where students can choose to leave and staff can ask them to leave. In any case, these are the circumstances under which Career Academies typically operated in the 1990s and many continue to operate today. As a result, Academies may be able to influence students' behavior and performance for only a year or two before students move on to other opportunities. In an effort to provide the most rigorous and policy-relevant information about Academies' potential to affect students' behavior, this evaluation takes the reality of attrition squarely into account by including in the analysis all students who were randomly assigned to Academies, whether they enrolled or not.

Long-Term Impacts on Labor Market Outcomes

This section of the report begins with a summary of the impacts that the Career Academies had on labor market outcomes for the full study sample. The key labor market outcomes include average monthly earnings and the core sources of monthly earnings: months employed during the follow-up period, hours worked per week, and hourly wages.[16] It includes information about impacts throughout the eight years following each sample member's scheduled graduation from high school and focuses special attention on the characteristics of jobs held at the end of the follow-up period.[17] The section then discusses in

[16]All information on job characteristics is self-reported. Monthly earnings were calculated by multiplying each sample member's reported hourly wage by the hours worked per week and by the number of weeks worked per month. For months in which sample members did not report being employed, zero values were used for monthly earnings and the components of earnings. For all jobs except the current or most recent job, hourly wages and weekly hours at the conclusion of the job were applied to the full duration of the job. Thus, if wages or hours increased or decreased during the job, these measures may over- or underestimate true monthly earnings. Analyses conducted on the four-year post-high school data indicated that the pattern of impacts was not sensitive to various assumptions about changes in wages or hours.

[17]Information about labor market outcomes during the first four years following scheduled high school graduation is derived from the Career Academies Evaluation Four-Year Post-High School Survey and the sample of students who completed that survey (N = 1,458). Information about labor market outcomes during the second four years following scheduled high school graduation is derived from the Career Academies Evaluation Eight-Year Post-High School Survey and the sample of students who completed that survey (N = 1,428). The estimates derived from these two samples are the most representative of findings for the full sample of students in the evaluation for the respective time periods. Averages are calculated across the two time periods, but, because of the different samples from which estimates were derived, tests of statistical significance were not performed for these averages. Results using a common overlapping sample from the two follow-up surveys (N = 1,275) yielded a similar pattern of results. See Unit 1 of the Technical Resources for this report (Kemple and Willner, 2008).

more detail the labor market impacts for the subgroups of young men and young women. It concludes with a brief review of the labor market impacts for subgroups defined by the background characteristics associated with the risk of dropping out of high school. All dollar values presented in this report are inflation-adjusted and are expressed as 2006 dollars.[18]

- **The Career Academies produced positive and sustained impacts on average monthly earnings throughout the eight-year follow-up period.**

Exhibit 1 displays the impacts that Career Academies had on average monthly earnings and on each of the key components of earnings (months employed, hours worked per week, and hourly wages).[19] The bars on the left side of each figure reflect averages over the first four years following scheduled high school graduation. The bars on the right side of each figure reflect averages over the next four years. The bar graph on the left side of the exhibit shows that the Career Academies produced an increase in earnings of $132 per month during the first four years of the follow-up period and $216 per month in the final four years. Both of these results are statistically significant, meaning that it is unlikely that the differences arose by chance.[20] On average, this represents an increase of $174 per month over the full eight years following scheduled high school graduation and an 11 percent increase in monthly earnings over the non-Academy group's average of $1,561 per month. Over the eight-year follow-up period, this reflects an additional $2,088 in earnings per year for the Academy group — or a total of $16,704 (in 2006 dollars).[21] The three figures on the right side of Exhibit 1 indicate that the impact on monthly earnings during both phases of

[18]Values are adjusted for inflation using the 2007 Consumer Price Index for All Urban Consumers, unadjusted for seasonal variation, from the U.S. Department of Labor, Bureau of Labor Statistics (www.bls.gov/CPI).

[19]Unit 3 of the Technical Resources for this report (Kemple and Willner, 2008) includes supplementary tables that provide more detailed labor market impact findings for the full study sample over the eight-year follow-up period.

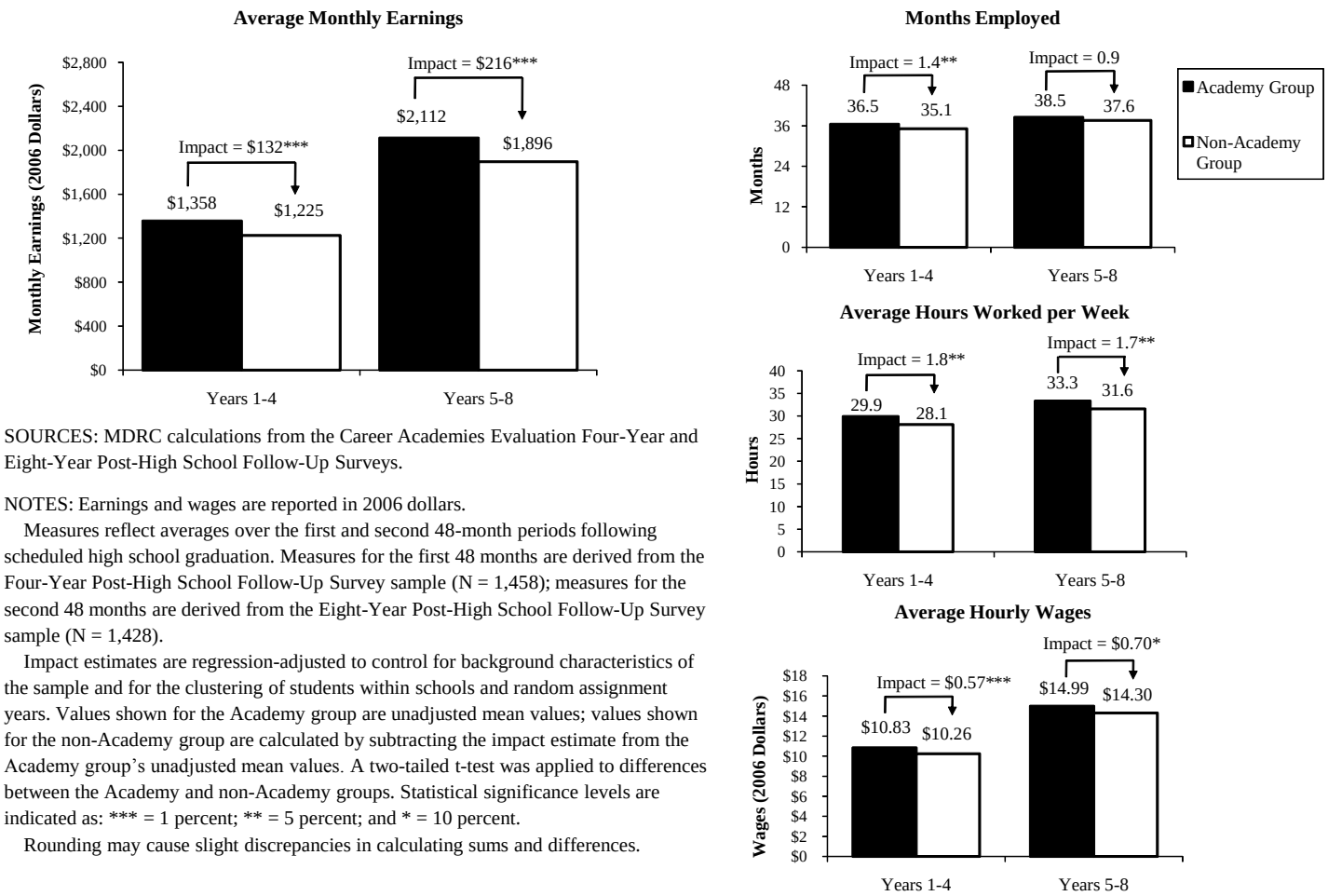
[20]In the exhibits, the number of asterisks next to a particular impact estimate indicates the confidence one should have that the margin of error around that estimate does not include zero. One asterisk indicates that there is a probability of less than 10 percent that the given result would be observed if the impact is truly zero; two asterisks indicates a probability of less than 5 percent; and three asterisks, a probability of less than 1 percent. The actual probability that random chance could have produced the given result in the event that the impact is truly zero is shown in the "p-value" column in the tables.

[21]Results using the smaller, common overlapping sample from the two follow-up surveys (see footnote 17) yielded a similar pattern, although the size of the impacts is somewhat smaller, especially for the first four years. For the common sample, the Career Academies produced an increase of $104 per month during the first four years of follow-up and $212 per month during the last four years. Over the entire eight-year follow-up period, the Career Academies produced an impact of $158 per month, which amounts to an increase of $1,898 per year and an accumulated $15,185 over all eight years (in 2006 dollars). The earnings impacts for all phases of the follow-up period are statistically significant. Unit 1 of the Technical Resources for this report (Kemple and Willner, 2008) includes additional details about the robustness of the earnings impacts across samples.

Career Academies Evaluation

Exhibit 1

Impacts on Average Monthly Earnings and Components of Earnings for the Full Sample



SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

NOTES: Earnings and wages are reported in 2006 dollars.

Measures reflect averages over the first and second 48-month periods following scheduled high school graduation. Measures for the first 48 months are derived from the Four-Year Post-High School Follow-Up Survey sample (N = 1,458); measures for the second 48 months are derived from the Eight-Year Post-High School Follow-Up Survey sample (N = 1,428).

Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; and * = 10 percent.

Rounding may cause slight discrepancies in calculating sums and differences.

the follow-up period was driven by a combination of increases in the number of months employed, hours worked per week, and hourly wages.

Exhibit 2 shows that the Career Academies' impacts on average monthly earnings persisted throughout the eight-year post-high school follow-up period. Monthly earnings for both the Academy and the non-Academy group increased substantially in real terms over the eight years after scheduled graduation. In 2006 dollar values, monthly earnings for both groups increased by roughly $1,700 over the follow-up period. The solid line in the exhibit, however, shows that the study's Academy group earned more, on average, than those in the non-Academy group (represented by the dashed line) during each month. In fact, impacts on monthly earnings were statistically significant in 87 of the 96 months shown in the exhibit, and they persisted through the eighth year of the follow-up period. As a further point of comparison, average earnings for members of the non-Academy group in the eighth year following scheduled graduation from high school ($26,043) were somewhat higher than those for a nationally representative group of young people with similar background characteristics who attended urban high schools around the same time ($25,231).[22] Thus, even though the study's non-Academy group had somewhat stronger earnings potential than similar students nationally, the Career Academies were able to give these young people a meaningful boost in the labor market.

The survey that was administered to the study sample for this report also asked the sample members to provide more detailed information about the jobs that they held near or at the end of the eight-year post-high school follow-up period, when most of them were about 26 years old.[23] There are several potentially important differences between the jobs held by Academy and non-Academy group members who were employed during the follow-up period. For example, even though nearly 90 percent of both of these groups were employed in the last three months of the follow-up period, Academy group members had been working at their current or most recent job for about three months longer than their

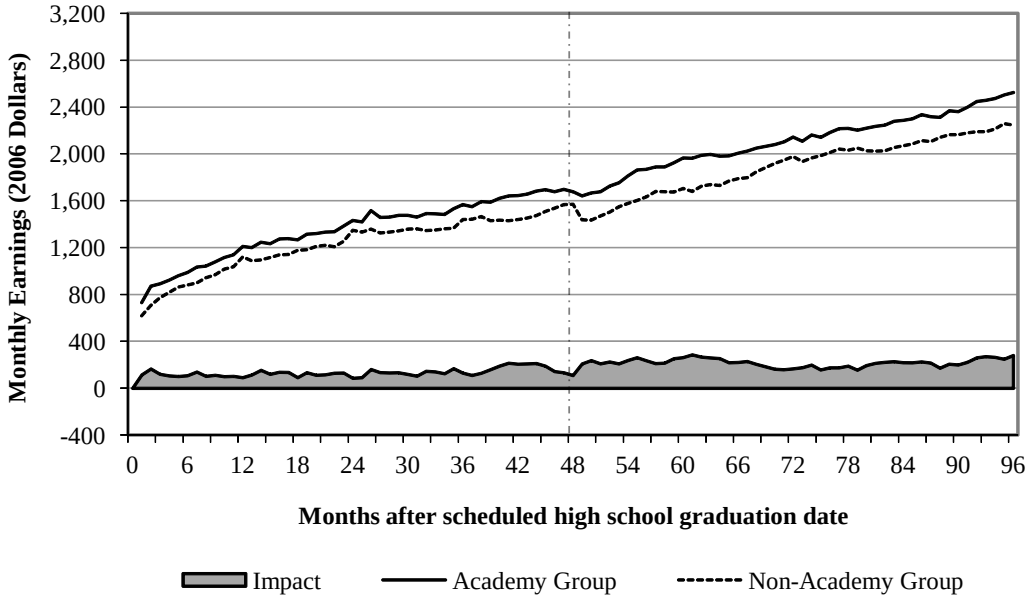
[22]Unit 2 of the Technical Resources for this report (Kemple and Willner, 2008) presents comparisons between outcomes for the Career Academies Evaluation sample and similar students from the National Education Longitudinal Study of 1988 (NELS:88) through 2000. Dollar values from both samples are inflation-adjusted and are expressed in 2006 dollars. The values for the NELS sample are regression-adjusted and mean-centered to reflect outcomes for students who had the same distribution of background characteristics as students in the Career Academies Evaluation sample.

[23]Unit 3 of the Technical Resources for this report (Kemple and Willner, 2008) provides a list of these job characteristics for both groups. The information on job characteristics that is discussed in this section of the report and presented in the Technical Resources is based only on the sample members who were employed during the follow-up period and focuses only on the characteristics of the last job they held. As a result, the data do not allow for experimental comparisons, and differences in job characteristics between Academy and non-Academy groups do not represent valid indicators of Career Academy impacts (or lack of impacts).

Career Academies Evaluation

Exhibit 2

Month-by-Month Impacts on Total Monthly Earnings for the Full Sample



SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

NOTES: Earnings are reported in 2006 dollars.

Measures reflect the 96-month period following scheduled high school graduation for each sample member (Month 0 is June of the scheduled graduation year). Measures for Months 1 to 48 are derived from the Four-Year Post-High School Follow-Up Survey sample (N = 1,458). Measures for Months 49 to 96 are derived from the Eight-Year Post-High School Follow-Up Survey sample (N = 1,428). The dotted line at Month 48 illustrates the cutpoint between the Four-Year and Eight-Year Post-High School Follow-Up Survey samples.

Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Differences in monthly earnings are significant at a level of 10 percent or less in 87 of the 96 months.

control group counterparts. Monthly earnings for the Academy group outpaced the earnings of the non-Academy group at both the start and end of the job, and the Academy group experienced a 23 percent increase in real earnings over the time that they held their jobs (from $2,272 per month to $2,798 per month), compared with about 21 percent for the non-Academy group (from $2,106 to $2,547 per month). Just over 74 percent of workers in both groups held jobs that provided a health insurance plan, and just over 81 percent of both groups (81 percent of the Academy group and 82 percent of the non-Academy group) reported working in a job that provided other benefits, such as sick and vacation days and a retirement plan.

There were modest differences in the distribution of jobs across occupational sectors. Nineteen percent of the Academy group, compared with 16 percent of the non-Academy group, were employed in a management, business operations, or financial operations occupation (although this difference is not statistically significant), and 7 percent of the Academy group, compared with less than 4 percent of the non-Academy group, were employed in a computer, engineering, or media technology occupation. There was a slight trend for Academy group members to have lower employment in other sectors, including education, social services, law, and science occupations (8 percent versus 11 percent) and sales, food, and personal services occupations (12 percent versus 14 percent). Overall, the largest proportion of the Academy group, 24 percent, worked in an office or administrative support occupation; 15 percent worked in a construction, production, maintenance, or transportation occupation; and 9 percent worked in a health care, medical support, or medical technology occupation. Similar percentages of the non-Academy group worked in each of these sectors as well.

In addition to monthly earnings, hourly wages, and occupational sector, two other characteristics differentiated the jobs held by the Academy group from those held by the non-Academy group. First, sample members in the Academy group were more likely to be working in a job that was directly related to the subjects and themes that they studied during high school: 39 percent of the Academy group reported this to be the case, compared with 31 percent of the non-Academy group. Second, 46 percent of the Academy group indicated that their current choice of occupational field was influenced by their high school experiences, compared with 36 percent of the non-Academy group. Note, however, that the majority of those in the Academy group were *not* working in jobs related to the career theme of the Academy program for which they were selected.

- **The impacts on labor market outcomes were concentrated among young men in the study sample.**

Exhibit 3 displays the Career Academies' impacts on average monthly earnings (and the key components of earnings) for young men in the study sample, and Exhibit 4 displays impacts for the young women.[24] Exhibit 3 shows that, for both phases of the follow-up period, the Academies produced statistically significant increases in monthly earnings, months employed, and hours worked per week for young men. The programs also produced increases in hourly wages, but only the estimate for the first four years of the follow-up period is statistically significant. During the first four years, the Career Academies produced an average increase of $260 in real monthly earnings for young men, which grew to an impact of $361 in real monthly earnings during the last four years of the follow-up period. Across the two phases of the follow-up period, therefore, the Career Academies produced an average increase of $311 in real monthly earnings for young men. This amounts to a 17 percent increase over and above the average earnings of $1,792 per month for young men in the non-Academy group — or an increase of $3,722 in annual earnings and a total of nearly $30,000 in additional real earnings (in 2006 dollars) for males in the Academy group over the eight-year post-high school follow-up period.[25]

Exhibit 3 also shows that, for young men, the Academy programs produced sizable increases in the number of months employed, hours worked per week (including full-time employment), and hourly wages. Over all eight years, the young men in the Academy group were employed during nearly 80 months (83 percent of the 96-month follow-up period), compared with 74 months (77 percent of the follow-up period) for young men in the non-Academy group. Though not shown in the exhibit, young men in the Academy group were employed full time during 70 of the 80 months that they were working, compared with only 63 of 74 months for the non-Academy group. Over the eight-year follow-up period, young men in the Academy group worked an average of about 36 hours per week, compared with 32 hours per week for young men in the non-Academy group.

---

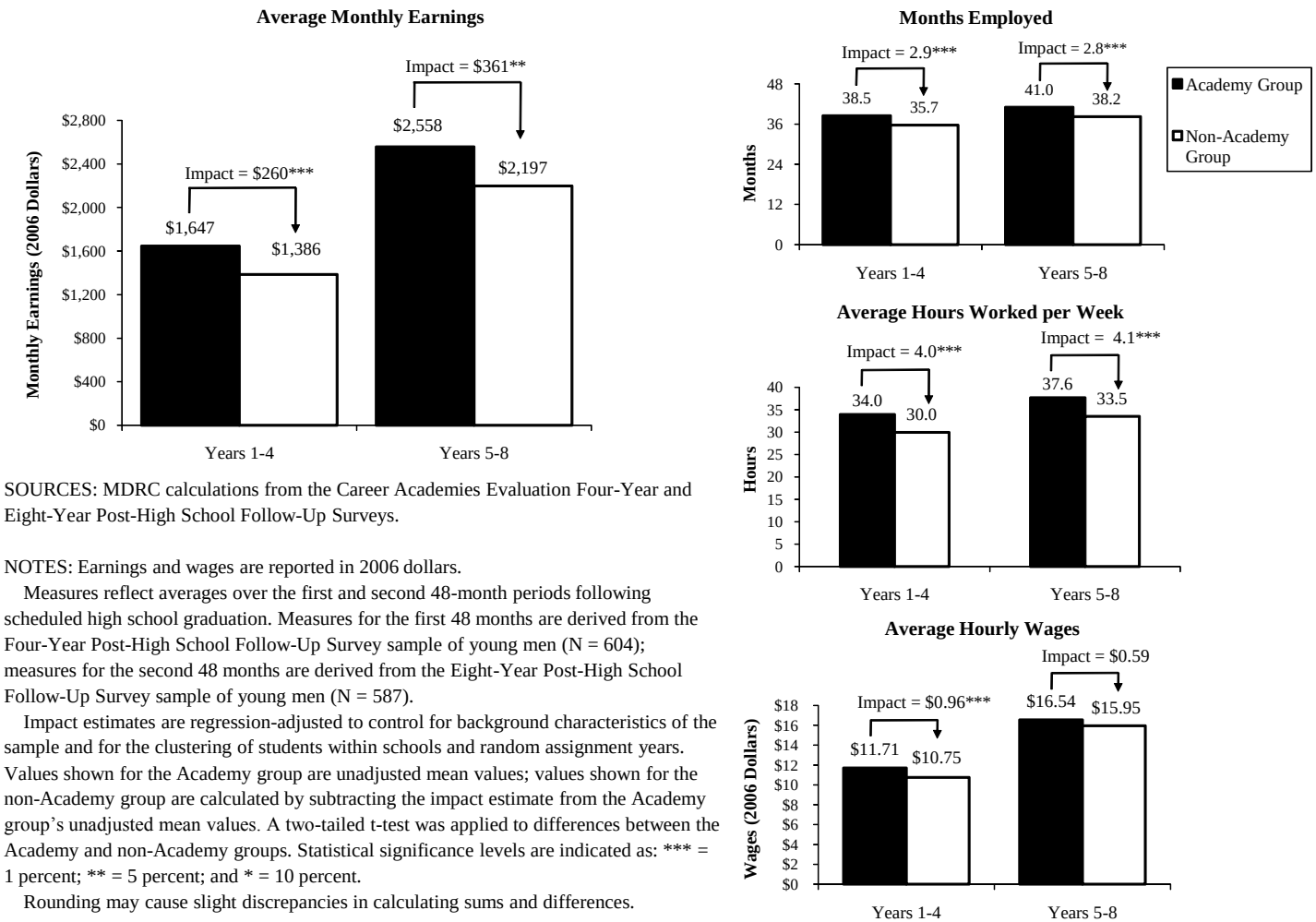
[24]Unit 4 of the Technical Resources for this report (Kemple and Willner, 2008) includes supplementary tables that provide detailed impact findings for young men and young women in the study sample over the eight-year follow-up period.

[25]These estimates are averaged across the four-year and eight-year follow-up samples of young men (N = 604 and 587, respectively). The pattern of impacts obtained using the common overlapping sample of young men from the two follow-up surveys (N = 513) is similar to that obtained using the separate survey samples, although the size of the impacts is somewhat smaller. For the common sample, the Career Academies produced an increase in young men's earnings of $196 per month during the first four years of follow-up and $302 per month during the last four years. Over the entire eight-year follow-up period, the Career Academies produced an impact of $249 per month for young men, which amounts to an increase of $2,989 per year and an accumulated $23,912 over all eight years (in 2006 dollars). The earnings impacts for all phases of the follow-up period are statistically significant for this sample. Unit 1 of the Technical Resources for this report (Kemple and Willner, 2008) includes additional details about the robustness of the earnings impacts across samples.

Career Academies Evaluation

Exhibit 3

Impacts on Average Monthly Earnings and Components of Earnings for Young Men



SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

NOTES: Earnings and wages are reported in 2006 dollars.

Measures reflect averages over the first and second 48-month periods following scheduled high school graduation. Measures for the first 48 months are derived from the Four-Year Post-High School Follow-Up Survey sample of young men (N = 604); measures for the second 48 months are derived from the Eight-Year Post-High School Follow-Up Survey sample of young men (N = 587).

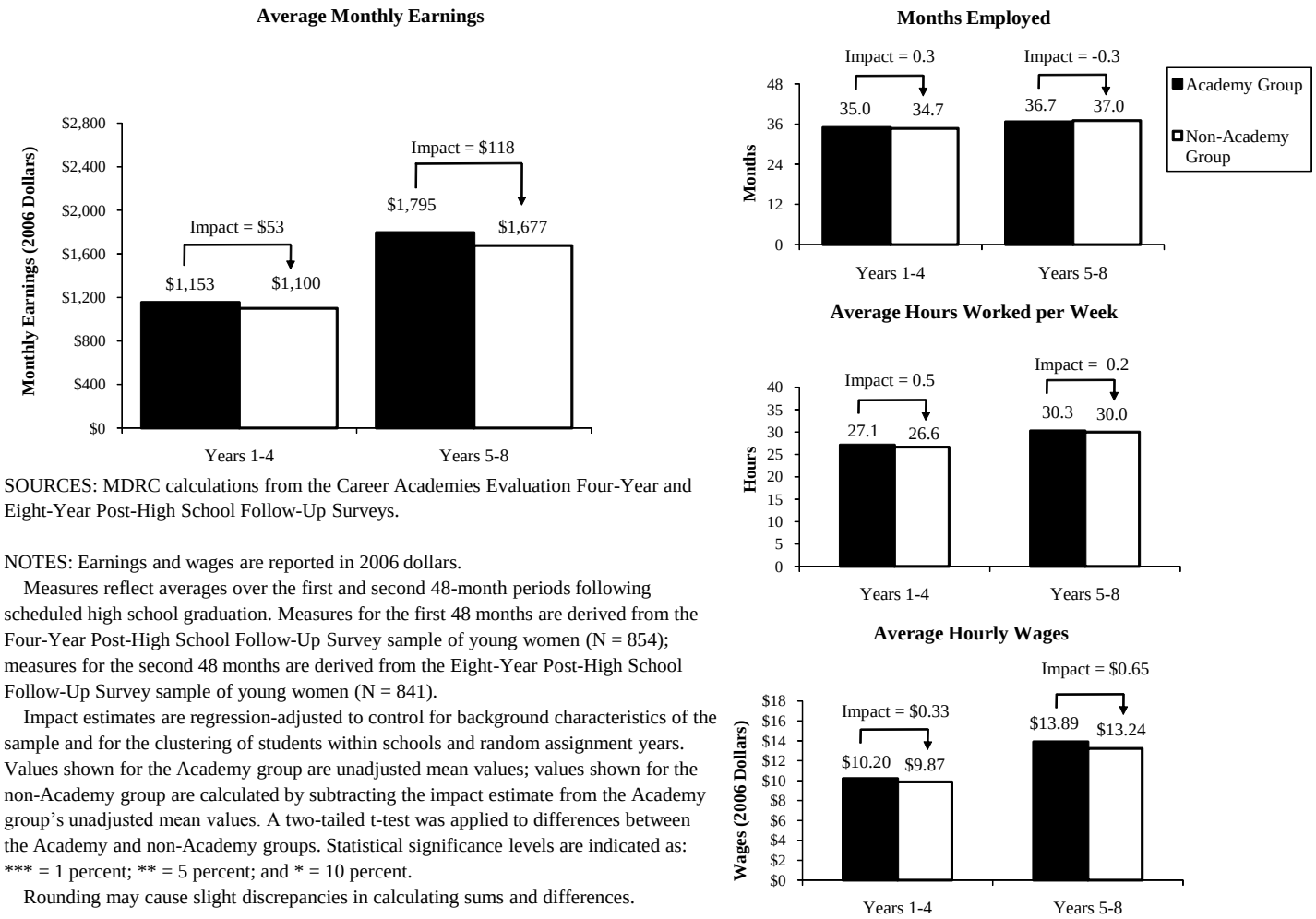
Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; and * = 10 percent.

Rounding may cause slight discrepancies in calculating sums and differences.

Career Academies Evaluation

Exhibit 4

Impacts on Average Monthly Earnings and Components of Earnings for Young Women



SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

NOTES: Earnings and wages are reported in 2006 dollars.

Measures reflect averages over the first and second 48-month periods following scheduled high school graduation. Measures for the first 48 months are derived from the Four-Year Post-High School Follow-Up Survey sample of young women (N = 854); measures for the second 48 months are derived from the Eight-Year Post-High School Follow-Up Survey sample of young women (N = 841).

Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; and * = 10 percent.

Rounding may cause slight discrepancies in calculating sums and differences.

Finally, the top graph in Exhibit 5 shows that the Career Academies' impact on monthly earnings for young men persisted throughout the eight-year post-high school follow-up period. It shows that while real monthly earnings more than tripled for both groups, young men in the Academy group consistently earned more throughout the period. In fact, during the last year of the follow-up period, the young men in the evaluation sample earned substantially more than a nationally representative group of young men at a similar point in their lives, with similar characteristics, who also attended urban, public high schools.[26]

Furthermore, the magnitude of the impact of Career Academies on annual earnings during the eighth year after high school for young men — a 16 percent increase over the non-Academy group's earnings — is larger than the earnings premium that other researchers have calculated for two full-time-equivalent years of enrollment in a community college. These researchers estimate that completing two years of community college, relative to having a high school diploma but no postsecondary education, was associated with an 11 to 12 percent increase in annual earnings for young men in 1999.[27] Similarly, an unadjusted analysis of 2006 census data reveals that young men ages 25 to 28 who had completed some college were earning about 16 percent more than their counterparts with only a high school diploma or GED.[28] While this does not mean that Career Academies can or should serve as a substitute for postsecondary education for young men, the comparison helps frame the magnitude of the labor market impacts for young men.

- **The Career Academies' impacts on labor market outcomes for young women varied somewhat over time but, on average, are not statistically significant.**

[26]Young men in the study's Academy group earned an average of $35,304 (2006 dollar values) during the eighth year following scheduled graduation from high school. This compares with $31,576 (2006 dollar values) during 1999 for young men with similar background characteristics from the National Education Longitudinal Study of 1988 (NELS:88/2000) who also attended urban, public high schools. This is based on MDRC calculations from the NELS:88 database. See Unit 2 of the Technical Resources for this report (Kemple and Willner, 2008) for a description of the analyses that form the basis of these findings.

[27]Marcotte, Bailey, Borkoski, and Kienzl (2005) analyzed data from the NELS:88/2000 database to estimate the contribution of various levels of postsecondary education (controlling for work experience, urbanicity, ethnicity, high school dropout/GED status, and other demographics) on earnings in 1999, eight years after the sample was scheduled to graduate from high school. Due to data limitations, the analysis excluded sample members whose first enrollment in a postsecondary institution occurred more than two years after their scheduled graduation from high school.

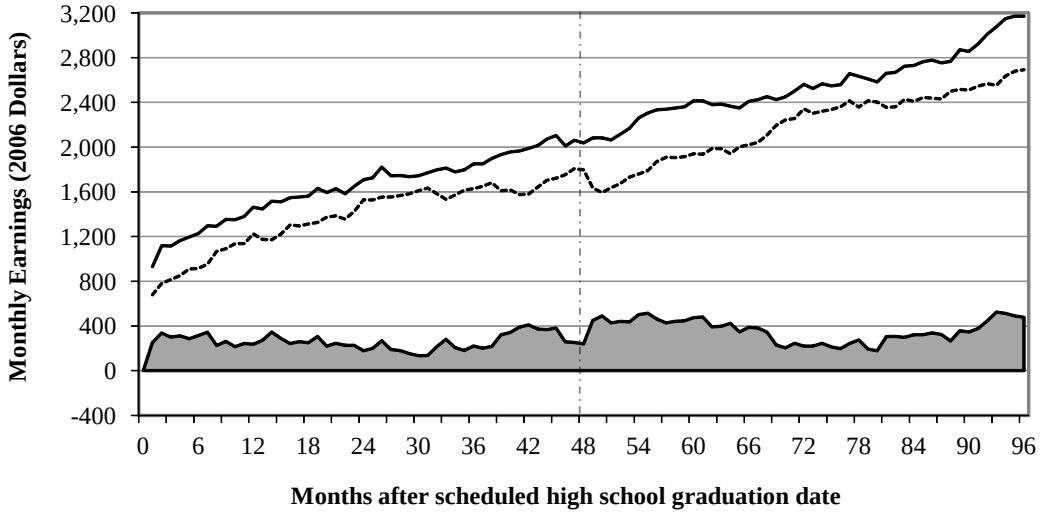
[28]These numbers are based on 2006 American Community Survey (ACS) public use files from the U.S. Census Bureau and include men who were not employed in 2006. (Calculations were performed by Andrew Sum, Northeastern University, Center for Labor Market Studies.)

Career Academies Evaluation

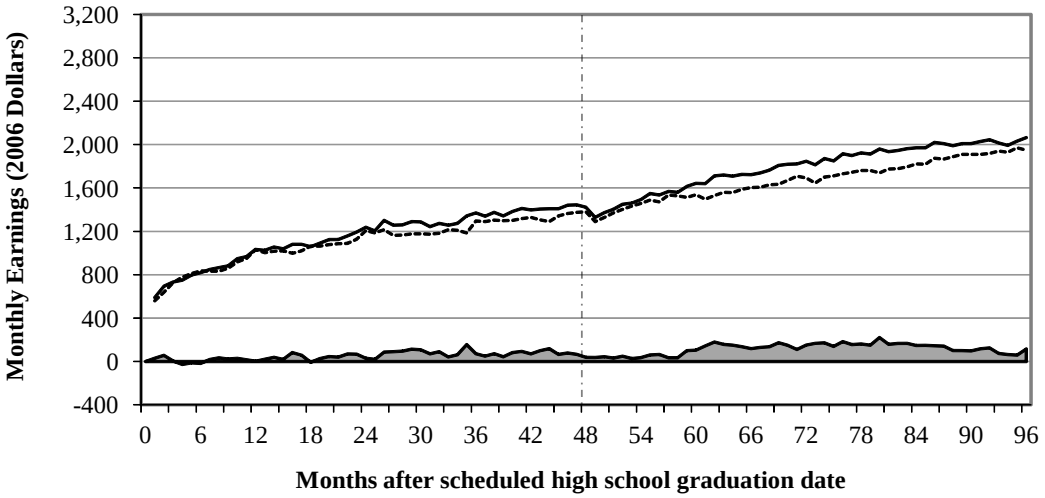
Exhibit 5

Month-by-Month Impacts on Total Monthly Earnings, by Gender

Young Men



Young Women



Impact — Academy Group — Non-Academy Group

(continued)

Exhibit 5 (continued)

SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

NOTES: Earnings are reported in 2006 dollars.

Measures reflect the 96-month period following scheduled high school graduation for each sample member (Month 0 is June of the scheduled graduation year). Measures for Months 1 to 48 are derived from the Four-Year Post-High School Follow-Up Survey sample (young men: N = 604; young women: N = 854). Measures for Months 49 to 96 are derived from the Eight-Year Post-High School Follow-Up Survey sample (young men: N = 587; young women: N = 841). The dotted line at Month 48 illustrates the cutpoint between the Four-Year and Eight-Year Post-High School Follow-Up Survey samples.

Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Differences in monthly earnings are significant at a level of 10 percent or less in 73 of the 96 months for young men and in 6 of the 96 months for young women.

Exhibit 4 and the bottom graph in Exhibit 5 depict substantially different patterns of labor market outcomes and impacts for young women in the study sample, compared with those for the young men. First, Exhibit 4 shows that monthly earnings and each of the components of monthly earnings were lower for young women in the sample than for young men (see Exhibit 3). This was true in both the Academy and the non-Academy group. For example, over the eight-year follow-up period, young men in the non-Academy group earned an average of $403 more per month than young women in the non-Academy group. This accumulated to nearly $39,000 (29 percent) more in earnings for young men than young women in the non-Academy group. The gender difference in the Academy group was even larger: During the 96-month follow-up period, young men in the Academy group earned about $60,000 (43 percent) more than young women in the Academy group.

The difference in average monthly earnings between young men and young women was due, in large part, to differences in employment patterns. Comparing Exhibits 3 and 4 shows that the young women in both groups worked during fewer months and that they worked fewer hours per week than did the young men; there are also gender differences in hourly wages. Finally, as shown in Exhibit 5, real monthly earnings for young men increased much more steeply than they did for young women over the follow-up period.

Exhibit 4 shows, on average, that the Academies produced consistently positive but not statistically significant impacts on labor market outcomes for young women. Average monthly earnings and hourly wages were only slightly higher for young women in the Academy group than for young women in the non-Academy group, and there was no difference in

months employed or hours worked per week.[29] It should be noted that differences in impacts between young men and young women are statistically significant during the first four years of the follow-up period but are not statistically significant during the last four years of the follow-up up period. In other words, although impacts on monthly earnings were larger in magnitude for the young men, the margin of error around the difference in impacts was even larger, at least in the last four years of the follow-up period. This indicates that the differences in impacts could be due to chance. Nonetheless, a consistent pattern of positive and statistically significant impacts for young men but not for young women indicates that the program's impact on labor market outcomes is concentrated among young men.

It is not clear why the Career Academies had only a marginal impact on labor market outcomes for young women. The evaluation did not find evidence that the Career Academy experience was systematically different for young women than for young men. Nor does it appear that the Career Academies had systematically different impacts on the high school experiences of young women and young men. One hypothesis, however, is that the lack of post-high school labor market impacts for young women may be an artifact of their somewhat shorter and more intermittent employment spells associated with having children or attending postsecondary education programs. This will be explored in nonexperimental analyses to be presented in a future paper.

- **Differences in impacts on labor market outcomes among three subgroups defined by students' risk of dropping out narrowed over time. The most consistently positive impacts accrued to the high-risk subgroup.**

Because prior reports from this evaluation focused on the impacts that Career Academies had on educational outcomes, they examined three subgroups defined by background

[29]These estimates are averaged across the four-year and eight-year follow-up samples of young women (N = 854 and 841, respectively). The pattern of impacts obtained using the common overlapping sample of young women from the two follow-up surveys (N = 762) is similar to that obtained using the separate survey samples, although the size of the earnings impact for the last four years is slightly larger and statistically significant at the 10 percent level. For the common sample, the Career Academies produced an increase in young women's earnings of $37 per month during the first four years of follow-up and $149 per month during the last four years. Over the entire eight-year follow-up period, the Career Academies produced an impact of $93 per month for young women, which amounts to an increase of $1,117 per year and an accumulated $8,935 over all eight years (in 2006 dollars). The earnings impacts for the last four years and averaged across all eight years are statistically significant at the 10 percent level for this sample. Unit 1 of the Technical Resources for this report (Kemple and Willner, 2008) includes additional details about the robustness of the earnings impacts across samples.

characteristics that are associated with dropping out of high school.[30] The student populations in Career Academies tend to reflect the ethnic, gender, and socioeconomic characteristics of their host high schools, which were diverse. However, little is known about the relative effectiveness of Academies for key subgroups. For example, some students who applied for Academies at the end of the eighth or ninth grade were already highly engaged in school. The Academies aspired to prepare these students for college and to provide them with career-related learning experiences and credentials that would make them more competitive in the labor market. At the other extreme, some Academy applicants were already on a path toward dropping out or having their education end with high school. Academies hoped to "reengage" such students, providing them with more applied learning experiences and encouraging them to develop higher aspirations for both education and employment.

In order to learn more about the suitability of the Academy approach for meeting the needs of students in different subgroups, the study examined three *risk subgroups,* which are defined below. Each of the characteristics used to define these subgroups was measured at the time that students applied for a Career Academy — that is, before they were randomly selected to be in the Academy or the non-Academy group.[31]

- **High-risk subgroup:** Students in the study sample (approximately 25 percent of both the Academy and the non-Academy group) who had the combination of characteristics, measured prior to random assignment, that are associated with the highest likelihood of dropping out
- **Medium-risk subgroup:** Students in the study sample (approximately 50 percent of both the Academy and the non-Academy group) who had characteristics, measured prior to random assignment, indicating that they were not particularly likely to drop out but were not highly engaged in school
- **Low-risk subgroup:** Students in the study sample (approximately 25 percent of both the Academy and the non-Academy group) who had the combination of characteristics, measured prior to random assignment, that are associated with the lowest likelihood of dropping out

[30]Unit 5 of the Technical Resources for this report (Kemple and Willner, 2008) provides detailed impact findings for the risk subgroups in the study sample.

[31]The definition of these subgroups is based on analyses using background characteristics to predict dropping out among students in the non-Academy group. These analyses yielded an index that expresses dropout risk as the weighted average of selected background characteristics, including eighth-grade attendance rates and grades, falling behind on progress toward graduation, being retained in a prior grade, having transferred schools two or more times, and having a sibling who dropped out of high school. For a detailed discussion of the method used to define the risk subgroups, see Kemple and Snipes (2000).

Exhibit 6 shows the impacts that Career Academies had on average monthly earnings over the eight-year follow-up period for each of the risk subgroups. It indicates that the Career Academies produced impacts on monthly earnings for all three subgroups at various points in the follow-up period. Impacts on average monthly earnings (and on many of the components of earnings) are statistically significant for the high- and medium-risk subgroups during the first four years of the follow-up period. During the last four years, impacts on average monthly earnings are statistically significant for the high- and low-risk subgroups. For the high-risk subgroup, the Academies increased real earnings by an average of $237 per month over the course of the eight-year follow-up period, or 17 percent, compared with the non-Academy group's average monthly earnings of $1,436. Impacts on monthly earnings for the medium- and low-risk subgroups averaged about 10 percent. Overall, however, differences in impacts on monthly earnings across the three risk subgroups are not statistically significant. Thus, differences in impacts across the subgroups may be due to chance.

Impacts on Educational Attainment

This section of the report focuses on sample members' educational attainment through the end of the eight-year follow-up period. The key outcomes include high school completion status and postsecondary education enrollment and completion. High school completion statuses include receipt of a high school diploma and receipt of a General Educational Development certificate (GED). Postsecondary programs include bachelor's degree programs, associate's degree programs, and training certificate or licensing programs. To help place the educational attainment levels of the young people who are in the study sample in context, this section of the report offers a comparison with the educational attainment levels eight years after scheduled high school graduation for a representative sample of similar students from urban school districts across the country. The section then proceeds to a discussion of educational impacts for the subgroups of young men and young women. It concludes with a brief review of the impacts on educational attainment for subgroups defined by the background characteristics associated with the risk of dropping out of high school.

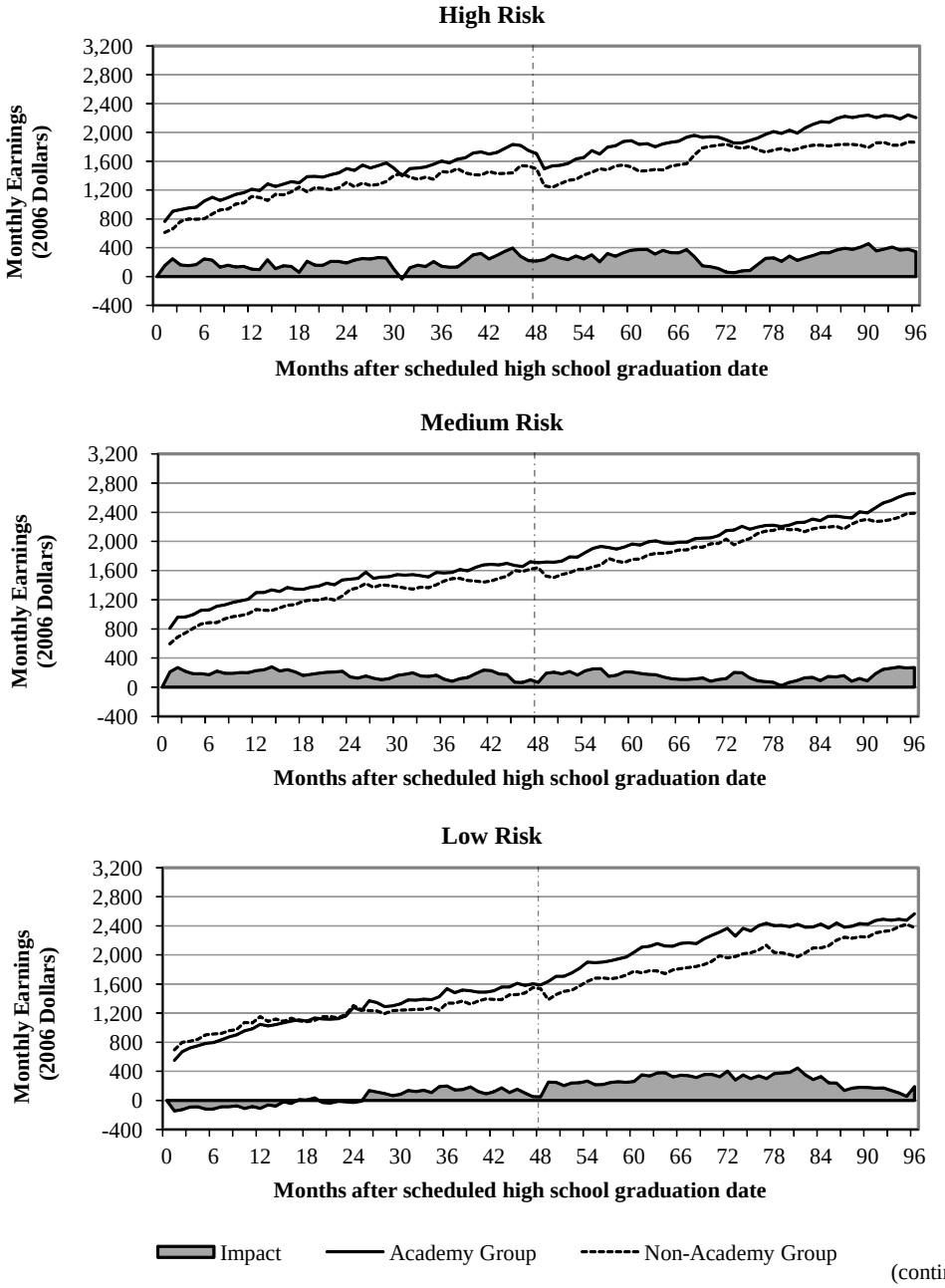
- **Overall, the Career Academies had no impact (positive or negative) on high school completion rates, although the rates were higher than national averages.**

The left side of Exhibit 7 shows the high school completion status of students in the Academy and non-Academy groups. Approximately 84 percent of the students in both

Career Academies Evaluation

Exhibit 6

Month-by-Month Impacts on Total Monthly Earnings, by Risk Subgroup



(continued)

Exhibit 6 (continued)

SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

NOTES: Earnings are reported in 2006 dollars.

Measures reflect the 96-month period following scheduled high school graduation for each sample member (Month 0 is June of the scheduled graduation year). Measures for Months 1 to 48 are derived from the Four-Year Post-High School Follow-Up Survey sample (high risk: N = 360; medium risk: N = 722; low risk: N = 376). Measures for Months 49 to 96 are derived from the Eight-Year Post-High School Follow-Up Survey sample (high risk: N = 343; medium risk: N = 721; low risk: N = 364). The dotted line at Month 48 illustrates the cutpoint between the Four-Year and Eight-Year Post-High School Follow-Up Survey samples.

Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Differences in monthly earnings are significant at a level of 10 percent or less in 37 of the 96 months for the high-risk subgroup, in 39 of the 96 months for the medium-risk subgroup, and in 22 of the 96 months for the low-risk subgroup.

groups had earned a high school diploma, and an additional 10 to 12 percent had received a GED.[32]

To help place these outcome levels in a broader context, the right side of Exhibit 7 shows the high school completion status of a nationally representative group of students who had similar background characteristics and who came from school districts that are similar to those represented in the study sample.[33] The figure illustrates several important points about the performance of students in the study sample and about the conclusions one

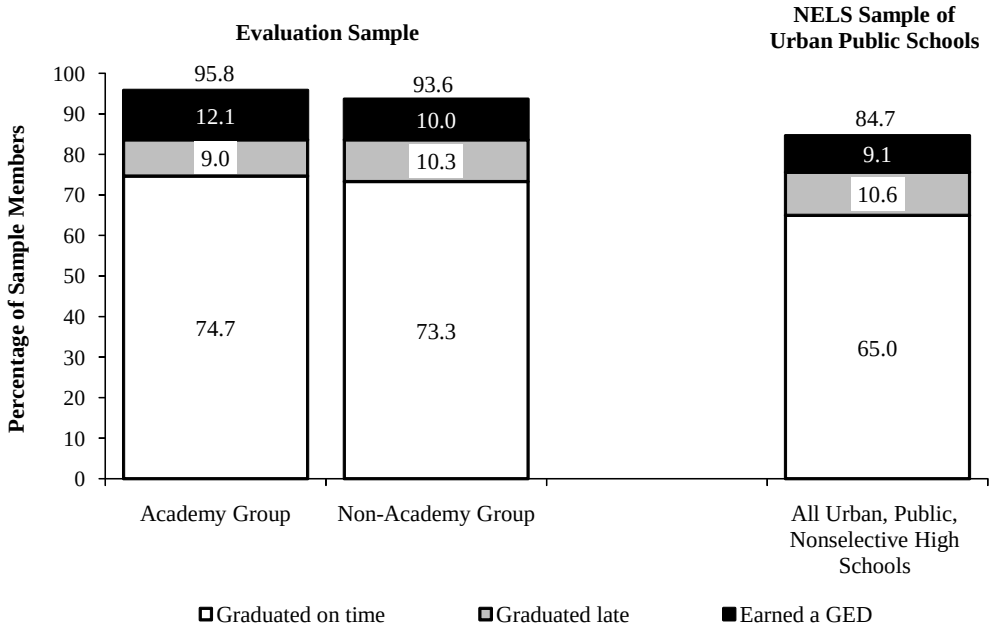
[32]Unit 3 of the Technical Resources for this report (Kemple and Willner, 2008) provides detailed findings on the Career Academies' impacts on educational outcomes for the full study sample. Differences between estimates presented in this report and those presented in previous reports may be due to differences in sample composition and to attempts to reconcile conflicting reports about the specific timing of the credentials that sample members earned.

[33]The percentages on the right side of Exhibit 7 are based on a sample of students from the National Education Longitudinal Study (NELS) of 1988 through 2000 (Curtin et al., 2002). NELS administered surveys in 1988, 1990, 1992, 1994, and 2000 to a nationally representative group of students who were eighth-graders in the spring of 1988 and who were scheduled to graduate from high school in 1992. Because virtually all the students in the non-Academy group completed the ninth grade, the analyses presented here include only students from the NELS sample who were tenth-graders in 1990 (that is, who did not drop out before the tenth grade). Also, to maintain comparability with the schools in the Career Academies Evaluation, only NELS students from nonselective public comprehensive high schools in urban school districts were included in the comparisons presented here. The values are regression-adjusted and mean-centered to reflect outcomes for students who had the same distribution of background characteristics as students in the Career Academies Evaluation sample. For a more detailed description of the analyses that form the basis of these findings, see Unit 2 of the Technical Resources for this report (Kemple and Willner, 2008).

Career Academies Evaluation

Exhibit 7

High School Completion Rates Eight Years After Scheduled Graduation for the Evaluation Sample and the NELS Sample



SOURCES: MDRC calculations from the Career Academies Evaluation One-Year, Four-Year, and Eight-Year Post-High School Follow-Up Surveys and the National Education Longitudinal Study (NELS), 1988-2000, public-use data files.

NOTES: All measures reflect completion status eight years after scheduled high school graduation. Students were considered on-time high school graduates if they received their diploma by the end of June in the year they were scheduled to graduate.

Measures for the evaluation sample are derived from the full Eight-Year Post-High School Follow-Up Survey sample (N = 1,428). Measures for the NELS sample are derived from the sample of youth who attended urban, public, nonselective high schools and who responded to all four waves of NELS postbaseline follow-up surveys (N = 2,042).

The NELS estimates incorporate weights that account for nonresponse and project to the population of students who were enrolled in tenth grade in 1990. In addition, the NELS estimates are adjusted to reflect a sample of students with the same distribution of background characteristics as the non-Academy eight-year follow-up evaluation sample. No tests of statistical significance were performed on differences between the evaluation sample and the NELS sample.

Impact estimates for the evaluation sample are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups within each category. There are no statistically significant differences in rates of high school graduation (overall, on-time, or late) or GED receipt.

Rounding may cause slight discrepancies in calculating sums and differences.

should or should not draw from these outcome levels. For example, students in both the Academy and the non-Academy group were substantially more likely to graduate from high school on time than similar students from similar districts across the country. Most notably, approximately 75 percent of the Academy group graduated from high school on time, compared with only 65 percent of similar students from similar school districts nationally. Though not shown in the exhibit, this difference is even more dramatic when comparing students in the evaluation sample with students in the national sample who reported being enrolled in the general curriculum track of their high school — the option typically taken by students in the study's non-Academy group.[34]

If the evaluation were only able to compare the performance of students in the Academy group with the performance of similar students from similar high schools across the country, one might be led to the conclusion that the Career Academies produced meaningful increases in high school graduation rates. In fact, however, the differences in high school completion rates are due to differences in other characteristics that are associated with the students' initial motivation to apply for a Career Academy program.

In short, Exhibit 7 illustrates that the Career Academies did not have an impact (positive or negative) on high school completion rates. At the same time, the completion rates (particularly on-time graduation rates) for students in both the Academy and the non-Academy group would be considered high relative to national averages for similar students in similar schools. This suggests that Career Academies may have been attracting somewhat better prepared or more highly motivated students, as seen by superior performance by both the Academy and the non-Academy group, in relation to similar students in a nationally representative sample of similar urban public schools. Thus, the Career Academies served as a viable strategy to keep students on course toward high school completion, although they were not better at this than the alternatives available in the high schools and communities where they were located.

- **Overall, the Career Academies had no impact (positive or negative) on postsecondary education enrollment and attainment rates.**

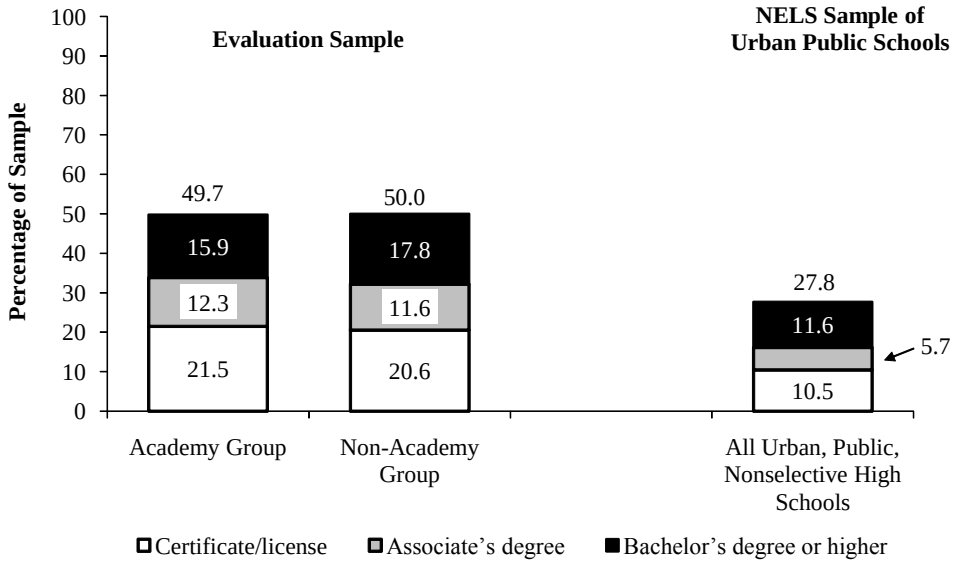
Exhibit 8 shows the percentage of Academy and non-Academy group members who had completed a postsecondary education credential by the end of the eight-year post-high school follow-up period. By the end of the follow-up period, about 50 percent of the Academy group had earned a postsecondary credential. In all, 16 percent had completed a bachelor's degree or higher; 12 percent had completed a two-year associate's degree; and 22 per-

[34]See Unit 2 of the Technical Resources for this report (Kemple and Willner, 2008).

Career Academies Evaluation

Exhibit 8

Highest Postsecondary Credential Completed Eight Years After Scheduled High School Graduation for the Evaluation Sample and the NELS Sample



SOURCES: MDRC calculations from the Career Academies Evaluation Eight-Year Post-High School Follow-Up Survey and the National Education Longitudinal Study (NELS), 1988-2000, public-use data files.

NOTES: All measures reflect completion status at the time of the interview. Interviews for the evaluation sample began in June of the eighth calendar year following scheduled high school graduation (Month 96, assuming a June graduation) and extended through December of that year. Interviews for the NELS sample began in January of the eighth calendar year following scheduled high school graduation (Month 91, assuming a June graduation) and extended through September of that year. Thus, the NELS sample estimates may exclude some programs that were completed between January and June of the eighth year following scheduled high school graduation, whereas the evaluation sample estimates include all programs completed by June of the eighth year.

Some sample members who have completed a certificate or license have not earned a high school diploma or GED.

Measures for the evaluation sample are derived from the full Eight-Year Post-High School Follow-Up Survey sample (N = 1,428). Measures for the NELS sample are derived from the sample of youth who attended urban, public, nonselective high schools and who responded to all four waves of NELS postbaseline follow-up surveys (N = 2,042).

The NELS estimates incorporate weights that account for nonresponse and project to the population of students who were enrolled in tenth grade in 1990. In addition, the NELS estimates are adjusted to reflect a sample of students with the same distribution of background characteristics as the non-Academy eight-year follow-up evaluation sample. No tests of statistical significance were performed on differences between the evaluation sample and the NELS sample.

(continued)

Exhibit 8 (continued)

Impact estimates for the evaluation sample are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups within each category. There are no statistically significant differences in the highest postsecondary credential completed.

Rounding may cause slight discrepancies in calculating sums and differences.

cent had earned a skills training certificate or license. The non-Academy group had similar educational outcomes, and none of the minor differences between the Academy group and the non-Academy group is statistically significant. Though not shown in the exhibit, roughly 20 percent of sample members in both groups were still enrolled in a postsecondary program at the end of the follow-up period.

The postsecondary completion rates for the study sample are quite high compared with national averages for similar students from similar urban school districts. Exhibit 8 indicates that 50 percent of the students in the Academy and non-Academy groups had earned a postsecondary credential within eight years of scheduled high school graduation, compared with 28 percent of similar students nationally. Both the Academy group and the non-Academy group outpaced similar students nationally in each of the three categories of postsecondary credentials. Note that this does not imply that the participating high school and their Career Academies are better at preparing students for postsecondary education than the average urban high school. Rather, the difference in attainment levels is due, in large part, to the Academies' attracting students who are likely to do well regardless of whether they end up in an Academy program.

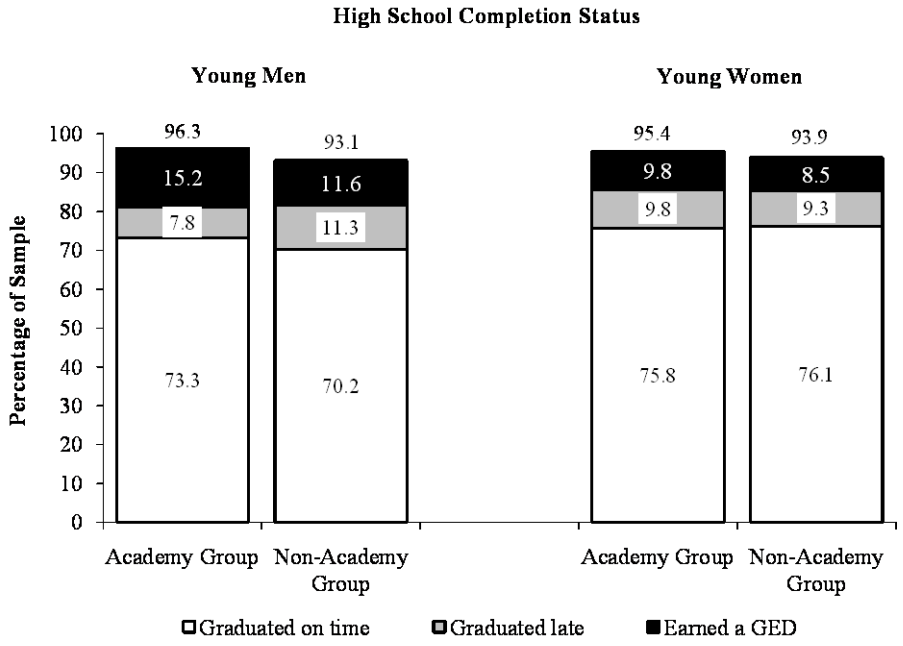
- **Educational attainment levels and impacts were generally similar for young men and young women in the study sample. The Career Academies did not have systematic impacts on educational attainment for either young men or young women, although over 80 percent of both groups earned a high school diploma, and roughly 50 percent earned a postsecondary credential.**

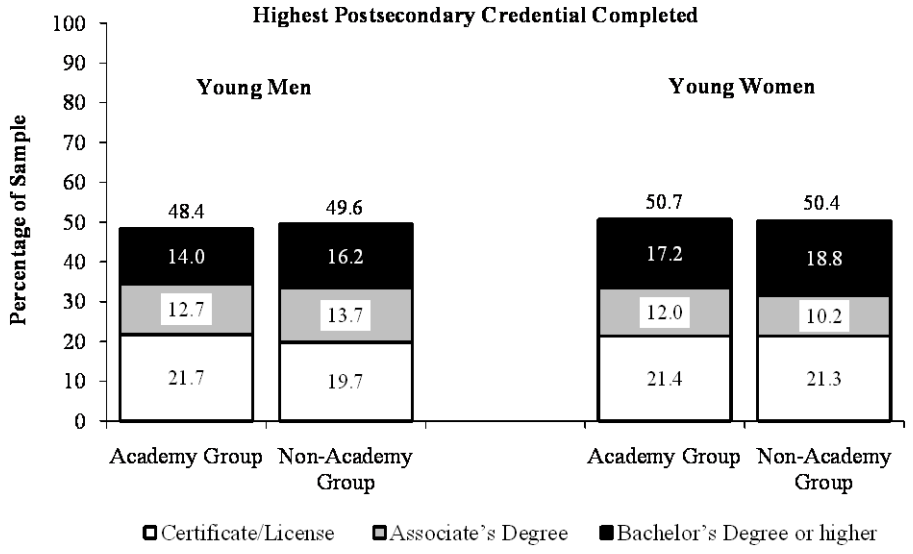
Exhibit 9 shows the Career Academy impacts on high school completion status and on postsecondary education credentials earned as of the end of the eight-year post-high

Career Academies Evaluation

Exhibit 9

Impacts on Educational Attainment
Eight Years After Scheduled High School Graduation,
by Gender





(continued)

Exhibit 9 (continued)

SOURCES: MDRC calculations from the Career Academies Evaluation One-Year, Four-Year, and Eight-Year Post-High School Follow-Up Surveys.

NOTES: All measures reflect completion status eight years after scheduled high school graduation. Students were considered on-time high school graduates if they received their diploma by the end of June in the year they were scheduled to graduate. Some sample members who have completed a certificate or license have not earned a high school diploma or GED.

Measures are derived from the Eight-Year Post-High School Follow-Up Survey sample (young men: N = 587; young women: N = 841).

Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. There are no statistically significant differences in rates of high school graduation (overall, on-time, or late) or GED receipt or in highest postsecondary credential completed.

Rounding may cause slight discrepancies in calculating sums and differences.

school follow-up period for the young men and young women in the study sample.[35] The top half of the exhibit indicates that there were only small differences in the high school completion rates of both the young men and the young women in the Academy and the non-Academy groups.[36] For both genders, the Academy group was equally as likely to earn a high school diploma as the non-Academy group and was slightly more likely to earn a GED. Young men were slightly less likely to earn a high school diploma than young women, and they were somewhat more likely to earn a GED instead. None of the differences between the two groups is statistically significant.

The bottom half of Exhibit 9 indicates that roughly 50 percent of young men and young women in the Academy group earned a postsecondary credential. Although the young men in the non-Academy group were somewhat more likely to have earned a credential than their Academy group counterparts, the difference is not statistically significant. The distribution of postsecondary credentials was also similar for young men and young women and across the Academy and non-Academy groups. For young men in the Academy group, for example, 14 percent completed a bachelor's degree or higher; 13 percent earned an associate's degree; and 22 percent earned a skills training certificate or license. For

[35]Unit 4 of the Technical Resources for this report (Kemple and Willner, 2008) includes supplementary tables that provide detailed findings on the Career Academies' impacts on educational outcomes for young men and young women.

[36]None of the differences that are displayed in Exhibit 9 are statistically significant.

young women in the Academy group, 17 percent completed a bachelor's degree or higher; 12 percent earned an associate's degree; and 21 percent earned a skills training certificate or license. None of the differences between the Academy and non-Academy groups is statistically significant.

One implication of the pattern of findings on educational attainment for the young men is that the substantial impacts on labor market outcomes did not come at the expense of reducing their access to and completion of postsecondary education credentials.

- **The Academies had no systematic impact (positive or negative) on educational attainment for the high-, medium-, or low-risk subgroups.**

Although there were striking differences in educational attainment among the three risk subgroups that have been a focus of the Career Academies Evaluation, the attainment levels of students in the Academy groups were very similar to those of the non-Academy groups.[37] For example, while 70 percent of the high-risk Academy group earned a high school diploma, 84 percent of the medium-risk subgroup and 97 percent of the low-risk subgroup did so. Despite these differences in outcome levels across subgroups, the Career Academies did not increase or decrease the likelihood of receiving a high school diploma for any of the subgroups. Specifically, 68 percent of the high-risk non-Academy group earned a high school diploma, as did 85 percent of the medium-risk and 99 percent of the low-risk group. None of the differences between the Academy and non-Academy groups is statistically significant.

Similarly, among those in the Academy group, 38 percent of the high-risk group had earned a postsecondary credential, while 50 percent of the medium-risk subgroup and 61 percent of the low-risk subgroup did so. By comparison, among those in the non-Academy group, 39 percent of the high-risk subgroup earned a postsecondary credential, as did 51 percent of the medium-risk subgroup and 57 percent of the low-risk subgroup. Again, none of the differences between the Academy and non-Academy groups is statistically significant.

There was also variation across the three risk subgroups in the percentage of sample members who were still enrolled in a postsecondary education program at the end of the eight-year follow-up period. This was the case for about 14 percent of the high-risk Academy group and for approximately 18 percent of the medium-risk subgroup and 27 percent of the low-risk subgroup. The percentages for the respective non-Academy groups were simi-

[37]Unit 5 of the Technical Resources for this report (Kemple and Willner, 2008) includes supplementary tables that provide detailed findings on the Career Academies' impacts on educational outcomes for the risk subgroups.

lar, and differences between Academy and non-Academy groups are not statistically significant.

Finally, there were slight differences in specific patterns of postsecondary educational attainment across the risk subgroups, although the individual impacts are not generally statistically significant. For example, for the high-risk subgroup, Career Academies produced a slight decrease in the likelihood of earning a bachelor's degree and a slight (though not statistically significant) increase in earning a skills training certificate or license.[38] For the low-risk subgroup, the Academies produced a slight increase in earning an associate's degree.

Impacts on Family Formation and Other Social Adjustment Outcomes

The final set of findings addressed in this report focuses on several indicators of social adjustment, including marital status, parenting status, living arrangements, public assistance receipt, access to health insurance, voter registration, and involvement with the criminal justice system. Career Academies may be able to improve these types of outcomes because of their focus on forging strong interpersonal supports for students during high school and their investment in facilitating healthy transitions to productive opportunities after high school.

- **The Career Academies produced an increase in the percentage of young people living independently with children and a spouse or partner. While these impacts were similar for both young men and young women in the study sample, young men also experienced positive impacts on marriage and being custodial parents.**

Exhibit 10 lists several indicators of social adjustment reported by sample members on the follow-up survey.[39] Career Academies had their most striking impact on indicators of family formation. In all, one-third of the Academy group were living independently with their children and a spouse or partner, compared with 27 percent of the non-Academy group. This impact of 6 percentage points from the Career Academies represents a 23 percent increase in two-parent households over and above the rates for the non-Academy

[38]For the high-risk subgroup, the impact on earning a bachelor's degree is statistically significant. Readers should be cautious when interpreting this isolated statistically significant result because of the overall pattern of small and not statistically significant impacts.

[39]Supplementary tables that provide detailed findings on the Career Academies' impacts on social adjustment indicators for the gender subgroups and the risk subgroups can be found in Units 4 and 5, respectively, of the Technical Resources for this report (Kemple and Willner, 2008).

Career Academies Evaluation

Exhibit 10

Impacts on Family Formation and Other Social Adjustment Outcomes Eight Years After Scheduled High School Graduation for the Full Sample

Outcome (%)	Academy Group	Non-Academy Group	Impact	P-Value	Percentage Change
Marital status					
Married and living together	38.0	33.7	4.3 *	0.081	12.8
Single	55.6	60.0	-4.5 *	0.076	-7.4
Divorced, separated, or widowed	6.4	6.3	0.1	0.914	2.3
Parental status					
Custodial parent	50.8	43.9	6.9 ***	0.006	15.7
Noncustodial parent	5.1	7.8	-2.7 **	0.026	-34.5
Not a parent	43.9	48.0	-4.1	0.112	-8.5
Living situation					
Lives independently with child/children and partner	33.1	26.9	6.2 **	0.010	23.1
Lives independently with no children	30.0	32.4	-2.4	0.319	-7.5
Lives independently with child/children but not partner	10.1	9.4	0.7	0.647	7.2
Lives with parent(s) or guardian(s), with or without children	26.8	31.3	-4.5 *	0.062	-14.3
Ever gone without health insurance in past year	29.1	31.7	-2.6	0.296	-8.1
Received TANF or cash assistance in past year	6.8	6.6	0.2	0.851	3.7
Received food stamps in past year	12.2	12.2	0.0	0.987	0.2
Registered to vote	73.7	72.4	1.3	0.565	1.8
Any recent illegal or drug-related activity[a]	10.3	9.7	0.5	0.733	5.5
Any recent illegal activity, excluding drug use	5.6	5.4	0.3	0.809	5.5
Sample size (N = 1,424)	781	643			

SOURCE: MDRC calculations from the Career Academies Evaluation Eight-Year Post-High School Follow-Up Survey.

NOTES: Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values. A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; and * = 10 percent.

Rounding may cause slight discrepancies in calculating sums and differences.

[a]This measure includes illegal drug use, breaking the law (other than traffic violations), and any arrests or convictions in the past year.

group. The exhibit also shows that 38 percent of the Academy group were married and living with their spouse and that 51 percent were custodial parents eight years after scheduled graduation from high school. This represents an increase in marriage rates of 4 percentage points and an increase in being a custodial parent of 7 percentage points, relative to the non-Academy group. Both of these impacts are statistically significant.

Exhibit 11 indicates that the Career Academy impacts on marriage and being a custodial parent were somewhat larger for young men than they were for young women. Specifically, the Academies increased marriage rates for young men by 9 percentage points (from 27 percent for the non-Academy group to 36 percent for the Academy group) and increased custodial parenthood by nearly 12 percentage points (from 25 percent for the non-Academy group to nearly 37 percent for the Academy group). By contrast, marriage rates for young women increased by about 1 percentage point (from 38 percent to 39 percent), and custodial parenthood rates increased by about 4 percentage points (from 57 percent to 61 percent); neither of these increases is statistically significant. The Career Academies did significantly decrease the percentage of young women who were still living with a parent or guardian by 9 percentage points; only 24 percent of these young women were living with their parents, compared with 33 percent of the young women in the non-Academy group.

The Career Academies did not have a systematic impact (positive or negative) on the other social adjustment indicators listed in Exhibit 10. Members of both groups were very unlikely to have received public assistance or to be involved with the criminal justice system. These findings are consistent with the very high rates of engagement in either education or employment throughout the follow-up period. In fact, although not shown in the exhibit, those in the Academy group were either attending school or working during 83 of the 96 months in the eight-year follow-up period. The high rates of engagement in productive activities and the low rates of risk-taking behaviors suggest that the sample members, on average, were making quite successful transitions to adulthood.

Discussion of the Findings

The findings discussed above suggest several potentially important implications for education policy and practice.

- **The findings provide convincing evidence that increased investments in career-related experiences during high school can improve students' postsecondary labor market prospects.**

A growing body of descriptive analysis suggests that increases in vocational course-taking and engagement in higher-quality work-based learning programs during high school

Career Academies Evaluation

Exhibit 11

Impacts on Family Formation
Eight Years After Scheduled High School Graduation, by Gender

Outcome (%)	Academy Group	Non-Academy Group	Impact	P-Value	Percentage Change
Young men (N = 586)					
Marital status					
Married and living together	36.0	27.0	9.0 **	0.020	33.4
Single	59.3	65.6	-6.3	0.114	-9.6
Divorced, separated, or widowed	4.7	7.4	-2.7	0.157	-36.8
Parental status					
Custodial parent	36.6	25.2	11.5 ***	0.003	45.6
Noncustodial parent	11.5	17.9	-6.4 **	0.023	-35.9
Not a parent	51.9	56.6	-4.7	0.242	-8.3
Living situation					
Lives independently with child/children and partner	30.2	23.2	7.0 *	0.058	30.4
Lives independently with no children	35.8	45.7	-9.9 **	0.015	-21.6
Lives independently with child/children but not partner	2.8	1.9	0.9	0.476	44.6
Lives with parent(s) or guardian(s), with or without children	31.2	29.2	2.0	0.609	6.7
Young women (N = 838)					
Marital status					
Married and living together	39.4	38.0	1.5	0.655	3.9
Single	52.9	56.5	-3.5	0.284	-6.2
Divorced, separated, or widowed	7.6	5.6	2.1	0.250	36.9
Parental status					
Custodial parent	60.8	57.1	3.7	0.279	6.5
Noncustodial parent	0.7	0.4	0.2	0.681	51.3
Not a parent	38.3	42.4	-4.0	0.238	-9.5
Living situation					
Lives independently with child/children and partner	35.1	29.0	6.0 *	0.064	20.8
Lives independently with no children	25.9	23.3	2.6	0.387	11.3
Lives independently with child/children but not partner	15.3	15.1	0.1	0.956	0.9
Lives with parent(s) or guardian(s), with or without children	23.7	32.5	-8.8 ***	0.005	-27.0

(continued)

Exhibit 11 (continued)

SOURCE: MDRC calculations from the Career Academies Evaluation Eight-Year Post-High School Follow-Up Survey.

NOTES: Impact estimates are regression-adjusted to control for background characteristics of the sample and for the clustering of students within schools and random assignment years. Values shown for the Academy group are unadjusted mean values; values shown for the non-Academy group are calculated by subtracting the impact estimate from the Academy group's unadjusted mean values.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; and * = 10 percent.

Rounding may cause slight discrepancies in calculating sums and differences.

are associated with better labor market outcomes after high school.[40] Much of this research focuses only on the correlation between high school course-taking patterns or work experiences and later labor market experiences, making it difficult to make valid causal inferences about the relationships.

The findings discussed in this report provide some of the most convincing evidence yet that a high school-based intervention can produce substantial and sustained improvements in postsecondary labor market prospects. In fact, the magnitude of the impacts on monthly earnings for young men exceed differences in earnings that have been found in other research comparing young workers who have two years of community college with those who have only a high school diploma.[41] While one should not conclude from this that Career Academies can substitute for postsecondary education below the level of an associate's degree, the findings seem to suggest that Academies do produce benefits in the labor market that are commensurate with those associated with continuing investment in postsecondary programs.

While this report provides strong evidence that the Career Academies produced real improvements in labor market prospects (particularly for young men), preliminary analyses are now being conducted to examine *how* the programs produced these effects and *which features* were likely to have contributed most to the impacts.[42] Preliminary findings shed

[40]See Stern et al. (1992); Urquiola et al. (1997); Stern et al. (1994); Stern, McMillion, Hopkins, and Stone (1990).

[41]See Marcotte, Bailey, Borkoski, and Kienzl (2005).

[42]To explore these and other issues, MDRC will conduct further analyses using the data that have been collected for the Career Academies Evaluation. These analyses, involving both experimental and quasi-experimental methods, will include a synthesis of findings across the full eight years of follow-up for the study and a deeper examination of the sources of the impacts that the programs produced (or explorations for why the programs did not produce impacts — for example, on labor market outcomes for young women).

some light on these issues. The analyses focus on the relationship between Career Academy impacts on high school experiences and subsequent impacts on postsecondary earnings. This comparison provides suggestive evidence that substantial increases in students' exposure to career awareness and development activities were associated with more substantial labor market impacts. Such career awareness and development activities included job-shadowing, work-based learning activities, career fairs, guest speakers, and career-related guidance. In other words, cohorts of students in the study sample who experienced substantial increases in exposure to these types of activities were also more likely to have experienced strong, positive labor market impacts.

It is important to note, however, that these findings are only suggestive and do not account for other high school experiences that may be affected by the Career Academies, which may, in turn, have an impact on postsecondary earnings. For example, longer-term earnings were also associated with measures of personalized support that students reported during high school and with their completion of a curriculum consisting of both academic core courses and a sequence of career-related courses. However, it is not clear whether the personal relationships are further proxies for the Academies' overall effect on high school experiences or whether the relationship between career awareness and development activities and postsecondary earnings may be muted or enhanced depending on the level of personalization or whether the Academies enabled students to complete a basic academic core curriculum. For example, some Academies may have produced substantial increases in vocational and career-related course-taking that were accompanied by a reduction in academic course-taking. These programs may exhibit small or negligible impacts on labor market outcomes.

In addition to further analysis of the data collected for this study, it is important that policymakers and practitioners continue to invest in building evidence about how best to implement the core components and underlying principles of the Career Academy model. For example, it seems especially important to learn more about whether and how the Academies' employer partnerships and accompanying career awareness and development activities provide students with added leverage in the postsecondary labor market, over and above the benefits students may gain from postsecondary education. Toward this end, it may be useful to conduct systematic tests of initiatives aimed at strengthening employer partnerships and expanding student access to work-based learning opportunities and work-related experiences.

- **The Career Academies in this study demonstrate the feasibility of accomplishing the goals of school-to-career and career-technical education without compromising academic goals.**

Like most approaches to education reform, the Career Academy model has many and varied goals. Career Academies aspire to prevent students from dropping out of high school and to prepare them for college and other postsecondary education opportunities. At the same time, Career Academies provide students with an explicit introduction to the world of work and try to furnish them with skills and connections to help them navigate the transition from high school to successful employment. Many critics of school-to-work transition initiatives and career-technical programs contend that programs like Career Academies track students into classes and work experiences that orient them toward immediate entry into the labor market. Such criticism sometimes suggests that this orientation comes at the expense of preparation for and opportunities to attend college.

In this study, however, the high rates of completing postsecondary education credentials and the sustained impacts on employment and earnings suggest that such tradeoffs need not occur. At the same time, the findings indicate that although the Academies provided a viable pathway to postsecondary education, they did not create better opportunities than those offered in the regular high school environment. This is consistent with previous findings from the evaluation, which indicate that Career Academies offered essentially the same set of academic courses and course requirements as those offered in the rest of the high school. In addition, Career Academy students were typically assigned to the regular high school guidance counselors and college placement services if they were interested in going on to postsecondary education. With the continued emphasis on academic performance and college preparation, Career Academies face a special challenge to increase academic rigor while maintaining their distinctive contribution to students' preparation for the labor market. Rigorous evidence is beginning to emerge that suggests that integrating academic content with applied learning activities can improve student achievement. Career Academies can provide a unique platform for such integration, but high-quality integration is likely to require intensive professional development for teachers and careful coordination of shared planning time and student scheduling. In addition, the Academies' partnerships with local employers can also offer students unique guidance about the education and skill requirements of various occupations in their career field. These experiences may serve to increase students' aspirations and motivate them to pursue postsecondary education.

- **The findings suggest that Career Academies can make special efforts to serve students who are at risk of dropping out of high school without compromising their capacity to provide college access opportunities, as well as labor market impacts, for all students.**

Earlier findings from the Career Academies evaluation indicated that high-risk students experienced modest reductions in dropout rates and increases in attendance and course-taking (although these did not translate into impacts on graduation or postsecondary

enrollment rates). Earlier findings also showed that the Academies' labor market impacts were particularly strong among the high- and medium-risk subgroups. In fact, throughout the eight-year post-high school follow-up period, the high-risk subgroup experienced the most consistent and positive impacts on labor market outcomes. All of this occurred without a systematic decline in access to postsecondary education opportunities for the low-, medium-, or high-risk students.

While the Career Academies in this study did serve a range of high-, medium-, and low-risk students, comparisons with national samples of similar youth suggest that, on average, the Academies tended to attract students who were highly likely to graduate from high school and go on to complete a postsecondary education credential even if they were not selected to enroll in the programs. At the same time, even though they tended to benefit most from the Academy experience, higher-risk students were the most likely to leave their Career Academies before the end of their twelfth-grade year. This may have diminished the potential for strong effects on academic achievement and educational attainment and an even larger impact on labor market outcomes. These findings suggest that Career Academies should sustain their commitment to serving a diverse group of students, but that they can make greater efforts to reach out more systematically to recruit and retain a larger proportion of high-risk students. At the same time, however, it will be important to avoid the potential stigma and lowered expectations from teachers, students, and parents if Academies were to target higher-risk students exclusively.

Several school districts and school reform initiatives around the country are now attempting to convert entire high schools into clusters of Career Academies. Instead of giving students the option of enrolling in traditional general or vocational programs, these wall-to-wall Academies offer students a choice among different Academies that combine academic and career-related curricula. This approach may have the greatest potential for maximizing high-risk students' access to the programs (because all students would be required to enroll in an Academy) while ensuring that the Academies include a broad mix of students. These high schools and reform initiatives, however, face the related challenges of preventing high-risk students from being tracked into poorly implemented Academies and of ensuring a high level of implementation on a larger scale.

- **The findings from this study are most likely to apply to Career Academies, like those in the study sample, that are able to reach a threshold level of fidelity to the core elements of the model. Until further research is available about the specific components and variations in program implementation strategies, policymakers and practitioners should be sure to implement the full model with fidelity if they hope to achieve comparable effects.**

As noted at the outset of this report, the Career Academies in this study were selected, in part, because they had reached at least a threshold level of fidelity to the core features of the Career Academy model — smaller learning communities, academic curricula combined with career-themed course sequences, and employer partnerships. Over the past 10 years or so, however, the Career Academy model has been called upon to serve an increasing variety of high school reform goals, and its components have been touted as potential solutions to many problems facing low-performing high schools. As one of the few high school initiatives with rigorous evidence of effectiveness (albeit concentrated on postsecondary labor market outcomes), the Career Academy model has attained a particularly prominent stature in the field of high school reform. In fact, organizations that support the development of Career Academies have come under increasing pressure to expand the use of the model's individual components with the expectation that elements of the program can produce effects similar to those found in this study. In fact, it is not clear that modified versions of the Career Academy approach can produce impacts on postsecondary labor market outcomes, much less improvements in academic achievement or educational attainment.

The continued expansion of Career Academy programs presents the model and its supporters with both opportunities and risks. For instance, in the past five years or so, efforts to convert large comprehensive high schools into smaller learning communities have increased dramatically. Because of the positive findings from this evaluation, many schools and districts have looked to the Career Academy model and its supporters to help them with this conversion process. With the Career Academy moniker, schools can claim that they have undertaken an evidence-based reform initiative, even though this research does *not* indicate that direct long-term effects come from the smaller learning community component of the model or from programs that do not attempt to implement the full complement of Academy features.

On the other hand, the available evidence does suggest that Career Academies that faithfully implement the three core components of the model are well positioned to have effects on labor market outcomes and may provide an adequate foundation for enhancements that might have an impact on educational attainment. In the final analysis, although this evaluation provides solid evidence regarding the potential impact of Career Academies, further demonstrations and evaluations of Academy variants should be undertaken to determine which elements might be most critical to the model's effectiveness and which elements can be improved or enhanced to further improve its effectiveness.

- **The Career Academies Evaluation demonstrates the feasibility, benefits, and challenges of conducting a longitudinal random assignment evaluation of a prominent high school reform approach.**

The Career Academies Evaluation is one of the few longitudinal random assignment evaluations of a school-based education intervention. Without the random assignment research design and the extended follow-up period, it is likely that an alternative approach to the study would have yielded very different and potentially misleading findings and conclusions. For example, the statistical comparisons with national data might suggest that the Career Academies represent a substantially better educational opportunity than many alternatives available to similar students from similar schools and school districts across the country. The availability of a valid control group — determined by the random assignment design of the evaluation — shows that the Career Academies in this study tended to attract students (by a combination of self-selection and program selection) who were likely to do well in high school and postsecondary education even if they had not been exposed to the Career Academies. This is the best counterfactual against which to assess the true added value of interventions like Career Academies that allow for student or program self-selection.

This study also benefited from the commitment of funders who sustained their investment in a unique 15-year knowledge-building endeavor. The long-term follow-up provided insights into many factors that influence the transition from adolescence to adulthood and enabled the study to determine the extent to which young people's experiences in the Career Academies changed the nature of this transition. This type of follow-up is rare for any type of study but is even more unusual in the context of a rigorous random assignment study. Given the changing pattern of findings on educational attainment and the emergence of impacts on labor market outcomes well into the postsecondary years, a short-term study would likely have left policymakers and practitioners with a very different — and potentially misleading — set of implications.

References

Curtin, Thomas R., Steven J. Ingels, Shiying Wu, Ruth Heuer, and Jeffrey Owings. 2002. *National Education Longitudinal Study of 1988: Base-Year to Fourth Follow-Up Data File User's Manual.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Edelman, Peter, Harry J. Holzer, and Paul Offner. 2006. *Reconnecting Disadvantaged Young Men.* Washington, DC: The Urban Institute Press.

Grubb, W. Norton (ed.). 1995a. *Education Through Occupations in American High Schools: The Challenges of Implementing Curriculum Integration,* Vol. 1. New York: Teachers College Press.

Grubb, W. Norton (ed.). 1995b. *Education Through Occupations in American High Schools: The Challenges of Implementing Curriculum Integration,* Vol. 2. New York: Teachers College Press.

Gruber, Jonathan (ed.). 2001. *Risky Behavior Among Youths: An Economic Analysis.* Chicago: University of Chicago Press.

Kemple, James J. 1997. *Career Academies: Communities of Support for Students and Teachers — Emerging Findings from a 10-Site Evaluation.* New York: MDRC.

Kemple, James J. 2001. *Career Academies: Impacts on Students' Initial Transitions to Post-Secondary Education and Employment.* New York: MDRC.

Kemple, James J., Susan M. Poglinco, and Jason C. Snipes. 1999. *Career Academies: Building Career Awareness and Work-Based Learning Activities Through Employer Partnerships.* New York: MDRC.

Kemple, James J., and JoAnn Leah Rock. 1996. *Career Academies: Early Implementation Lessons from a 10-Site Evaluation.* New York: MDRC.

Kemple, James J., and Jason C. Snipes. 2000. *Career Academies: Impacts on Students' Engagement and Performance in High School.* New York: MDRC.

Kemple, James J., and Cynthia J. Willner. 2008. *Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood.* Technical Resources. Web site: www.mdrc.org/publications/482/techresources.pdf

Marcotte, Dave E., Thomas Bailey, Carey Borkoski, and Greg S. Kienzl. 2005. "The Returns of a Community College Education: Evidence from the National Education Longitudinal Survey." *Educational Evaluation and Policy Analysis* 27, 2*:* 157-175.

Stern, David, Charles Dayton, and Marilyn Raby. 2003. "Career Academies and High School Reform Before, During, and After the School-to-Work Movement." Pages 239-262 in W. J.

Stull and N. M. Sanders (eds.), *The School-to-Work Movement: Origins and Destinations.* Westport, CT: Praeger.

Stern, David, Neal Finkelstein, James R. Stone III, John Latting, and Carolyn Dornsife. 1994. *Research on School-to-Work Transition Programs in the United States.* Berkeley: University of California, National Center for Research in Vocational Education.

Stern, David, Martin McMillion, Charles Hopkins, and James R. Stone III. 1990. "Work Experience for Students in High School and College." *Youth and Society* 21, 3.

Stern, David, James R. Stone III, John Latting, Neal Finkelstein, and Gina Martinez. 1992. *School to Work Transition and the Relevance of Vocational Education to Subsequent Employment: Review of Research.* Berkeley: University of California, National Center for Research in Vocational Education. Prepared for the National Assessment of Vocational Education.

Sum, Andrew, Neeta Fogg, and Garth Mangum. 2000. *Confronting the Youth Demographic Challenge: The Labor Market Prospects of At-Risk Youth*. Baltimore, MD: Johns Hopkins University, Sar Levitan Center for Social Policy Studies.

Sum, Andrew, Ishwar Khatiwada, Frimpomaa Ampaw, and Paulo Tobar. 2004. *Trends in Black Male Joblessness and Year-Round Idleness: An Employment Crisis Ignored*. Chicago: Alternative Schools Network.

Sum, Andrew, Joseph McLaughlin, and Ishwar Khatiwada. 2008. *The Continued Collapse of the Nation's Teen Job Market and the Dismal Outlook for the 2008 Summer Labor Market for Teens: Does Anybody Care?* Boston: Northeastern University, Center for Labor Market Studies.

Urquiola, Miguel, David Stern, Ilana Horn, Carolyn Dornsife, Bernadette Chi, Lea Williams, Donna Merritt, Katherine Hughes, and Thomas Bailey. 1997. *School to Work, College, and Career: A Review of Policy, Practice, and Results 1993-1997.* Berkeley: University of California, National Center for Research in Vocational Education.

EARLIER MDRC PUBLICATIONS ON CAREER ACADEMIES

The Career Academy approach to high school reform calls for restructuring large schools into smaller learning communities, improving instruction, and preparing students for transitions to further education or work. Career Academies have been implemented in an estimated 2,500 high schools across the United States. Begun in 1993, MDRC's evaluation of Career Academies — the first to use a random assignment research design — aims to produce reliable evidence about the approach's effects on students' performance and their move from high school into the workforce and postsecondary education.

Career Academies
Impacts on Labor Market Outcomes and Educational Attainment
2004. James J. Kemple with Judith Scott-Clayton

Career Academies
Course Taking, Test Preparation, and Career Academy Programs — Findings from a Field Study
2002. Thomas J. Smith

Career Academies
Getting Connected: A Resource Directory for Career Academies
2002. Career Academy Support Network and MDRC

Career Academies
Impacts on Students' Initial Transitions to Post-Secondary Education and Employment
2001. James J. Kemple

Career Academies
Impacts on Students' Engagement and Performance in High School
2000. James J. Kemple, Jason C. Snipes

Career Academies
Building Career Awareness and Work-Based Learning Activities Through Employer Partnerships
1999. James J. Kemple, Susan M. Poglinco, Jason C. Snipes

Career Academies
Communities of Support for Students and Teachers — Emerging Findings from a 10-Site Evaluation
1997. James J. Kemple

Career Academies
Early Implementation Lessons from a 10-Site Evaluation
1996. James J. Kemple, JoAnn Leah Rock

NOTE: A complete list of MDRC publications is available from MDRC and on its Web site: www.mdrc.org.

About MDRC

MDRC is a nonprofit, nonpartisan social and education policy research organization dedicated to learning what works to improve the well-being of low-income people. Through its research and the active communication of its findings, MDRC seeks to enhance the effectiveness of social and education policies and programs.

Founded in 1974 and located in New York City and Oakland, California, MDRC is best known for mounting rigorous, large-scale, real-world tests of new and existing policies and programs. Its projects are a mix of demonstrations (field tests of promising new program approaches) and evaluations of ongoing government and community initiatives. MDRC's staff bring an unusual combination of research and organizational experience to their work, providing expertise on the latest in qualitative and quantitative methods and on program design, development, implementation, and management. MDRC seeks to learn not just whether a program is effective but also how and why the program's effects occur. In addition, it tries to place each project's findings in the broader context of related research — in order to build knowledge about what works across the social and education policy fields. MDRC's findings, lessons, and best practices are proactively shared with a broad audience in the policy and practitioner community as well as with the general public and the media.

Over the years, MDRC has brought its unique approach to an ever-growing range of policy areas and target populations. Once known primarily for evaluations of state welfare-to-work programs, today MDRC is also studying public school reforms, employment programs for ex-offenders and people with disabilities, and programs to help low-income students succeed in college. MDRC's projects are organized into five areas:

- Promoting Family Well-Being and Child Development
- Improving Public Education
- Raising Academic Achievement and Persistence in College
- Supporting Low-Wage Workers and Communities
- Overcoming Barriers to Employment

Working in almost every state, all of the nation's largest cities, and Canada and the United Kingdom, MDRC conducts its projects in partnership with national, state, and local governments, public school systems, community organizations, and numerous private philanthropies.

Career Academies

Impacts on Students' Engagement and Performance in High School

James J. Kemple
Jason C. Snipes

MDRC

March 2000

Manpower Demonstration Research Corporation

Funders of the Career Academies Evaluation

DeWitt Wallace–Reader's Digest Fund
Ford Foundation
U.S. Department of Education
U.S. Department of Labor
The Commonwealth Fund
Charles Stewart Mott Foundation
William T. Grant Foundation
The Pew Charitable Trusts
The Rockefeller Foundation
The George Gund Foundation
The Grable Foundation
Richard King Mellon Foundation
American Express Foundation
Alcoa Foundation
Russell Sage Foundation
Center for Research on the Education of Students Placed At Risk (CRESPAR)
Westinghouse Foundation
The Citigroup Foundation
Bristol-Myers Squibb Foundation, Inc.

Dissemination of MDRC publications is also supported by MDRC's Public Policy Outreach funders: the Ford Foundation, Ambrose Monell Foundation, Alcoa Foundation, and James Irvine Foundation.

The findings and conclusions in this report do not necessarily represent the official positions or policies of the funders.

For information about MDRC and copies of our publications, see our Web site: www.mdrc.org.
MDRC® is a registered trademark of the Manpower Demonstration Research Corporation.

Copyright © 2000 by the Manpower Demonstration Research Corporation

Contents

Tables and Figures iv
Preface vii
Acknowledgments ix
Executive Summary ES-1

1 Introduction 1

I. The Origins of the Career Academy Approach and the Policy Context for This Report 2
II. Previous Research on Career Academies 6
III. A Conceptual Framework of the Career Academy Approach and Its Potential Impact on Student Outcomes 8
IV. Key Features of the Career Academies Evaluation 13
V. Overview of This Report 18

2 Career Academy Students and Their Patterns of Enrollment in the Academy Programs 20

I. Students in the Study Sample for This Report 20
II. Subgroups of Students Defined by Characteristics Associated with Dropping Out of High School 26
III. Career Academy Enrollment and Attrition Patterns 32

3 Career Academy Impacts on Student Engagement, Performance, and Achievement 43

I. Analysis Issues 44
II. Career Academy Impacts for Students in the High-Risk Subgroup 46
III. Career Academy Impacts for Students in the Low-Risk Subgroup 56
IV. Career Academy Impacts for Students in the Medium-Risk Subgroup 65
V. Career Academy Impacts Averaged Across the Student Subgroups 71
VI. Conclusions 72

4 Factors Associated with Student Outcomes and the Pattern of Career Academy Impacts 74

I. Potential Pathways to Positive Student Outcomes 74
II. Sources of Variation Among the Sites That May Be Associated with Differences in Impacts 76

5 The Relationship Between Career Academy Implementation and Impacts 82

I. Contrasting Impacts for Students in the Medium-Risk Subgroup 83
II. Contrasting Impacts for Students in the High-Risk Subgroup 89
III. Contrasting Impacts for Students in the Low-Risk Subgroup 92
IV. Summary 94

Appendix A Supplementary Information About the Career Academies Evaluation Research Sample and Data Sources 97
Appendix B Strategies for Creating Subgroups of Students Defined by Characteristics Associated with Risk of Dropping Out 115

References 134
Recent Publications on MDRC Projects 136

Tables and Figures

Table

ES-1	Background Characteristics of Students, by Subgroups Defined by Risk of Dropping Out of School	ES-10
2.1	Background Characteristics of Study Sample, by Research Status	21
2.2	Background Characteristics of Study Sample, by Subgroups Defined by Risk of Dropping Out of School	29
2.3	Career Academy Enrollment and Attrition Rates for Selected Subgroups of the Academy Group	38
3.1	Impacts on School Enrollment and Attendance for Students in the High-Risk Subgroup	48
3.2	Impacts on Credits Earned and Course-Taking for Students in the High-Risk Subgroup	49
3.3	Impacts on Achievement Test Scores for Students in the High-Risk Subgroup	52
3.4	Impacts on Experiences During the 12th Grade Year for Students in the High-Risk Subgroup	54
3.5	Impacts on Planning and Preparation for College and Work for Students in the High-Risk Subgroup	57
3.6	Impacts on School Enrollment and Attendance for Students in the Low-Risk Subgroup	59
3.7	Impacts on Credits Earned and Course-Taking for Students in the Low-Risk Subgroup	61
3.8	Impacts on Achievement Test Scores for Students in the Low-Risk Subgroup	62
3.9	Impacts on Experiences During the 12th Grade Year for Students in the Low-Risk Subgroup	63
3.10	Impacts on Planning and Preparation for College and Work for Students in the Low-Risk Subgroup	64
3.11	Impacts on School Enrollment and Attendance for Students in the Medium-Risk Subgroup	66
3.12	Impacts on Credits Earned and Course-Taking for Students in the Medium-Risk Subgroup	67
3.13	Impacts on Achievement Test Scores for Students in the Medium-Risk Subgroup	68
3.14	Impacts on Experiences During the 12th Grade Year for Students in the Medium-Risk Subgroup	69
3.15	Impacts on Planning and Preparation for College and Work for Students in the Medium-Risk Subgroup	70
3.16	Impacts on Selected High School Outcomes for Students in the Study Sample	71
4.1	Students' Perceptions of Interpersonal and Instructional Supports and Participation in Work-Related Activities, by High-Contrast and Low-Contrast Academies	78
5.1	Impacts on Enrollment, Attendance, and Course-Taking for Students in the Medium-Risk Subgroup, by High-Contrast and Low-Contrast Academies	84
5.2	Impacts on Youth Development Experiences and Preparation for the Future for Students in the Medium-Risk Subgroup, by High-Contrast and Low-Contrast Academies	87

5.3	Impacts on Enrollment, Attendance, and Course-Taking for Students in the High-Risk Subgroup, by High-Contrast and Low-Contrast Academies	90
5.4	Impacts on Youth Development Experiences and Preparation for the Future for Students in the High-Risk Subgroup, by High-Contrast and Low-Contrast Academies	91
5.5	Impacts on Enrollment, Attendance, and Course-Taking for Students in the Low-Risk Subgroup, by High-Contrast and Low-Contrast Academies	93
5.6	Impacts on Youth Development Experiences and Preparation for the Future for Students in the Low-Risk Subgroup, by High-Contrast and Low-Contrast Academies	95
A.1	Data Availability for the Full Study Sample and the Risk Subgroups	99
A.2	Regression Coefficients for Probability of Being Assigned to the Academy Group for Full Study Sample and by Risk Subgroups	103
A.3	Regression Coefficients for Probability of Being Assigned to the Academy Group, Student School Records Database, for Full Study Sample and by Risk Subgroups	106
A.4	Regression Coefficients for Probability of Being Assigned to the Academy Group, 12th Grade Survey Database, for Full Study Sample and by Risk Subgroups	109
A.5	Regression Coefficients for Probability of Being Assigned to the Academy Group, 12th Grade Achievement Test Sample, for Full Sample and by Risk Subgroups	112
B.1	Relationship Between Baseline Characteristics and the Probability of Dropping Out of High School Among Non-Academy Students	119
B.2	Selected Outcomes Among Non-Academy Students, by Risk Subgroups Defined Using Risk-Factor Accumulation and Regression-Based Index	124
B.3	Outcome Levels for Bootstrap Control Samples and Program Group, by Risk Subgroups	130

Figure

ES-1	Career Academy Impacts on High School Outcomes in the High-Risk Subgroup	ES-12
ES-2	Career Academy Impacts on High School Outcomes in the Low-Risk Subgroup	ES-13
ES-3	Career Academy Impacts on High School Outcomes in the Medium-Risk Subgroup	ES-15
ES-4	Career Academy Impacts on High School Outcomes for the Full Study Sample	ES-16
ES-5	Simplified Conceptual Model of the Career Academy Approach	ES-18
ES-6	Career Academy Impacts on High School Outcomes for Students in the Medium-Risk Subgroup, by High-Contrast and Low-Contrast Academies	ES-20
1.1	Simplified Conceptual Model of the Career Academy Approach	9
1.2	Random Assignment Design	14
2.1	12th Grade Outcomes Among Non-Academy Students, by Risk Subgroup	33
2.2	Career Academy Enrollment and Attrition Patterns Among Students Selected to Enroll	35
B.1	Impact of Career Academies on Dropout Rate, by Deciles of the Regression-Based Risk Index	122

Preface

Career Academies have existed for more than 30 years, and they can now be found in an estimated 1,500 high schools nationwide. The durability and broad appeal of the Career Academy approach can be attributed, in part, to the fact that its core features offer direct responses to a number of problems that have been identified in large comprehensive high schools. Career Academies consist of small learning communities that aim to create a more personalized and supportive learning environment for students and teachers. They combine academic and career-related courses in an effort to enhance both the rigor and the relevance of the high school curriculum. Career Academies form partnerships with local employers to expand students' exposure to career options and skills requirements and to provide them with work-based learning experiences. The primary goals of the Career Academy approach are to enhance students' engagement and performance in high school and provide them with the credentials and skills needed to make successful transitions to post-secondary education and, eventually, a career.

This report from MDRC's ongoing Career Academies Evaluation is being released at a time when education policymakers and practitioners are pursuing a number of far-reaching strategies for improving American high schools. Many of these strategies include principles embedded in the Career Academy approach, while others include the Career Academy model as an explicit component. In short, Career Academies stand at the intersection of several major education reforms aimed at transforming high schools into nurturing, productive places where students learn and grow and are prepared for careers in an economy that demands high skills and adaptability.

In partnership with the funding organizations listed at the front of this report and with staff from the participating sites, MDRC began an in-depth evaluation of the Career Academy approach in 1993. The primary purpose is to provide policymakers and educators with reliable evidence about the extent to which the Academies deliver on their ambitious goals, outlined above. In particular, the evaluation provides a rigorous assessment of Career Academies' effects on a range of education, developmental, and work-related outcomes for high school students. The study also offers lessons about how Career Academies operate and are sustained and about the pathways through which they affect students' engagement and performance during high school and beyond.

This report marks an important milestone in the Career Academies Evaluation. Previous reports and papers from the study described some distinctive features of the Career Academies, relative to their regular school environments, and examined some differences in the school- and work-based experiences of Academy and non-Academy students in the study sample. These reports concluded that the distinctive features of the participating Career Academies had indeed enhanced students' experiences in school and the workplace. The current report provides evidence about the extent to which these enhancements translated into higher levels of school engagement and performance and whether Academy students are better prepared than their non-Academy peers to make the transition from high school to further education and the labor market.

The findings suggest that a growing number of high schools may be on the right path toward keeping students engaged in school and preparing them for further education and a career. Career Academies reduced dropout rates and improved school engagement among students least likely to do well in a regular school environment. While the Academies produced more modest

effects for other students, they created a more supportive school environment for all students and provided them with more opportunities to explore careers and engage in work-based learning opportunities. It is not yet clear how the Academies affect students as they navigate the transition between high school and college and the labor market. The evaluation will continue to follow students in the study sample to assess the Academies' longer-term post-high school effects.

The report draws on a particularly rigorous research design and an unusually rich database. This evaluation has demonstrated the feasibility and benefits of using a random assignment research design to determine the impact of Career Academies on student outcomes. A rarity in education research, this design provides an especially reliable way of comparing the performance of students who had access to an Academy with that of a truly comparable group of students who did not have access to the programs. The database consists of survey information provided by Academy and non-Academy students in the study sample, performance indicators obtained from school records and transcripts, and standardized test scores from a test MDRC administered to a sample of the students. The report also draws on qualitative information collected during the many field visits to each of the participating sites over the past seven years and through ongoing communication with the staff in the sites. Students in the study sample were identified in the 8th or 9th grade, and this report follows them through the end of their scheduled 12th-grade year until just before they would have graduated from high school.

It is our hope that the Career Academies Evaluation will continue to offer policymakers and educators useful lessons about what works for high school students and about the value of subjecting promising school reform approaches to rigorous tests of their effectiveness.

Judith M. Gueron
President

Acknowledgments

This report marks the end of the first phase of the Career Academies Evaluation. Over the last seven years, the staff at MDRC have had the opportunity to work with and learn from an extraordinary group of sites, funders, and advisers. The products of this collaboration include the implementation of an exceptionally strong research design and the compilation of a deep and rich database. Previous reports from the study have acknowledged the contributions of the many individuals and organizations who helped lay the foundation for the evaluation and who played key roles in the preparation of those documents. This report is built upon that foundation and owes a special debt to these individuals and organizations.

First, the authors are indebted to the teachers, administrators, students, and employer partners at all of the Career Academy programs. Their experiences and insights taught us a great deal about life in Career Academies and in high schools. We also greatly appreciate the help of staff from each of the participating school districts who assisted MDRC in collecting the data for this report. Second, several key advisers to the evaluation offered useful feedback. In particular, David Stern of the University of California at Berkeley has been invaluable in providing guidance for further analyses and helping us gain better insights into the results. The theoretical framework for describing the likely effects of the Career Academy approach benefited from perspectives and analyses provided by James P. Connell and Lisa Bridges of the Institute for Research and Reform for Education, and from analyses conducted by Lauren Brown, a consultant to the project.

The following people provided thoughtful feedback on earlier drafts of the report or offered suggestions at briefings we held to discuss the findings: Kent McGuire and Nevzer Stacey of the U.S. Department of Education's Office of Educational Research and Improvement; David Goodwin and Marcia Silverberg of the U.S. Department of Education's Planning and Evaluation Service; Patricia McNeil of the U.S. Department of Education's Office of Vocational and Adult Education; Stephanie Powers, Sharon Belli, and Chris Kulick of the National School-to-Work Office; Lorenzo Harrison, Gerri Fiala, Irene Lynn, Gerald Gunderson, Harry Holzer, David Lah, Eileen Pederson, Daniel Ryan, and Marlin Ferral of the U.S. Department of Labor.

The following individuals from the study's funding organizations provided useful suggestions and advice during briefings we held to discuss the early findings: Kathy Beuchel of the Alcoa Foundation; Cyrus Driver of the Ford Foundation; Jeffery Glebocki of the George Gund Foundation; Peter Kleinbard and Edward Pauly of the Wallace Funds; Lonnie Sherrod of the William T. Grant Foundation; Terry Savage of the American Express Foundation; Christine Sturgis of the Charles Stewart Mott Foundation; and Michelle Yellowitz of the Commonwealth Fund.

Leaders from several of the Career Academy network organizations provided useful feedback on the findings: Charles Dayton of the Career Academy Support Network; Susan Tidyman of the California Department of Education; John Ferrandino and Bonnie Silvers of the National Academy Foundation; and Natalie Allen of Philadelphia Academies, Inc., and the National Career Academy Coalition.

Finally, members of MDRC's Education Studies committee also provided valuable

feedback on the findings: Richard Murnane, Anthony Alvarado, Thomas Bailey, Mary Jo Bane, A. Wayne Boykin, Michael Casserly, Jacquelyne Eccles, Richard Elmore, Charles M. Payne, and Isabel Sawhill.

From the beginning of the Career Academies Evaluation, Robert Ivry, MDRC's Senior Vice President for Development and External Affairs, has played a pivotal role in building the partnerships with sites, funders, and advisers that form the foundation for the study. This report benefited greatly from his insights and guidance on sharpening the presentation of the findings and policy implications. Several MDRC staff members played key roles in acquiring and analyzing data for the evaluation. Anita Kraus, with help from Joel Gordon, prepared the final school records data files for analysis. Special thanks to Richard Hendra for processing the thousands of school transcript records and creating a rich set of outcome measures from them. Susan Poglinco conducted field research activities in several of the sites and provided useful information about the context within which the programs operated.

Katherine Jamieson provided research assistance, prepared the tables and figures, and coordinated the production of this report. Howard Bloom, Hans Bos, Charles Michalopoulos, and Winston Lin provided valuable perspectives and guidance on the strategy used to identify the subgroups discussed in the report. Fred Doolittle, Robert Granger, Robert Ivry, Susan Kagehiro, Marilyn Price, and JoAnn Rock reviewed drafts of the report. Robert Weber edited the report, and Stephanie Cowell prepared the manuscript for publication.

The Authors

Executive Summary

The Career Academy approach is one of the oldest and most widely established high school reforms in the United States. Career Academies have existed for more than 30 years and have been implemented in more than 1,500 high schools across the country. The durability and broad appeal of the Academy approach can be attributed, in part, to the fact that its core features offer direct responses to a number of problems that have been identified in large comprehensive high schools. Career Academies attempt to create more supportive and personalized learning environments through a school-within-a-school structure. Their curricula combine academic and occupation-related course requirements that aim both to promote applied learning and to satisfy college entrance requirements. Academies establish partnerships with local employers to build sequences of career awareness and work-based learning opportunities for their students.

While the basic organizational features of the approach have remained the same since Career Academies' inception, the goals and target population have changed. The original Academies were designed primarily to prevent dropping out of high school and to increase preparation for work among students who began high school at high risk of school failure. There is now widespread agreement that Career Academies should seek to prepare students for both work *and* college, and that they should include a broad cross-section of students, including those who are highly engaged in school.

There has been a great deal of research on the Academy approach. Nevertheless, previous studies have been unable to determine reliably whether differences between Academy students' high school experiences and outcomes and those of other students result from the Academy itself or from the program's student targeting or its selection practices. Further, little is known about the relative effectiveness of Academies for different groups within the broad cross-section of students they now serve. There have also been few opportunities to explore the extent to which different contexts and implementation strategies may influence the effectiveness of the Academy approach.

This evaluation has demonstrated the feasibility and benefits of using a large-scale, multisite random assignment research design to determine the impact of Career Academies on student outcomes. A rarity in education research, this design provides a uniquely rigorous way of comparing the performance of students who had access to an Academy with the performance of a truly comparable group of students who did not have access to the programs. In order to address a number of key policy issues for Academies and related high school reforms, this report focuses on three questions:

- To what extent does the Career Academy approach alter the high school environment in ways that better support students academically and developmentally?
- To what extent does the Career Academy approach change educational, employment, and youth development outcomes for students at greater or lesser risk of school failure?
- How do the manner and context in which Career Academy programs are implemented influence their effects on student outcomes?

This report marks a milestone in the Manpower Demonstration Research Corporation's (MDRC) 10-year Career Academies Evaluation, which is being supported by the U.S. Departments of Education and Labor and by 17 private foundations and organizations. The report focuses on over 1,700 students who had applied for one of nine Career Academies participating in the evaluation.[1] The participating Academies were able to implement and sustain the basic features of the approach and have adapted to a wide range of local needs and circumstances. They include a range of technical, service-oriented, and business-related career themes and are located in small cities and large urban school districts. Students in the study sample were identified when they were in 8th or 9th grade, and this report follows them through the end of their scheduled 12th-grade year.

Findings in Brief and Policy Implications

Throughout this report, the term *impact* refers to differences between outcomes for students who were randomly selected to enroll in an Academy and those of students who also applied but were not selected to enroll. Academy applicants were assigned to these groups at random, so there were no systematic differences in the characteristics or school experiences of the applicants initially. Thus, subsequent differences in outcomes for the two groups reflect increases or decreases caused by the Career Academies. Following is a summary of the key findings from the report.

- The Career Academies in this study increased both the level of interpersonal support students experienced during high school and their participation in career awareness and work-based learning activities.
- The Career Academies substantially improved high school outcomes among students at high risk of dropping out. For this group, the Academies reduced dropout rates, improved attendance, increased academic course-taking, and increased the likelihood of earning enough credits to graduate on time.
- Among students least likely to drop out of high school, the Career Academies increased the likelihood of graduating on time. The Academies also increased vocational course-taking for these students without reducing their likelihood of completing a basic core academic curriculum.
- In sites where the Academies produced particularly dramatic enhancements in the interpersonal support that students received from teachers and peers, the Career Academies reduced dropout rates and improved school engagement for both high-risk and medium-risk subgroups (about 75 percent of the students served). Academies that did not enhance these supports actually increased dropout rates and reduced school engagement for some students.

[1]Ten sites were initially selected for the evaluation. One of the initial Career Academies was disbanded after two years in the study and was unable to provide sufficient follow-up data to be included in the impact analysis for this report.

- The Career Academies did not improve standardized math and reading achievement test scores.

- When the findings are averaged across the diverse groups of students in the full study sample, it appears that the Career Academies produced only slight reductions in dropout rates and modest increases in other measures of school engagement. These aggregated findings, however, mask the high degree of variation in effectiveness among different groups of students and across the different program contexts.

The findings that have emerged from the Career Academies Evaluation to date suggest the following implications for policies aimed at improving high schools and helping students prepare for the transition from high school to further education and work.

- Career Academies provide a well-defined approach to creating more supportive high school environments and increasing students' exposure to career awareness and work-based learning activities.

- Among students who are most at risk of dropping out of high school, Career Academies are an effective means of preventing dropout, increasing school engagement, and helping students acquire the credentials they need to graduate and prepare for post-secondary education.

- Career Academies should continue to serve a heterogeneous population of students. The pervasive positive impacts for students at high risk of dropping out may derive, in part, from exposure to a highly engaged peer group who, on balance, also benefit from exposure to several key dimensions of the Academy experience.

- If Career Academies do not complement their career-related curriculum and work-based learning activities with strong interpersonal and academic supports, they risk reducing school engagement for some students. A highly structured school-within-a-school organization can create a necessary set of conditions for providing these supports.

- Career Academies should build on the effective organizational enhancements they bring to high school reform efforts if they are to improve academic achievement as measured by most standardized tests currently in use. Promising approaches may involve aligning Career Academy curricula with high standards and providing teachers with the incentives and capacity to deliver on such standards.

The above results capture the effects that the Career Academies have had on students through the end of their scheduled 12th-grade year. The evaluation does not yet include information about the rates at which these students actually graduated from high school and whether the dropouts eventually returned to high school or pursued an alternative credential. The next phase of this evaluation will include this information and will follow the students in the study sample for

four additional years as they make the transition from high school to post-secondary education and employment opportunities.

The remainder of this Executive Summary describes the Career Academy approach in greater detail, including its history, and discusses the current policy context and previous research in the Career Academies Evaluation. It then describes the results of the evaluation and their implications for policy and practice.

The Career Academy Approach

The Career Academy approach is distinguished by three core features that offer direct responses to several problems that have been identified in high schools, particularly those serving low-income communities and students at risk of school failure. First, a Career Academy is organized as a *school-within-a-school* in which students stay with a group of teachers over three or four years in high school. Such arrangements are often referred to as "small learning communities." The aim is to create a more personalized and supportive learning environment for students and teachers. Second, a Career Academy offers students a combination of *academic and vocational curricula* and uses a career theme to integrate the two. Third, a Career Academy establishes *partnerships with local employers* in an effort to build connections between school and work and to provide students with a range of career development and work-based learning opportunities. This definition of an Academy is now commonly accepted and was reviewed by a broad range of researchers, policymakers, and practitioners who have worked closely with Career Academies.

The initial Career Academies of the 1970s and 1980s were primarily vocational education programs targeted at students who appeared to be at high risk of dropping out of high school. The central goals of these early programs were to keep students engaged in school, provide them with work-related learning experiences both in the classroom and on the job, and establish clearer pathways between high school and post-secondary employment.

Since the late 1980s, there has been a shift in the primary goals and target population of most Career Academies. In particular, there is now wide agreement that the Career Academy approach should be explicitly distinct from traditional vocational education by seeking to prepare students for both work *and* college. Vocational education, as defined in federal law and through its historical legacy, has been directed at preparing young people for occupations that do not traditionally require advanced degrees. In line with what has been called "the new vocational education," Career Academies now seek to include a broad range of students and to combine a rigorous academic curriculum with exposure to extensive information about an industry both in the workplace and in the classroom. The career theme is used to integrate curricula and provide exposure to a broad array of careers in a given field and does not typically focus on preparing students for jobs in those areas.

The 1990s have seen extraordinary growth in the number of Career Academies around the country. There are estimated to be more than 1,500 Career Academies nationwide, representing nearly a 15-fold increase in approximately 10 years; many more Academies are in the planning stages. Much of this growth can be traced to the increasing number of national, state, and district Academy support networks. Although most Career Academies share the approach's basic ele-

ments, the Academy model has been adapted to a wide range of local needs and circumstances, resulting in a variety of versions that emphasize different features over others.

The expansion of Career Academy target populations and goals and the rapid growth in the number of Academies have raised several questions about how the Academy approach may be affecting students' performance in high school. How well does it meet the needs of a much broader range of students than it was initially designed to serve? Is the Academy approach more effective under some conditions than under others? Which features of the Academy model make the most difference for students? MDRC's Career Academies Evaluation is intended to shed light on these and other questions.

The Current Policy Context

This report is being released at a time when education policymakers and practitioners are pursuing a number of far-reaching strategies for improving American high schools. Many of these strategies include principles embedded in the Career Academy approach, while others include the Career Academy model as an explicit component. Two key policy initiatives are particularly relevant.

First, states, school districts, and employers are now looking for strategies and approaches that can build on the foundation established by the School-to-Work Opportunities Act (STWOA) of 1994. STWOA was aimed at enhancing the relevance and rigor of school- and work-based learning and at creating clearer pathways between high school and post-secondary education and careers. This was to be done primarily through partnerships between schools and local employers. STWOA specifically identifies Career Academies as a "preferred approach" to creating such partnerships and implementing the principles embedded in the legislation. STWOA is scheduled to sunset in 2001 — adding urgency to these efforts and heightening interest in concrete evidence of the potential payoff of Career Academies.

Second, the U.S. Department of Education has committed itself to several initiatives aimed specifically at addressing problems that are unique to high schools. Many of these initiatives are being supported under the Comprehensive School Reform Demonstration developed within the Office of Educational Research and Improvement (OERI) and the New American High Schools established by the Office of Vocational and Adult Education (OVAE). Although most of the strategies that are being developed involve comprehensive reforms of entire high schools, many include key elements of the Academy approach, including the creation of a small school-within-a-school, integration of academic and vocational curricula, and the establishment of partnerships with employers and other organizations in the community.

The findings presented in this report will shed light on the extent to which the Career Academy model, and some of the high school reform approaches embedded in the model, can achieve the goals sought by their proponents.

The Career Academies Evaluation

In 1993, MDRC began an evaluation of the Career Academy approach as it had been defined in previous research and implemented in a broad range of settings across the country. The evaluation's primary goal is to provide policymakers and educators with reliable evidence about the impact that Career Academies have on students' success in high school and their transition to further education and the labor market. The evaluation will also offer lessons about how Career Academies operate and are sustained and about the pathways through which Academies affect student engagement and performance in school.

The current report is based on information collected over a six-year period and focuses on nine high schools and their Career Academies.2 Each of the Academies had established the basic Career Academy components described earlier: a school-within-a-school organization, an integrated academic/vocational curriculum, and employer partnerships. Moreover, this combination of features was not available elsewhere in the participating high schools.3 These Academies were selected to include school districts and high schools reflecting the typical conditions (large urban centers and small cities) under which Career Academies have been implemented across the country. MDRC was specifically interested in Academies serving a broad range of students, including those who were perceived to be at risk of not succeeding in the regular high school environment. Most of the school districts in the evaluation are large and enroll substantially higher percentages of African-American and Hispanic students than school districts nationally. On average, these school districts have higher dropout rates, higher unemployment rates, and higher percentages of low-income families.

The Career Academies Evaluation is a rarity in the field of education research in that it has demonstrated the feasibility and benefits of implementing a large-scale, multi-site random assignment research design within an ongoing high school program. This was made possible because each of the Career Academies in the study received applications from approximately twice as many students as it was able to serve. This reports focuses on a sample of 1,764 students (referred to in this report as the *study sample*) who applied for one of the Career Academies selected for the study. Of these, 959 students were randomly assigned to the program group (referred to in this report as the *Academy group*) and were accepted for admission to the Academies. The remaining 805 students were randomly assigned to a control group (referred to in this report as the *non-Academy group*) and were not invited to participate in the Academies, although they could choose other options in the high school or school district.

The random assignment process ensured that there were no systematic differences between the two groups of students in terms of their observable and unobservable background characteristics, prior school experiences, and initial motivation and attitudes toward school. Any sys-

---

[2]For a more detailed description of the criteria and process used to select sites for this study, see James J. Kemple and JoAnn Leah Rock, *Career Academies: Early Implementation Lessons from a 10-Site Evaluation* (New York: MDRC, 1996).

[3]Although some participating high schools do operate other programs that they classify as Career Academies, information collected for this study indicated that most such programs do not include all the basic components of the Academy approach described earlier. As a result, the participating Career Academy programs represent a clear contrast with the other programs in the high schools.

tematic differences that subsequently emerged between the groups can be attributed with confidence to differences in their access and exposure to the Career Academies.

MDRC obtained data for this report from four sources:

- **school transcript records,** including information about students' daily attendance rates, credits earned toward graduation, and course-taking patterns;
- **student surveys** that asked a wide range of questions about school experiences, employment and work-related experiences, extracurricular activities, preparation for college and post-secondary jobs, and plans for the future;
- **standardized math computation and reading comprehension tests** administered to 490 students from the study's sample (from both the Academy and the non-Academy groups) at the end of their 12th-grade year;[4] and
- qualitative field research conducted throughout the evaluation to document Academies' characteristics, local contexts, staff, students, and employer partners.

Students in the study sample were identified at the end of 8th or 9th grade. This report follows them for three or four years through the end of their scheduled 12th-grade year, until just before they would have graduated from high school. The primary focus of the report is on outcomes measured at the end of students' scheduled 12th-grade year. Unless otherwise noted, the impact findings discussed in the report are statistically significant, indicating that one may have a high degree of confidence that measured differences in outcomes between the Academy and the non-Academy groups were not a result of chance.

Previously Reported Findings on How Career Academies Changed Students' High School Experiences

The previous reports from this evaluation examined the extent to which Career Academies changed the high school environment as indicated by differences between Academy and non-Academy students' experiences during high school.[5] Following is a brief overview of key findings from these reports.

- **The Career Academies enhanced the degree of interpersonal support students received from teachers and peers.**

[4]The test instrument comprised the reading comprehension and math test batteries from the National Educational Longitudinal Survey of 1988 (NELS: 88) Follow-up Study. A total of 490 students from the study sample completed the test, including both high school dropouts and students who remained enrolled in school.

[5]For a more detailed discussion of these findings, see James J. Kemple, *Career Academies: Communities of Support for Students and Teachers: Emerging Findings from a 10-Site Evaluation* (New York: MDRC, 1997); James J. Kemple, "Selected Dimensions of Applied Learning in Career Academy Classrooms," unpublished MDRC paper, 1997; and James J. Kemple, Susan M. Poglinco, and Jason C. Snipes, *Career Academies: Building Career Awareness and Work-Based Learning Activities Through Employer Partnerships* (New York: MDRC, 1999).

During their early years in high school, Academy students received more support from their teachers and peers than did their counterparts in non-Academy high school environments. For example, compared with their non-Academy peers, Academy students reported that their teachers had higher expectations of them and that teachers provided them with more individualized attention. Moreover, compared with their non-Academy counterparts, Academy students were more likely to report that their classmates were highly engaged in school and that they had many opportunities to collaborate with their peers on school and work-related projects.

- **Career Academies increased students' participation in career awareness and work-based learning experiences during high school.**

Academies also increased students' exposure to work-related learning experiences in school and in the workplace. Academy students were more likely than their non-Academy peers to be exposed to career-related themes or activities in the classroom. They were also more likely to participate in career-related activities such as job-shadowing or field trips. Finally, Academy students were more likely than non-Academy students to participate in a planned program of work experience and to have high-quality work-based learning experiences during high school.

- **The Career Academies in this evaluation demonstrated their capacity to attract large numbers of applicants and to include students with a wide range of demographic and education characteristics.**

The growth of the Career Academy movement has been accompanied by questions about whether the programs can and should serve a broad range of students and about which students benefit most from them. Reflecting the shift in goals and target populations of Career Academies nationwide, the programs in this evaluation attracted a mix of students including those at risk of dropping out of high school or failing academically as well as students who had done well in school. Most of the students in the study sample are from minority backgrounds — 56 percent are Hispanic, and 30 percent are African-American — reflecting the racial and ethnic make-up of their communities. Also, more than one-third of the students came from single-parent households, and about one-quarter indicated that their families received public assistance. At the same time, just under half the students reported that both their parents were employed, and about one-third reported that at least one parent had attended college.

- **Approximately 88 percent of the students selected for admission to a Career Academy actually enrolled in the programs, and 58 percent of those selected remained in an Academy throughout high school.**

Of the students who were initially selected for admission, about 12 percent chose not to enroll, and another 30 percent enrolled in the programs and then left before the end of their 12th-grade year. It is unclear how much of this attrition could possibly be controlled or avoided by the Career Academies. Student mobility and early dropout are common in most urban school districts, and they were reasons for attrition from the Academies in this evaluation. Just under one-quarter of the students who never enrolled in an Academy or who enrolled and then left reported that they did so because their families moved and they had to transfer to other schools. Another 20 percent reported that they were asked to leave the programs or dropped out of high school altogether. The remaining students (approximately 55 percent of those who were not enrolled in an Academy

in the 12th grade) chose not to enroll or chose to leave the programs. The most common reasons students gave for not enrolling or for not remaining enrolled in an Academy were that they wanted to enroll in another program, they lost interest in the occupational area, or they did not think the Academy would help them get into a good college.

The Impact of Career Academies on Student Outcomes

The central theme that has emerged from the Career Academies Evaluation thus far is that the Academies affected the outcomes for students who were likely to drop out of high school much more than they affected the outcomes for other students. When the results are averaged across the diverse groups of students they serve, it appears that the Academies produced only slight reductions in dropout rates, modest improvements in students' progress toward high school graduation, and increases in career-related course-taking and involvement in positive youth development activities. These aggregate results mask a high degree of variation in the Career Academies' potential to make a difference and in the actual differences they made for some students.

To assess this variation in impacts, the study sample was divided into three subgroups based on selected background characteristics and prior school experiences. These characteristics were chosen as indicators of students' engagement in school at the time they applied for an Academy and as factors associated with the likelihood of their eventually dropping out of school. (See Table ES-1 for a list of the background characteristics used to define these subgroups.) Just over one-quarter of the students were classified as being in the *high-risk subgroup* and reflected the combination of characteristics associated with the highest probability of dropping out among those in the non-Academy group. Approximately one-quarter of the students in the sample were classified as being in the *low-risk subgroup* and reflected the combination of characteristics associated with the lowest probability of dropping out among those in the non-Academy group. The remaining students (approximately half the sample) were defined as being in the *medium-risk subgroup*.

Because each of the characteristics used to define the subgroups was measured before students were randomly assigned to the two main study groups, there are no systematic differences in observed background characteristics between Academy and non-Academy groups within each of the three risk subgroups.[6] The following sections summarize the impact findings for these subgroups.

[6]The definition of these subgroups involved analyses using background characteristics to predict dropping out among students in the non-Academy group. This generated an index of average characteristics of likely dropouts who did not have access to an Academy. The index was then calculated for the Academy group using the same characteristics. Because the predicted relationship between background characteristics and dropout rates was based on the non-Academy group, however, it is likely to yield somewhat more accurate predictions of likely dropouts for that group than for the Academy group. This means that the dropout rate for the students in the high-risk non-Academy group may be artificially high. Extensive analyses were conducted to identify the potential magnitude of this distortion. These analyses indicate that whatever distortion exists is minimal and could not have changed the pattern of impacts. This issue is discussed in greater detail in Appendix B of the report.

Table ES-1

Career Academies Evaluation

Background Characteristics of Students, by Subgroups Defined by Risk of Dropping Out of School

Characteristic	High-Risk Subgroup (%)	Medium-Risk Subgroup (%)	Low-Risk Subgroup (%)
Characteristics associated with dropping out of school			
Attendance rate, year prior to random assignment			
96-100%	24.4	52.5	91.0
91-95%	23.6	32.3	7.9
86-90%	18.7	11.7	1.0
85% or lower	33.3	3.6	0.2
Credits earned in 9th grade.[a]			
5 or more credits	47.2	93.8	100.0
3-4 credits	35.1	6.3	0.0
2 or fewer credits	17.7	0.0	0.0
Grade point average in year of random assignment[b]			
3.1 or higher	12.5	37.2	58.6
2.1-3.0	25.5	44.0	39.3
2.0 or lower	62.0	18.7	2.1
Student is overage for grade level[c]	43.0	18.2	2.4
School mobility[d]			
0 or 1 different school	50.0	71.9	99.0
2 or more different schools	50.0	28.1	1.0
Student has sibling who dropped out of high school	42.7	17.5	0.5
Sample size (N=1,764)	474	869	421

SOURCES: MDRC calculations from the Career Academies Evaluation Student Baseline Questionnaire and Studer School Records Databases.

NOTES: All characteristics were measured at the time students applied to the Career Academy program and prior t being randomly selected to the Academy and non-Academy groups.

Invalid or missing values are not included in individual variable distribution. Rounding may cause slight discrepancies in calculating of sums and differences.

Statistical significance tests are not included.

[a]This was applicable only to students who applied to the Career Academy at the end of their 9th-grade year.

[b]Grade point averages were converted to a standard 4.0 scale from 100-point or 5-point scales for some sites.

[c]A student is defined as overage for grade at the time of random assignment if she or he turned 15 before the st of the 9th grade, or 16 before the start of the 10th grade. This indicates that the student was likely to have been held back in a previous grade.

[d]School mobility is defined as the number of schools attended since the 1st grade beyond the number expected result from promotions in grade level or graduations.

Career Academy Impacts for Students in the High-Risk Subgroup

As shown in Table ES-1, students in the high-risk subgroup entered the study with background characteristics and prior school experiences indicating that they were disengaged from school. More than half had failed courses during the 9th grade, and about one-third could be classified as chronic absentees (having attendance rates lower than 85 percent). Most of these students had low grade point averages (2.0 or lower), and over 40 percent had been held back in a previous grade (as indicated by being overage for their current grade).

Figure ES-1 provides a summary of the impact findings for students in the high-risk subgroup. It shows first that, without access to an Academy, a high percentage of non-Academy students in the high-risk subgroup had become even more disengaged from school. In all, 32 percent of these students dropped out of high school, and only 26 percent had earned sufficient credits to meet the district's graduation requirements by the end of their scheduled 12th-grade year.

- **Among students at high risk of school failure, Career Academies significantly cut dropout rates and increased attendance rates, credits earned toward graduation, and preparation for post-secondary education.**

Figure ES-1 shows that the Career Academies produced substantial improvements in many educational outcomes for students in the high-risk subgroup. In particular, while 32 percent of the non-Academy students in the high-risk subgroup dropped out of high school, 21 percent of the Academy students did so. This 11 percentage point difference represents a one-third reduction in the dropout rate for the non-Academy group. This can be classified as a particularly large reduction in dropout rates. Reductions of this magnitude are rare for school-based interventions.

The Academies also significantly increased average attendance throughout high school for students in the high-risk subgroup (not shown in Figure ES-1). Average attendance rates throughout high school were approximately 76 percent for students in the non-Academy group, compared with 82 percent for students in the Academy group. This amounts to an additional 11 days of school per year over four years.

Moreover, while 26 percent of the high-risk non-Academy group had earned enough credits to meet district graduation requirements, 40 percent of the students in the Academy group did so (an increase of over 50 percent beyond the non-Academy group average). This suggests that, besides improving attendance and preventing students from dropping out, the Academies helped a significant portion of the high-risk subgroup to make up enough of the initial gap in credits earned to meet the district's graduation requirements three year later.

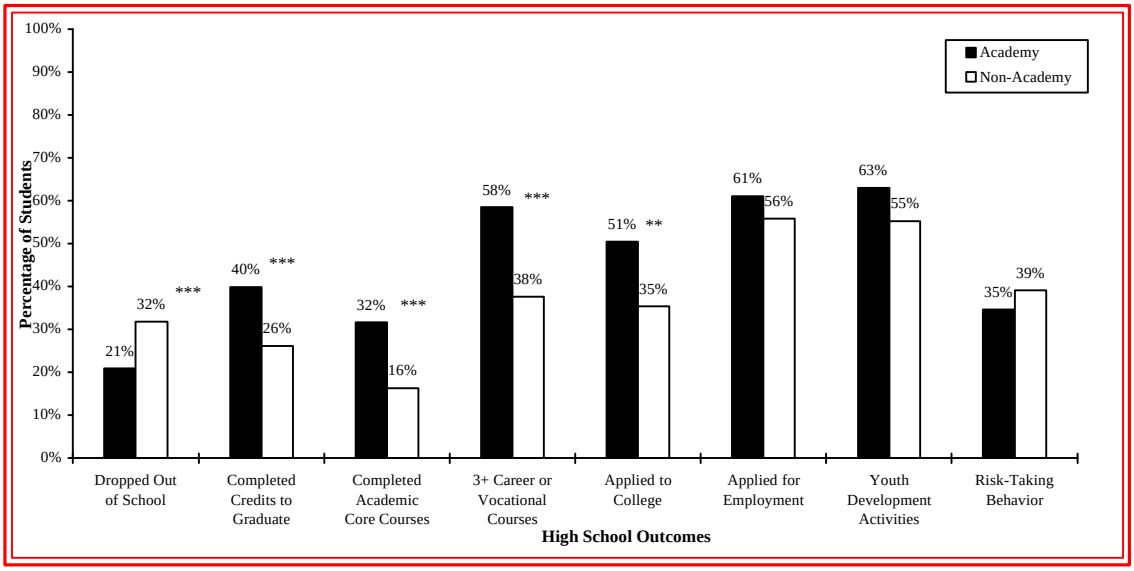
Also, as indicated by the third set of bars in Figure ES-1, the Academies doubled the percentage of students in the high-risk subgroup who completed a basic core academic curriculum (four English courses, three social studies courses, two math courses, and two science courses). At the same time, students in the Academy group were significantly more likely than their non-Academy counterparts to complete three or more career-related or vocational courses.

The fifth set of bars in Figure ES-1 indicates that the Academies increased the percentage of students in the high-risk subgroup who reported that they had submitted an application to a two-year or four-year college by the end of their 12th-grade year. In particular, 35 percent of stu-

dents in the high-risk non-Academy group reported submitting a college application, compared with 51 percent in the Academy group. Academy students in the high-risk subgroup were also more likely to report taking the SATs or ACTs (not shown in the figure).

Figure ES-1

Career Academy Impacts on High School Outcomes in the High-Risk Subgroup



SOURCES: MDRC calculations from the Career Academies Evaluation Student School Records and 12th Grade Survey Databases.

NOTE: A two-tailed t-test was applied to differences between Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Finally, the last two sets of bars in Figure ES-1 indicate that Academies did not produce a systematic change in involvement in positive youth development activities or in negative risk-taking behaviors. Positive youth development activities included participation in community volunteer work, receiving recognition for participation in academic or extracurricular activities, and receiving an academic award. Negative risk-taking behaviors included coming to school on drugs, becoming a parent, being expelled from school, and being arrested. Although the differences between the groups shown in Figure ES-1 were not statistically significant, they indicate trends in a positive direction.

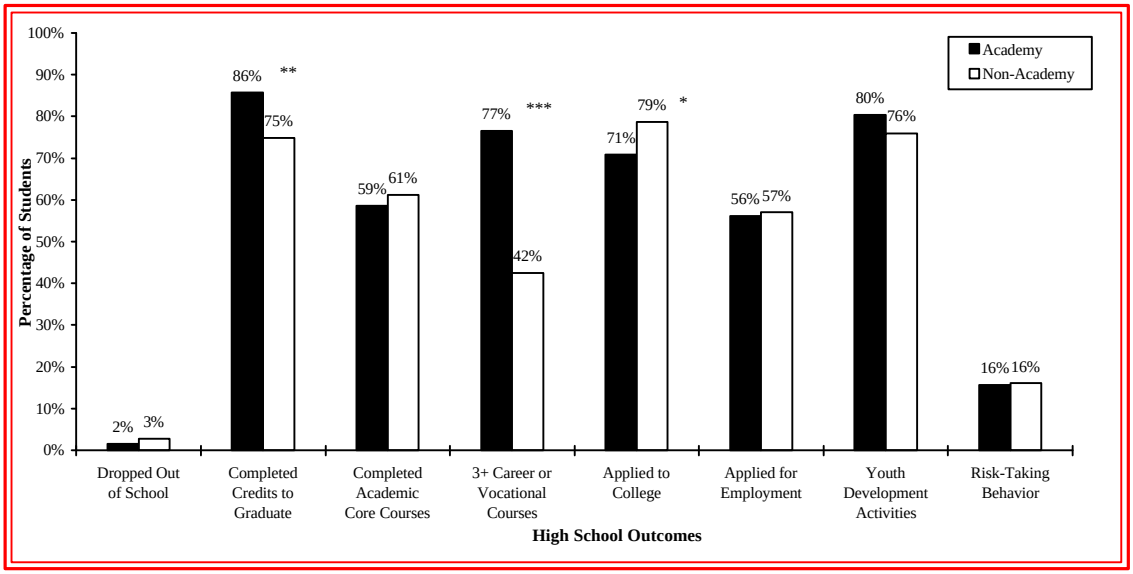
Career Academy Impacts for Students in the Low-Risk Subgroup

Figure ES-2 presents a summary of the impact findings for students in the low-risk subgroup. The results for the non-Academy group indicate that, even without access to the Academy intervention, these students appear to be unlikely to disengage from school. For example, as the first set of bars in Figure ES-2 illustrates, only 3 percent of the non-Academy students in the low-risk subgroup dropped out of high school before the end of 12th grade. Almost the same percentage of Academy students (2 percent) dropped out.

- **Career Academies increased the likelihood that students in the low-risk subgroup were prepared to graduate on time. For these students, the Academies also increased career-related and vocational course-taking without reducing the likelihood of completing a basic academic core curriculum.**

Figure ES-2

Career Academy Impacts on High School Outcomes in the Low-Risk Subgroup



SOURCES: MDRC calculations from the Career Academies Evaluation Student School Records and 12th Grade Survey Databases.

NOTE: A two-tailed t-test was applied to differences between Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

The second set of bars in Figure ES-2 indicates that the Academies increased the percentage of students in the low-risk subgroup who earned sufficient credits to meet their district's graduation requirement. The figure shows that 86 percent of the Academy students met their districts' graduation requirement, compared with 75 percent of the students in the non-Academy group.

Also, while approximately equal percentages of Academy and non-Academy students in the low-risk subgroup completed a basic core academic curriculum, the Academies significantly increased the percentage who completed at least three career-related or vocational courses. It should be noted than many students in the low-risk non-Academy group were likely to be enrolled in their high school's college preparatory programs and courses. Thus, the Academies increased vocational course-taking for the low-risk subgroup while enabling students to complete as many core academic courses as their non-Academy peers.

The fifth set of bars in Figure ES-2 indicates that the Academies reduced the percentage of the low-risk subgroup who reported that they had submitted an application to a two-year or four-year college by the end of their 12th-grade year. Among these students, 79 percent of the non-

Academy group reported submitting a college application, compared with 71 percent of the Academy group. Although not shown in the figure, this occurred despite the fact that Academy and non-Academy students were equally likely to have taken the SATs and ACTs. In addition, over 85 percent of students in both low-risk groups reported that they had conducted at least a modest amount of research on college options during their 12th-grade year.

Figure ES-2 also shows that Academy and non-Academy students in the low-risk subgroup were equally likely to pursue post-secondary employment opportunities. Further analyses indicated that the Academies do not appear to have induced students to pursue post-secondary employment opportunities *instead* of either a two-year or four-year college. Further follow-up is needed to determine the effects that the Career Academies may have had on actual college enrollment and employment during the years following high school graduation. This will be explored further in subsequent reports from the Career Academies Evaluation.

Finally, the last two sets of bars in Figure ES-2 show that the Academies did not produce statistically significant changes in the low-risk subgroup's involvement in positive youth development activities or risk-taking behavior.

Career Academy Impacts for Students in the Medium-Risk Subgroup

- **On average, the Career Academies produced little or no change in outcomes for students in the medium-risk subgroup. Results for medium-risk students differed considerably across the participating sites.**

The medium-risk subgroup represents approximately 50 percent of the students in the study sample. As shown in Table ES-1, the characteristics of this subgroup do not provide a clear indication of likely school success or disengagement. Figure ES-3 presents a summary of impact findings for students in the medium-risk subgroup. The figure indicates that, on average, the Academies had little or no impact on most outcomes for these students. As discussed below, however, the results for the medium-risk subgroup differed dramatically across the participating sites.

Impact Findings for the Full Sample

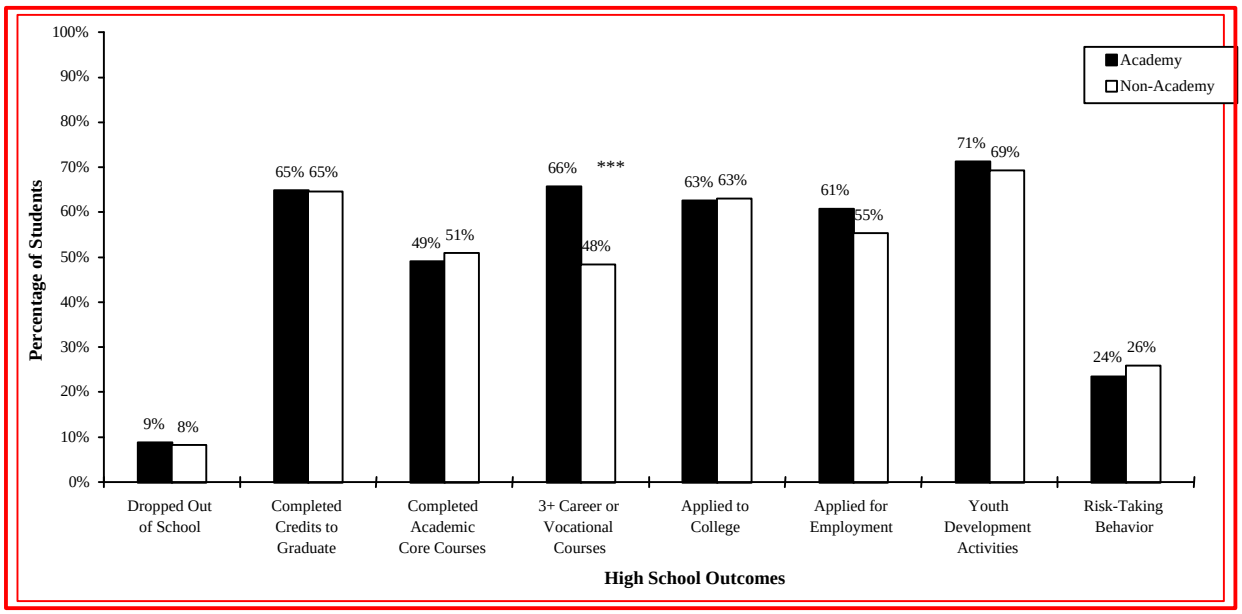
- **When averaged across the diverse groups of students and sites participating in the evaluation, it appears that the Career Academies produced only modest improvements in students' engagement and performance during high school.**

Figure ES-4 provides a summary of impact findings that are averaged across the full sample of students in the study. It suggests that the Academies produced only slight (and not statistically significant) reductions in dropout rates and in student involvement in negative risk-taking behaviors. On average, the Academies produced modest increases in the percentage of students who earned sufficient credits to meet district graduation requirements and in student involvement in youth development activities. In keeping with one of the central features of the Academy approach, Figure ES-4 indicates a more substantial increase in vocational course-taking. This increase did not come at the expense of students' being less likely to complete at least a basic core

academic curriculum. In general, however, according to the full sample findings, the Career Academies tended to produce small, positive (but not statistically significant) impacts on many student outcomes. As discussed earlier, these aggregate findings mask a great deal of underlying variation that sheds light on the potential strengths and limitations of the Academy approach.

Figure ES-3

Career Academy Impacts on High School Outcomes in the Medium-Risk Subgroup



SOURCES: MDRC calculations from the Career Academies Evaluation Student School Records and 12th Grade Survey Databases.

NOTE: A two-tailed t-test was applied to differences between Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

- **The Career Academies did not improve standardized measures of reading and math achievement either on average or for any subgroup of students.**

According to standardized achievement tests completed by 490 students in the study sample, the Career Academies did not produce any systematic improvement in students' math and reading test scores. Although impacts on test scores followed trends found for other outcomes, such as academic course-taking, there was no clear pattern of increases or decreases either on average or among the risk subgroups.

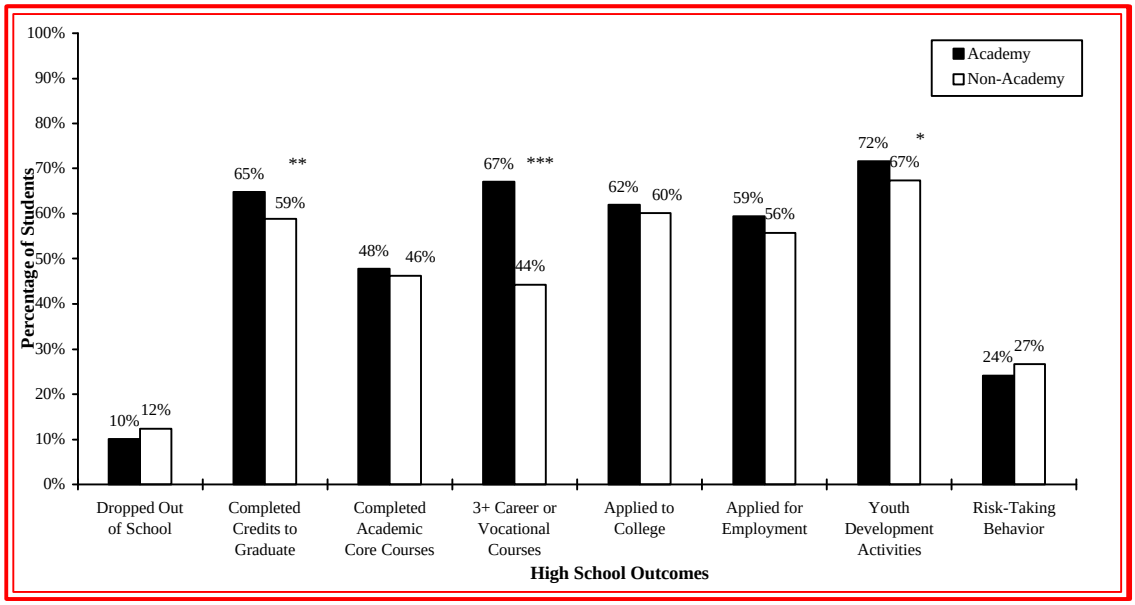
Among students in the high-risk subgroup, average math and reading test scores for the Academy group were somewhat higher than scores for the non-Academy group. While none of the differences was statistically significant, test scores followed this subgroup's trend of increases in academic course-taking and total credits earned toward graduation. Academy students in the low- and medium-risk subgroups had slightly lower reading test scores than their non-Academy counterparts. This is consistent with the slight (but not statistically significant) reduction in aca-

PR/Award # U165A170021
Page e504

demic course-taking, which was found to be more highly correlated with reading test scores than was non-academic course-taking. There was almost no difference in math test scores between Academy and non-Academy students in the low- and medium-risk subgroups.

Figure ES-4

Career Academy Impacts on High School Outcomes for the Full Study Sample



SOURCES: MDRC calculations from the Career Academies Evaluation Student School Records and 12th Grade Survey Databases.

NOTE: A two-tailed t-test was applied to differences between Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Several factors may account for these test score findings. First, qualitative field research information collected for this evaluation indicated that academic curricula and instruction in most of the Career Academies did not differ substantially from those of typical high schools; Academy teachers were required to cover the same basic material as teachers of the same subjects in the rest of the high school. Nor were Academy teachers typically provided with professional development opportunities beyond those offered to their non-Academy counterparts, which focused on standard-setting and instructional strategies in the academic subjects.

Second, there were some important differences between the sample of students who completed the math and reading achievement tests and those who did not. In particular, the magnitude of impacts for the achievement test sample was somewhat smaller and more mixed than the magnitude of impacts described above. For example, among students in the high-risk subgroup who completed the math and reading tests, the Academies produced a somewhat smaller reduction in dropout rates and a somewhat smaller increase in academic course-taking compared with the impacts displayed in Figure ES-1. Among students in the medium-risk subgroup who completed the test, it appears that the Academies actually reduced academic course-taking. In short, the test

score sample does not appear to be representative of the full study sample. Nonetheless, there was not a systematic difference in background characteristics between the Academy and non-Academy students in the achievement test sample. Thus, test score impact estimates provide a reliable indication of the Academies' impact (or lack of impact) on test scores.

Finally, the types of standardized measures of achievement used in this evaluation, and in many school districts, may not adequately capture learning gains that Academy students achieve relative to their non-Academy counterparts. As discussed in an earlier report from this evaluation, Academy teachers were more likely than their non-Academy colleagues to state that they made explicit efforts to plan lessons and activities that cut across academic and non-academic subject areas.[7] They were also more likely to have students focus on problem-solving activities and to integrate problems and examples from the world of work into their lessons. Academy students were more likely than their non-Academy peers to indicate that they received instruction that included cross-discipline integration and connections between school-based and work-based learning. If the potential benefits of such activities and experiences are of value to schools, they will likely need to be measured through some alternative forms of assessment.

What Factors Help Explain the Pattern of Career Academy Effects?

Figure ES-5 illustrates a conceptual model of the pathways through which the core organizational features of the Career Academy approach are hypothesized to affect student outcomes during high school and beyond. The first column of the figure lists the three core organizational elements of the Career Academy approach: (1) the school-within-a-school, (2) the integrated academic and vocational curricula based on the Academy's career theme, and (3) the employer partnerships. Three types of supports and learning opportunities (the second column in Figure ES-5) are hypothesized to evolve from the core organizational elements and their interaction: (1) enhanced interpersonal support through the intensive collaboration offered by the school-within-a-school, (2) focused curricula and enriched teaching and learning through the combination of academic and vocational courses, and (3) exposure to career awareness and work-based learning opportunities through the employer partnerships. Together, these supports are intended to increase students' school engagement and prevent them from dropping out, enhance their performance and help them meet graduation requirements and prepare for post-secondary education and employment, and promote constructive use of non-school hours by increasing developmentally appropriate activities and reducing risk-taking behaviors.

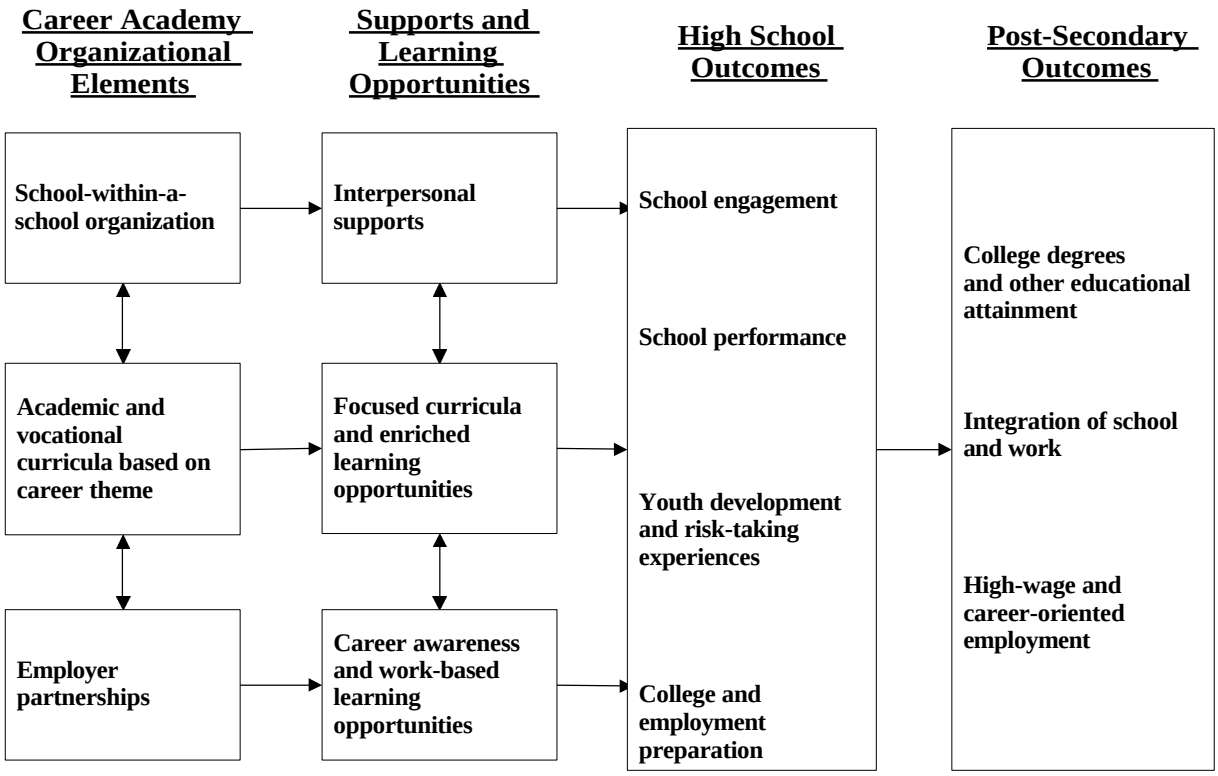
For this report, a variety of analyses were aimed at assessing the relationships between student outcomes and measures of supports and learning opportunities that are likely to arise from the Career Academy's organizational elements. The findings from these analyses suggest that the strongest associations appear to exist between the interpersonal supports students received early in high school and various measures of their subsequent engagement and performance. The interpersonal supports include students' perceptions of their teachers' expectations for them, personalized attention they receive from teachers, the degree to which they see their peers as being en-

[7] James J. Kemple, "Selected Dimensions," cited above.

gaged in school, and the degree to which they have opportunities to work collaboratively with peers.

Both Academy and non-Academy students who reported that they received particularly high levels of support from their teachers and peers in 9th or 10th grade were less likely to drop out of high school, exhibit chronic absenteeism, or engage in risk-taking behaviors than were students who reported lower levels of interpersonal support. They were also more likely to make steady progress toward graduation and to engage in positive youth development activities. One should be cautious about making inferences about causal relationships in this regard. For example, students who achieve positive outcomes may attract strong support from teachers and peers, rather than the other way around. Nevertheless, the patterns of cross-site impacts described below provide further evidence that interpersonal supports are likely to be important antecedents to positive outcomes for students.

Figure ES-5
Career Academies Evaluation
Simplified Conceptual Model of the Career Academy Approach



- **In several participating sites, the Career Academies represented a particularly dramatic contrast with their non-Academy school environments. Specifically, these Academies produced particularly large increases in the level of interpersonal support students received early in high school, relative to the level experienced by students in the non-Academy environments.**

To explore the relationship between changes in the school environment that the Academies represent and the impact that Academies have on student outcomes, the evaluation attempted to identify sites in which Academies produced the largest differences in the level of interpersonal support students experienced. Specifically, the individual sites in the evaluation were ranked according to the difference between the percentages of Academy and non-Academy students who reported receiving a high level of support from teachers and peers during 9th or 10th grade. For the purposes of this report, the sites with the largest differences are referred to as *high-contrast Academies.* In the remaining sites, there was little difference in the level of support reported by Academy and non-Academy students; these sites are referred to as *low-contrast Academies.*

Finally, there are several important similarities between the two groups of sites. Both high-contrast and low-contrast Academies produced substantial increases in students' exposure to career awareness and development opportunities and their participation in work-based learning activities. It should be noted, however, that within the two groups of sites, some Academies produced much larger increases in students' exposure to these activities and experiences than others.

- **The high-contrast Academies produced a consistent pattern of positive impacts for students in the medium-risk subgroup. On average, the low-contrast Academies increased dropout rates and reduced academic course-taking among these students.**

The patterns of impacts for students in the medium-risk subgroup differed dramatically between the high-contrast Academies and the low-contrast Academies. As shown in Figure ES-6, in general the high-contrast Academies produced impacts that were similar but smaller in magnitude to impacts for students in the high-risk subgroup (Figure ES-1): they reduced dropout rates, increased credits earned toward graduation, and increased the percentage of students completing a basic core academic curriculum. Figure ES-6 also indicates that the low-contrast Academies actually increased dropout rates and reduced the percentage of students who completed a basic core curriculum.

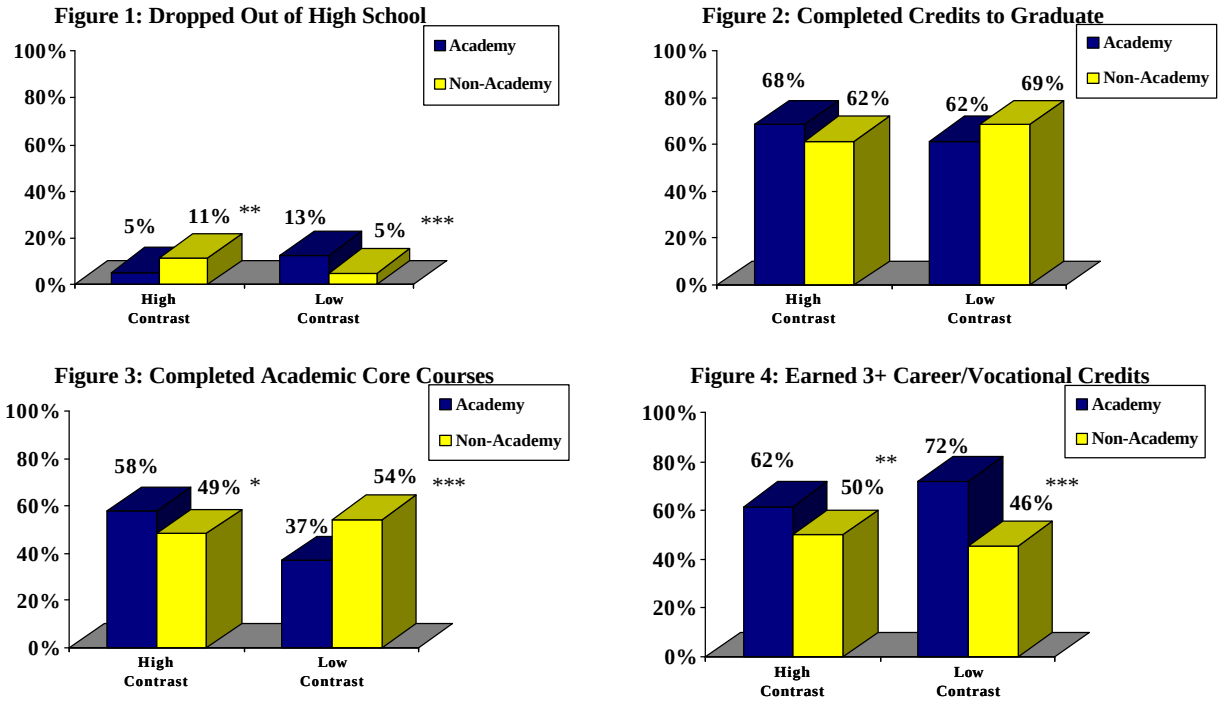
While it is not possible to pinpoint the source of differences in impact findings for high- and low-contrast Academies, differences in program implementation may suggest some explanations. For example, qualitative field research information collected for the evaluation indicated that the high-contrast Academies tended to have implemented a tighter school-within-a-school organization compared with the low-contrast sites. The high-contrast Academies typically included a core group of four or five teachers whose responsibilities fell almost exclusively within the Academy. The vast majority of students in high-contrast sites were scheduled together in at least two or three core courses, and very few non-Academy students had to be included in the Academy classes (for example, to ensure adequate enrollments). The high-contrast Academies also tended to be located in a distinct area of the school building or campus. These features of the

high-contrast Academies may have nurtured a more personalized learning environment and helped students and teachers feel that they were part of something unique within the school. The tightly organized school-within-a-school may also have served as a foundation for enhancing instructional supports, curriculum integration, and connections between school and work.

The school-within-a-school organization of the low-contrast Academies tended to be more loosely structured and typically included several teachers who had responsibilities both in and outside the Academy. A number of Academy students in low-contrast sites were scheduled in non-Academy sections of core courses, and several of the Academy classes included non-Academy students in order to ensure adequate enrollments. These aspects of program implementation tended to minimize the contrast between the Academy and non-Academy environments. It is difficult to determine how this might account for the apparent reduction in school engagement among the medium-risk subgroup in these sites. It may be that without a tightly organized, highly supportive school-within-a-school environment, the other aspects of the Academy experience (additional vocational courses, career awareness activities, and work-based learning) may have become somewhat of a distraction or burden.

Figure ES-6

Career Academy Impacts on High School Outcomes for Students in the Medium-Risk Subgroup, by High-Contrast and Low-Contrast Academies



SOURCE: MDRC calculations from the Career Academies Evaluation Student School Records Database.

NOTE: A two-tailed t-test was applied to differences between Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

In general, the patterns of impacts for the high-risk and low-risk subgroups were consistent across both groups of sites, with two notable exceptions. First, the low-contrast Academies produced a somewhat larger reduction in dropout rates among the high-risk subgroup. Although the difference in impacts on dropout rates was not statistically significant, this pattern is not consistent with the hypothesis that greater enhancement of interpersonal supports should lead to larger reductions in dropout rates. It is not clear what accounts for the pattern. Second, the low-contrast Academies produced somewhat larger increases in vocational course-taking for both the high-risk and the low-risk subgroups. This may reflect a greater emphasis on vocational course-taking in low-contrast sites and the fact that, on average, relatively few non-Academy students in these sites completed three or more career-related or vocational courses during high school.

Policy Implications and Lessons for Practice

Although the story of the Career Academies' longer-term effectiveness is not yet complete, the findings to date suggest the following implications and lessons.

- **The Career Academies in this study demonstrate the feasibility of implementing a well-defined and effective approach to creating a more supportive high school environment and increasing students' exposure to career awareness and work-based learning activities.**

Large comprehensive high schools (including those participating in this study) have been criticized for being impersonal and for preventing students and teachers from working as teams to create a sense of community and common values. Students in such schools do not have a consistent group of teachers who are accountable for their success, and they see few of the same classmates from course to course. Teachers rarely share the same group of students with a small number of colleagues, and they have few opportunities to coordinate their coursework with teachers in other disciplines. The findings from this evaluation provide evidence that the Career Academies can provide well-defined and effective approaches to addressing such problems.

Another common problem identified in high schools is that students and teachers are isolated from other institutions in the community, particularly employers. Such isolation insulates students from the world of work and misses an opportunity to provide them with learning-oriented exposure to it at a particularly formative point in their development. With few connections among classes or between school and work, many students are inadequately informed about or are unprepared for post-secondary education and employment opportunities. Even with the rise of the school-to-work movement and with the federal School-to-Work Opportunities Act of 1994, there has been a struggle to identify widely implemented strategies that address these concerns. The findings from this evaluation indicate that Career Academies can provide concrete examples of partnerships between schools and employers and can substantially enhance students' exposure to career development and work-based learning opportunities.

- **Career Academies are an effective means of enhancing the school engagement of students who are at high risk of dropping out of high school.**

Many of the students served by Career Academies enter high school at a substantial risk of dropping out; many others are likely to become psychologically disengaged from school and to make only limited progress toward graduation. Some of these students have already fallen behind or are disengaged when they enter high school, while others come from home environments that lack the support or resources to facilitate academic persistence and success. Without the intervention of the Academies, about 1 in 3 of these young people will drop out of high school. Previous research has shown that the economic and social costs of not securing a high school diploma are extremely high.

The findings from this evaluation show that the Career Academies substantially reduced dropout rates and substantially improved a variety of measures of school engagement among students in the high-risk subgroup. Not only are effects of this magnitude and pervasiveness rare in the world of education policy interventions, but the long-term payoff, if the effects persist, is likely to be large.

- **Career Academies should continue to serve a heterogeneous student population.**

Because the largest and most pervasive positive effects in this evaluation were found among students in the high-risk subgroup, it might be argued that the Career Academies should serve only such students. This approach is likely to create a number of problems, however. First, Career Academies have explicitly attempted to move away from targeting students on the basis of their estimated trajectories for school success in order to avoid the tracking and stigma that have been associated with vocational and career-related programs. Second, and perhaps more important, it is likely that exposure to a broad cross-section of students — particularly those who enter the programs highly engaged in school — is an important factor driving the positive effects of Career Academies on the high-risk subgroup. Perhaps the presence of other, highly engaged students in their classrooms helps increase teachers' attention to and expectations for all students. Excluding engaged students, therefore, would dramatically change the nature of the Academy experience for students at high risk of dropping out.

- **Interpersonal supports appear to be necessary conditions for maximizing the positive effects Career Academies have on student engagement. The school-within-a-school organization can provide an effective strategy for enhancing these supports.**

The findings indicate that enhancing interpersonal supports may be a key element of school reform initiatives aimed at increasing retention and engagement in school. A highly structured school-within-a-school organization can provide some of the necessary conditions for promoting such supports as personalized attention and high expectations from teachers, high levels of peer engagement, and opportunities for teachers and students to work collaboratively. Career Academies that did not complement their career awareness and work-based learning activities with increased supports (relative to what was already available in the regular school environment) risked having some of their students become disengaged from school.

- **Although Career Academies provide a number of supports necessary to keep students engaged in school, these have not been sufficient to enhance achievement, at least as measured by commonly used standardized tests.**

The primary added value of Career Academies appears to rest on their enhanced interpersonal supports and increased access to career awareness and work-based learning opportunities. Although these factors may be necessary to keep many students engaged in school, they were not sufficient to improve student achievement. The findings from this evaluation indicate that the Career Academies were quite similar to regular school environments in terms of their academic curricula and typical instructional strategies. From this standpoint, it should not be too surprising that the Academies did not I mprove student achievement as measured by the standardized math and reading tests used in the evaluation. Academies face many of the same challenges that most high schools do in providing teachers and students with appropriate incentives and supports to ensure that they focus on clearly specified learning objectives and that they have the capacity to meet those objectives. The personalized and collaborative nature of the Career Academy's school-within-a-school organization can serve as a solid foundation on which to build these enhancements.

There is also a question about whether current assessment instruments (including the achievement tests used in this evaluation) adequately capture the distinctive learning gains that Academy students may attain. Such skills may include, for example, the type of work-related competencies outlined in the Secretary's Commission on Achieving Necessary Skills (SCANS) or the presentation and organizational skills often exhibited in student portfolio assessments. In order to measure such potential benefits of a Career Academy, school officials may want to consider incorporating alternative forms of student and teacher assessment. They may also want to develop forums that recognize efforts by teachers to integrate academic course content with the applied learning and problem-solving approaches of high-quality vocational curricula. Few examples of such assessments and incentives currently exist.

- **Longer-term follow-up is needed to ascertain the effects of Career Academies on post-secondary labor market and educational outcomes.**

The results in the report summarize the effects that the Career Academies have had on students through the end of the year they were scheduled to be in 12th grade. The data do not include complete information about actual high school graduation rates or about the critical transition between high school and post-secondary education and work. Further follow-up is needed in order to get a more complete picture of the Academies' effectiveness and limitations. For example, it will be important to determine whether the reduction in dropout rates among students in the high-risk subgroup translates into higher levels of educational attainment or whether these students simply remain in school longer without earning a diploma or do not go beyond high school. It will also be important to determine whether the Career Academy experience helped or hindered students in the low-risk subgroup, particularly regarding their actual rates of college enrollment and completion. Ultimately, measures of success for Career Academies are likely to depend, in part, on whether the students they attempted to serve are better attached and more successful in the labor market than their non-Academy counterparts.

In order to examine these issues, MDRC's Career Academies Evaluation will continue through 2003, following the students in the study sample for up to four years after their scheduled graduation from high school. As part of this second phase of the evaluation, MDRC will be administering follow-up surveys to students in the study sample at one year and four years following their scheduled graduation. These surveys will provide information about whether the students' actually graduated from high school (or received an alternative credential) and about their enrollment and progress through post-secondary education, their labor market experiences, their preparation and planning for the future, and a range of youth development experiences.

Chapter 1

Introduction

This report summarizes results from the first phase of the Career Academies Evaluation being conducted by the Manpower Demonstration Research Corporation (MDRC). Career Academies have existed for over 30 years and have been implemented in approximately 1,500 high schools across the country. The durability and broad appeal of the Academy approach can be attributed, in part, to the fact that its core features offer direct responses to a number of problems that have been identified in large comprehensive high schools.

Career Academies attempt to create more supportive and personalized learning environments through a school-within-a-school structure. Their curricula combine academic and occupation-related course requirements that aim both to promote applied learning and to satisfy college entrance requirements. Academies establish partnerships with local employers to build sequences of career awareness and work-based learning opportunities for their students. The primary goals of the Career Academy approach are to enhance students' performance in high school and provide them with the credentials and skills needed to make a successful transition to post-secondary education and, eventually, a career.

This is the latest in a series of reports and papers from MDRC's Career Academies Evaluation, which is being funded by the U.S. Departments of Education and Labor and 17 private foundations and organizations. It adds to findings presented earlier in this evaluation in several ways.

First, this report assesses the impact Career Academies have on students' high school engagement and performance and on their preparation for post-secondary education and employment. The previous reports from this study presented descriptive information about the Academy programs and focused on measures of students' exposure to key dimensions of the Academy approach earlier in their high school careers. This report adds to these findings by following students in the study sample through the end of their 12th-grade year and by examining a much more extensive set of student outcomes. It assesses the impact Career Academies have on keeping students enrolled and engaged in school, on the types of courses they take, on math and reading achievement test scores, on participation in extracurricular activities, on risk-taking behaviors, and on whether students are prepared to enter post-secondary education and employment. As discussed later in this chapter, the evaluation is built on a random assignment research design that can provide unusually rigorous evidence about the impact Career Academies have on students.

Second, this report examines the relative effectiveness of the Academy approach for several key subgroups of students and among the sites represented in the study sample. The previous reports and papers from MDRC's Career Academies Evaluation focused primarily on findings that were aggregated across the full sample of students and sites in the study sample. While such findings shed light on the implementation and impact of the Career Academy approach more generally, they mask the extent to which the Career Academies may change certain outcomes for some students but not necessarily for others. They also mask the high degree of variation among the sites and the ways this variation may be associated with differences in effectiveness. A central goal

of this report, therefore, is to determine how the manner and context in which Career Academies are implemented affect their capacity to make a difference for students.

Third, this report attempts to push much further in offering lessons about the efficacy of the Career Academy approach and of other school reform initiatives that are embedded in it. While the findings presented here provide an assessment of the effectiveness of particular Career Academies, the study design and the available data provide unique opportunities to go beyond this. For example, the sites vary significantly in terms of the types of interpersonal and instructional supports they offer students and in the types of work-related learning opportunities they provide. The contrast among the sites and the differences in effectiveness for key subgroups of students provide a rich context for making judgments about what types of school reform initiatives are likely to be effective and for whom.

Finally, this report serves as a platform for further analyses to determine the long-term impact of the Career Academy approach. MDRC's Career Academies Evaluation is scheduled to continue until 2003, following students for up to four years beyond high school. During this second phase of the evaluation, MDRC will prepare additional reports examining the effect Career Academies have on students' post-secondary outcomes and exploring connections between high school experiences and success in higher education and the labor market.

The remainder of this introductory chapter sets the context for the Career Academies Evaluation and this report. It is divided into four sections. Section I presents a short history of the Career Academy approach and sets the current policy context for the evaluation and its findings. Section II reviews findings from previous research on Career Academies and highlights areas where the current evaluation can fill important gaps in what is known about their effectiveness. Section III describes a conceptual framework for understanding the Career Academy approach and its potential effects on students during high school and beyond. Section IV describes several key features of the Career Academies Evaluation design that are particularly relevant to this report.

I. The Origins of the Career Academy Approach and the Policy Context for This Report

The interpretation and significance of the findings from this evaluation should be viewed in the context of both the history of the Career Academy approach and the current policy initiatives that intersect with that history. This section of the chapter provides a brief summary of the origins of the Career Academy approach and an overview of the policy context into which this report will be released.

A. The Origins and Growth of the Career Academy Approach

The first Career Academy was established in 1969 in Philadelphia, Pennsylvania.[1] This Electrical Academy was designed primarily as a vocational training program targeted to non-

[1]For a more detailed history of the Career Academies, see Stern, Raby, and Dayton, 1992; Academy for Educational Development, 1989; Snyder and McMullan, 1987. The term *Career Academy* was designated by Stern, Raby, and Dayton to encompass all the various strands of academies that had evolved up to that point.

college-bound students. Building on the Philadelphia experience, in the 1980s, the Edna McConnell Clark Foundation provided initial funding to establish Academies in Pittsburgh, Pennsylvania; Portland, Oregon; and Menlo-Atherton and Redwood City, California. Based on the experience of the programs established in Menlo-Atherton and Redwood City (known as the Peninsula Academies), the California State Legislature passed a bill providing funding for up to 10 school districts to establish new Academies (later referred to as California Partnership Academies) beginning in the 1985-86 school year. Meanwhile, the American Express Company, in collaboration with the New York City Public schools, established Academy programs focused on the financial industry. By the end of the 1980s, it is estimated that there were over 100 Academies in Philadelphia, California, and the cities that received Clark Foundation start-up grants or support from the American Express Company.

These early Career Academies shared several characteristics that have important implications for the current state of Academies and the Academy movement. First, the initial Academies were primarily vocational education programs targeted for students who appeared to be at high risk of dropping out of high school. The central goals of these early programs were to keep students engaged in school, provide them with work-related learning experiences both in the classroom and on the job, and establish clearer pathways between high school and work. This vision for the Career Academy approach was adopted, in large part, to deal with many of the major problems that were identified with American high schools in the 1970s and 1980s. In fact, the legislation authorizing funding for the California Partnership Academies expressly states that the programs must target "educationally disadvantaged high school students," defined as "students who are at risk of dropping out of high school."[2]

Second, the early programs in Philadelphia and California established the basic organizational elements that eventually came to define the Career Academy approach as a distinctive high school reform initiative. They were organized as schools-within-schools and used a career theme to help coordinate academic and vocational curricula. Each of the programs also established partnerships with local employers to build connections between school and work for its students, and to secure funding for the programs. Although these organizational features were not used explicitly to define the Career Academy approach until recently, they were clearly identifiable and could be replicated under a wide range of circumstances.[3]

Third, beginning with the very first Academies in Philadelphia, there have been efforts to document their success and to justify their ongoing operation and expansion on the basis of their evidence. The initial replications sponsored by the Edna McConnell Clark Foundation were undertaken, in part, because of the documented success of the Philadelphia Academies. The Clark Foundation, along with the William and Flora Hewlett Foundation, also provided funding for an evaluation of the first 10 California Academies. The evidence from this evaluation played a key role in extending and expanding the state legislation to create many more Academies. In addition to evaluation research, the initial Academies were the subject of implementation research to document strategies for creating and sustaining new programs. This research and documentation

[2]Stern, Raby, and Dayton, 1992.

[3]Researchers, policy advisors, and practitioners at the Career Academy Support Network engaged in an extensive consensus-building process among various organizations and individuals associated with Career Academies to arrive at a commonly agreed-upon definition of a Career Academy. This definition is articulated in Stern, Dayton, and Raby, 1998.

led to more systematic technical assistance and staff development efforts for both existing Academies and those in the planning stages.

B. The Current State of the Career Academy Movement

The 1990s have seen extraordinary growth in the number of Career Academies around the country. Currently, there are estimated to be approximately 1,500 Career Academies nationwide (nearly a 15-fold increase over 10 years) and many more in the planning stages. Much of this growth can be traced to the increasing number of national, state, and district Academy support networks. As of the 1998-99 school year, the California Department of Education has provided funding for nearly 200 Partnership Academies. It also provides support for several technical assistance and professional development services, including an annual conference. In addition to the state-funded Partnership Academies, there are estimated to be over 200 other Academies in California that are patterned after the Partnership Academy model but are supported through local efforts. Building on the California legislation and Partnership Academy model, Illinois, Florida, Hawaii, and other states have also established statewide networks of Academies. In 1988, a consortium of business, labor, and education leaders established the Philadephia High School Academies (PHSA), Inc., to oversee the network of 28 Academies in Philadelphia. Since then, a growing number of other cities have developed Academy networks, including Atlanta, Baltimore, Chicago, Denver, Oakland, Pasadena, Seattle, and Washington, DC.

In 1988, the American Express Company and other employer partners established the National Academy Foundation (NAF) to coordinate the expansion and ongoing development of the Academy of Finance model. Since then, NAF has received its largest support from American Express and Citigroup and has grown to include nearly 400 Academies nationwide. The NAF model has also been expanded to include themes in travel and tourism and public service. Recently, NAF began work on an Information Technology Academy model.

More recently, there have been other initiatives to create national Academy support networks, and these networks have begun working together to coordinate their efforts. In 1996, the National Career Academy Coalition (NCAC) was established by a consortium of technical assistance providers including PHSA, Inc., and GMS Partners, which had been providing technical assistance to Academies in Washington, DC. NCAC received endorsements from several federal agencies led by the U.S. Department of the Treasury, and it offers an annual technical assistance conference for new and established Academies nationwide. In 1998, the Dewitt Wallace-Reader's Digest Fund provided funding to establish the Career Academy Support Network (CASN) based at the University of California at Berkeley. CASN had led an effort to build consensus for a definition of a Career Academy and has developed a range of technical assistance tools for states, school districts, and schools interested in creating new Academies.

In addition to growth in the number of Academies, there has been a shift in the primary goals and target population of most Career Academies. In particular, there is now wide agreement that the Career Academy approach should be explicitly distinct from traditional vocational education by seeking to prepare students for both work *and* college.[4] Vocational education, as defined in federal law and

[4]See Stern, Dayton, and Raby, 1998, for a discussion of the current definition of a Career Academy and its key goals.

through its historical legacy, has been directed at preparing young people for occupations that do not traditionally require advanced degrees. By contrast, Career Academies now seek to include a broad range of students and to combine a rigorous academic curriculum with exposure to extensive information about an industry, both in the workplace and in the classroom.

Finally, although most Career Academies today continue to share the approach's basic organizational elements, the Academy model has been adapted to a wide range of local needs and circumstances, resulting in different versions of the approach that emphasize some features over others. For example, the NAF network has focused a great deal on creating theme-related curricula in finance and travel and tourism, while many of the California programs placed somewhat greater emphasis on creating smaller learning communities through the school-within-a-school structure. Both types of programs have sought to develop strong employer partnerships. Even within the California, Philadelphia, and NAF expansion efforts there has been considerable variation in the roles employers played, the strategies used to integrate academic and vocational curricula, and the particular characteristics of their school-with-a-school organization. This variation highlights the adaptability of the Academy approach.

The expansion of the target populations and goals of the Career Academy approach, as well as the rapid growth in the number of Academies, has placed a premium on obtaining high-quality information about how the Academies may be affecting students' performance in high school. How well does the Academy approach fit the needs of college-bound students, as well as those who may be at high risk of dropping out? Are Academies more effective under some conditions than under others? Which aspects of the Academy approach make the most difference for students? MDRC's evaluation is intended to shed valuable light on these and other questions.

C. The Current Policy Context

This report is being released at a time when education policymakers and practitioners are pursuing a number of far-reaching strategies for improving American high schools. In addition to the rapid expansion of Career Academies and Academy support networks, there have been several policy and school reform initiatives that build on or directly incorporate the Career Academy approach. Most notably, the School-to-Work Opportunities Act (STWOA) of 1994 was designed to catalyze fundamental changes in the way states and localities support partnerships between employers and schools. These partnerships have been aimed at enhancing the relevance and rigor of school- and work-based learning and at creating clearer pathways between high school and post-secondary education and careers. STWOA specifically identifies Career Academies as a "preferred approach" to creating such partnerships and implementing the principles embedded in the legislation. States, school districts, and employers are now looking for strategies and approaches that can build on the foundation established by STWOA and address some of its limitations.

Federal education policymakers have been considering significant changes to the Elementary and Secondary Education Act (ESEA). Such changes are likely to build on proposals that have already been put forward to address problems unique to high schools. For example, the Educational Excellence for All Children Act of 1999 supports education reforms in 5,000 American high schools that will aid students by improving schoolwide Title I school programs, strengthening curricula and instruction and providing better professional development opportunities for school staff. The act emphasizes the need for creating smaller learning environments, involving

members of the community in schools, and establishing partnerships with other institutions as important ways to promote safer and more supportive schools. These are all elements that are present in the Career Academy approach.

The Office of Vocational and Adult Education (OVAE) has established the New American High Schools Initiative to showcase high schools that have implemented a diverse set of strategies for education reform, particularly focused on preparation for college and work. The initiative has provided evidence that high school reforms that are locally driven and standards-based are associated with better attendance and graduation rates for students.

Other researchers and reformers have also been developing a variety of approaches to improving high schools. These reforms include High Schools That Work (HSTW), developed by the Southern Regional Education Board. HSTW is a whole-school, research-based reform designed to raise the academic achievement of career-bound high school students by combining the traditional college preparatory curriculum with vocational classes. The Talent Development Model High School, developed at the Center for Research on the Education of Students Placed at Risk (CRESPAR), specifically includes Career Academies as a central feature of its reform approach. The program divides large, urban high schools into smaller learning communities: a 9th Grade Success Academy and Career Academies in grades 10 through 12. Project Graduation Really Achieves Dreams (GRAD) was developed by the Houston Public Schools and uses a combination of innovative programs to build students' interpersonal and academic skills. Project GRAD begins in elementary and middle schools and then, in high schools, seeks to implement personal mentoring relationships and financial incentives for college. Currently, Project GRAD is considering implementing a series of Career Academies within secondary schools to ensure that the gains made in elementary and middle school are sustained and enhanced by small learning communities and integrated curricula. Finally, the Institute for Research and Reform in Education (IRRE) has developed the First Things First (FTF) initiative in Kansas City, Kansas, to help improve feeder systems of elementary, middle, and high schools. The cornerstones of FTF are consistent with key features of the Academy approach, including efforts to create small learning communities; build strong relationships among students, parents, and teachers; and foster collaborative and active learning opportunities based on academic standards.

Virtually all these approaches to improving American high schools include principles embedded in the Career Academy approach and, in some cases, include the Career Academy model as an explicit component. The findings presented in this report will shed light on the extent to which the Career Academy model, and the key reform approaches embedded in the model, can achieve the goals that have been espoused by their proponents, including improving students' performance and engagement in high school as well as their preparation for post-secondary education and work.

II. Previous Research on Career Academies

MDRC's Career Academies Evaluation is built on a foundation laid by several earlier studies of Academies. Some of these have documented the feasibility and institutional growth of the

Career Academy approach in a range of local settings.[5] Other studies have included assessments of the Academies' effects on student outcomes, such as graduation from high school, enrollment in post-secondary education, and labor market participation.[6]

A number of studies have focused on the California Partnership Academies.[7] Several of these studies compared the performance of Academy students with that of other students in the same high schools who had similar demographic characteristics and prior records of low grades, high absenteeism, and disciplinary problems. The results indicated that the Academy students earned more credits and had significantly better attendance, grades, and graduation rates than students in the comparison groups. Other Partnership Academy studies have relied on school records or survey data that compare Academy students with the general high school population. These studies also found that Academy students and graduates outperformed their non-Academy peers.[8] These results have been highlighted as particularly impressive, given that the state-funded Partnership Academies are required to recruit a majority of students who have been identified as economically or educationally disadvantaged.

Outside California, several other studies using similar methodologies also reported positive results. Evaluations of Academies in Philadelphia found that Academy students had higher attendance and graduation rates than the citywide average.[9] An evaluation of Academies affiliated with the Junior Reserve Officers' Training Corps (JROTC) found positive effects on attendance, credits earned, grades, and dropout prevention.[10]

Despite the broad array of research on Career Academies, a number of questions remain unanswered. Most important, several of the prior studies recognized that the positive effects they found may actually under- or overestimate the true effects of the Academies on student outcomes.[11] On the one hand, it may have been that these effects were the result of the extra motivation of students who were attracted to the Academies rather than to the unique experiences offered by the programs. In other words, the Academies may attract students (even students whose background characteristics may indicate a risk of dropping out) who are motivated enough to do well under a wide range of circumstances. On the other hand, because many Academies explicitly attempt to serve at-risk students, the true effects of the programs may be understated in cases where such students are being compared with the general high school population, which includes many highly engaged and high-performing students. Many who conducted prior evaluations of Career Academies have emphasized that a random assignment research design would be necessary to eliminate these types of concern. In recognition of this, the California state legislature passed legislation in 1993 authorizing an evaluation of the Academies using random assignment of students under appropriate circumstances. The governor subsequently approved the present study as that evaluation.

---

[5]Snyder and McMullan, 1987; Stern, Raby, and Dayton, 1992; Academy for Educational Development, 1989, 1990; Pauly, Kopp, and Haimson, 1995; Stern, Finkelstein, Stone, Latting, and Dornsife, 1994.

[6]For the most comprehensive summary of this research, see Stern, Raby, and Dayton, 1992.

[7]Stern, Dayton, Paik, and Weisberg, 1989; Stern, Raby, and Dayton, 1992.

[8]Maxwell and Rubin, 1997, 1999; Dayton, 1997; Reller, 1987.

[9]Snyder and McMullen, 1987; Academy for Educational Development, 1989; Linnehan, 1996.

[10]Hansner, Elliott, and Gilroy, 1999; Hanser and Stasz, 1999; Stasz, 1999.

[11]Stern, Raby, and Dayton, 1992.

A second important set of questions that has not received much attention concerns the variation in Academy effectiveness across a wide range of contexts and networks. On a related issue, little is known about the relative effectiveness of Academies for several key subgroups of students, such as those at high risk of dropping out of high school versus those highly likely to be college bound. MDRC's Career Academies Evaluation is positioned to answer these questions and fill other gaps in the research on Academies.

III. A Conceptual Framework of the Career Academy Approach and Its Potential Impact on Student Outcomes

The key goal of this evaluation has been to assess the extent to which Career Academies keep students engaged in school, help them progress toward graduation, and prepare them for post-secondary education and work. In an effort to shed light on how and why the Academies do or do not affect changes in these outcomes, the evaluation has attempted to articulate a conceptual framework, or theory of change, for the Career Academy approach. This framework identifies many of the key goals that have been proposed for Academies and attempts to make explicit some of the pathways through which the core elements of the approach are likely to improve outcomes for students. It has also been used to guide the design and implementation of several key features of the evaluation, including site selection, data collection, and analyses strategies.[12]

Figure 1.1 is a simplified conceptual model listing the basic Career Academy elements on the left and showing the hypothesized pathways through which these elements are likely to affect student outcomes during high school and beyond. The conceptual model covers four sets of constructs delineated by the four columns in Figure 1.1:

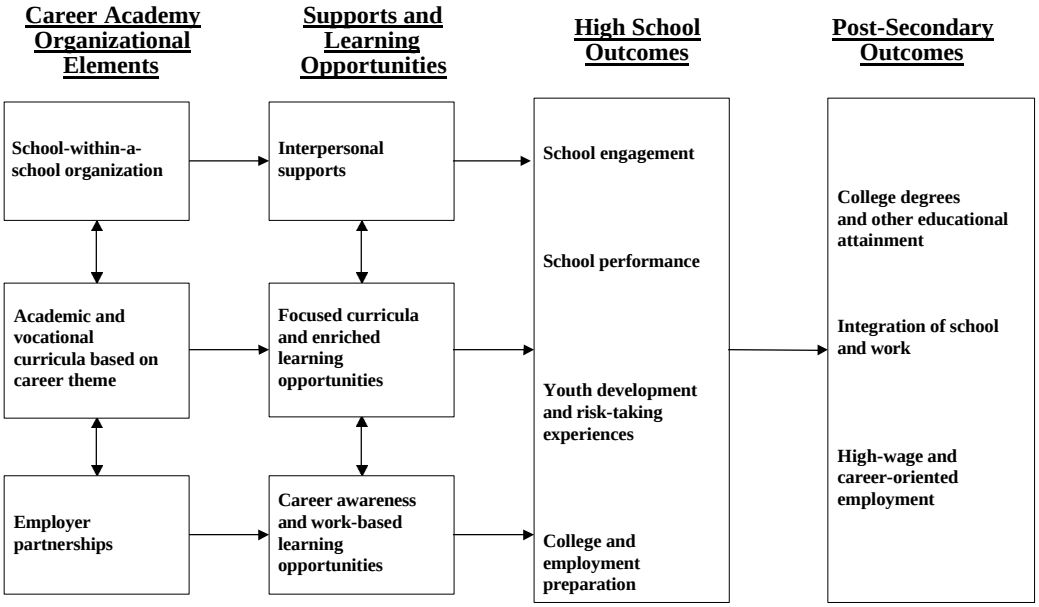
- **Career Academy organizational elements** that distinguish the Academy approach from the regular high school environments in which it is implemented;
- **supports and learning opportunities** that are intended to evolve from the organizational elements;
- **high school outcomes** that the Academies aim to improve by enhancing the supports and learning opportunities in the previous column; and
- **post-secondary outcomes** that reflect some of the long-term goals of the Academy approach.

[12]While the concept of grounding program evaluations in theories of change is not new (see Weiss, 1995, for a detailed discussion of theory-based evaluation strategies), this evaluation marks the first attempt to make the theory behind Career Academies more explicit and then to collect and analyze data to examine empirically the hypotheses embedded in the theory. As such, the conceptual framework articulated in this report, and in the previous reports from the study, does not necessarily reflect a previously agreed-upon set of program characteristics and underlying principles on which Career Academies have been planned, implemented, and sustained. As noted earlier, only recently has a commonly agreed-upon definition of a Career Academy been articulated and disseminated. Also, the history and diversity of Career Academies highlights the fact that the goals of the approach are broad and evolving.

Figure 1.1

Career Academies Evaluation

Simplified Conceptual Model of the Career Academy Approach



Linkages among these sections of the framework highlight the pathways through which the Academies are hypothesized to affect students' experiences and behaviors. The conceptual framework is described briefly below.

A. Career Academy Organizational Elements

School-Within-a-School Organization. In this organizational arrangement, clusters of students share several classes each day and often have the same small group of teachers from year to year. The student clusters vary in size but usually range from 30 to 60 students per grade in grades 9 through 12 or in grades 10 through 12. The number of classes students take within an Academy, and thus the number of teachers they share, also varies from Academy to Academy and from year to year, but usually students take from two to seven Academy classes. Teachers, who come from a variety of academic and vocational disciplines, are scheduled to have mostly Academy students in their classes. These teachers make a commitment to meeting with each other on a regular basis, and they share in decision-making related to administrative policies, curriculum content, and instruction. One teacher usually assumes lead responsibility for administrative tasks and serves as a liaison with the school principal and other administrators, school district officials, and employer partners. Students also take some regular classes along with the other students in the high school, and all courses in the Academy are counted as credits toward a high school diploma. Academy classes are often scheduled in blocks of three or four during the morning, leaving the remainder of the day for regular courses. This block scheduling allows for special activities during

this time: field trips, for instance, or team teaching, or hosting speakers from the business community. Teachers also attempt to involve parents in the Academy program, and schools often require parents to attend meetings with their children.

Academic and Vocational Curricula Based on Career Theme. The Career Academies' curricula usually consist of three or more academic courses per year and at least one vocational or occupation-related course per year that focuses on the selected career theme. These classes enable students to meet high school graduation and college entrance requirements and, at the same time, provide them with marketable skills. Students take their remaining course requirements and electives (usually 20 to 50 percent of the credits needed to graduate) outside the Career Academy in the regular high school. To link the academic and occupational classes, Academy teachers work together to coordinate course content and instructional strategies. They also focus on providing instruction in employability skills, both in the occupational theme courses and in one or more academic courses. Occupational classes are structured around whole industries: Health Academies, for example, attempt to expose students to diverse medical occupations in the areas of direct care, technology, and administration. The Academy's career theme is typically chosen on the basis of local employment needs and demand for expertise in the national marketplace.

Employer Partnerships. Career Academies strive to build formal relationships with a group of employers in their community. In general, the employer partnerships can be defined as ongoing coordinated efforts to engage local employers in supporting the Academy's programs and sponsoring a range of work- and career-related activities for students. The partnership typically includes employer representatives, teachers, school administrators, parents, and students. Many Academies create formal advisory boards that provide guidance on curricular and extracurricular activity development and may even assist with the management and administration of the program. Employer partners typically support the Academies by providing additional material resources or even making financial contributions. Most important, however, is that employer partners contribute the time for their employees to appear as guest speakers in the school, supervise student internships, serve as mentors for individual students, and provide other kinds of support.

Many Career Academies designate staff who serve as liaisons between the employers and the Academies and coordinate the various employer-sponsored activities. This role is crucial in creating and sustaining the various career development and awareness activities that are offered to students, both in school and outside school. The people in this role also take responsibility for developing work-based learning opportunities for students and monitoring student involvement in these activities. In some cases, this role is filled by Career Academy teachers who also have classroom responsibilities (although, usually, with a reduced course load). In other cases, the role is filled by non-teaching administrators whose primary responsibilities focus on one or more Academies.

B. <u>Supports and Learning Opportunities</u>

The basic organizational elements of the Career Academy approach have particular appeal because they offer direct responses to several common structural problems that have been identified in high schools, particularly schools serving low-income communities and students placed at

risk of school failure.[13] These core elements should be viewed as institutional mechanisms that are mutually reinforcing and, together, are intended to facilitate enhancements of interpersonal supports and enriched teaching and learning opportunities.

The second column of Figure 1.1 lists the types of supports and opportunities that are hypothesized to evolve from each of the three core organizational elements: (1) enhanced interpersonal support through the intensive interaction and collaboration offered by the school-within-a-school; (2) a focused curriculum and enriched teaching and learning experiences through the integration of academic and occupational content; and (3) exposure to career awareness and work-based education through the employer partnerships. These are discussed briefly below.

Interpersonal Supports. Career Academies aim to function as "communities of support" for students and teachers. For students, such support includes the personalized attention they get from their teachers, their teachers' expectations of them, their classmates' level of engagement in school, and the opportunities they have to collaborate with their peers on school projects. Academy teachers in this study indicated that they were supported by, among other things, opportunities for professional collaboration and development, adequate resources, the capacity to influence instructional and administrative decisions, and opportunities to give personalized attention to students. Both this study and previous research have identified these dimensions of support as factors that can have important effects on both students' motivation and engagement in school and teachers' job satisfaction and sense of having an impact on students' lives.

Focused Curricula and Enriched Learning Opportunities. Key goals of the Career Academy curricula are to ensure that students meet the core academic requirements they need to graduate and prepare for college and to focus students' non-Academy course-taking on a coherent set of vocational or occupation-related classes. In addition, curricula attempt to provide students with applied learning opportunities, including developing problem-solving skills, using computers or manipulative materials, working on long-term projects, and connecting what they learn to other subjects or the world of work. These types of activities have been identified as strategies for breaking down the dichotomy between academic and vocational curricula, or between abstract and applied learning. Such a dichotomy is often seen as a structural feature of high schools that limits their capacity to help students make the transition from school to work or to post-secondary education. Previous research has suggested that the separation of curricular tracks has created a false and unnecessary dichotomy between academic rigor and real-world relevance.[14]

Career Awareness and Work-Based Learning Opportunities. In general, Career Academies aim to provide students with two types of work-related learning opportunities that are built on the employer partnerships. The first, referred to as *career awareness and development activities*, are intended to enhance students' understanding of the world of work in general as well as their awareness of occupations within the program's broad career theme. Some of these activities occur outside school. They include field trips designed to expose students to various work environments and to provide opportunities to observe a regular workday. Another example is job-shadowing, which gives students the opportunity to accompany an adult on her or his job for a day or more. Some Career Academies de-

[13]See Kemple and Rock, 1996; Kemple, 1997a.
[14]Berryman, 1991; Raizen, 1989; Resnick, 1987; Dewey, 1916.

velop mentoring programs to help students make connections with caring adults who can provide personal support and career guidance. Other career awareness and development activities occur in school. These include formal and structured attempts to infuse Career Academy classes with discussions and activities focusing on careers or students' work-based learning experiences. They also include career counseling and the formal and informal discussions students have with their teachers and peers regarding preparation for work.

The second type of work-related learning opportunities are typically referred to as *work-based learning*, which has been defined as "work experiences that are planned to contribute to the intellectual and career development of students."[15] Work-based learning activities are probably the most intensive and distinctive work-related aspect of the Career Academy approach. Students are typically placed in jobs that have been developed in collaboration with the employer partners and are connected to school. Students have the opportunity to learn both job-specific skills and more general work habits and behaviors.

C. High School Outcomes

The supports and opportunities listed in the second column of Figure 1.1 are also mutually reinforcing and, together, are intended to affect students' engagement, performance, and development during their high school years The third column of the figure summarizes several key student outcomes that Career Academies are intended to improve. These include preventing students from dropping out of high school, helping them meet graduation requirements, enhancing their achievement, helping them meet college entrance requirements, providing necessary steps to apply for and be accepted into college or a job, promoting constructive use of non-school hours, and reducing risk-taking behaviors.

As noted earlier, this report focuses on the extent to which the Career Academies change these and other outcomes during students' high school years. Analyses presented later in the report will explore how particular organizational features of the Academies — or the types of supports or learning opportunities that develop from them — may or may not help account for the program impacts or lack of impacts.

D. Post-Secondary Outcomes

As shown in Figure 1.1, graduating from high school and acquiring various credentials should be viewed as transitional outcomes — as indications of students' level of preparedness for future education and work after high school. Ultimately, as indicated in the fourth column of the figure, the Career Academies are intended to lead to higher levels of post-secondary education and to higher-skilled and higher-paying careers.

Future reports from the Career Academies Evaluation will examine the impact Academies may have on these types of outcomes and will explore the connections between high school experiences and the impacts that may accrue after high school.

[15]Office of Technology Assessment, 1995, p. 13.

IV. Key Features of the Career Academies Evaluation

In 1993, MDRC began development work for a unique study of the Career Academy approach. Its primary purpose has been to provide reliable evidence about the efficacy of the theories and hypotheses embedded in the conceptual framework illustrated in Figure 1.1. The evaluation responds to the growing demand for rigorous evidence about the effectiveness of school-to-work and other high school reform initiatives. This section of the chapter describes the key features of the evaluation design that are central to understanding the findings presented in this report.

A. The Random Assignment Design

The Career Academies Evaluation is a rarity in the field of education research in that it has been built on a random assignment research design and demonstrates the feasibility of implementing such a design within an ongoing high school program. In order to assess the difference that Career Academies make in the lives of high school students, the research design involves a comparison between students who applied for and were randomly selected to enroll in a Career Academy and students who also applied but were not selected. During the evaluation period, a random selection process, or lottery, was used to make the final selection of students for the Academies. This was possible because each Academy had more qualified applicants than it was able to serve and the sites were willing to implement the protocols called for in the random selection process.[16]

This report focuses on a sample of 1,764 students from nine of the sites selected for the study.[17] For the purposes of this report, this group of students is referred to as the *study sample*. Of the students in the study sample, 959 (54 percent) were randomly selected to enroll in an Academy. For the purposes of this report, these students are referred to as the *Academy group*. The remaining 805 students (46 percent of the study sample) were not invited to participate in the Academies but could choose other options available in the high school or school district. These students constitute the study's control group and are referred to in this report as the *non-Academy group*. In most cases, non-Academy group students enrolled in the general programs in the participating high schools, but in some cases they enrolled in citywide magnet programs or schools.

Figure 1.2 illustrates the random assignment research design and shows the comparison being made to determine the impact Career Academies have on high school outcomes. The boxes on the lower right side of Figure 1.2 correspond to the first three columns of Figure 1.1. The first box represents the distinctive organizational features of the Academies, and the second box represents the resulting supports and learning opportunities that derive from those features. The third box indicates the high school outcomes achieved by students randomly selected for the Academy group. Each of these boxes has a counterpart on the left side of Figure 1.2 for students randomly selected for the non-Academy group. The differences in outcomes between the two groups of students represent impacts of the Career Academies.

---

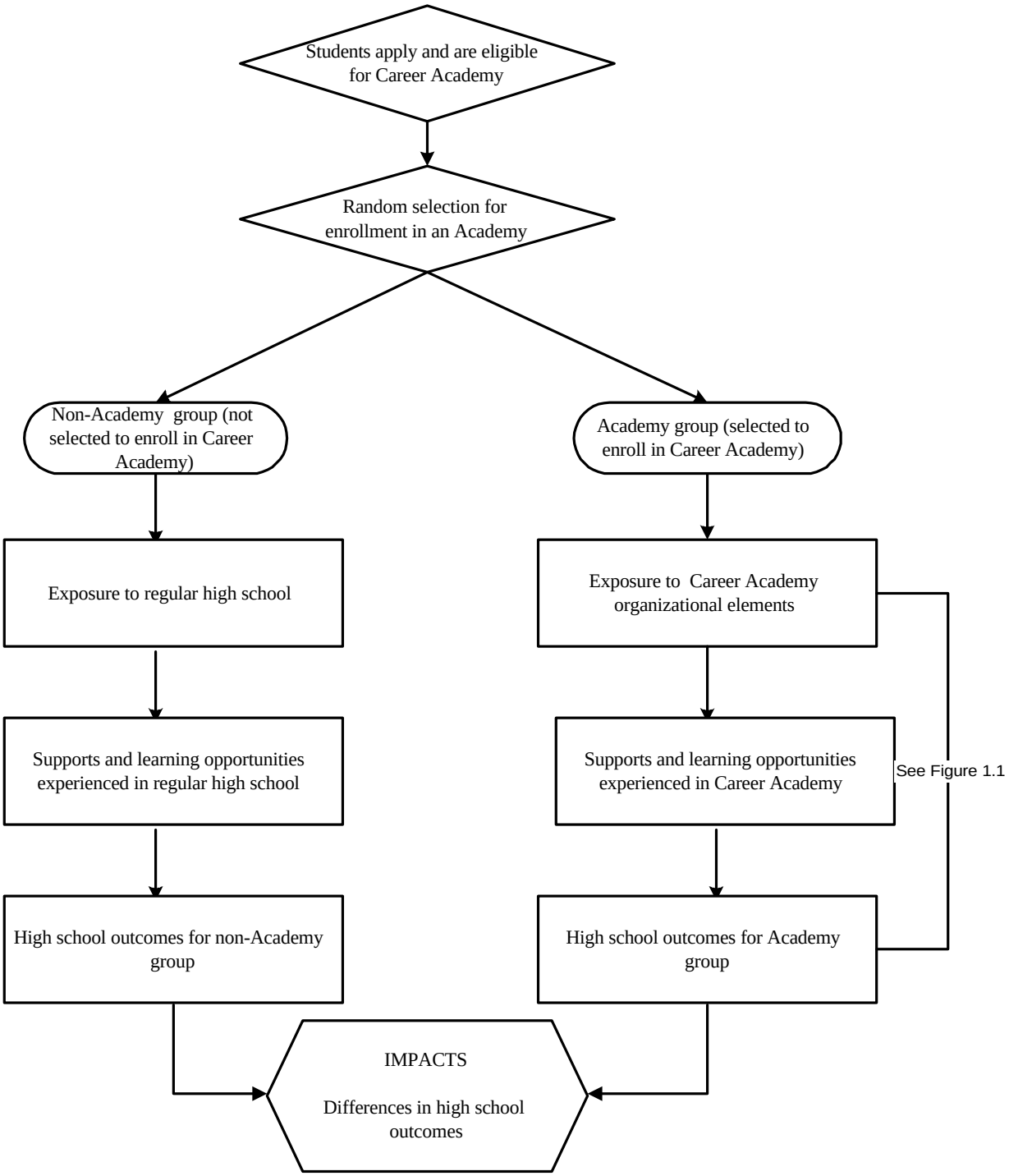
[16]See Chapter 4 in Kemple and Rock, 1996, for a more detailed description of how the random assignment procedure was implemented for this study.

[17]One of the 10 initial Career Academies was disbanded after two years in the study and was unable to provide sufficient follow-up data for its students in the study sample.

Figure 1.2

Career Academies Evaluation

Random Assignment Design



The random selection process ensured that the two groups of students were virtually the same on average in terms of their background characteristics, prior school experiences, and initial motivation and attitudes toward school. Any systematic differences in the outcomes that subsequently emerged between the groups resulted from differences in their access and exposure to the Career Academies.[18] Differences in these school environments should have produced differences in the types of supports and learning opportunities experienced by students in the Academy and non-Academy groups. In fact, the previous reports and papers from the evaluation provide extensive evidence that Academy students experienced significant enhancements in the supports and learning opportunities illustrated in Figure 1.1, compared with their non-Academy counterparts. Academy students were also more likely to participate in a broad range of career awareness and work-based learning activities. Finally, Academy students were also somewhat more likely than their non-Academy counterparts to be exposed to various enriched learning activities in the classroom, such as applied learning and work-related problem-solving activities. The current report addresses the question of whether the Academies produced impacts on high school outcomes as represented by the three boxes at the bottom of Figure 1.2.

B. Sites in the Career Academy Evaluation

A second critical feature of the Career Academies Evaluation research design involves the selection of sites for participation in the study. MDRC was primarily interested in selecting sites that had already implemented versions of the organizational elements listed in the first column of Figure 1.1.[19] This was important because a key goal of the evaluation was to include functioning Academies that encompassed the central elements of the approach, rather than programs that were in the initial stages of implementation.

In addition, MDRC sought high schools in which there was a clear contrast between the Career Academy and other programs available to potential Academy students. This was important because one of the primary concerns of the study was whether Career Academies improve students' post-secondary education and employment outcomes above and beyond what would have occurred had they not had the opportunity to attend an Academy. Some high schools and school districts operate more than one Career Academy or other Academy-like programs. In such circumstances, many students in both groups would likely be involved in similar programs. This would reduce the contrast between their experiences and could mistakenly obscure the real effects of the Academies and make it appear that the Academies were ineffective.

Each participating site had established the basic Career Academy components described in this chapter: a school-within-a-school organization, academic and vocational curricula based on a career theme, and employer partnerships. This combination of features was not available elsewhere in the participating high schools.[20] Each Career Academy attempted to serve a wide range

[18]As discussed in Chapter 2, not all students randomly selected for the Academy group actually enrolled and remained in an Academy, and a small percentage of students selected for the non-Academy group did enroll.

[19]The site selection process is described in greater detail in Kemple and Rock, 1996, which also includes a detailed description of the Career Academies in the sites.

[20]Although some participating high schools do operate other programs that they classify as Career Academies, information collected for this study indicated that most such programs do not include the basic components of the (continued)

of students, including those with a history of poor school engagement and performance as well as those who were engaged in school at the time they applied for the programs.

The participating Academies offer a range of occupational themes: three are in the business and finance fields; three focus on high-technology areas such as electronics and aerospace technology; and there is one each in the fields of health occupations, public service, travel and tourism, and video technology. The participating programs were drawn from most of the major established networks of Career Academies across the country, with four from the California Partnership Academy network, two from the National Academy Foundation network, one from the Florida network of Academies for Career Development and Applied Technology, and one from the network of Academy programs created by the District of Columbia Public Schools. Two of the participating Academies were developed independently through local high school or district initiatives.

As of the 1994-95 school year (when the last sites joined the study), the participating Career Academies had been in operation for as few as two years and as many as 11 years. Nine of the 10 Career Academies remained in operation throughout the evaluation period and were able to meet the data and other research-related needs of the evaluation. One site was disbanded after the 1995-96 school year and was unable to meet the data needs of the evaluation.

In summary, the sites participating in the Career Academies Evaluation provide a solid foundation on which to build a credible assessment of the implementation and impact of the Career Academy approach. Three important cautions should be kept in mind, however, in interpreting the findings from this study and, in particular, the findings presented in this report.

First, because the participating sites were chosen strategically, rather than randomly, the findings from this study cannot necessarily be generalized to all schools and school districts. These are school districts and high schools that were willing and able to commit the financial and personnel resources needed to implement and sustain a Career Academy. At the same time, however, these sites, as a group, share the characteristics of typical urban and small-city school districts, and, individually, they reflect much of the diversity of such districts. This provides some basis for extending the findings and lessons from this study beyond the participating schools.

Second, like their host high schools and school districts, the participating Career Academies are dynamic and evolving. Over the course of the evaluation, they have had to confront staff turnover, increases or decreases in funding, changes in local or state education policy, shifting levels of support from building or district staff, and changes in the amount and types of support they receive from employer partners. Because this is a longitudinal study, it has been able to provide a realistic picture of how ongoing programs evolve and change in the context of dynamic high schools. In general, most of the programs modified various components of the Career Academy approach in response to changing conditions in their host high schools or school districts, and many of them evolved toward more complete versions of the model. It should be noted, however, that some of the programs were weakened by staff turnover, funding reductions, or decreased support from school staff or employer partners. As noted earlier, one Academy was disbanded at the end of the 1995-96 school year. Although this site provides some useful lessons about institutional stresses that are likely to affect the sustainability of Career Academies, its dissolution and lack of comparable data prevent it from providing information to assess its impact on student outcomes.

Academy approach described earlier. As a result, the participating Career Academy programs represent a clear contrast with other programs in the high schools.

Third, the previous reports from MDRC's Career Academies Evaluation focused primarily on findings that were aggregated across all participating sites. Although such findings shed light on the implementation and impact of the Career Academy approach more generally, they mask the high degree of variation among the sites and the ways this variation may be associated with differences in program effectiveness. For example, some sites were able to develop a particularly cohesive school-within-a-school, while others made strong investments in their employer partnerships. More important, the Academies in some sites represented an especially dramatic contrast with the regular school environment in terms of the degree of interpersonal and instructional support they offered students. A central focus of this report, therefore, is on determining whether some versions or contexts for the Academy approach are more effective than others.

C. Data Used in This Report

The conceptual framework described above has helped guide data-collection activities for the evaluation. For example, MDRC researchers conducted a variety of field research activities to document and describe the organizational features illustrated in the first column of Figure 1.1. Several surveys were developed and administered to students and teachers to gain systematic information about various supports and learning opportunities that might be captured by the second column. MDRC has also collected data from school records and students' transcripts to obtain information about their progress and performance in high school. As part of the evaluation, MDRC administered standardized math and reading tests to a subsample of students, and it conducted a survey at the end of students' 12th-grade year to learn about their use of non-school hours and preparation and plans for the future. Finally, as the evaluation moves forward, MDRC will continue to follow students beyond their high school years to collect information about their progress in post-secondary education and the labor market.

The primary data for this report were obtained from three sources: school transcript records, a survey that students in the study sample completed at the end of their 12th-grade year, and a standardized math computation and reading comprehension test administered to a subsample of the students at the end of their 12th-grade year. These are described briefly below.[21]

School Transcript Records. A complete set of school transcript records is available for 1,454 students in the study sample.[22] This is referred to in the report as the Student School Records Database. The Student School Records Database includes information about students' daily attendance rates, credits earned toward graduation, and course-taking patterns. Of the students in the Student School Records Database sample, 1,293 remained enrolled in high school through the

[21]See Appendix A for a more detailed discussion of the response rates and analytical issues associated with the data-collection efforts for the evaluation.

[22]MDRC attempted to collect school transcript records for all students in the study sample even if they had transferred to other high schools within the districts in which the participating Career Academies were located. MDRC was not able to obtain school transcript records for students who transferred to high schools outside these districts. Analyses of differences in data availability among students in the study sample indicated that there were no systematic differences in school records availability between Academy and non-Academy group students. MDRC obtained school records data for 82 percent of students in the Academy group and for 84 percent of students in the non-Academy group. Among students in the Student School Records sample, there were no systematic differences in the background characteristics of Academy and non-Academy group students. These analyses provide greater confidence that the Student School Records Database will yield valid estimates of Career Academy impacts.

end of their 12th-grade year. The remaining 161 students (12 percent) were confirmed to have dropped out of high school before the end of their 12th-grade year. A complete set of school transcript records was obtained for these students up to the point at which they dropped out.

12th Grade Survey. The 12th Grade Survey was completed by 1,510 students in the study sample at the end of their 12th-grade year.[23] This is referred to as the 12th Grade Survey Database. The 12th Grade Survey asked students a wide range of questions about their school experiences, employment and work-related experiences, extracurricular activities, preparation for college and post-secondary jobs, and plans for the future.

Achievement Test Scores. Math computation and reading comprehension achievement tests were administered to 490 students in the study sample.[24] This is referred to as the 12th Grade Achievement Test Database. This test was initially designed by the Educational Testing Service (ETS) for the National Educational Longitudinal Surveys of 1988 (NELS: 88) follow-up and was administered to a nationally representative sample of students in their 12th-grade year. ETS permitted MDRC to administer the test to a subsample of students in the Career Academies Evaluation sample.[25] The Achievement Test Database provides national percentile scores both in reading comprehension and in math computation and problem-solving. It also provides criterion-referenced scores that indicate whether students demonstrated proficiency at particular skill levels of math and reading.

V. Overview of This Report

A central theme that has emerged from this evaluation is that an accurate and useful assessment of the effectiveness of the Career Academy approach must recognize that the program is not a "one-size-fits-all" initiative and that it produces different impacts for different types of stu-

[23]MDRC attempted to survey all students in the study sample even if they had transferred to high schools outside the participating districts or had dropped out of high school altogether. Analyses of differences in data availability among students in the study sample indicated that there were no systematic differences in 12th Grade Survey response rates between Academy and non-Academy group students. MDRC obtained completed surveys from 86 percent of students in the Academy group and from 85 percent of students in the non-Academy group. Among students in the 12th Grade Survey sample, there were no systematic differences in the background characteristics of Academy and non-Academy group students. These analyses provide greater confidence that the 12th Grade Survey Database will yield valid estimates of Career Academy impacts.

[24]MDRC attempted to administer the achievement test to the 691 students in the study sample who were scheduled to be in 12th grade at the end of the 1997-98 school year. The 490 students who completed the achievement test represents 71 percent of those attempted. Analyses of differences in data availability among students in the study sample indicated that there were no systematic differences in achievement test completion rates between Academy and non-Academy group students who were attempted. MDRC obtained completed achievement tests from 72 percent of the Academy group students attempted and from 70 percent of the non-Academy group students attempted. Among students in the Achievement Test sample, there were no systematic differences in the background characteristics of Academy and non-Academy group students. These analyses provide greater confidence that the Achievement Test Database will yield valid estimates of Career Academy impacts.

[25]The achievement test was administered to students on a Saturday morning near the end of their 12th- grade year. They were offered a stipend of $50 if they completed the test. Some concerns have been raised about whether this test instrument and the conditions under which it was administered provide an adequate indication of student achievement in math computation and reading comprehension. It should be noted, however, that the same test was administered under similar conditions as part of the U.S. Department of Education's National Educational Longitudinal Surveys of 1988 (NELS:88).

dents. In order to highlight the importance of this theme, Chapter 2 describes the students who are in the study sample and identifies subgroups of students who are most likely to derive various benefits from the programs. All the key analyses and findings presented in this report are broken down by these subgroups. Chapter 2 also presents findings from an analysis of the patterns by which students in the study's Academy group enrolled and remained in the Career Academy programs.

Chapter 3 assesses the impact Career Academies have on students' high school engagement and performance and on their preparation for post-secondary education and employment. It focuses first on the impacts Career Academies produce for students who were at high risk of dropping out of high school. It then presents the results for students who entered the study highly engaged in school and were at very low risk of dropping out. Finally, it presents the impact findings for students who fell into a middle range of characteristics associated with a risk of school failure.

As noted earlier, this report also attempts to push much further in offering lessons about the efficacy of the Career Academy approach and other school reform initiatives that are embedded in it. The contrast among the sites and the differences in effectiveness for key subgroups of students provide a rich context for making judgments about what types of school reform initiatives are likely to be effective and for whom. Chapter 4 presents findings from an analysis that begins to highlight some of the key mechanisms by which the Academies may produce the impacts described in Chapter 3. This chapter identifies a group of sites, within the evaluation sample, in which the Career Academies represented a particularly dramatic contrast with their non-Academy school environments in terms of some of the key supports and learning opportunities described earlier. It also identifies a second group of sites that had very little contrast between the Academy and non-Academy school environments in these areas. Chapter 5 examines variation in impacts across these two groups of sites.

Chapter 2

Career Academy Students and Their Patterns of Enrollment in the Academy Programs

This chapter describes the background characteristics and prior school experiences of the students in the research sample for this report. It also summarizes findings on the patterns by which those selected for the Career Academies actually enrolled and remained in the programs. The chapter makes two key points.

First, the chapter highlights the fact that the students in the study sample come from diverse backgrounds and prior school experiences. This suggests that analyses that do not account for this diversity are likely to mask variation in the difference that Career Academies may make for some students and not for others. Section II of this chapter, therefore, identifies subgroups of students defined by background characteristics and prior school experiences associated with different patterns of school success or failure. The impact findings presented in Chapter 3 show that the Career Academies produced quite difference patterns of impacts for these three subgroups of students.

Second, the analyses presented in this chapter show that 88 percent of the students randomly selected for the study's Academy group (and invited to enroll in a Career Academy program) actually enrolled. By the end of 12th grade, 59 percent of the students initially selected for the programs were still enrolled in them. These enrollment and attrition patterns have implications for Career Academy policies and implementation practices. They also provide an important context for interpreting the impact findings presented later in the report.

I. Students in the Study Sample for This Report

This section of the chapter describes the background characteristics of the 1,764 students who constitute the study sample for this report. The description highlights the fact that no systematic differences were found in the background characteristics of the Academy group and the non-Academy group. This is the central purpose of the random selection process used in creating these two groups, and it extends to measured as well as unmeasured characteristics.

A. Background Characteristics of Students in the Study Sample

The Career Academies Evaluation has included efforts to collect information about 1,764 students who applied for one of nine Career Academies across the country between 1993 and 1996.[1] In this report these students are referred to as the *study sample*. Table 2.1 lists a variety of

[1]See Kemple and Rock, 1996, for a more detailed discussion of the procedures used to select students for the Career Academies Evaluation study sample. The initial sample for the Career Academies Evaluation consisted of 1,953 students from 10 sites. As noted earlier, one of the initial sites was disbanded and was not able to provide follow-up information needed for the analyses in this report. Thus, the 126 students in the initial study sample from that site are not included in the analyses. Also, MDRC found that information could not be obtained for 59 of the initial group of students because they should not have been included in the study sample. Four other students were found to be deceased.

Table 2.1

Career Academies Evaluation

Background Characteristics of Study Sample, by Research Status

Characteristic	Full Sample (%)	Academy Group (%)	Non-Academy Group (%)
Demographic and family characteristics			
Gender			
Male	43.8	44.6	42.9
Female	56.2	55.4	57.1
Age of student at time of application			
13 or younger	8.6	7.3	10.1
14	35.6	35.7	35.5
15	46.1	46.8	45.2
16 or older	9.7	10.1	9.2
Race/ethnicity			
Black	30.2	30.9	29.4
White	6.4	6.0	6.9
Hispanic	56.2	55.5	57.0
Asian or Native American	7.2	7.5	6.7
Student speaks limited English[a]	7.6	7.0	8.3
Student lives with			
Mother and father	61.7	61.1	62.5
Mother only	28.6	29.0	28.1
Father only	4.6	5.0	4.1
Other family/nonrelative	5.1	4.9	5.4
Student lives in single-parent household	38.3	38.9	37.5
Father's education level			
Did not finish high school	39.8	38.9	40.9
High school graduate	32.4	32.2	32.6
Completed some post-secondary	27.8	28.9	26.6
Mother's education level			
Did not finish high school	36.1	35.2	37.1
High school graduate	34.8	34.5	35.3
Completed some post-secondary	29.1	30.3	27.6
Neither parent has high school diploma	28.6	29.0	28.2
Parental Work			
Both parents work	47.3	46.5	48.3
Father works	23.8	23.5	24.1
Mother works	17.8	19.2	16.2
Neither parent works	11.1	10.8	11.4

(continued)

Table 2.1 (continued)

Characteristic	Full Sample (%)	Academy Group (%)	Non-Academy Group (%)
Family receives welfare or Food Stamps	24.2	23.6	25.0
Family mobility in past two years			
Have not moved	59.4	58.8	60.2
Moved 1 or 2 times	33.6	34.8	32.2
Moved 3 or more times	7.0	6.5	7.6
Student is home alone more than 3 hours per day	13.5	13.5	13.6
Educational characteristics			
8th-grade math test score[b]			
75th percentile or higher	8.5	8.8	8.1
50th to 74th percentile	20.4	21.0	19.7
25th to 49th percentile	32.2	29.9	35.0
24th percentile or lower	38.9	40.3	37.2
8th-grade reading test score[c]			
75th percentile or higher	9.8	10.4	9.0
50th to 74th percentile	19.4	20.8	17.7
25th to 49th percentile	36.3	33.7	39.4
24th percentile or lower	34.6	35.1	33.9
Student does not feel safe at school	23.2	22.7	23.9
Frequency of cutting classes			
Never	78.9	79.5	78.3
At least 1 time a week	19.7	19.4	20.1
Daily	1.4	1.2	1.6
Sent to office for misbehavior			
Never	81.3	81.0	81.6
1-2 times	15.7	16.2	15.2
3-10 times	3.0	2.8	3.2
Hours per week spent on homework			
1 hour or less	28.8	27.9	30.0
2-3 hours	38.2	39.3	36.9
4-6 hours	17.4	18.5	16.0
7 hours or more	15.6	14.3	17.2
Hours per day spent watching TV			
Less than an hour	12.3	11.7	13.0
1-2 hours	27.1	27.4	26.7
2-3 hours	26.8	24.9	29.1
Over 3 hours	33.8	36.0	31.3
Student has worked for pay	36.3	35.8	36.9

(continued)

Table 2.1 (continued)

Characteristic	Full Sample (%)	Academy Group (%)	Non-Academy Group (%)
Characteristics associated with dropping out of school			
Attendance rate, year prior to random assignment			
96-100%	54.2	53.1	55.4
91-95%	24.1	23.3	24.9
86-90%	11.0	12.2	9.5
85% or lower	10.8	11.4	10.2
Credits earned in 9th grade[d]			
5 or more credits	80.9	80.4	81.4
3-4 credits	13.7	14.3	12.9
2 or fewer credits	5.5	5.3	5.7
Grade point average in year of random assignment[e]			
3.1 or higher	36.2	34.4	38.3
2.1-3.0	38.1	39.5	36.5
2.0 or lower	25.7	26.1	25.2
Student is overage for grade level[f]	21.1	21.5	20.7
School mobility[g]			
0 or 1 different school	72.7	72.9	72.4
2 or more different schools	27.4	27.1	27.6
Student has sibling who dropped out of high school	20.2	19.8	20.6
Sample size	1,764	959	805

SOURCES: MDRC calculations from the Career Academies Evaluation Student Baseline Questionnaire Database and Student School Records Database.

NOTES: All characteristics were measured at the time students applied to the Career Academy program and prior to being randomly selected to the Academy and non-Academy groups.

Invalid or missing values are not included in individual variable distribution. Rounding may cause slight discrepancies in calculating of sums and differences.

A chi-square test was applied to differences in the distribution of characteristics across the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]These are students who responded that they spoke English "not well" or "not at all."

[b]Several different standardized, nationally normed math tests were administered to students, depending on the district where their school was located and the year they entered the study. National percentile scores were used because they were the only standardized scores available across tests.

[c]Several different standardized, nationally normed reading tests were administered to students, depending on the district where their school was located and the year they entered the study. National percentile scores were used because they were the only standardized scores available across tests.

[d]This was applicable only to students who applied to the Career Academy at the end of their 9th-grade year.

[e]Grade point averages were converted to a standard 4.0 scale from 100-point or 5-point scales for some sites.

[f]A student is defined as overage for grade at the time of random assignment if she or he turns 15 before the start of the 9th grade, or 16 before the start of the 10th grade. This indicates that the student was likely to have been held back in a previous grade.

[g]School mobility is defined as the number of schools attended since the 1st grade beyond the number expected to result from promotions in grade level or graduations.

background characteristics and measures of prior school experiences for students in the study sample. The first column in the table lists the percentages of students in the full sample who had each of the characteristics listed.

The first section of Table 2.1 indicates that students in the study sample come from a wide range of family backgrounds. The vast majority of students identified themselves as either Hispanic (56 percent) or black (30 percent). The relatively large proportion of Hispanic students reflects the fact that several of the sites are located in predominantly Chicano and Latino communities in California, south Texas, and south Florida. The black students are concentrated in several large eastern cities.

The data collected for the evaluation does not include a direct measure of family income, but there are several indicators that the study sample includes a moderate proportion of students from low-income families. For example, Table 2.1 shows that 38 percent of the students lived in single-parent households at the time they applied for an Academy. Further, 11 percent of the students indicated that neither of their parents was working, and 24 percent indicated that their families were receiving welfare or Food Stamps. Twenty-nine percent reported that neither parent had received a high school diploma or a GED. Forty-one percent indicated that their families had moved at least once during the two years prior to applying for the Academy. The table also indicates that many students may come from middle-income families. Forty-seven percent of the students reported that both parents were working, and many students indicated that at least one of their parents completed some post-secondary education.

The second section of Table 2.1 lists a variety of indicators of students' prior school engagement and performance. The vast majority of students indicated that they did not have discipline problems in school and had high aspirations for their education. For example, approximately 80 percent reported that they had never skipped class during the second semester of 8th or 9th grade, and about the same percentage reported that they had never been sent to the school office for misbehavior. Also, although not shown in the table, virtually all the students reported that they expected to graduate from high school, and nearly two-thirds indicated that they expected to graduate from college.

At the same time, many students appeared to be struggling somewhat in school. Less than 10 percent of the students had 8th-grade math or reading test scores in the 75th percentile or higher, while 35 to 40 percent had test scores below the 25th percentile. Twenty percent of the students reported that they had cut class at least once per week during the second semester of 8th or 9th grade, and nearly 20 percent indicated that they had been sent to the school office for misbehavior. The table indicates an interesting comparison between the time students reported spending on homework and the time they spent watching television. One-third reported that they spent four or more hours per week doing homework (about one hour per weekday), and 61 percent that they spent two or more hours per day watching television.

The third section of Table 2.1 lists several demographic and school-related characteristics that have been found, both in prior research and in analyses conducted for this evaluation, to have particularly strong associations with later school engagement and performance. As discussed later in this chapter, these characteristics were used to create subgroups of students for the impact analyses. The respective subgroups include students with markedly different prospects for school success.

Many of the students appeared to be highly engaged in school. Over half the students in the study sample (54 percent) had attendance rates over 95 percent in the year they entered the study, and another 24 percent had attendance rates between 91 and 95 percent. Eighty-one percent of the students who applied to the Academies as 9th-graders had earned at least five credits in that year and would be considered to be on track toward graduation.[2] Over one-third of the students had a 3.1 grade point average or higher (approximately equivalent to a B average or higher) during the year they applied for an Academy.

A significant percentage of students in the study sample appeared to be disengaged from school. Eleven percent might be characterized as chronic absentees with attendance rates of less that 86 percent in the year they applied for the Academy programs. Nearly 20 percent of the students had already fallen behind in course credits, earning less than five in the 9th grade; 6 percent had fallen well behind, earning two or fewer course credits in the 9th grade. Approximately 21 percent of the students were overage for their grade level, indicating that they had been retained in a previous grade. About 27 percent of the students reported that they had transferred schools two or more times beyond the regular school transitions (such as from elementary to middle school or middle school to high school), indicating that their attachment to school may have been disrupted by family mobility or other reasons. Finally, about 20 percent of the students indicated that they had a sibling who had dropped out of high school.

B. Characteristics of Students in the Academy and Non-Academy Groups

As noted in Chapter 1, each of the students in the study sample applied for and was determined to be eligible for enrollment in one of the participating Career Academies. Because the programs had attracted more eligible students than they were able to serve, a lottery was used to select students for enrollment in the Academies. Of the students in the study sample, 959 (54 percent) were randomly selected to enroll in an Academy, and 805 (46 percent) were not selected for enrollment in an Academy but were eligible to enroll in other programs or classes in the host schools or school district.

The second and third columns of Table 2.1 provide a comparison between characteristics of students selected for the study's Academy group and those of students in the non-Academy group. The table indicates that there were no statistically significant differences between the background characteristics and prior school experiences of students in the two groups. This is a result of the random assignment design and can also be extended to characteristics that are not directly measured by the data collected for this evaluation. These include such constructs as initial motivation, attitudes toward school, and other baseline attributes that may be associated with school engagement and performance. In other words, the random assignment process created two groups for which there were no systematic differences initially, in both measured and unmeasured characteristics. As a result, one can be confident that any systematic differences that emerged after random selection can be attributed to the fact that the Academy group was selected to enroll in the programs and the non-Academy group was not. This chapter also includes a discussion of the rates at which students actually enrolled in the Academies and

[2]It should be noted here that approximately 22 percent of the students were applying for the Academies as 8th-graders by virtue of the fact that the Academies began in 9th grade. These students were not included in calculations of credits earned in 9th grade.

examines the extent to which students remained in the programs and, thus, were likely to be exposed to the full range of Academy experiences.

II. Subgroups of Students Defined by Characteristics Associated with Dropping Out of High School

Previous research on Career Academies has not typically examined the relative effectiveness of the approach among the different types of students the programs serve. Although findings from previous research have been useful, they do not recognize the fact that Career Academies may change certain outcomes for some students but not necessarily for others. The random assignment research design used in this evaluation provides a unique opportunity to assess the potential for the Academies to make a difference for various groups of students. As noted above, engagement and performance of students in the study's non-Academy group provide the best indication of how students in the Academy group were likely to behave if they did not have the opportunity to enroll in an Academy.

In particular, many students in the study's non-Academy group were unlikely to drop out of high school, making it unlikely that the Academies could reduce dropout rates or increase basic school engagement much further for them. An important question about these students, however, is whether the Academies expanded (or at least did not limit) their opportunities to pursue a more rigorous curriculum or increased their preparation for post-secondary education and employment. By contrast, other students in the non-Academy group (for example, those who had failed several courses in 9th grade) were at relatively high risk of school failure and could be seen as having the potential to benefit from involvement in the Academies in a variety of ways, including being prevented from dropping out.

Given the dramatic differences in outcomes for various subgroups of students within the non-Academy group, the primary focus of this report is on the impact Career Academies have for students at greater or lesser risk of dropping out of high school or of doing poorly, if they remain in high school. To assess this variation in impacts, students in the study sample were divided into three subgroups based on selected background characteristics and prior school experiences that were associated with dropping out of high school. This section of the chapter provides an overview of the strategy used to identify these subgroups and highlights the basic distinctions among them.

Student subgroups were defined using six characteristics found to be strong predictors of dropping out among students in the study's non-Academy group. These characteristics were all measured at the time students applied for a Career Academy and before they were randomly selected for the Academy or non-Academy group. Each of these characteristics has also been identified in prior research as being highly correlated with dropping out of high school.[3] They include:

- average daily attendance in the year the student applied for an Academy;
- grade point average for the year the student applied for an Academy;

[3]For a review of research literature on background characteristics, measures of prior school performance, and other factors associated with dropping out of school, see Natriello, 1987, and Roderick, 1993.

- the number of credits earned toward graduation in 9th grade (for students applying for an Academy at the end of 9th grade);
- whether the student was overage for grade (indicating the student had been retained in a prior grade);
- whether the student had a sibling who dropped out of high school; and
- whether the student had transferred schools two or more times beyond the typical school transitions.

In other random assignment studies, subgroups have been determined by identifying sample members using one or more characteristics associated with a difference in the way they are likely to be treated by the program under study or in the outcomes they are likely to achieve without having access to the program.4 In education research, subgroups have been created by distinguishing between students who have, for example, two or more characteristics associated with school failure and those who have only one such characteristic or none.5 Such methods might be called "risk-factor accumulation" strategies because they involve simply adding up particular indicators and defining the subgroups based on the number of risk-related characteristics a given student has.

Risk-factor accumulation strategies, however, have some limitations. In particular, they give equal weight to each of the selected risk-related background characteristics and prior school experiences. As a result, they do not account for the fact that some characteristics are more highly associated with school failure than others. In addition, this strategy does not account for the fact that some students also have a number of related characteristics that are associated with school success and that may offset the risk associated with other characteristics. For example, some students may have failed several courses in 9th grade even though they attended regularly and did not have other background characteristics associated with dropping out. As a result, various combinations of characteristics, along with different degrees of importance attached to some characteristics, may indicate a different degree of risk.

Given these limitations, a more systematic approach was used for this report, in order to identify groups of students who were clearly distinct in terms of their likelihood of dropping out in the absence of access to a Career Academy.[6] In particular, the background characteristics and prior school experiences listed above were used to predict the probability that students in the non-Academy group would drop out of high school. This provided an estimate of the unique contribution that each characteristic made to predicting that these students would drop out. For example, attendance rates and credits earned toward graduation were found to be better predictors of dropping out than students' being overage for grade. Also, the prediction model provided the opportunity to give more weight to different specifications of a characteristic. For example, the lower a student's prior attendance rate, the more likely that he or she would drop out. Thus, students with very low attendance rates might be considered at high risk of dropping out, even

[4]See, for example, Friedlander, 1988.

[5]See, for example, NCES, 1990 and NCES, 1992.

[6]Appendix B provides a more detailed and technical discussion of the subgroup identification strategy used for this report, including some potential limitations of this approach.

though they had not been held back in a previous grade and did not have a sibling who dropped out of school.

Because of the random assignment research design, this approach, based on these characteristics, best predicts which students in the Academy group would have dropped out in absence of access to an Academy. Thus, students in the Academy group were sorted using the same average background characteristics that were used to predict dropping out for the non-Academy group. Following are brief definitions of the three risk subgroups, which are described further below.

- **High-risk subgroup:** students in the study sample (approximately 25 percent of both the Academy and the non-Academy groups) with the combination of characteristics associated with the highest likelihood of dropping out
- **Low-risk subgroup:** students in the study sample (approximately 25 percent of both the Academy and the non-Academy groups) with the combination of characteristics associated with the lowest likelihood of dropping out
- **Medium-risk subgroup:** the remaining students in the study sample (approximately 50 percent of both the Academy and the non-Academy groups) with a mix of characteristics indicating that they were not particularly likely to drop out but were not necessarily highly engaged in school

A. Characteristics of Students in the Risk Subgroups

Table 2.2 presents selected characteristics of students in the three risk subgroups, including the background characteristics and prior school experiences used to define the subgroups. Because each of the characteristics used to define the subgroups was measured before students were randomly assigned to the two main study groups, there are no systematic differences in observed background characteristics between Academy and non-Academy groups within each of the three risk subgroups.[7]

Students in the High-Risk Subgroup. The third section of Table 2.2 lists the six characteristics that were used to define the risk subgroups. It shows, for example, that 43 percent students in the high-risk subgroup had a sibling who dropped out of high school and that 43 percent were overage for their grade level (indicating they had been held back in a prior grade). About one-third of these students could be classified as chronic absentees (having an attendance rate of 85 percent or lower in the year they applied to an Academy), and 62 percent had a grade point average of 2.0 or lower (out of a possible 4.0). Also, over half of the students in the high-risk

[7]The initial prediction of dropping out was based on analyses using the non-Academy group. An index of average characteristics of likely dropouts from the non-Academy group was then applied to the Academy group. Given the statistical properties of the analyses used, random differences in characteristics between the Academy and the non-Academy groups are likely to yield somewhat more accurate predictions of likely dropouts for the non-Academy group. This means that, in the high-risk subgroups, the dropout rate for non-Academy students may be artificially higher than the dropout rate for Academy students. Extensive analyses were conducted to identify the potential magnitude of this distortion. These analyses indicate that whatever distortion exists is negligible and did not change the pattern of impacts. This issue is discussed in greater detail in Appendix B.

Table 2.2

Career Academies Evaluation

Background Characteristics of Study Sample, by Subgroups Defined by Risk of Dropping Out of School

Characteristic	High-Risk Subgroup (%)	Medium-Risk Subgroup (%)	Low-Risk Subgroup (%)	
Demographic and family characteristics				
Gender				
Male	43.0	45.5	41.3	
Female	57.0	54.6	58.7	
Age of student at time of application				
13 or younger	2.1	10.6	11.7	***
14	22.2	39.2	43.6	
15	54.4	42.8	43.3	
16 or older	21.3	7.4	1.4	
Race/ethnicity				
Black	37.6	29.9	22.7	***
White	4.7	7.2	6.8	
Hispanic	51.8	56.0	61.5	
Asian or Native American	5.9	6.9	9.2	
Student speaks limited English[a]	8.7	7.7	6.2	
Student lives in single-parent household	49.7	39.2	23.8	***
Neither parent has high school diploma	26.6	29.5	28.8	
Parental Work				
Both parents work	41.3	48.3	51.9	***
Father works	24.9	20.6	29.0	
Mother works	19.4	19.8	12.1	
Neither parent works	14.3	11.3	7.1	
Family receives welfare or Food Stamps	31.8	23.0	18.6	***
Family mobility in past two years				
Have not moved	54.2	60.5	63.3	***
Moved 1 or 2 times	33.5	34.6	31.7	
Moved 3 or more times	12.4	5.0	5.0	
Educational characteristics				
8th-grade math test score[b]				
75th percentile or higher	3.1	8.8	14.0	***
50th to 74th percentile	16.3	20.5	24.8	
25th to 49th percentile	31.0	33.9	29.9	
24th percentile or lower	49.5	36.8	31.3	

(continued)

Table 2.2 (continued)

Characteristic	High-Risk Subgroup (%)	Medium-Risk Subgroup (%)	Low-Risk Subgroup (%)	
8th-grade reading test score[c]				
75th percentile or higher	4.1	10.6	14.6	***
50th to 74th percentile	19.7	19.5	18.9	
25th to 49th percentile	36.3	37.6	33.5	
24th percentile or lower	40.0	32.3	33.1	
Student does not feel safe at school	27.0	22.5	20.6	*
Frequency of cutting classes				
Never	63.4	82.2	89.7	***
At least 1 time a week	33.2	16.9	10.3	
Daily	3.4	0.9	0.0	
Sent to office for misbehavior				
Never	73.6	81.0	90.4	***
1-2 times	20.7	16.4	8.7	
3-10 times	5.7	2.5	1.0	
Characteristics associated with dropping out of school				
Attendance rate, year prior to random assignment				
96-100%	24.4	52.5	91.0	***
91-95%	23.6	32.3	7.9	
86-90%	18.7	11.7	1.0	
85% or lower	33.3	3.6	0.2	
Credits earned in 9th grade[d]				
5 or more credits	47.2	93.8	100.0	***
3-4 credits	35.1	6.3	0.0	
2 or fewer credits	17.7	0.0	0.0	
Grade point average in year of random assignment[e]				
3.1 or higher	12.5	37.2	58.6	***
2.1-3.0	25.5	44.0	39.3	
2.0 or lower	62.0	18.7	2.1	
Student is overage for grade level[f]	43.0	18.2	2.4	***
School mobility[g]				
0 or 1 different school	50.0	71.9	99.0	***
2 or more different schools	50.0	28.1	1.0	
Student has sibling who dropped out of high school	42.7	17.5	0.5	***
Sample size (N=1,764)	474	869	421	

(continued)

Table 2.2 (continued)

SOURCES: See Table 2.1.

NOTES: All characteristics were measured at the time students applied to the Career Academy program and prior to being randomly selected to the Academy and non-Academy groups.

Invalid or missing values are not included in individual variable distribution. Rounding may cause slight discrepancies in calculating of sums and differences.

A chi-square test was applied to differences in the distribution of characteristics across the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]These are students who responded that they spoke English "not well" or "not at all."

[b]Several different standardized, nationally normed math tests were administered to students, depending on the district where their school was located and the year they entered the study. National percentile scores were used because they were the only standardized scores available across tests.

[c]Several different standardized, nationally normed reading tests were administered to students, depending on the district where their school was located and the year they entered the study. National percentile scores were used because they were the only standardized scores available across tests.

[d]This was applicable only to students who applied to the Career Academy at the end of their 9th-grade year.

[e]Grade point averages were converted to a standard 4.0 scale from 100-point or 5-point scales for some sites.

[f]A student is defined as overage for grade at the time of random assignment if she or he turns 15 before the start of the 9th grade, or 16 before the start of the 10th grade. This indicates that the student was likely to have been held back in a previous grade.

[g]School mobility is defined as the number of schools attended since the 1st grade beyond the number expected to result from promotions in grade level or graduations.

subgroup who applied for an Academy at the end of 9th grade had already fallen behind in the number of course credits they needed to graduate.

Table 2.2 also highlights a number of other distinctive characteristics of students in the high-risk subgroup. It shows that these students were the most likely to have 8th-grade math or reading test scores below the 25th percentile nationally. About half of them lived in single-parent households, and 32 percent reported that their families received public assistance.

Students in the Low-Risk Subgroup. The vast majority of students in the low-risk subgroup had attendance rates higher than 95 percent, and all of those who applied to an Academy at the end of 9th grade had earned at least five credits toward graduation. Over half had a grade point average of 3.1 or higher, and very few were overage for grade. Almost none of the low-risk students had a sibling who dropped out of high school, and very few had transferred schools other than at the typical school transition points. The majority of these students lived in households where at least one parent had a high school diploma or GED (over 70 percent), and over half lived in households where both parents worked.

Although students in the low-risk subgroup appeared to be highly engaged in school at the time they applied to an Academy, their standardized test scores indicate that they were not necessarily high-achieving students. Less than 15 percent of the low-risk subgroup had

math or reading test scores above the 75th percentile nationally, and almost a third scored in the bottom quartile.

Students in the Medium-Risk Subgroup. The students in the medium-risk subgroup reflect a mix of background characteristics and prior school experiences. Many of these students appeared to be highly engaged in school; the vast majority of those who applied for an Academy at the end of 9th grade had earned five or more course credits, and about half had attendance rates of higher than 95 percent. At the same time, just under 20 percent were overage for their grade level, and just under 20 percent had a grade point average of 2.0 or lower.

B. Selected Outcomes by Risk Subgroup for the Non-Academy Group

Figure 2.1 shows three outcomes that are central to the analyses conducted for this report: the dropout rate, the percentage of students who completed sufficient course credits to meet their districts' graduation requirements, and the percentage of students who completed a basic core academic curriculum (four course credits in English, three course credits in social studies, and two course credits each in science and math). Each outcome was measured at the end of the students' 12th-grade year. The figure illustrates the percentages of students in the non-Academy group from each of the three risk subgroups who attained each of these outcomes. It illustrates the dramatic differences among the three subgroups.

Thirty-two percent of non-Academy students in the high-risk subgroup dropped out of high school, and nearly three-quarters had not earned enough credits to graduate from high school by the end of their 12th-grade year. Only 16 percent of the non-Academy students in this subgroup had completed the basic core academic curriculum. The analysis in Chapter 3 assesses the extent to which students in the Academy group who had the same background characteristics fared better than their non-Academy counterparts.

Figure 2.1 also illustrates the relatively high level of engagement among non-Academy students in the low-risk subgroup. In all, only 3 percent of these students in the non-Academy group dropped out of high school, and 75 percent had earned enough credits to meet their districts' graduation requirements. Just over 60 percent had completed the basic core curriculum. The analysis in Chapter 3 assesses the extent to which the Career Academies enhanced or limited the capacity of these students to complete their course requirements for graduation and to prepare for post-secondary education.

As expected, the outcome levels for non-Academy students in the medium-risk subgroup fell between those in the high- and low-risk subgroups. Eight percent of non-Academy students in the medium-risk subgroup dropped out of high school, while 65 percent earned sufficient credits to meet district graduation requirements. About half of these students completed the basic core curriculum.

III. Career Academy Enrollment and Attrition Patterns

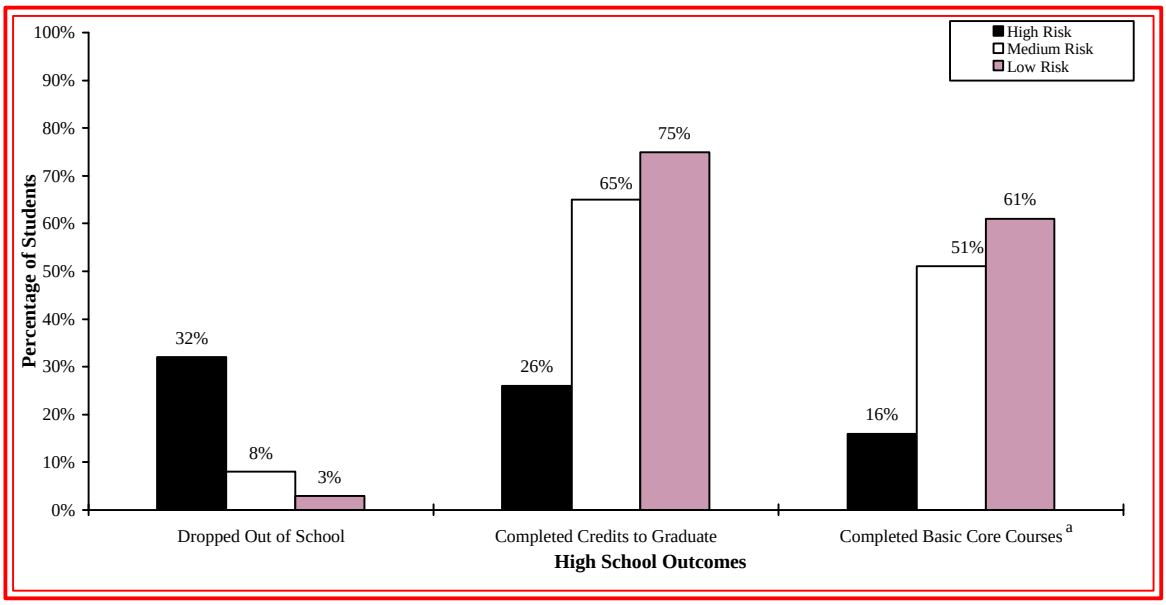
This section of the chapter examines the patterns by which students in the study sample enrolled and remained in the Career Academies. This information is important to the evaluation because the patterns of Academy enrollment and attrition are the key indicators of the extent to which students in the sample were exposed to the full range of Academy experiences. Thus, these

patterns are key determinants of program impacts and provide a crucial context for interpreting the results discussed later in the report. This information is also relevant to policies and practices affecting Career Academies because they shed light on the demand for the programs and assess their capacity to keep students engaged in their activities and services.

Figure 2.1

Career Academies Evaluation

12th Grade Outcomes Among Non-Academy Students, by Risk Subgroup



SOURCES: MDRC calculations from the Career Academies Evaluation School Records and 12th Grade Survey Databases.

NOTES: A two-tailed t-test was applied to differences between Academy and non-Academy groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Indicates completion of four English, three social studies, two math, and two science courses during high school.

The findings discussed in this section of the chapter are based on 782 students in the study sample who were randomly selected for the Academy group at the end of 8th or 9th grade.[8] The analysis follows these students through the end of their 12th-grade year to determine the percentage who actually enrolled in a Career Academy and then examines the patterns by which they left or remained in the programs. It also examines the reasons why some of these students chose not to enroll in a Career Academy or why they enrolled for a time and then left.

A. How Many Students Enrolled in a Career Academy and How Many Stayed in the Programs?

Figure 2.2 illustrates the enrollment patterns of a typical group of 100 students in the

[8]This includes students in the Academy group from the Career Academies Evaluation Student School Records Database. The remaining Academy students in the study sample did not have a complete set of school records and, therefore, did not have a complete record of their school enrollment status.

study sample selected to enroll in the Academy programs. The numbers in the boxes thus represent percentages of the 782 students in the Academy group who were randomly selected to enroll in programs. The figure shows that 88 percent of these students enrolled in a Career Academy at some point during high school; the vast majority did so during the year following their application to the programs (the first semester of 9th or 10th grade). Figure 2.2 also shows that 58 percent of the initial group of students were still enrolled in an Academy at the end of their 12th-grade year. This means that 66 percent of those who were enrolled in an Academy for at least one semester remained in the programs throughout high school.

Figure 2.2 also indicates that a significant portion of those initially selected for the programs were not exposed to the full range of Career Academy experiences. In all, 42 percent of the Academy group either did not enroll in the program or enrolled for a semester or more and then left. The next two sections provide an overview of what happened to these students and review some of the factors that led to their not enrolling or not remaining in the programs.

B. What Happened to the Students Who Never Enrolled in a Career Academy or Who Enrolled and Later Left the Programs?

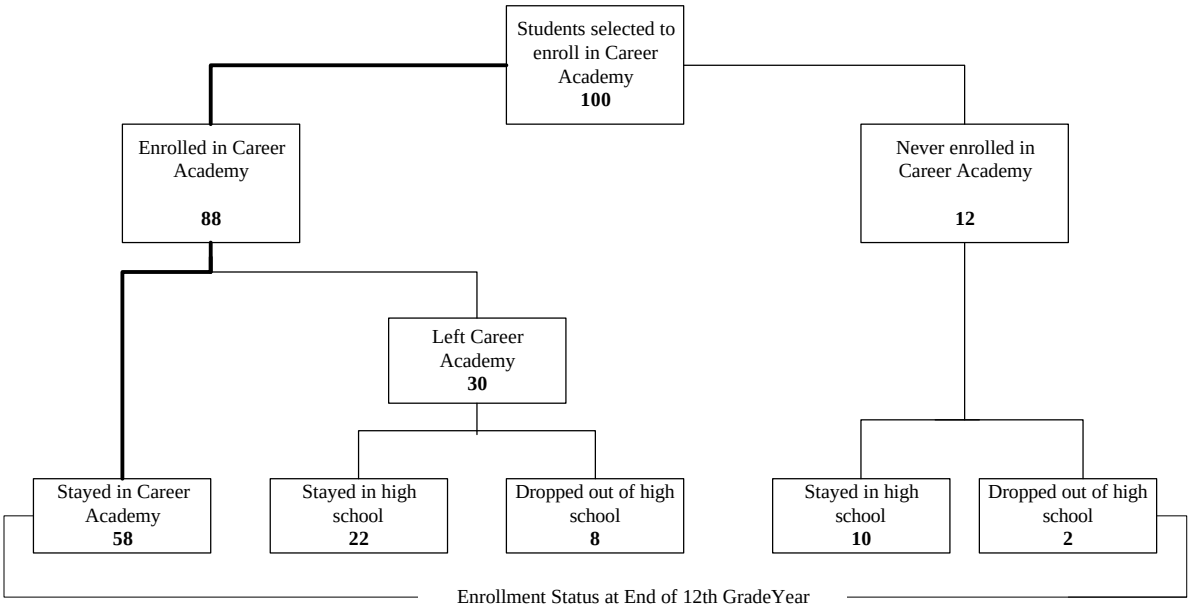
The following is a summary of the high school enrollment status of those students who either never enrolled in a Career Academy or enrolled and then left the programs before the end of high school.

- **12 percent of the students randomly selected for the Academy group never enrolled in a Career Academy.** Following is a summary of the high school enrollment status at the end of their 12th-grade year:
    - 4 percent were still enrolled in the high school in which the Academy was located (but were not enrolled in the Academy).
    - 5 percent were enrolled in another high school in the same district.
    - 1 percent were enrolled in a high school in another district.
    - 2 percent dropped out of high school.
- **30 percent of the students randomly selected for the Academy group enrolled in a Career Academy during at least one semester of high school, but they left the program before the second semester of their 12th-grade year.** Nearly 90 percent of these students had left a Career Academy by the end of their 11th-grade year. This begins an important stage of involvement in an Academy because most work-based learning activities occur during the summer between 11th and 12th grades or during the 12th-grade year. These students spent an average of three semesters in the program before they left. Following is a summary of their school enrollment status at the end of their 12th-grade year:
    - 12 percent were still enrolled in the high school in which the Academy was located (but were not enrolled in the Academy).
    - 9 percent were enrolled in another high school in the same district.
    - 1 percent were enrolled in a high school in another district.
    - 8 percent had dropped out of high school.

Figure 2.2

Career Academies Evaluation

Career Academy Enrollment and Attrition Patterns Among Students Selected to Enroll



SOURCE: MDRC calculations from the Career Academies Evaluation Student School Records Database.

NOTE: Numbers are derived in proportion to 782 students who were selected to enroll in Career Academies.

In sum, therefore, 90 percent of the students randomly selected for the Academy group were still enrolled in high school at the end of their 12th-grade year. Following is a summary of where they were enrolled in school:

- 58 percent were enrolled in a Career Academy.
- 16 percent were enrolled in the high school in which the Academy was located.
- 15 percent were enrolled in another high school in the same district.
- 1 percent were enrolled in a high school in another district.

Also, by the end of their 12th-grade year, approximately 10 percent of the students in the Academy group had dropped out of high school.

C. Why Did Students Not Enroll in a Career Academy or Enroll and Then Leave?

Of the students who applied for a Career Academy and were selected to enroll, 42 percent had either never enrolled in an Academy or had enrolled and then left before the second semester of their 12th-grade year. A subset of 251 completed the 12th Grade Survey and provided information about why they did not enroll in an Academy or why they enrolled and then left. Students were asked to rate up to 16 items in terms of how important each was as a reason for not enrolling in an Academy or enrolling and then leaving. For the purposes of this analysis, the primary

reasons for never enrolling, or for enrolling and then leaving, were divided into four mutually exclusive groups: student choice, family mobility and school transfer, being asked to leave, and dropping out.[9]

The following is a summary of the reasons that students listed as the most important factors that led them to never enroll in a Career Academy or to enroll for at least one semester and then leave before the end of their 12th-grade year.

- **Student choice.** 54 percent of the students reported one or more reasons, indicating that they chose not to enroll or chose to leave the Academy. Among those who chose to leave or not to enroll, the most common reasons included:[10]
    - I wanted to enroll in another program. (42 percent)
    - I was not really interested in the program to begin with. (39 percent)
    - I did not think the program would help me get into the college I wanted. (32 percent)
    - I did not like the teachers. (36 percent)
    - I lost interest in the occupational area. (35 percent)
- **Mobility.** 23 percent of the students reported that they moved and had to transfer to another high school.
- **Being asked to leave.** 16 percent reported that they were asked to leave the Academy.
- **Dropping out.** 5 percent reported that they stopped going to high school.
- **No primary reason.** 2 percent did not indicate a primary or secondary reason.

This suggests that most of the attrition from the Career Academies is the result of a decision on the part of students. However, nearly one-quarter of the attrition appears to be a function of family mobility and school transfers.

[9]Students were asked to rate each reason on a 4-point scale: 1 = very important, 2 = sort of important, 3 = not very important, and 4 = not important at all. Items that were rated as "very important" were designated as primary reasons, and items rated as "sort of important" were designated as secondary reasons. If a student did not list a primary reason, then the secondary reason was designated as the primary reason.

[10]These are not mutually exclusive categories. Many students listed several reasons as being "very important" or "sort of important." In addition to the reasons listed, other reasons students chose to leave or not enroll in the Academies included: "The program was too hard"; "I wanted to be in classes with more of my friends"; "I was tired of being in classes with the same students"; "I did not think the program would help me get the job I wanted"; and "I chose to leave for other reasons."

D. Who Is Most Likely to Enroll and Remain in a Career Academy?

Table 2.3 presents the Career Academy enrollment and attrition rates for selected subgroups of students who were randomly selected for the Academy group. The table shows the percentage of each subgroup who had enrolled in an Academy at some point during high school and the percentage who remained enrolled in the programs through the end of 12th grade. The table also shows the percentage of each subgroup who enrolled during at least one semester of high school but who then left before the end of 12th grade. Finally, the last column of the table shows the average number of semesters that students in each subgroup were enrolled in an Academy.

In general, the table indicates that there were some modest differences among various subgroups in the percentage of students who had enrolled in an Academy during at least one semester during high school. Academy enrollment rates ranged from 80 to 95 percent for most of the subgroups. It is interesting to note that the initial Career Academy enrollment rates were quite similar among the three risk subgroups.

Table 2.3 does indicate somewhat more variation among the various subgroups in the percentage of students who remained in a Career Academy through the end of their 12th-grade year. In general, students in the high-risk subgroup were less likely than medium- and low-risk students to be enrolled in a Career Academy through the end of 12th grade. This can be seen in the last section of the table, which shows the enrollment rates for the risk subgroups. It shows that 43 percent of students in the high-risk subgroup were enrolled in an Academy at the end of 12th grade, indicating that about half of those who initially enrolled eventually left the programs. On average, these students spent just under four semesters in a Career Academy. For the majority of high-risk students, therefore, the benefits that may have derived from the Academies were likely to occur during 10th and 11th grades (or 9th and 10th grades in sites where the Academies began in 9th grade). Thus, many students in the high-risk subgroup did not stay in the programs long enough to participate in the work-based learning programs and work internships, which typically occur after 11th grade.

By contrast, 73 percent of the students in the low-risk subgroup were enrolled in a Career Academy at the end of 12th grade. This means that over 80 percent of these students who initially enrolled in a Career Academy remained enrolled in the programs throughout high school. On average, students in the low-risk subgroup spent over five semesters in a Career Academy.[11]

E. Implications for Career Academy Implementation and for the Career Academies Evaluation

The enrollment and attrition patterns discussed above have implications for policy and practice related to the Career Academies. They also provide an important context for interpreting the impact findings discussed in Chapter 3. These are discussed briefly below.

Implications for Career Academy Policies and Implementation. It is unclear how much of the attrition could theoretically be controlled or avoided by the Academies. Student mo-

[11]Note that for approximately 80 percent of the students in the sample, the Career Academies began in 10th grade. These students had the opportunity to remain enrolled in an Academy for up to six semesters. For the remaining students, the Career Academies began in 9th grade, providing students with the opportunity to enroll for up to eight semesters.

Table 2.3

Career Academies Evaluation

Career Academy Enrollment and Attrition Rates for Selected Subgroups of the Academy Group

Subgroups	Sample Size	Ever Enrolled in a Career Academy (%)	Enrolled through 12th Grade (%)	Enrolled in a Career Academy and Then Left (%)	Average Number of Semesters Enrolled in a Career Academy
All students randomly selected for Academy group	782	88.4	58.7	29.7	4.6
~~**Demographic and family characteristics**~~					
Male	345	88.4	55.4	33.0	4.4
Female	437	88.3	61.3	27.0	4.7
Age of student at time of application					
13 or younger	60	85.0	58.3	26.7	5.6
14	283	88.3	59.0	29.3	4.8
15	369	90.0	60.4	29.5	4.5
16 or older	69	82.6	47.8	34.8	3.7
Race/ethnicity					
Black	240	80.0	50.8	29.2	4.3
White	45	97.8	64.4	33.3	4.7
Hispanic	423	92.7	61.9	30.7	4.8
Asian or Native American	62	83.9	61.3	22.6	4.3
Student speaks limited English[a]	46	95.7	76.1	19.6	5.1
Student lives in single-parent household	285	82.8	50.9	31.9	4.2
Neither parent has high school diploma	194	94.8	66.0	28.9	4.9
Parental Work					
Both parents work	339	88.5	60.8	27.7	4.6
Father works	171	92.4	61.4	31.0	4.8
Mother works	139	87.8	59.0	28.8	4.7
Neither parent works	79	78.5	45.6	32.9	4.0

(continued)

Table 2.3 (continued)

Subgroups	Sample Size	Ever Enrolled in a Career Academy (%)	Enrolled through 12th Grade (%)	Enrolled in a Career Academy and Then Left (%)	Average Number of Semesters Enrolled in a Career Academy
Family receives welfare or Food Stamps	159	85.5	49.7	35.8	4.4
Family mobility in past two years					
Have not moved	498	87.1	54.2	32.9	4.5
Moved 1 or 2 times	231	92.2	67.1	25.1	4.9
Moved 3 or more times	43	79.1	58.1	20.9	4.3
Characteristics associated with dropping out of school					
Student has sibling who dropped out of high school	151	88.1	53.0	35.1	4.3
Attendance rate, year prior to random assignment					
96-100%	430	90.7	67.2	23.5	5.0
91-95%	185	86.5	54.6	31.9	4.5
86-90%	94	85.1	46.8	38.3	4.0
Less than 85%	70	82.9	32.9	50.0	3.2
Credits earned in 9th grade[b]					
5 or more credits	482	90.5	65.4	25.1	4.6
3-4 credits	76	88.2	39.5	48.7	3.6
2 or fewer credits	18	81.3	25.0	56.3	2.8
Grade point average in year of random assignment [c]					
3.1 or higher	253	85.0	63.2	21.7	5.2
2.1-3.0	282	91.5	61.7	29.8	4.5
2.0 or lower	172	87.8	46.5	41.3	3.8
Student is overage for grade level [d]	153	83.7	46.4	37.3	4.0
School mobility [e]					
0 or 1 different school	558	88.5	60.6	28.0	4.7
2 or more different schools	189	87.8	56.1	31.7	4.5

(continued)

Table 2.3 (continued)

Subgroups	Sample Size	Ever Enrolled in a Career Academy (%)	Enrolled through 12th Grade (%)	Enrolled in a Career Academy and Then Left (%)	Average Number of Semesters Enrolled in a Career Academy
Overall risk of dropping out[f]					
High risk	185	86.5	42.7	43.8	3.8
Medium risk	393	88.8	58.8	30.0	4.6
Low risk	204	89.2	73.0	16.2	5.2
Sample size	782				

SOURCES: MDRC calculations from the Career Academies Evaluation Student School Records Database.

NOTES: All characteristics were measured at the time students applied to the Career Academy program and prior to being randomly selected to the Academy group.

Invalid or missing values are not included in individual variable distribution. Rounding may cause slight discrepancies in calculating of sums and differences. Tests of statistical significance were not performed. Sample sizes may vary due to missing data.

[a]These are students who responded that they spoke English "not well" or "not at all."

[b]This was applicable only to students who applied to the Career Academy at the end of their 9th-grade year.

[c]Grade point averages were converted to a standard 4.0 scale from 100-point or 5-point scales for some sites.

[d]A student is defined as overage for grade at the time of random assignment if she or he turns 15 before the start of the 9th grade, or 16 before the start of the 10th grade. This indicates that the student was likely to have been held back in a previous grade.

[e]School mobility is defined as the number of schools attended since the 1st grade beyond the number expected to result from promotions in grade level or graduations.

[f]These subgroups were defined using a combination of the characteristics listed above under "characteristics associated with dropping out of school." See text for details.

bility and dropout are not uncommon problems in most urban high school districts, and they were factors associated with the attrition from the Career Academies in this evaluation. As discussed earlier, nearly one-quarter of the students who never enrolled or left the Academies did so because they moved. This finding suggests that at least part of the attrition from the Academies results more from family relocation patterns than from any particular feature or shortcoming of the Academy (although some families may have moved to find better schools).

However, just over half of those who never enrolled or who enrolled and then left indicated that they chose to do so. It is not unreasonable to expect that a substantial number of the Academy students who enroll in 9th or 10th grade would decide that the Academy program is not the best context in which to pursue their education. In some cases students may leave the Academy because they decide that they are no longer interested in the career theme or in the various work-related learning activities. This attrition need not imply shortcomings in the Academy model or its implementation if the students made the choice to leave because they had access to opportunities that better suited their needs and interests.

Many high schools and school districts around the country are attempting to expand the number of Career Academies they operate. In some cases, there are efforts to convert entire high schools to a series of Career Academies (often referred to as "wall-to-wall" Academies). In these cases, every student in the school would be required to enroll in an Academy beginning in 10th grade (or, in some cases, in 9th grade). The findings on enrollment and attrition from this study suggest that there may not be an excess of demand for Academies, at least under circumstances where students have the opportunity to choose to leave and staff have the opportunity to ask students to leave.

Each of the programs in the study received applications from more students than it was able to serve. This suggests that there was likely to be enough demand for Career Academies to justify expanding the number of programs within the high schools. However, given the opportunity to choose to leave the programs — or, on the part of staff, given the opportunity to dismiss students from the programs — less than 60 percent of the students remained in the programs throughout high school. This suggests that the current programs may be operating at capacity, based on the number of students who choose to stay and whose mobility patterns permit them to do so.

Interpreting the Impact Findings. The fundamental comparison being made in the impact analysis is between outcomes for students who were selected to enroll in an Academy (the Academy group) and outcomes for students who were not selected (the non-Academy group). Differences between the groups were driven by the extent to which the Academy group was exposed to the Academy experiences and the extent to which the non-Academy group was not. The analysis in this chapter shows, however, that not all the students randomly assigned to the Academy group actually enrolled in an Academy. In addition, approximately 6 percent of the students in the non-Academy group were inadvertently allowed to enroll in Academies. Thus, differences between the two groups reflect the Academy-related experiences of those students in the Academy group who enrolled in an Academy (88 percent) and the experiences of those students in the non-Academy group who did not enroll in an Academy (94 percent).

In order to produce unbiased estimates of the Academies' true impact, it is necessary to include all sample members in the analysis, regardless of their Academy enrollment status. For example, students who dropped out of high school are considered to have attended school for zero days and to have earned zero credits during the period they had left school. To the extent that the Career Academies keep students in their programs and prevent them from dropping out, excluding these zero values from the analysis would lead to a serious underestimation of the program impacts. At the same time, the findings in the chapter show that students in the high-risk subgroup are more likely to leave the Academies. If these students were excluded from the Academy group but not from the non-Academy group, it would appear that the Academies include fewer low-achieving and less engaged students. This would represent a serious overestimation of the impact of Career Academies.

Nevertheless, it is highly unlikely that the Career Academies had much effect on students in the study's Academy group who never enrolled in them. It is also not accurate to assume that the Academies had no effect on students in the study's non-Academy group who did enroll. From this perspective, the impact estimates may be perceived as being "diluted." Thus, it is useful to provide impact estimates that account for these "crossovers" in research status.

In the case of the Career Academies Evaluation, the impacts are adjusted based on the difference in actual enrollment rates among Academy and non-Academy groups. In particular, each of the tables in Chapters 3 and 5 includes the *impact per enrollee* for each outcome. This is defined as the difference between the outcomes of Academy and non-Academy students divided by the difference between the percentage of Academy and non-Academy students who ever enrolled in an Academy. This adjustment is discussed further in Chapter 3.

These adjustments do not substantially change the overall impact story discussed in Chapters 3 and 5. The impact per enrollee can be interpreted as the impact from actually enrolling in an Academy, as opposed to simply being recruited and selected for admission. Chapters 3 and 5 explore the extent to which the patterns of the impacts of Career Academies on student outcomes vary across different subgroups of students. The analysis presented above suggests that these impacts are not greatly affected by differences across the subgroups in the extent to which these students ever enroll in an Academy. However, it suggests the possibility that impacts are affected by differences in how long subgroups remain in an Academy.

Chapter 3

Career Academy Impacts on Student Engagement, Performance, and Achievement

Chapter 2 described the background characteristics and prior school experiences of the students who are the focus of this report. This chapter evaluates the impact of Career Academies on a broad range of high school outcomes for students at different levels of risk of school failure.

The random assignment research design used in this study provides a uniquely rigorous way to identify the impact of Career Academies. The students in this study were randomly assigned to either the Academy group, which had access to an Academy, or to the non-Academy group, which did not. As a result, the *impact* of the Career Academies is defined as the difference in the outcome levels achieved by Academy students over and above those achieved by their non-Academy counterparts. These impact findings provide the most reliable estimates of the true difference these Academies made for the students they aimed to serve.

Most previous evaluations of Career Academies have tended to focus on program outcomes and impacts for the "typical" or "average" Career Academy student. Like these previous studies, this chapter provides a brief summary of results that are averaged across the diverse group of students and sites participating in this evaluation. However, as discussed in Chapter 2, it is clear from both a substantive and a statistical standpoint that these "average" results mask the high degree of underlying variation in impacts. In particular, the analysis in Chapter 2 revealed that, within this study sample, there are groups of students who had substantially different background characteristics and who, in the absence of the Academy treatment, experienced substantially different academic outcomes at the end of high school.

Therefore, to adequately understand the impact of these Career Academies, it is important to recognize that they affect students differently depending on the types of skills, attributes, and prior experiences that the students bring to the programs. Thus, the impact findings discussed in this chapter are presented separately for the three subgroups of students described in Chapter 2: students at high risk of dropping out and highly likely to be disengaged if they stayed in school (approximately 25 percent of the study sample); students at low risk of dropping out and likely to remain engaged and perform well in school (approximately 25 percent of the study sample); and students at only medium risk of dropping out but not necessarily highly engaged in school (approximately 50 percent of the study sample).[1]

The evidence presented in this chapter suggests the following conclusions:

- Among students most at risk of dropping out, Career Academies significantly improved high school outcomes. The Academies reduced dropout rates, improved attendance, increased academic course-taking, and increased the likelihood that students graduated on time.

[1]Each of these subgroups comprises students from the study's Academy and non-Academy groups as determined at random assignment. As discussed in Appendix B, there are no systematic differences in measured background characteristics between Academy and non-Academy students within each subgroup.

- Among the students least likely to drop out of high school, Career Academies increased the likelihood that students were prepared to graduate on time. Because both Academy and non-Academy students in the low-risk subgroup were likely to remain strongly engaged in high school, the Academies had little or no impact on most indicators of student engagement and performance.

- On average, the Career Academies produced little or no change in outcomes for students in the medium-risk subgroup.

- When data are averaged across the diverse groups of students and sites participating in the evaluation, it appears that the Career Academies produced only modest improvements in students' engagement and performance during high school.

To provide a context for interpreting the estimates presented in this chapter, Section I briefly reviews several important analysis issues.

I. Analysis Issues

When examining the effectiveness of Career Academies in influencing students' behavior and experiences, it is important to distinguish between measures of program "outcomes" and measures of program "impacts." *Outcomes* refers to the measures of student engagement, performance, behaviors, achievement, and attitudes — in this case, during their high school years. The chapter examines five sets of outcomes that were measured through the end of each student's 12th-grade year:

- high school enrollment and attendance rates;

- credits earned and course-taking patterns;

- math and reading achievement test scores;

- use of non-school hours and involvement in negative risk-taking behaviors; and

- steps taken toward further education and work and plans for the future.

As noted in Chapter 1, these outcomes were measured using data collected from school transcript records, a survey that students completed at the end of their 12th-grade year, and a math and reading achievement test that a subsample of students completed at the end of their 12th-grade year.

An *impact* is defined as the effect that a Career Academy has on an outcome. The average outcome levels for students in the Academy group alone provide potentially misleading conclusions. Previous research and prior experience highlight the fact that many students succeed or fail in high school for reasons not related to a special intervention like a Career Academy. In order to determine the net effect, or "value added," of a Career Academy, it is necessary to compare the experiences of a group of students who were exposed to a Career Academy with a similar group of students who also applied but were not selected to enroll. As discussed in Chapter 1, the Academy and non-Academy groups participating in this study were determined through a random se-

lection process. The non-Academy group serves as a benchmark for how students in the Academy group would have performed if they had not had access to the programs. Therefore, the impacts (differences in outcomes between the Academy and the non-Academy groups) represent the difference in outcomes that Career Academies generate over and above what non-Academy environments do for comparable students.

Unless otherwise noted, the measures presented in the tables for this chapter indicate the percentages of students in the Academy and non-Academy groups who attained a given outcome or reported a given behavior or experience. For example, some tables report the percentages of students who dropped out of high school, who attended 95 percent or more of the time throughout high school, or who earned a sufficient number of course credits to meet the school district's graduation requirements. Other tables report the percentages of students who reported working on volunteer projects, who reported being arrested, or who reported submitting a college application.

Each table compares the percentage of Academy group students who attained a given outcome with the percentage of non-Academy group students who did so. The difference between the groups represents the impact of the Career Academies. The tables also present the percentage change in the non-Academy group outcome level represented by the impact. This is defined as the impact divided by the non-Academy group average. For example, if 60 percent of the Academy group attained a certain outcome compared with 50 percent of the non-Academy group, this 10 percentage point difference would represent a 20 percent increase (10 divided by 50) over the non-Academy group level of 50 percent.

It is important to note that the impact estimates discussed in this report are based on analyses that include all students in both the Academy and the non-Academy groups. This includes both Academy group students who may not have enrolled in a Career Academy and students from both groups who may have dropped out of high school altogether. As discussed in Chapter 2, not all students randomly selected for the Academy group actually enrolled in an Academy. To the extent that these students are different from their counterparts who did enroll (and, more important, different from students in the non-Academy group), excluding them from the analyses would lead to serious misrepresentation of the impacts.

At the same time, it is unlikely that the Academies had any effect on students who were never involved with the program after they were selected to enroll. In an effort to account for this, each table presents the *impact per enrollee*, defined as the estimated impact divided by the difference in actual Academy enrollment rates of Academy and non-Academy students. In other words, the impact per enrollee can be interpreted as the impact from actually enrolling in an Academy, as opposed to simply being recruited and selected for admission.[2]

---

[2]This adjustment was proposed by Bloom, 1984, and was used by Orr, Bloom, Bell, Doolittle, Lin, and Cave, 1996. It relies on two assumptions: (1) selection for the Academy group had no effect on students who did not enroll in an Academy and (2) the average outcome levels for non-Academy students who did enroll would have been the same if they had been assigned to the Academy group initially. Thus, the adjustment can be seen as discounting both the zero impact for that portion of the Academy group who did not receive any part of the Academy treatment and the non-zero impact for that portion of the non-Academy group who got the same treatment as the Academy (continued)

It is also important to note that high school dropouts from both the Academy and the non-Academy groups are included in calculations of outcomes. For example, estimates of average attendance rates or credits earned toward graduation include zero values for school years or semesters in which students were confirmed to have dropped out of high school. To the extent that Career Academies prevent Academy students from dropping out, excluding non-Academy group students with zero values (that is, dropouts) would lead to serious underestimation of program impacts.

Finally, another issue of interpretation concerns the "statistical significance" of impact estimates. *Statistical significance* is a measure of the degree of certainty one may have that some non-zero impact actually occurred. If an impact estimate is statistically significant, then one may conclude with some confidence that the program really had an effect. If an impact estimate is not statistically significant, then the non-zero estimate is more likely to be the product of chance. Unless otherwise noted, the impacts discussed in this chapter were statistically significant at the 10 percent level or lower. This means that there is no more that a 10 percent probability that the difference resulted only from chance.

Statistical significance does not directly indicate the magnitude or importance of an impact estimate — only whether any impact occurred. In an evaluation such as this one, numerically small impact estimates are usually not statistically significant; however, some numerically large impact estimates may not be statistically significant, particularly when sample sizes are small. Smaller sample sizes yield less reliable impact estimates — estimates in which one can have less confidence — than are possible when samples are larger. Therefore, an estimate of a given magnitude that is statistically significant for a relatively large subgroup may not be statistically significant for a smaller subgroup.

II. Career Academy Impacts for Students in the High-Risk Subgroup

This section of the chapter focuses on those students in the study sample who were most likely to drop out of high school or to perform poorly if they stayed in school. As discussed in Chapter 2, this subgroup of students was identified based on background characteristics and school experiences prior to their applying for an Academy program. The high-risk subgroup represents approximately 25 percent of the study sample. The subsequent behavior and performance of students in the non-Academy group provide the best indication of how these students performed in high school without the opportunity to attend an Academy.

In general, non-Academy students in the high-risk subgroup dropped out of high school at relatively high rates and appeared to be quite disengaged if they stayed. In all, nearly one-third of these students dropped out of high school before the end of their 12th-grade year, and approximately one-quarter had earned sufficient credits to meet their districts' graduation requirements. Sixteen percent of the high-risk non-Academy group had completed what might be called a basic core academic curriculum (four credits of English, three credits of social studies, two credits of math, and two credits of science). On average, these students scored below the 20th percentile na-

enrollees. This adjustment does not account for the fact that some students enrolled in an Academy for a semester or more and then left. Further analysis is needed to explore the impact of different "doses" of Academy treatment.

tionally on a standardized math and reading achievement test, and just over 20 percent reported that they had taken the SATs or ACTs by the end of their 12th grade year.

The findings discussed in this section of the chapter indicate that the Career Academies significantly improved high school outcomes among students in the high-risk subgroup. For these students, the Career Academies substantially reduced dropout rates and chronic absenteeism, and they improved attendance, credits earned, course-taking patterns, and preparation for post-secondary educational and employment opportunities. Despite these significant positive impacts, the Academies did not produce changes in the high-risk subgroup's math or reading achievement test scores. Before discussing these findings in detail, it is useful to review the rates at which these students enrolled in and remained in the Academy programs.

Table 3.1 provides a summary of Career Academy impacts on the school enrollment status and attendance rates of students in the high-risk subgroup. The first row of the table shows the percentage of Academy and non-Academy group students who enrolled in a Career Academy. The difference between these percentages represents the basic difference in exposure to the Career Academies between these groups. This is the primary source of impacts that are discussed in this section of the chapter. As noted above, in addition to the basic impact estimates, each table presents the impact per enrollee.

The second row of Table 3.1 shows the percentage of students in the high-risk subgroup who remained enrolled in an Academy through the end of their 12th-grade year. It indicates that 43 percent of the Academy students in the high-risk subgroup did so — just under half of those who initially enrolled. This may be perceived as a high retention rate in the Career Academies, given that many of the students in the high-risk subgroup would have dropped out of high school altogether, if they did not have access to an Academy. Also, as discussed in Chapter 2, a relatively high proportion of the high-risk subgroup came from families with a history of relatively high mobility.

A. Impacts on School Enrollment and Attendance

The third row of Table 3.1 indicates that the Academies significantly reduced the percentage of students in the high-risk subgroup who dropped out of high school. Among those in the non-Academy group, 32 percent dropped out of high school before the end of 12th grade. In other words, without access to an Academy, nearly one-third of the high-risk subgroup left high school before they were scheduled to graduate. By comparison, 21 percent of the high-risk Academy group had dropped out before the end of their 12th-grade year. This 11 percentage point difference represents a 34 percent reduction in dropout rates among students in the high-risk subgroup.

Rows 4 and 6 of Table 3.1 shows that the Academies also improved attendance rates, particularly by reducing chronic absenteeism (defined as attending class less than 85 percent of the time throughout high school). The non-Academy students in the high-risk subgroup, without the opportunity to attend an Academy, had average attendance rates of 76 percent. Over half of these students were chronically absent, but the Academies significantly increased average attendance, from 76 to 82 percent. They also reduced chronic absenteeism, from 53 to 42 percent.

Table 3.1

Career Academies Evaluation

Impacts on School Enrollment and Attendance for Students in the High-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee*[b]
Ever enrolled in a Career Academy during high school (%)	86.4	3.2	83.3 ***		
Was enrolled in a Career Academy at the end of grade 12 (%)	42.5	2.1	40.5 ***		
Dropped out of high school before the end of grade 12 (%)	21.3	32.2	-10.9 ***	-33.8	*-13.1*
Average attendance, grades 9-12 (%)	81.5	76.0	5.6 ***	7.3	*6.7*
More than 95 percent average attendance, grades 9-12 (%)	16.9	12.9	4.0	31.3	*4.8*
Less than 85 percent average attendance, grades 9-12 (%)	41.9	53.4	-11.5 ***	-21.5	*-13.8*
Sample size (N=345)	185	160			

SOURCE: MDRC calculations from Career Academies Evaluation Student School Records Database.

NOTES: Attendance rates include zero values for grades in which sample members were identified as school dropouts. Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percent change is defined as the impact divided by the non-Academy group average.

[b]Impact per enrollee is defined as the impact divided by the difference in the percentage of Academy and non-Academy group members ever enrolled in a Career Academy. It is italicized because its calculation does not involve a direct comparison of Academy and non-Academy students.

B. Impacts on Credits Earned and Course-Taking

Table 3.2 presents several outcome measures that indicate the distribution of course credits earned by Academy and non-Academy students in the high-risk subgroup.[3] The table indicates

[3]Throughout this report, one credit is equivalent to completing one full-year course, and a half-credit is equivalent to completing one semester-long course. In general, the grouping of courses into subject areas (such as English, math, vocational/career-related, and so on) and subject types (academic and non-academic) follows conventions outlined in NCES, 1995.

Table 3.2

Career Academies Evaluation

Impacts on Credits Earned and Course-Taking for Students in the High-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Credits earned					
Total course credits	19.3	17.3	2.0 ***	11.7	*2.4*
Total course credits meet the graduation requirement (%)	39.9	26.2	13.7 ***	52.3	*16.5*
Earned 12 or more academic course credits (%)	47.6	31.9	15.8 ***	49.5	*19.0*
Earned 8 or more non-academic course credits (%)	46.4	47.2	-0.8	-1.8	*-1.0*
Course-taking					
English (4), Social Studies (3), Math (3), Science (3)[c] (%)	13.9	5.7	8.2	145.4	*9.9*
English (4), Social Studies (3), Math (2), Science (2)[c] (%)	31.8	16.3	15.5 ***	94.8	*18.6*
Earned 2 or more foreign-language credits (%)	26.7	19.1	7.5	39.4	*9.1*
Earned 1/2 or more computer credits (%)	43.4	45.0	-1.6	-3.6	*-2.0*
Earned 3 or more career/vocational credits (%)	58.3	37.7	20.6 ***	54.5	*24.7*
Sample size (N=345)	185	160			

SOURCE: See Table 3.1.

NOTES: Credits include zero values for grades in which sample members were identified as school dropouts. Course credit data were not provided for approximately 4.5 percent of the sample. Course-taking data were not provided for approximately 21 percentof the sample. Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences. All measures indicate credits earned up until the end of the 12th-grade year. 12th-grade year indicates the year that students were projected to reach the 12th grade when they initially enrolled in the Career Academy or regular high school program.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percent change is defined as the impact divided by the non-Academy group average.

[b]Impact per enrollee is defined as the impact divided by the difference in the percentage of Academy and non-Academy group members ever enrolled in a Career Academy. It is italicized because its calculation does not involve a direct comparison of Academy and non-Academy students.

[c]Numbers refer to the amount of credits that were earned in each subject area.

that Career Academies increased total course credits earned by high-risk students and increased the percentage of students who earned sufficient course credits to meet their districts' graduation requirements. Moreover, much of the increase in total course credits came from an increase in the number of academic course credits earned.

The first row of Table 3.2 reports the average number of course credits earned by Academy and non-Academy students in the high-risk subgroup by the end of their scheduled 12th-grade year.[4] It indicates that the Academies produced an increase of two full credits. While non-Academy students earned an average of approximately 17 credits by the end of 12th grade, their Academy counterparts earned an average of approximately 19 credits. This difference represents an increase of 12 percent over the non-Academy group level.

The second row of Table 3.2 reports the percentage of students in the Academy and non-Academy groups who earned enough credits to meet their districts' graduation requirements by the end of their 12th-grade year.[5] It shows that 26 percent of the high-risk non-Academy group earned enough credits to graduate. By contrast, nearly 40 percent of the Academy group students earned enough credits to graduate. This 14 percentage point difference represents a 52 percent increase over the non-Academy group average.

The remainder of Table 3.2 presents findings on the credits earned in various subject areas by Academy and non-Academy students in the high-risk subgroup. Career Academies significantly increased the number of academic courses students completed, as well as the number of career-related and vocational courses.[6] The third row of the table indicates that the Academies significantly increased the percentage of students in the high-risk subgroup who completed 12 or more academic credits (a minimum of three per year). While 32 percent of the non-Academy group earned 12 or more credits in academic courses, 48 percent of students in the Academy group did so. This 16 percentage point difference represents a 50 percent increase over the non-Academy group average.

This overall increase in academic course credits translated into a substantial increase in the percentage of students who completed a core academic curriculum. The fifth and sixth rows of Table 3.2 indicate the percentages of Academy and non-Academy students from the high-risk subgroup who completed two versions of an academic curriculum that prepared them for college.[7] The second measure (row 6) can be classified as a basic academic core curriculum consisting of four credits of English, three of social studies, two of math, and two of science. The first measure (row 5) might be classified as a more intensive core curriculum that adds an extra credit in both

[4]When available, this measure includes credits that students earned during summer school. Some of the participating school districts were unable to provide a complete record of summer school credits.

[5]Students were considered to have earned enough credits to graduate from high school if their transcripts indicated that they had accumulated the number of credits needed to meet the official graduation requirements in their school district. This ranges from 21 to 24 credits, depending on the district. It is also important to note that this measure does not necessarily indicate that a student actually graduated from high school on time. Most school districts also require students to complete a certain number of courses in specific subject areas.

[6]Academic courses included those in English, social studies, math, science, and foreign language. Non-academic courses were all other courses, including career-related and vocational subjects, accredited work experiences, fine arts, physical education and health, and a broad range of school-specific electives.

[7]These measures have been proposed by the National Center for Education Statistics; see NCES, 1995.

math and science. Many school districts require student to complete this type of course distribution in order to graduate, and many four-year colleges require that students complete these types of courses for admission.

Table 3.2 indicates that very few non-Academy students in the high-risk subgroup completed enough academic courses to meet requirements for either of the core academic curricula. Sixteen percent of non-Academy students completed the basic academic curriculum, and less than 6 percent completed the more intensive version. In all, Career Academies nearly doubled the percentage of students in the high-risk subgroup who completed the basic core academic curriculum, from 16 percent of the non-Academy group to nearly 32 percent of the Academy group. Although the Academy group students were much more likely than their non-Academy counterparts to complete the more intensive core curriculum, this difference was not statistically significant.

Finally, Table 3.2 shows that although the Academies did not increase the overall number of credits that the high-risk subgroup earned in non-academic subject areas, they substantially increased credits earned in career-related and vocational courses. The fourth row of the table indicates that Academy and non-Academy students were about equally likely to complete eight or more credits in non-academic subject areas. As shown in the last row of the table, however, the Academies increased the percentage of students completing three or more career-related and vocational courses from approximately 38 percent for the non-Academy group to 58 percent for the Academy group — an increase of nearly 55 percent over the non-Academy group average.

In summary, this combination of findings is significant for several reasons. First, many students in the high-risk subgroup were already lagging behind in credits at the time they entered an Academy. Thus, the Academies not only prevented students from dropping out but also helped a number of students close their initial gap in credits and meet the graduation requirements. Second, the Academies' positive impact on credits earned resulted primarily from an increase in academic course-taking and there was no overall increase in non-academic course-taking. In fact, students in the high-risk subgroup were more likely to concentrate their elective and non-academic courses in career-related or vocational subject areas rather than to substitute non-academic courses for academic courses.

C. Impacts on Math and Reading Achievement Test Scores

The evidence presented so far suggests that, among students at high risk of school failure, Career Academies reduced dropout rates and increased engagement in school. The evidence presented below suggests that, despite the effects of Career Academies on these outcomes, they appear to have little or no effect on standardized measures of student achievement in math and reading.

Table 3.3 presents estimates of the differences in achievement test scores between Academy and non-Academy students from the high-risk subgroup. The first row of the table presents the students' average percentile scores on the mathematics portion of the achievement test from the National Educational Longitudinal Study of 1988 (NELS: 88). These percentile scores reflect the average performance of students relative to the sample of 17- to 18-year-olds who made up

Table 3.3

Career Academies Evaluation

Impacts on Achievement Test Scores for Students in the High-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee*[b]
Math achievement test scores					
Average national percentile	19.5	16.1	3.5	21.7	*4.2*
Proficiency level (%)					
1: Rote memory operations	74.1	62.5	11.6	18.5	*13.9*
3: Simple problem-solving	11.0	12.1	-1.2	-9.6	*-1.4*
Reading achievement test scores					
Average national percentile	23.4	18.9	4.6	24.2	*5.5*
Proficiency level (%)					
1: Simple comprehension	69.2	70.8	-1.6	-2.3	*-1.9*
2: Simple inferences	27.6	17.3	10.3	59.8	*12.4*
Sample size (N=110)	63	47			

SOURCE: MDRC calculations from Career Academies Evaluation 12th Grade Achievement Test Database.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences. The reading and math achievement tests are the cognitive battery tests of reading and mathematics used in the NELS: 88 study. There were a total of five proficiency levels for mathematics and three for reading. Particular proficiency levels are reported in the table to illustrate general trends in performance in the distribution of students. Percentile scores reflect students' performance in relation to a nationally representative sample of 12th-graders.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percent change is defined as the impact divided by the non-Academy group average.

[b]Impact per enrollee is defined as the impact divided by the difference in the percentage of Academy and non-Academy group members ever enrolled in a Career Academy. It is italicized because its calculation does not involve a direct comparison of Academy and non-Academy students.

the original NELS: 88 sample.[8] The table indicates that, on average, the non-Academy students in the high-risk subgroup scored at the 16th percentile on the math achievement test and at the 19th

[8]The NELS: 88 sample comprised a nationally representative group of students who were identified as 8th-graders in 1988. These young people were surveyed every two years through 1992, when they were scheduled to graduate from high school, and again in 1994, approximately two years after scheduled graduation. The achievement test being used in the Career Academies Evaluation was administered to the NELS: 88 sample in 1992, at the end of their 12th-grade year.

percentile on the reading achievement test. Although students in the high-risk Academy group scored somewhat higher, the differences were not statistically significant.

The second and third rows of Table 3.3 present the percentages of Academy and non-Academy students in the high-risk subgroup who, on the basis of their test scores, exhibited proficiency at each of two different levels of math skills. Overall, the testing instrument covers five levels of math proficiency. Level 1 represents the most basic skills, and level 5 represents the highest. Level 1, or basic proficiency, includes the abilities to perform simple rote memory operations and to carry out simple arithmetical operations on whole numbers. Level 3 reflects a somewhat more advanced level of proficiency, including the ability to perform simple problem- solving.[9] Table 3.3 indicates that the Academy students were somewhat more likely to attain the basic proficiency level than their non-Academy counterparts. Again, however, this difference is not statistically significant, indicating that there was no systematic difference between the Academy and non-Academy students on this measure. The table also indicates that very few of the high-risk subgroup attained the third level of proficiency and that the Academy and non-Academy students were about equally likely to do so.

The results for reading achievement test scores show a similar pattern. The average percentile scores on the reading portion of the NELS: 88 achievement test indicate that non-Academy students scored at about the bottom fifth of the national distribution. Although the Academy group scored somewhat higher, the difference was not statistically significant. The reading test included three levels of proficiency. Approximately 70 percent of students in the Academy and non-Academy groups scored at level 1, demonstrating basic reading comprehension skills. Students in the Academy group were somewhat more likely than their counterparts in the non-Academy group to attain level 2 reading proficiency, indicating that they were able to make "simple inferences" from a reading passage. Again, however, these differences were not statistically significant.

D. Impacts on Youth Development Experiences

Beyond their effect on student performance and engagement in school, Career Academies are intended to improve a variety of outcomes that have been identified as important to youth development more generally. In particular, Career Academies aim to increase students' contact with caring adults and to help them make constructive use of non-school hours. To the extent that this occurs, one might expect the high-risk Academy group to have more developmentally healthy high school experiences, to participate more in extracurricular activities, and to better avoid negative behaviors.

The first three rows of Table 3.4 show the distribution of time spent on homework among Academy and non-Academy students in the high-risk subgroup. These estimates suggest that there were no systematic differences in the amount of time that these students spent on homework.

Table 3.4 does indicate that the Academies increased the percentage of students who reported spending some time in extracurricular activities. Specifically, 69 percent of students in the

[9]NCES, 1995.

high-risk non-Academy group indicated that they did not spend any time in extracurricular activities during their 12th-grade year. By contrast, 59 percent of the Academy students indicated that they had not participated in extracurricular activities. To the extent that participation in extracurricular activities is an effective measure of engagement, this indicates that, among the high-risk subgroup, Academy students were more engaged in school than their non-Academy counterparts.

Table 3.4

Career Academies Evaluation

Impacts on Experiences During the 12th Grade Year for Students in the High-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Use of non-school hours					
Average time spent on homework (%)					
Less than 1 hour per week	49.8	52.5	-2.7	-5.2	*-3.3*
2 to 6 hours per week	34.7	36.6	-1.9	-5.3	*-2.3*
More than 6 hours per week	15.5	10.9	4.6	42.8	*5.6*
Average time spent on extra-curricular activities (%)					
None	58.5	68.9	-10.4 **	-15.2	*-12.5*
1 to 4 hours per week	23.5	18.4	5.2	28.2	*6.2*
More than 4 hours per week	18.0	12.7	5.3	41.4	*6.3*
Youth development experiences					
Reported any positive youth development experiences in past year (%)[c]	62.7	55.2	7.5	13.5	*9.0*
Worked on a volunteer project	41.9	31.6	10.3 **	32.7	*12.4*
Received award for participation in athletics or a school organization	40.6	34.8	5.9	16.9	*7.0*
Received an academic award or scholarship	26.6	15.5	11.1 **	71.6	*13.3*
Reported any risk-taking behaviors in past year (%)[d]	34.8	39.1	-4.3	-11.0	*-5.2*
Has become a parent or is pregnant	20.5	21.4	-1.0	-4.5	*-1.1*
Has been expelled from school	9.0	8.3	0.8	9.4	*0.9*
Has come to school high on drugs or alcohol	8.0	11.1	-3.1	-28.3	*-3.8*
Has been arrested	8.6	13.4	-4.8 *	-36.0	*-5.8*
Sample size (N=366)	202	164			

(continued)

Table 3.4 (continued)

SOURCE: MDRC calculations from Career Academies Evaluation 12th Grade Survey Database.

NOTES: 12th grade year indicates the year that students were projected to reach the 12th grade when they initially enrolled in the Career Academy or regular high school program. Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percent change is defined as the impact divided by the non-Academy group average.

[b]Impact per enrollee is defined as the impact divided by the difference in the percentage of Academy and non-Academy group members ever enrolled in a Career Academy. It is italicized because its calculation does not involve a direct comparison of Academy and non-Academy students.

[c]Students reported one or more of the positive youth development submeasures.

[d]Students reported one or more of the risk-taking behaviors submeasures.

The bottom panel of Table 3.4 lists the percentages of students who reported participation in various positive and negative youth development experiences. Specifically, the 12th Grade Survey asked students whether, during the past year, they had worked on a volunteer project in their community, received an award or recognition for participation in an athletic team or school organization, or received an academic award or scholarship. The 12th Grade Survey also asked students whether they had become a parent or were currently pregnant, had been expelled from school, had come to school high on drugs or alcohol, or had been arrested.

The findings presented in Table 3.4 indicate that the Career Academies increased high-risk students' involvement in volunteer projects and increased the likelihood that they received recognition for academic performance. Academies also reduced the percentage of students who had been arrested.

E. Impacts on Plans and Steps Taken Toward Post-Secondary Education and Work

The 12th Grade survey also asked students about their plans and preparation for college and work. Table 3.5 presents a summary of the impacts that Career Academies had on students' future plans, the steps they took toward admission to a two- or four-year college, and their overall outlook for the future. The findings for the high-risk subgroup indicate that Career Academies had a small impact on students' educational plans for the next year, at least in terms of reducing the likelihood that they reported being unsure of whether they were going to school or work. The Academies also increased the percentage of students in the high-risk subgroup who took a number of important steps toward attending a two-year or four-year college, and they enhanced students' ultimate expectations for their educational attainment.

The top four rows of the table present the distribution of students who planned to attend school, work, or combine the two during the year following their scheduled graduation. In general, the table shows that the vast majority of students in both the Academy and the non-Academy groups planned to combine school and work. The estimates indicate that approximately the same proportions of Academy and non-Academy students planned to attend school only, work only, or

combine school and work. The last row in this section of the table does show that Academy students were somewhat less likely than their non-Academy counterparts to report that they did not know whether they would attend school or go to work during the following year. Thus, the Academies appear to help students plan for some type of constructive activities after high school.

The Academies increased the extent to which students in the high-risk subgroup were prepared to execute their plans for post-secondary education and employment. Table 3.5 shows the percentages of Academy and non-Academy students in the high-risk subgroup who reported completing a variety of steps needed to apply for and attend college or to find a job. These activities included collecting information about two- and four-year colleges, taking the SATs or ACTs, submitting an application, and having an interview. The measures in Table 3.5 indicate the percentage of students who reported completing these activities,[10] as well as the percentage of students who completed various activities aimed at securing a job during the following year.

Table 3.5 first indicates that the Academies significantly increased the percentage of students in the high-risk subgroup who researched college options, took the SATs or ACTs, and submitted an application to a two-year or four-year college. For example, it shows that 22 percent of non-Academy students reported taking the SATs or ACTs during their 12th-grade year, compared with 35 percent of Academy students in the high-risk subgroup. This 12 percentage point difference represents a 55 percent increase over the non-Academy group average. In addition, just over half of the Academy group students reported that they had submitted an application to a two-year or a four-year college, compared with 35 percent of the students in the non-Academy group.

Table 3.5 also shows that the Academies produced slight increases in the percentages of students in the high-risk subgroup who took concrete steps toward post-secondary employment, although none of these differences was statistically significant.

Finally, the last several rows in Table 3.5 provide an indication of students' educational expectations and general outlook for their future. Most notably, the Academy students were more likely than their non-Academy counterparts to report that they expected to graduate from college.

III. Career Academy Impacts for Students in the Low-Risk Subgroup

The behavior and performance of the students in the low-risk non-Academy group provide the best indication of how these students performed in high school without the opportunity to attend an Academy. In general, these students were unlikely to drop out and appeared to remain engaged in high school on a number of dimensions. In all, only 3 percent of the low-risk non-Academy group dropped out of high school before the end of their 12th-grade year, and approximately three-quarters had earned sufficient credits to meet their districts' graduation requirements. Just over 60 percent had completed the basic core academic curriculum, and over one-

[10]Students were asked about these activities in terms of their efforts to attend a two-year or a four-year college. Information-gathering activities included talking with a teacher or other advisor about college, looking at college catalogues, visiting a college campus, and talking with one's parents about how to pay for college. The measures presented in Table 3.5 indicate the percentage of students who reported engaging in two or more of these activities.

third had completed the more intensive core curriculum. On average, these students scored at about the 40th percentile nationally on a standardized math and reading achievement test. Sixty percent of non-Academy students in the low-risk subgroup reported that they had taken the SATs or ACTs, and nearly 80 percent reported that they had submitted an application to a two-year or a four-year college by the end of their 12th-grade year.

Table 3.5

Career Academies Evaluation

Impacts on Planning and Preparation for College and Work for Students in the High-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee*[b]
Plans for next year (%)					
School only	8.7	6.7	2.0	30.4	*2.4*
Work only	8.3	7.1	1.2	17.2	*1.5*
Combine school and work	79.3	78.9	0.4	0.5	*0.4*
Unknown	3.7	7.3	-3.6 **	-49.7	*-4.4*
Steps taken toward 2-year or 4-year college admission					
Researched college options[c]	82.1	72.5	9.6 ***	13.2	*11.5*
Took SATs or ACTs	34.5	22.3	12.2 **	55.0	*14.7*
Submitted an application	50.5	35.3	15.2 ***	43.1	*18.3*
Had an interview	24.8	18.5	6.3	34.1	*7.6*
Steps taken toward post-secondary employment (%)					
Talked with a teacher or advisor about a job	44.1	43.8	0.3	0.6	*0.3*
Submitted an application for employment	60.7	55.8	4.9	8.7	*5.8*
Interviewed for a position	46.2	43.6	2.7	6.2	*3.2*
Has previous work experience with prospective employer	35.3	31.1	4.2	13.5	*5.0*
Education expectations (%)					
Complete some post-secondary education	91.6	91.7	-0.1	-0.1	*-0.1*
Attend college	71.3	66.1	5.2	7.9	*6.3*
Graduate from college	53.7	45.3	8.3 *	18.4	*10.0*
Has overall positive outlook for the future[u]	72.6	66.0	6.6	10.0	*7.9*
Sample size (N=366)	202	164			

(continued)

Table 3.5 (continued)

SOURCE: MDRC calculations from Career Academies Evaluation 12th Grade Survey Database.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percent change is defined as the impact divided by the non-Academy group average.

[b]Impact per enrollee is defined as the impact divided by the difference in the percentage of Academy and non-Academy group members ever enrolled in a Career Academy. It is italicized because its calculation does not involve a direct comparison of Academy and non-Academy students.

[c]Indicates student engaged in two or more of the following activities: talking with teachers or advisors about college, discussing financing with parents, looking at college catalogues, or visiting schools.

[d]Overall positive outlook for the future was defined by high ratings on questions about expectations for achievement, potential for attaining jobs, and knowledge of methods of finding jobs.

For students in the low-risk Academy group, the findings discussed in this section indicate that, on most outcome measures, they remained engaged in high school at levels similar to their non-Academy counterparts. The findings also show, however, that the Career Academies did improve several important outcomes. Academies significantly increased the likelihood that these students would earn sufficient credits to meet their districts' graduation requirements. They also increased career-related and vocational course-taking while enabling students in the low-risk subgroup to keep pace with their non-Academy peers in academic course-taking. The Academy students were somewhat less likely than their non-Academy counterparts to report that they had submitted an application to a two-year or a four-year college by the end of their 12th-grade year. Finally, the Academies did not produce systematic changes in the low-risk Academy group's math or reading achievement test scores.

Table 3.6 provides a summary of Career Academy impacts on the school enrollment status and attendance rates of students in the low-risk subgroup. The first row in the table shows the percentages of Academy and non-Academy students who enrolled in a Career Academy. Most notably, it shows that 10 percent of students in the non-Academy group enrolled in a Career Academy. Although 8 percent of the non-Academy group students were identified as being enrolled in an Academy at the end of 12th grade, very few of these students were enrolled in an Academy throughout high school. Further analysis of this finding indicated that most of the non-Academy students enrolled in an Academy in 11th or 12th grade, typically because they were interested in taking elective classes that were offered only within the Career Academies.

The second row of Table 3.6 shows the percentage of students in the low-risk subgroup who remained enrolled in an Academy through the end of their 12th-grade year. A relatively high percentage in the Academy group (nearly 74 percent of those initially selected) remained in the programs through the end of 12th grade. This represents 82 percent of those who initially enrolled — a rate that is particularly high compared with the retention rate of students in the high-risk subgroup.

Table 3.6

Career Academies Evaluation

Impacts on School Enrollment and Attendance for Students in the Low-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Ever enrolled in a Career Academy during high school (%)	89.5	10.2	79.3 ***		
Was enrolled in a Career Academy at the end of grade 12 (%)	73.5	8.3	65.2 ***		
Dropped out of high school before the end of grade 12 (%)	1.9	2.9	-1.0	-34.4	*-1.2*
Average attendance, grades 9-12 (%)	95.0	94.2	0.8	0.8	*1.0*
More than 95 percent average attendance, grades 9-12 (%)	67.3	68.9	-1.6	-2.3	*-2.0*
Less than 85 percent average attendance, grades 9-12 (%)	2.2	7.5	-5.3	-70.8	*-6.7*
Sample size (N=385)	204	181			

SOURCE: See Table 3.1.

NOTES: See Table 3.1.

A. Impacts on School Enrollment and Attendance

Table 3.6 reports the dropout rates and average attendance rates for students in the low-risk subgroup. This data indicate that Career Academies had no significant impact on these students' attendance or retention in high school. A likely explanation for this finding is that very few students in the "low-risk" subgroup dropped out of high school, and few exhibited attendance problems or chronic absenteeism.

In general, Table 3.6 shows that students in the low-risk subgroup were likely to remain enrolled in high school and to attend regularly, regardless of whether they were in a Career Academy. Very few students in the low-risk subgroup dropped out of high school (3 percent of the non-Academy group and 2 percent of the Academy group). Although this is in sharp contrast to the relatively high dropout rates among students in the high-risk subgroup, it was difficult for the Career Academies to improve on the very low dropout rates of non-Academy students in the low-risk subgroup. Similarly, average attendance rates were nearly 95 percent throughout high school for Academy and non-Academy group students. Interestingly, for the low-risk subgroup, the Academies did produce a slight reduction in chronic absenteeism (defined as having attendance rates of 85 percent or less throughout high school), although this difference was not statistically significant.

B. Impacts on Credits Earned and Course-Taking

Table 3.7 shows the distribution of course credits earned by Academy and non-Academy students in the low-risk subgroup. It indicates that Career Academies increased the percentage of these students who earned enough total credits to meet their districts' graduation requirements. In particular, while approximately 75 percent of non-Academy students in this subgroup earned enough credits to meet the graduation requirement, nearly 86 percent of students in the Academy group did so. This 11 percentage point difference represents a 15 percent increase over the non-Academy group average. This finding suggests that although students in the low-risk subgroup of the study sample were highly unlikely to drop out of high school, a significant portion did not remain on course to earn enough credits to graduate on time. The Career Academies increased the likelihood that they would.

The Career Academies also changed the mix of courses that students in the low-risk subgroup completed during high school. Most notably, the Academies substantially increased the number of non-academic courses these students completed, particularly career-related and vocational courses. For example, the last row of Table 3.7 indicates that 42 percent of the low-risk non-Academy group completed three or more credits in career-related or vocational courses, compared with approximately 77 percent of students in the low-risk Academy group. This is more than an 80 percent increase in career-related or vocational course-taking.

Table 3.7 also shows that this increase did not come at the expense of students' completing academic courses, nor did it reduce the percentage of students in the low-risk subgroup who completed either the basic or the more intensive core academic curriculum. For example, 85 percent of the Academy group and approximately 89 percent of the non-Academy group completed 12 or more academic credits (a difference that was not statistically significant).

Table 3.7 does suggest, however, that the increase in career-related and vocational courses may have led the Academy group students to take fewer foreign-language courses. For example, 74 percent of the non-Academy group students earned at least two course credits in a foreign language, compared with 50 percent of the Academy group students. This represents nearly a one-third reduction in the non-Academy group average. It is not clear how this potential tradeoff may affect Academy students' attractiveness to colleges, particularly four-year colleges that may prefer or require students to complete a foreign-language sequence during high school.

C. Impacts on Math and Reading Achievement Test Scores

Table 3.8 presents estimates of the impact of Career Academies on standardized measures of student achievement for the low-risk subgroup. In general, these findings do not reveal any systematic differences between Academy and non-Academy students; they exhibited similar levels of academic achievement as measured by standardized tests.

Both Academy and non-Academy students in the low-risk subgroup had math scores averaging at about the 39th percentile nationally. The vast majority of students in both groups performed at the basic proficiency level or higher, and just over 40 percent of both groups scored at the middle proficiency level or higher. Although the reading test scores of Academy students in the low-risk subgroup were slightly lower than those of non-Academy students, the differences were not statistically significant.

Table 3.7

Career Academies Evaluation

Impacts on Credits Earned and Course-Taking for Students in the Low-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Credits earned					
Total course credits	24.4	23.6	0.8	3.2	*0.9*
Total course credits meet the graduation requirement (%)	85.7	74.6	11.1 **	14.9	*14.0*
Earned 12 or more academic course credits (%)	85.0	88.5	-3.5	-3.9	*-4.4*
Earned 8 or more non-academic course credits (%)	68.4	51.1	17.2 ***	33.7	*21.7*
Course-taking					
English (4), Social Studies (3), Math (3), Science (3)[c] (%)	39.2	36.3	2.9	8.1	*3.7*
English (4), Social Studies (3), Math (2), Science (2)[c] (%)	58.5	61.2	-2.7	-4.4	*-3.4*
Earned 2 or more foreign-language credits (%)	49.5	73.6	-24.1 ***	-32.8	*-30.4*
Earned 1/2 or more computer credits (%)	59.2	65.4	-6.1	-9.4	*-7.7*
Earned 3 or more career/vocational credits (%)	76.5	42.0	34.6 ***	82.4	*43.6*
Sample size (N=385)	204	181			

SOURCE: See Table 3.2.

NOTES: See Table 3.2.

Table 3.8

Career Academies Evaluation

Impacts on Achievement Test Scores for Students in the Low-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Math achievement test scores					
Average national percentile	38.6	39.1	-0.5	-1.2	*-0.6*
Proficiency level (%)					
1: Rote memory operations	91.0	86.0	5.0	5.9	*6.3*
3: Simple problem-solving	45.8	42.3	3.5	8.3	*4.4*
Reading achievement test scores					
Average national percentile	37.3	39.8	-2.5	-6.3	*-3.2*
Proficiency level (%)					
1: Simple comprehension	86.6	95.6	-9.0	-9.4	*-11.4*
2: Simple inferences	40.0	49.2	-9.2	-18.7	*-11.6*
Sample size (N=147)	80	67			

SOURCE: See Table 3.3.

NOTES: See Table 3.3.

D. Impacts on Youth Development Experiences

Table 3.9 shows the impacts that Career Academies had on a variety of student experiences during 12th grade. In general, these estimates do not reveal substantial differences between Academy and non-Academy students in the low-risk subgroup, who exhibited similar levels of participation both in positive youth development activities and in negative risk-taking behaviors. Career Academies did produce a modest increase in the percentage of students in the low-risk subgroup who were involved in a volunteer project during their 12th-grade year.

E. Impacts on Plans and Steps Taken Toward Post-Secondary Education and Work

Table 3.10 lists a set of indicators of students' plans and preparation for education and work during the year following their 12th-grade year. It shows that the vast majority of Academy and non-Academy students in the low-risk subgroup reported that they planned both to work and to go to school in the following year. The second-to-last row of the table also indicates that about three-quarters of both Academy and non-Academy students reported that they eventually expect to graduate from college.

Table 3.9

Career Academies Evaluation

Impacts on Experiences During the 12th Grade Year for Students in the Low-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Use of non-school hours					
Average time spent on homework (%)					
Less than 1 hour per week	23.0	24.6	-1.6	-6.6	*-2.0*
2 to 6 hours per week	58.4	49.6	8.8 *	17.7	*11.0*
More than 6 hours per week	18.7	25.8	-7.1 *	-27.6	*-9.0*
Average time spent on extra-curricular activities (%)					
None	36.5	33.0	3.6	10.8	*4.5*
1 to 4 hours per week	29.0	33.4	-4.4	-13.3	*-5.6*
More than 4 hours per week	34.5	33.6	0.9	2.6	*1.1*
Youth development experiences					
Reported any positive youth development experiences in past year (%)[c]	80.3	75.9	4.4	5.7	*5.5*
Worked on a volunteer project	65.8	50.0	15.9 ***	31.7	*20.0*
Received award for participation in athletics or a school organization	56.0	56.2	-0.2	-0.4	*-0.3*
Received an academic award or scholarship	41.7	36.9	4.8	12.9	*6.0*
Reported any risk-taking behaviors in past year (%)[d]	15.6	16.1	-0.5	-2.9	*-0.6*
Has become a parent or is pregnant	6.0	4.6	1.4	30.5	*1.8*
Has been expelled from school	1.7	2.0	-0.3	-13.3	*-0.3*
Has come to school high on drugs or alcohol	6.5	9.7	-3.3	-33.6	*-4.1*
Has been arrested	4.4	4.5	-0.1	-1.8	*-0.1*
Sample size (N=389)	218	171			

SOURCE: See Table 3.4.

NOTES: See Table 3.4.

Table 3.10

Career Academies Evaluation

Impacts on Planning and Preparation for College and Work for Students in the Low-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact		Percent Change[a]	*Impact per Enrollee* [b]
Plans for next year (%)						
School only	9.2	8.9	0.3		2.9	*0.3*
Work only	2.2	2.6	-0.4		-15.7	*-0.5*
Combine school and work	86.3	86.9	-0.6		-0.6	*-0.7*
Unknown	2.4	1.7	0.7		41.9	*0.9*
Steps taken toward 2-year or 4-year college admission						
Researched college options[c]	92.7	96.3	-3.7		-3.8	*-4.6*
Took SATs or ACTs	60.0	60.0	-0.1		-0.1	*-0.1*
Submitted an application	70.8	78.7	-7.9	*	-10.0	*-10.0*
Had an interview	23.0	29.8	-6.7		-22.6	*-8.5*
Steps taken toward post-secondary employment (%)						
Talked with a teacher or advisor about a job	47.6	37.8	9.8	*	25.9	*12.4*
Submitted an application for employment	55.8	56.6	-0.8		-1.5	*-1.1*
Interviewed for a position	38.7	38.7	-0.1		-0.2	*-0.1*
Has previous work experience with prospective employer	27.7	26.8	0.9		3.4	*1.2*
Education expectations (%)						
Complete some post-secondary education	97.4	97.3	0.0		0.0	*0.0*
Attend college	88.7	85.8	2.8		3.3	*3.6*
Graduate from college	75.2	74.5	0.6		0.9	*0.8*
Has overall positive outlook for the future[u]	78.4	78.1	0.2		0.3	*0.3*
Sample size (N=389)	218	171				

SOURCE: See Table 3.5.

NOTES: See Table 3.5.

Table 3.10 does indicate that students in the Academy group were somewhat less likely than their non-Academy counterparts to have submitted an application to a two-year or four-year college by the end of their 12th-grade year. Interestingly, over 90 percent of students in both groups had investigated college options, and 60 percent had taken the SATs or ACTs — a critical step in applying for college. However, whereas 79 percent of students in the non-Academy group had submitted an application to college, only 71 percent of Academy students in the low-risk sub-group had done so.

The reason for this lower rate of applying for college is not clear. One hypothesis is that Academy students in the low-risk subgroup may have been opting to go to work rather than to college. In general, there does not appear to be any support for this hypothesis. First, as noted earlier, Academy and non-Academy students were about equally likely to report that they planned to work or to combine work and school in the year following graduation. Table 3.10 also indicates that the groups were about equally likely to have applied or interviewed for a job for the following year. Another hypothesis is that Academy students may have been more likely to plan on attending a two-year college, many of which may not require a formal application to be submitted while students are still in high school. The 12th Grade Survey did not ask students to differentiate between activities aimed at a two-year as opposed to a four-year college.

The findings regarding students' post-secondary activities are not clear. A longer follow-up period is needed to determine the actual college enrollment and completion rates of the Academy and non-Academy groups and to assess the types of college programs they attend. This is a key feature of the second phase of the Career Academies Evaluation, which includes asking students in the study sample to complete a survey 12 months after their scheduled graduation from high school and again four years after their scheduled graduation.

IV. Career Academy Impacts for Students in the Medium-Risk Subgroup

The final subgroup of students include those who were not at particularly high risk of dropping out of high school, but appeared to exhibit at least a moderate level of disengagement from school. This medium-risk subgroup represents about half the student sample. Overall, 8 percent of non-Academy students in the medium-risk subgroup dropped out of high school before the end of their 12th-grade year, and approximately two-thirds earned sufficient credits to meet their districts' graduation requirements. Just over half completed the basic core academic curriculum, and about 30 percent completed the more intensive core curriculum. On average, these students scored at about the 30th percentile nationally on a standardized math and achievement test and at the 35th percentile in a standardized reading test. About 47 percent of non-Academy students in the medium-risk subgroup reported that they had taken the SATs or ACTs, and over 60 percent reported that they had submitted an application to a two-year or a four-year college by the end of their 12th-grade year.

The findings discussed in this section indicate that, on average, the Career Academies had little or no impact on most outcomes for students in the medium-risk subgroup. In other words, most outcome levels for students in the Academy group were about the same as they were for students in the non-Academy group. As discussed in Chapter 5, however, these overall averages for students in the medium-risk subgroup mask a high degree of variation in impacts across the sites in the study.

Table 3.11 provides a summary of Career Academy impacts on the school enrollment status and attendance rates of students in the medium-risk subgroup. The first two rows of the table show that 89 percent of the Academy group enrolled in an Academy during at least one semester of high school and that 59 percent remained enrolled in the programs through the end of their 12th-grade year. This means that, on average, about two-thirds of students in the medium-risk subgroup who initially enrolled in an Academy remained in the program throughout high school.

A. Impacts on School Enrollment and Attendance

Table 3.11 shows the average school enrollment and attendance outcomes among students in the medium-risk subgroup. The data suggest that the Career Academies had no impact on dropout prevention or average attendance for this subgroup. The third row of the table provides an estimate of the dropout rate among Academy and non-Academy students in this subgroup. It shows that 9 percent of Academy students in the medium-risk subgroup dropped out of high school, compared with 8 percent of their non-Academy peers. This difference was not statistically significant. Similarly, the next three rows present estimates of several different measures of attendance among Academy and non-Academy students in this subgroup. The results suggest no systematic differences in the attendance patterns of Academy and non-Academy students in the medium-risk subgroup.

Table 3.11

Career Academies Evaluation

Impacts on School Enrollment and Attendance for Students in the Medium-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per enrollee* [b]
Ever enrolled in a Career Academy during high school (%)	89.0	6.7	82.3 ***		
Was enrolled in a Career Academy at the end of grade 12 (%)	58.8	3.0	55.9 ***		
Dropped out of high school before the end of grade 12 (%)	9.0	8.0	1.0	12.1	*1.2*
Average attendance, grades 9-12 (%)	88.4	89.6	-1.2	-1.4	*-1.5*
More than 95 percent average attendance, grades 9-12 (%)	36.2	37.7	-1.5	-3.9	*-1.8*
Less than 85 percent average attendance, grades 9-12 (%)	22.4	19.3	3.1	15.9	*3.7*
Sample size (N=724)	393	331			

SOURCE: See Table 3.1.

NOTES: See Table 3.1.

B. Impacts on Credits Earned and Course-Taking

Table 3.12 presents measures of course-taking patterns for Academy and non-Academy students in the medium-risk subgroup. The top panel of the table indicates that the Academies did not have a systematic effect on the number of credits students earned in high school or on the number of credits they earned in academic and non-academic courses. Also, about 65 percent of students in both the medium-risk Academy and non-Academy groups had earned sufficient credits to meet their districts' graduation requirements.

Table 3.12

Career Academies Evaluation

Impacts on Credits Earned and Course-Taking for Students in the Medium-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Credits earned					
Total course credits	22.6	22.9	-0.4	-1.6	*-0.4*
Total course credits meet the graduation requirement (%)	64.8	65.2	-0.3	-0.5	*-0.4*
Earned 12 or more academic course credits (%)	69.8	69.4	0.4	0.6	*0.5*
Earned 8 or more non-academic course credits (%)	59.1	56.9	2.2	3.9	*2.7*
Course-taking					
English (4), Social Studies (3), Math (3), Science (3)[c] (%)	28.8	30.5	-1.7	-5.6	*-2.1*
English (4), Social Studies (3), Math (2), Science (2)[c] (%)	48.7	51.0	-2.3	-4.4	*-2.7*
Earned 2 or more foreign-language credits (%)	42.2	49.0	-6.8 *	-13.9	*-8.3*
Earned 1/2 or more computer credits (%)	66.3	57.7	8.6 **	15.0	*10.5*
Earned 3 or more career/vocational credits (%)	65.7	48.4	17.3 ***	35.9	*21.1*
Sample size (N=724)	393	331			

SOURCE: See Table 3.2.

NOTES: See Table 3.2.

Table 3.12 does indicate that the Academies produced changes in some specific subject areas for the medium-risk subgroups. Academy students were more likely to complete three or more credits in career-related or vocational courses and were more likely to complete at least one semester of computer-related courses. At the same time, the Academies reduced the percentage of students who completed a sequence of at least two years in a foreign language. Given that there was no overall change in the total number of non-academic credits earned by students in the medium-risk subgroups, it appears that the Academy students were taking the career-related and computer-related courses instead of other non-Academy courses or electives. Also, because there was no overall reduction in academic course-taking, it appears that Academy students were more likely than their non-Academy counterparts to take other academic courses instead of a foreign language.

C. Impacts on Math and Reading Achievement Test Scores

Table 3.13 summarizes the results for students in the medium-risk subgroup who took the NELS: 88 reading and math achievement tests. It appears that the Academies produced a slight reduction in reading test scores. On average, students in the non-Academy group scored at the 35th percentile nationally, compared with the 31st percentile for Academy group students. It is possible that some of this difference may be due to differences in the composition of the Academy and non-Academy students who completed the achievement tests. This may have resulted from the fact that the medium-risk Academy students were somewhat more likely than medium-risk non-Academy students to complete the test.

Table 3.13

Career Academies Evaluation

Impacts on Achievement Test Scores for Students in the Medium-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee*[b]
Math achievement test scores					
Average national percentile	29.1	29.7	-0.6	-2.0	*-0.7*
Proficiency level (%)					
1: Rote memory operations	84.8	80.9	3.9	4.8	*4.7*
3: Simple problem-solving	28.5	31.3	-2.8	-8.9	*-3.4*
Reading achievement test scores					
Average national percentile	30.8	35.1	-4.3 *	-12.2	*-5.2*
Proficiency level (%)					
1: Simple comprehension	80.1	85.9	-5.7	-6.7	*-7.0*
2: Simple inferences	39.7	43.5	-3.8	-8.7	*-4.6*
Sample size (N=233)	124	109			

SOURCE: See Table 3.3.

NOTES: See Table 3.3.

D. Impacts on Youth Development Experiences

Table 3.14 lists measures of various high school experiences and extracurricular activities among Academy and non-Academy students in the medium-risk subgroup. In general, the table indicates that there was no systematic difference between Academy and non-Academy students in terms of their use of non-school hours or in their exposure to various positive or risk-related activities.

Table 3.14

Career Academies Evaluation

Impacts on Experiences During the 12th Grade Year for Students in the Medium-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee*[b]
Use of non-school hours					
Average time spent on homework (%)					
Less than 1 hour per week	37.0	32.9	4.1	12.4	*5.0*
2 to 6 hours per week	47.9	46.0	1.9	4.1	*2.3*
More than 6 hours per week	15.1	21.1	-6.0 **	-28.3	*-7.2*
Average time spent on extra-curricular activities (%)					
None	47.0	52.3	-5.3	-10.1	*-6.4*
1 to 4 hours per week	30.3	25.9	4.4	17.0	*5.3*
More than 4 hours per week	22.7	21.8	0.9	4.2	*1.1*
Youth development experiences					
Reported any positive youth development experiences in past year (%)[c]	71.3	69.2	2.0	2.9	*2.5*
Worked on a volunteer project	53.7	48.9	4.8	9.8	*5.8*
Received award for participation in athletics or a school organization	46.7	41.7	5.0	11.9	*6.0*
Received an academic award or scholarship	28.0	25.1	2.8	11.3	*3.4*
Reported any risk-taking behaviors in past year (%)[d]	23.8	25.6	-1.8	-7.2	*-2.2*
Has become a parent or is pregnant	11.1	10.8	0.4	3.6	*0.5*
Has been expelled from school	3.9	6.0	-2.1	-35.5	*-2.6*
Has come to school high on drugs or alcohol	8.4	8.7	-0.3	-3.6	*-0.4*
Has been arrested	5.3	5.2	0.1	1.8	*0.1*
Sample size (N=755)	407	348			

SOURCE: See Table 3.4.

NOTES: See Table 3.4.

E. Impacts on Plans and Steps Taken Toward Post-Secondary Education and Work

Table 3.15 presents findings on the Career Academies' impacts on the medium-risk subgroup's plans and preparation for post-secondary education and work. As with many outcomes discussed in this section, the table indicates that in the medium-risk subgroup there was no systematic difference between Academy and non-Academy students in terms of their plans and preparation for post-secondary education and work.

Table 3.15

Career Academies Evaluation

Impacts on Planning and Preparation for College and Work for Students in the Medium-Risk Subgroup

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Plans for next year (%)					
School only	8.3	8.9	-0.7	-7.4	*-0.8*
Work only	4.8	5.1	-0.3	-5.5	*-0.3*
Combine school and work	83.9	83.9	0.1	0.1	*0.1*
Unknown	3.0	2.1	0.9	41.8	*1.1*
Steps taken toward 2-year or 4-year college admission					
Researched college options[c]	87.1	85.7	1.4	1.6	*1.7*
Took SATs or ACTs	44.3	46.9	-2.5	-5.4	*-3.1*
Submitted an application	62.6	63.1	-0.5	-0.7	*-0.6*
Had an interview	24.3	25.6	-1.3	-5.0	*-1.6*
Steps taken toward post-secondary employment (%)					
Talked with a teacher or advisor about a job	39.1	40.9	-1.8	-4.4	*-2.2*
Submitted an application for employment	60.7	55.4	5.3	9.5	*6.4*
Interviewed for a position	42.1	41.9	0.2	0.6	*0.3*
Has previous work experience with prospective employer	30.8	26.8	4.0	14.9	*4.9*
Education expectations (%)					
Complete some post-secondary education	93.6	93.9	-0.3	-0.3	*-0.3*
Attend college	81.4	81.2	0.2	0.3	*0.3*
Graduate from college	63.4	66.2	-2.8	-4.2	*-3.4*
Has overall positive outlook for the future[d]	75.1	78.5	-3.4	-4.4	*-4.2*
Sample size (N=755)	407	348			

SOURCE: See Table 3.5.

NOTES: See Table 3.5.

V. Career Academy Impacts Averaged Across the Student Subgroups

As noted earlier, most previous studies of Career Academies have focused on findings that are averaged across the diverse groups of students they serve. To provide a sense of how the findings for these Career Academies might compare with other such averages, this section summarizes impact findings for the full study sample. A key conclusion from this analysis is that these overall averages mask a great deal of variation in the potential that Academies have to make a difference for students, particularly for students at risk of school failure.

Table 3.16 lists key outcomes that were discussed in previous sections of the chapter. In general, the pattern of impacts is consistent with the pattern seen in the subgroups, although the

Table 3.16

Career Academies Evaluation

Impacts on Selected High School Outcomes for Students in the Study Sample

Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[a]	*Impact per Enrollee* [b]
Ever enrolled in a Career Academy during high school (%)	88.5	6.8	81.7 ***		
Dropped out of high school before the end of grade 12 (%)	10.1	12.4	-2.4	-19.0	*-2.9*
Total course credits meet the graduation requirement (%)	64.8	58.8	6.0 **	10.2	*7.3*
English (4), Social Studies (3), Math (2), Science (2)[c] (%)	47.8	46.3	1.4	3.1	*1.8*
English (4), Social Studies (3), Math (3), Science (3)[c] (%)	28.4	26.7	1.7	6.3	*2.1*
Reading achievement test score average national percentile[d]	31.2	32.9	-1.7	-5.3	*-2.1*
Math achievement test score average national percentile[d]	29.9	29.4	0.5	1.7	*0.6*
Reported any positive youth development experiences in past year (%)[e]	71.6	67.4	4.2 *	6.2	*5.1*
Reported any risk-taking behaviors in past year (%)[f]	24.2	26.6	-2.4	-8.9	*-2.9*
Submitted application for 2- or 4-year college	62.0	60.2	1.8	3.0	*2.2*
Submitted application for post-secondary employment (%)	59.4	55.8	3.6	6.5	*4.4*
Sample size (N=)					

(continued)

Table 3.16 (continued)

SOURCES: MDRC calculations from Career Academies Evaluation Student School Records, 12th Grade Achievement Test, and 12th Grade Survey Databases.

NOTES: Credits include zero values for grades in which sample members were identified as school dropouts. Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences. All measures indicate credits earned up until the end of the 12th-grade year. 12th-grade year indicates the year that students were projected to reach the 12th-grade when they initially enrolled in the Career Academy or regular high school program.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percent change is defined as the impact divided by the non-Academy group average.

[b]Impact per enrollee is defined as the impact divided by the difference in the percentage of Academy and non-Academy group members ever enrolled in a Career Academy. It is italicized because its calculation does not involve a direct comparison of Academy and non-Academy students.

[c]Numbers refer to the amount of credits that were earned in each subject area.

[d]The reading and math achievement tests are the cognitive battery tests of reading and mathematics used in the NELS: 88 study. There were a total of five proficiency levels for mathematics and three for reading. Particular proficiency levels are reported in the table to illustrate general trends in performance in the distribution of students. Percentile scores reflect students' performance in relation to a nationally representative sample of 12th-graders.

[e]Students reported one or more of the positive youth development submeasures.

[f]Students reported one or more of the risk-taking behaviors submeasures.

magnitude of impacts for the full study sample is smaller. On average, across all the participating students and sites, the Academies produced increases in credits earned toward graduation, particularly in career-related and vocational courses. They also increased students' exposure to positive youth development activities. Not surprisingly, the averaged impacts tend to look more like those for the medium-risk subgroup, the largest of the three.

VI. Conclusions

The evidence presented in this chapter suggests that the Career Academies have the strongest positive effects on the outcomes of students who begin high school at a high risk of school failure. The Academies reduce dropout rates, increase attendance, and increase credits earned in both academic and vocational subjects. They also appear to improve outcomes among students who are at low risk of school failure. Although these students are already highly engaged in school and are unlikely to drop out, the Academies appear to improve several outcomes, including the percentage of these students who earn enough credits to graduate on time. On the other hand, the Academies do not appear to have much effect on students in the medium-risk subgroup.

Importantly, although the estimates in this chapter are focused on individual subgroups, they are aggregated across all the sites in the study. To the extent that differences in the implementation of the Academy model affect the impact of the Career Academies, these estimates may

still mask important variation in the effects of Academies on students' performance, engagement, and achievement in high school. To pursue this issue, Chapter 4 explores the variation across sites in the implementation of the Academy model, and Chapter 5 explores the effect of this variation on the impact of Academies on student outcomes.

Chapter 4

Factors Associated with Student Outcomes and the Pattern of Career Academy Impacts

This chapter and Chapter 5 explore some potential pathways through which the core elements of the Career Academy approach may change students' educational and work-related outcomes. The findings from these chapters provide some further context for explaining and interpreting the pattern of impacts discussed in Chapter 3.

Section I of this chapter identifies several aspects of students' high school environments and experiences that are most strongly associated with positive outcomes that students may attain by the end of 12th grade. In particular, it examines students' perspectives on three school-related domains: the degree of interpersonal support they received from teachers and peers, the extent to which their classes included applied teaching and learning activities, and their level of exposure to career awareness and work-based learning activities. This analysis focuses on both Academy and non-Academy students to shed light on the relationship between these domains and students' level of school engagement through the end of 12th grade.

Section II of this chapter examines differences across the participating sites in the extent to which the Career Academies increased the level of interpersonal support, applied learning, and work-related learning activities available to students. This analysis shows that a subset of Academies represent a large contrast with their non-Academy environments, particularly in terms of the interpersonal supports they offer to students. Chapter 5 explores the extent to which these Academies produced a different pattern of impacts on student outcomes than Academies that represented less of a contrast from their non-Academy environments.

I. Potential Pathways to Positive Student Outcomes

As discussed in Chapter 1, the Career Academy approach has attracted a great deal of attention in recent years, in part because its core features offer direct responses to a variety of problems that have been identified in high schools. Figure 1.1 provided a conceptual model showing the potential pathways through which these features may affect student outcomes in ways that are consistent with the broad range of goals that have been ascribed to Career Academies. Analyses conducted earlier in the Career Academies Evaluation, and updated for this report, provide empirical support for the conceptual framework illustrated in Figure 1.1. This section of the chapter briefly reviews the general findings from these analyses.[1]

Recall that the conceptual model listed four groups of constructs leading from the core elements of the Academy approach to various short- and long-term outcomes. The four sets of constructs are:

[1]See Kemple 1997a, 1997b; and Kemple, Poglinco, and Snipes, 1999.

- **Career Academy organizational elements** that distinguish the Academy approach from the regular high school environment in which it is implemented;
- **supports and learning opportunities** that are intended to evolve from the organizational elements;
- **high school outcomes** that the Academies aim to improve by enhancing the supports and learning opportunities; and
- **post-secondary outcomes** that reflect some of the long-term goals of the Academy approach.

Analyses conducted for previous reports from this evaluation and updated for the current report have focused on testing the correlation between measures of constructs indicated in the second column of Figure 1.1 and measures of the outcomes indicated in the third column. In other words, the analyses have explored empirical relationships between supports and learning opportunities and the outcomes students attain during high school.

One strand of analysis has examined the relationships between supports and outcomes for all students in the study sample, regardless of whether they had access to an Academy. This has been aimed at addressing such questions as whether students who experience higher levels of interpersonal support from teachers and peers are more likely to remain enrolled and engaged in school than students who experience lower levels of such supports. In fact, survey data collected for the evaluation indicate that students who reported receiving a high degree of support from their teachers and peers during 9th and 10th grades were less likely to drop out of high school and more likely to complete a core curriculum.[2] Similarly, students who participated intensively in career awareness and work-based learning activities tended to be more engaged in school and were more likely to be prepared to graduate and go on to college than those who did not participate in such activities or participated less intensively.[3] Finally, the analyses indicated a positive, yet weaker, association between students' exposure to integrated and applied learning activities and their school engagement and performance. In general, however, the strongest associations have been found between the interpersonal supports (such as teachers' expectations and peer collaboration) and various measures of student performance and engagement in school.[4]

To the extent that such relationships exist, on average, for all students in the study sample, it is likely that these types of supports serve as key pathways through which the Career Academies improve student engagement in school. As noted earlier, this is because the supports and learning opportunities are closely aligned with the organizational features of the Academy approach. For example, enhanced

[2]These supports included students' perceptions of the personalized attention they receive from teachers, teachers' expectations for student performance and achievement, engagement levels of classmates, and opportunities to work closely with classmates.

[3]This finding should be interpreted with some caution because participation in these activities typically occurred after 11th grade. Some Career Academies, as well as other high school programs, tended to select students for their intensive career awareness and work-based learning activities based on students' level of engagement and performance in school. As a result, a high degree of school engagement may lead to higher levels of participation in career awareness and work-based learning activities, rather than the other way around.

[4]For additional information on these analyses, please contact the authors.

interpersonal support is likely to evolve from the intensive interaction and collaboration offered by the school-within-a-school. A more focused curriculum and enriched teaching and learning are intended to develop through the Academy's integration of academic and occupational content. Greater exposure to career awareness and work-based education is promoted through the employer partnerships.

In fact, as discussed in the previous reports from this evaluation, Academy students were considerably more likely to experience the types of support and learning opportunities listed in Figure 1.1 than were their non-Academy counterparts in the study. It should be noted, however, that Career Academy impacts on supports and learning opportunities may not directly cause any of the impacts on such outcomes as dropout rates and credits earned toward graduation. Although these linkages make sense from an conceptual standpoint, it may be that the students who experienced the greatest increase in supports are different from the students who experienced the largest reductions in dropout rates or the greatest increases in credits earned. This suggests that the Career Academy impacts may follow from pathways other than those leading through the types of supports and learning opportunities listed in Figure 1.1.

One way to further test these relationships is to identify subgroups of sites in the study where the Career Academies generated particularly large increases in the supports and learning opportunities listed in Figure 1.1. The next step would be to determine whether the Academies in these sites also generated larger impacts on such outcomes as dropout rates and progress toward graduation. The next section of the chapter summarizes analyses that identify a group of sites that represented a particularly dramatic contrast with their non-Academy environments, at least in terms of the supports and learning opportunities discussed above.

II. Sources of Variation Among the Sites That May Be Associated with Differences in Impacts

The primary focus of this report is on the *difference* between Academy and non-Academy environments and on the effects that this difference may have on students' experiences and behaviors. As discussed in previous reports and earlier in this report, all the Career Academies had implemented the core features of the Academy approach and represented a clear contrast with the non-Academy environments in their schools. This section of the report begins an exploration of whether some versions or contexts for the Academy approach produce larger impacts on student outcomes than others.

As noted above and in previous reports from this study, the sites participating in the Career Academies Evaluation differ from one another along a number of dimensions.[5] As a result, there are numerous characteristics or criteria that might be used to differentiate the sites. For the purposes of this report, the strategy for exploring cross-site variation in the impacts of Career Academies focuses on similarities and differences among sites in terms of the *contrast* between their Academy and non-Academy environments, as opposed to exploring variation only on the basis of differences among the Career Academy programs. For example, some Career Academies with highly supportive school-within-a-school environments are located in high schools where the vast majority of students feel safe, challenged, and supported by their teachers and peers. In such

[5]See Kemple and Rock, 1996, for more detailed information about the similarities and differences among sites.

a context, the Academies may not add much to the high degree of support already offered by the non-Academy environment.

Conversely, other Academies are located in high schools where very high percentages of students do not receive the support or instruction required to keep them engaged in school and on a path toward graduation. Even though these Academies may not be as "well implemented" as Academies in other contexts, they provide much more support and challenge for their students than is available in the non-Academy environments.

The strategy used in this report to highlight contrasts among the participating sites was guided by the theory of change described in Chapter 1 and by analyses of the relationships among the key constructs described above. As noted earlier, interpersonal supports were found to have the strongest relationship with later outcomes such as dropout prevention and progress toward graduation. In other words, students who reported a high degree of support from their teachers and peers in 9th or 10th grade were more likely, by the end of 12th grade, to remain enrolled in high school, to have high attendance rates (95 percent or higher), and to have completed a core curriculum. In general, Career Academy students were more likely to experience high levels of interpersonal supports than their counterparts in non-Academy environments.

Given the strong association between interpersonal supports and later outcomes, the primary construct used to distinguish among sites in the study was the *difference* in the level of interpersonal supports that Academy and non-Academy students received. In short, individual sites were ranked according to the difference between the percentage of Academy and non-Academy students who reported receiving a high level of support from teachers and peers. Such ranking indicated that a subset of five participating sites showed a particularly large difference in the interpersonal supports of Academy and non-Academy students. Moreover, as a group, these sites generated larger differences in the school experiences of Academy and non-Academy students along several other important dimensions. Therefore, throughout the report, the Career Academies in these sites are referred to as *high-contrast Academies*.[6] The remaining sites showed a substantially smaller difference in the level of teacher and peer support reported by Academy and non-Academy students, as well as somewhat smaller differences along other dimensions of the high school experience. The Career Academies in these sites are referred to as *low-contrast Academies.*

Table 4.1 lists a variety of measures that highlight some of the key differences between high- and low-contrast sites and their Career Academies.[7] The first row in Table 4.1 shows the average percentages of Academy and non-Academy students who gave a high rating on an overall measure of teacher support. The left panel of the table shows the differences in these percentages for the high-contrast Academies, and the right panel shows the differences for the low-contrast Academies. The difference in this outcome was much larger for the high-contrast

[6]It is important to note that high-contrast Academies are not necessarily the most highly supportive or best-implemented Academies in the study. Rather, they are the sites where the Career Academies presented the greatest contrast with their non-Academy school environments according to the student survey data collected for the evaluation. In some low-contrast sites, a high percentage of Academy students reported receiving high levels of support from teachers and peers, but they are characterized as "low-contrast" sites because equally high or higher percentages of non-Academy students also reported receiving high levels of support.

[7]For a detailed description of the measures presented in Table 4.1, see Kemple, 1997a, 1997b; and Kemple, Poglinco, and Snipes, 1999.

Table 4.1

Career Academies Evaluation

Students' Perceptions of Interpersonal and Instructional Supports and Participation in Work-Related Activities, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]				Low-Contrast Academies[a]				
Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[b]	Academy Group	Non-Academy Group	Impact	Percent Change[b]	
Students who gave a high rating on overall measure of teacher support	67.9	47.8	20.1 ***	42.1	51.1	46.6	4.5	9.6	†††
Students who gave a high rating on overall measure of peer support	54.0	39.7	14.3 ***	36.0	49.5	46.7	2.8	5.9	††
Students who gave a high rating on parent involvement	54.6	45.1	9.5 **	21.0	52.5	47.3	5.2	11.0	
Students who reported a high degree of exposure to enriched classroom instruction	63.4	44.2	19.3 ***	43.6	51.9	50.8	1.2	2.3	†††
Students who reported a high degree of exposure to work-related learning activities	54.7	33.3	21.4 ***	64.4	52.4	34.3	18.1 ***	52.9	
Students who reported intensive participation in career awareness and development activities in and outside school	60.9	42.2	18.8 ***	44.5	62.9	47.7	15.2 ***	31.9	
Students who reported working at a job with high-quality learning opportunities	47.3	41.2	6.2	15.0	50.8	45.9	4.9	10.8	
Sample size	328	233			394	328			

(continued)

Table 4.1 (continued)

SOURCES: MDRC calculations from Career Academies Evaluation Student School Experience Questionnaire Database and 12th Grade Survey Database.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the program and control groups. In both cases, statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]High-contrast Academies are defined as Academies that produced a significant difference in the percentage of Academy and non-Academy students who reported a high level of support from teachers and peers. Low-contrast Academies are defined as Academies that produced very little difference between the percentage of Academy and non-Academy students who reported a high level of support from teachers and peers.

[b]Percent change is defined as the impact divided by the non-Academy group average.

Academies, where there was a 20 percentage point difference between Academy and non-Academy students. This represents an increase of 42 percent in the proportion of Academy students who felt that they received a high degree of support from their teachers. For the low-contrast Academies, there was no statistically significant difference between the percentages of Academy and non-Academy students who indicated that they received a high degree of support from their teachers.

The first row of Table 4.1 further indicates that the contrast between the two groups of sites can be attributed mostly to differences between the Academy groups rather than to differences between the non-Academy groups. In the high-contrast sites, 68 percent of the Academy students reported receiving a high level of teacher support, compared with 51 percent of the Academy students in the low-contrast sites. On the other hand, very similar percentages of the non-Academy students from both groups of sites reported that they received a high level of teacher support. This pattern suggests that a key difference between these two groups of sites reflects differences among Academy implementation strategies or differences among Academy teachers (or, more likely, a combination of the two). There is little contrast — at least on this measure — in the non-Academy environments.

The second row of Table 4.1 indicates a somewhat different pattern with respect to peer support. Again, there is a clear contrast in the difference in peer support reported by Academy and non-Academy students across the two groups of sites. In this case, however, the difference across the two groups of sites is driven both by differences between Academy students *and* by differences between non-Academy students. Academy students in the high-contrast sites were more likely to give a high rating on peer support than were Academy students in the low-contrast sites. At the same time, non-Academy students in the high-contrast sites were less likely to give a high rating on peer support than were non-Academy students in the low-contrast sites.

What did the high-contrast Academies do that was different from the low-contrast Academies? In general, they tended to implement tightly organized school-within-a-school organizations. Programs in high-contrast Academies tended to include a core group of four or five teachers whose responsibilities fell exclusively within the Academy. The vast majority of students in these programs had their core courses scheduled in blocks within the Academy, and very few non-Academy students were included (except, for example, to ensure adequate enrollments).[8] These programs also tended to be located in a clearly identifiable area of the school building or campus. In addition, the Academy teachers in high-contrast sites tended to indicate that they had more opportunities to collaborate with colleagues, that they felt part of a strong learning community, that they were able to influence key areas of their work, and that they emphasized personalized attention to their students.[9]

It is important to note, however, that considerable variation existed among the Academies within the two groups of sites. In some sites, for example, the high contrast between the Academies and regular school environments appears to have stemmed from an advanced level of program implementation — a level that was closer to the ideal Academy model. In other cases, however, the high contrast appears to reflect that the regular high school environment was particularly stressful and unsupportive, and so the Academies provided considerably higher levels of support

[8]See Kemple, 1997a, 1997b.

[9]This information comes from site visits, teacher interviews, and classroom observations completed as part of the Career Academies Evaluation.

even though their programs were less well implemented than programs in other sites. In some high-contrast sites, a relatively low percentage of Academy students reported high levels of teacher and peer support, but an even lower percentage of non-Academy students did so.

There was also variation among the low-contrast sites. In some of them, relatively large percentages of both Academy and non-Academy students reported high levels of support from teachers and peers; in others, relatively small percentages did so. This suggests that, in some cases, the smaller effects on interpersonal support in the low-contrast sites were partly a function of weaker implementation of the Academy model. In other cases, however, the lack of effect was a function of the Academies' being implemented in environments that were already relatively supportive.

The remainder of Table 4.1 reveals that the two groups of sites differed along several other dimensions of the Academy experience, including students' exposure to enriched learning opportunities and participation in career awareness and work-based learning activities. In general, there were larger differences between the experiences of Academy and non-Academy students in the high-contrast sites than in the low-contrast sites. As discussed above and in Chapter 1, however, these constructs were not as strongly related to student engagement and performance. In addition, the variation within the two groups of sites was greater on these dimensions than on the interpersonal supports.

The analyses in Chapter 5 focus primarily on the differences in impacts between these two groups of sites. In general, the chapter explores the hypothesis that the high-contrast Academies produced larger impacts on student engagement and performance than the low-contrast Academies.

Chapter 5

The Relationship Between Career Academy Implementation and Impacts

This chapter explores the relationship between variation in Career Academy implementation across the sites in the study and variation in the impacts the different Academies had on student outcomes. In particular, this chapter explores the extent to which the pattern of impacts discussed in Chapter 3 differed across the high- and low-contrast sites identified in Chapter 4. Chapter 3 found that the positive effects of Career Academies were concentrated among students at a high risk of dropping out but that impacts were relatively modest among students who were not at such risk. The findings in Chapter 4 revealed that outcomes were strongly related to measures of the interpersonal support that students experienced in their school environments; the Academies in this evaluation substantially varied in the magnitude of *contrast* between the level of interpersonal support experienced by Academy students and the level experienced by non-Academy students in the regular high school environment.

In short, this chapter explores the hypothesis that Academies which represented the most dramatic contrast with their non-Academy environments produced larger and more consistent positive impacts than did Academies that were more similar to their non-Academy environments. Following is a summary of key findings discussed in this chapter.

- Among students in the medium-risk subgroup, Career Academies that represented the greatest contrast with the regular high school environment produced positive impacts, including lower dropout rates and increased completion of a core academic curriculum.

- Academies that represented less contrast with the non-Academy environment in terms of interpersonal support produced some negative effects for students in the medium-risk subgroup, including higher dropout rates, reduced attendance, and lower rates of academic course-taking.

- In general, both high-contrast and low-contrast Academies produced similar patterns of impacts among students in the high-risk subgroup. The primary difference across these sites is that the low-contrast Academies somewhat reduced this subgroup's dropout rates and produced much larger increases in vocational and career-related course-taking.

- In general, both high-contrast and low-contrast Academies also produced similar patterns of impacts among students in the low-risk subgroup. The primary difference across the sites for this subgroup is that the low-contrast Academies somewhat increased career-related and vocational credits while reducing academic course-taking.

In sum, these findings do not clearly support the hypothesis that the high-contrast Academies produced larger and more consistently positive impacts than the low-contrast Academies. Although this pattern can be seen among students in the medium-risk subgroup, for the high- and

low-risk subgroups the impacts across the groups of sites had more similarities than differences. Nevertheless, the differences that do exist suggest two implications:

- Increasing the level of interpersonal support for students — in addition to offering more opportunities to participate in career awareness and work-based learning activities — can produce a consistent pattern of positive effects for both the high- and the medium-risk subgroups (representing approximately 75 percent of the students Academies serve). Under such circumstances, students in the low-risk Academy group are likely to do at least as well as their non-Academy counterparts.

- If Academies do not increase the level of interpersonal support (again, relative to the regular school environment), they may actually reduce engagement among the medium-risk subgroup, and they may also lead the low-risk subgroup to replace some academic courses with career-related or vocational courses.

These findings and implications are discussed in greater detail below.

I. Contrasting Impacts for Students in the Medium-Risk Subgroup

Tables 5.1 and 5.2 report the impacts among students in the medium-risk subgroup (that is, students who were not identified as being at a particularly high or low risk of dropping out). The left panel of each table presents findings for the high-contrast Academies, and the right panel presents findings for the low-contrast Academies.[1]

The findings in the left panel of Table 5.1 indicate that, among students in the medium-risk subgroup, the high-contrast Academies had a positive impact on a number of key outcomes. In particular, the high-contrast Academies appeared to reduce dropout rates and increase the percentage of students who completed a core academic curriculum. Specifically, the high-contrast Academies reduced dropout rates for the medium-risk subgroup from 11 percent among non-Academy students to 5 percent among their Academy group counterparts. This 6 percentage point difference represents a 54 percent reduction in the dropout rate for non-Academy students in the medium-risk subgroup. In addition, the high-contrast Academies increased the percentage of the medium-risk subgroup who completed a basic core academic curriculum. Whereas 49 percent of non-Academy students in these sites completed the curriculum, 58 percent of Academy students did so.

The right panel of Table 5.1 indicates that impacts at the low-contrast Academies occurred in the opposite direction from impacts at the high-contrast Academies. In particular, the

[1]In addition to providing statistical significance tests of the impacts within each group of sites, the tables in this chapter provide statistical significance tests of the *difference* in impacts across the two groups of sites. The dagger symbols (†) in the rightmost column of each table indicate whether or not the impact for the high-contrast Academies was statistically significantly different from the impact observed for the low-contrast Academies. If a difference in impacts is statistically significant, one may have greater confidence that it is a systematic difference between the groups of sites and does not arise merely from chance.

Table 5.1

Career Academies Evaluation

Impacts on Enrollment, Attendance, and Course-Taking for Students in the Medium-Risk Subgroup, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]					Low-Contrast Academies[a]					
Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]	
Ever enrolled in a Career Academy during high school (%)	85.8	6.5	79.3 ***			92.2	6.9	85.3 ***			
Dropped out of high school before the end of grade 12 (%)	5.3	11.3	-6.1 **	-53.5	*-7.7*	12.6	4.8	7.8 ***	*161.0*	9.1	†††
Average attendance grades 9-12 (%)	87.5	85.7	1.7	2.0	*2.2*	89.5	93.4	-3.9 ***	*-4.2*	-4.6	†††
Total course credits meet the graduation requirement (%)	68.4	61.5	6.9	11.2	*8.6*	61.6	68.6	-7.0	*-10.2*	-8.2	†
English (4), Social Studies(3), Math (2), Science (2)[d] (%)	58.0	48.5	9.4 *	19.5	*11.9*	37.2	54.2	-17.0 ***	*-31.4*	-19.9	†††
Earned 2 or more foreign-language credits	54.5	48.6	5.9	12.1	*7.4*	25.7	49.8	-24.1 ***	*-48.4*	-28.2	†††
Earned 3 or more career/vocational credits	61.5	49.9	11.6 **	23.3	*14.6*	72.0	45.7	26.2 ***	*57.4*	30.8	†
Sample size	195	165				198	166				

(continued)

Table 5.1 (continued)

SOURCE: MDRC calculations from Career Academies Evaluation School Records Database.

NOTES: Attendance rates include zero values for grades in which sample members were identified as school dropouts. Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

An f-test was performed to determine whether the variation in impacts across site-subgroups was statistically significant. Statistical significance of these tests are indicated as: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[a]High-contrast Academies are defined as Academies that produced a significant difference in the percentage of Academy and non-Academy students who reported a "high" level of support from their teachers and peers early on in high school. Low-contrast Academies are defined as Academies that produced very little difference between the percentage of Academy and non-Academy students who reported a "high" level of support from teachers and peers.

[b]Percent change is defined as the impact divided by the non-Academy group average.

[c]Impact per enrollee is defined as the impact divided by the difference in the percentage of program and control group members ever enrolled in a Career Academy.

[d]Numbers refer to the amount of credits that were earned in each subject area.

low-contrast Academies appear to have *increased* dropout rates for the medium-risk subgroup, from 5 percent among the non-Academy students to 13 percent among the Academy students. The dropout rate for Academy students in these sites was about two and a half times larger than it was for their non-Academy counterparts. Furthermore, while neither group of Academies produced statistically significant changes in the percentage of students in the medium-risk subgroup who earned enough credits to graduate on time, the patterns of impacts run in opposite directions. That is, the high-contrast Academies increased the percentage of students who earned enough credits to meet the districts' graduation requirements, while the low-contrast Academies decreased this percentage. (Note that the difference in these impacts is statistically significant even though the individual impact estimates are not.)

There were particularly dramatic differences in impacts on course-taking patterns between the high-contrast and low-contrast Academies. The low-contrast Academies reduced the percentage of students in the medium-risk subgroup who completed the basic core academic curriculum, from 54 percent for students in the non-Academy group to 37 percent for students in the Academy group. A similar reduction occurred in the percentage of students who completed two or more foreign-language courses (from 50 percent for the non-Academy group to 26 percent for the Academy group).

The last row of Table 5.1 indicates that the low-contrast Academies produced more than twice as large an impact on vocational course-taking than did the high-contrast Academies. Specifically, in the high-contrast Academies, the percentage of students in the medium-risk subgroups who completed three or more career-related or vocational courses increased from 50 percent for the non-Academy group to 62 percent for the Academy group. This 12 percentage point difference represents an increase of about 23 percent over the non-Academy group average. In the low-contrast Academies, however, the percentage of students who completed three or more career-related or vocational courses increased from 46 percent for the non-Academy group to 72 percent for the Academy group — an increase of 57 percent over the non-Academy group average.

Table 5.2 presents the impacts of each group of Academies on the medium-risk subgroup's youth development activities and the steps these students took toward post-secondary education or employment opportunities. The primary differences between the two groups of sites relate to the steps students took toward employment. The high-contrast Academies slightly reduced the percentages both of students who applied for post-secondary employment and of students who interviewed for a position, whereas the low-contrast Academies had significant positive impacts on both outcomes.

Although the two groups of sites were differentiated by the level of interpersonal support that the Academies offered to students (relative to the non-Academy environment), it is notable that several differences in impacts relate to curriculum and work-related activities. The patterns of findings presented in Tables 5.1 and 5.2 suggest that the low-contrast Academies placed greater emphasis on career-related and vocational course-taking and on helping students take concrete steps toward post-secondary employment opportunities. Nonetheless, the high-contrast Academies do appear to have produced stronger impacts on school engagement for students in the medium-risk subgroup.

Table 5.2

Career Academies Evaluation

Impacts on Youth Development Experiences and Preparation for the Future for Students in the Medium-Risk Subgroup, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]					Low-Contrast Academies[a]				
Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]
Reported two or more positive youth development experiences in past year (%)[d]	73.3	66.1	7.3	11.0	*9.2*	69.3	72.3	-3.0	-4.2	*-3.5*
Reported any risk-taking behaviors in past year (%)[e]	24.9	25.7	-0.8	-3.0	*-1.0*	22.7	25.7	-3.1	-11.9	*-3.6*
Took steps toward 2-year or 4-year college admission (%)										
Took SATs or ACTs	46.3	48.7	-2.4	-5.0	*-3.0*	42.7	45.3	-2.6	-5.7	*-3.0*
Submitted an application	67.9	63.2	4.7	7.4	*5.9*	57.8	63.1	-5.2	-8.3	*-6.2*
Took steps toward post-secondary employment (%)										
Submitted an application for employment	59.7	63.2	-3.5	-5.6	*-4.5*	62.1	48.0	14.1 ***	29.4	*16.5* ††
Interviewed for a position	41.5	50.3	-8.8 *	-17.5	*-11.1*	43.1	33.9	9.1 *	26.9	*10.7* ††
Has an overall positive outlook for the future[f]	74.4	73.6	0.8	1.0	*1.0*	75.8	82.9	-7.1 *	-8.6	*-8.3*
Sample size	191	161				216	187			

(continued)

Table 5.2 (continued)

SOURCE: MDRC calculations from Career Academies Evaluation 12th Grade Student Survey Database

NOTES: Attendance rates include zero values for grades in which sample members were identified as school dropouts. Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

An f-test was performed to determine whether the variation in impacts across site-subgroups was statistically significant. Statistical significance of these tests are indicated as: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[a]High-contrast Academies are defined as Academies that produced a significant difference in the percentage of Academy and non-Academy students who reported a "high" level of support from their teachers and peers. Low-contrast Academies are defined as Acadmies that produced very little difference between the percentage of Academy and non-Academy students who reported a "high" level of support from teachers and peers.

[b]Percent change is defined as the impact divided by the non-Academy group average.

[c]Impact per enrollee is defined as the impact divided by the difference in the percentage of program and control group members ever enrolled in a Career Academy.

[d]Positive youth development experiences include working on a volunteer project in the community, receiving an award or recognition for participation in an athletic team or school organization, or receiving an academic award or scholarship.

[e]Risk-taking behaviors include being expelled from school, coming to school high on drugs or alcohol, or being arrested.

[f]Overall positive outlook for the future was defined by high ratings on questions about expectations for achievement, potential for attaining jobs, and knowledge of methods of finding jobs.

II. Contrasting Impacts for Students in the High-Risk Subgroup

Tables 5.3 and 5.4 present the impact findings for the high-risk subgroup. These findings indicate that the patterns of impacts across the high-contrast and low-contrast Academies are generally similar. Both groups of Academies had positive effects on dropout rates, attendance, credits earned toward graduation, and completion of a core academic curriculum. With the exception of the impacts on career-related and vocational course-taking, none of the differences in impacts across the site groups is statistically significant.[2]

There are two notable exceptions to the pattern of similar impacts for students in the high-risk subgroups across the sites. First, although both groups of Academies produced reductions in dropout rates, the impact on dropout rates for the high-contrast Academies was not statistically significant. (Note that the differences in dropout rate impacts across the groups of sites is not statistically significant.) In particular, the low-contrast Academies cut dropout rates in half for the high-risk subgroups, while the high-contrast Academies reduced dropout rates by about 25 percent. There is no clear explanation for this pattern of findings, and it runs counter to the hypothesis that increased interpersonal support in the high-contrast sites should have produced larger reductions in dropout rates.

Despite the somewhat smaller impact on dropout rate reduction, however, Table 5.3 shows that the high-contrast Academies produced comparable impacts on attendance and credits. For example, the high-contrast Academies increased the percentage of the high-risk subgroup who earned sufficient credits to graduate, from 30 percent for the non-Academy students to 43 percent for the Academy students. A similar pattern occurred among the low-contrast Academies. Whereas 19 percent of the high-risk non-Academy group at the low-contrast sites earned enough credits to graduate by the end of 12th grade, 36 percent of their peers in the Academy group did so — a difference of 87 percent. Again, although this impact appears to be somewhat larger among the low-contrast Academies, the difference in impacts is not statistically significant.

Both high-contrast and low-contrast Academies increased the percentage of the high-risk subgroup who completed the basic core academic curriculum. Again, while this impact is statistically significant only in the high-contrast sites, there is no significant difference across the sites in the magnitude of this impact. In fact, to the extent that there is a difference, the percentage change at the low-contrast sites appears to be larger than at the high-contrast sites.

As noted above, vocational or career-related course-taking reflects the only dimension along which the difference in impacts across sites is statistically significant. While the impact on the percentage of students who took three or more vocational courses is significant for both high-contrast and low-contrast Academies, the impact on vocational course-taking is substantially larger for low-contrast Academies. At these sites, 28 percent of the high-risk non-Academy group completed at least three career-related or vocational courses, compared with 66 percent of the Academy group. This impact represents an increase of 141 percent over the non-Academy group and is nearly four times larger than the impact for the high-contrast Academies. This suggests that while the high-contrast and low-contrast Academies produced

[2]In other words, one cannot reject the hypothesis that the impacts for high-contrast Academies are the same as the impacts for low-contrast Academies.

Table 5.3

Career Academies Evaluation

Impacts on Enrollment, Attendance, and Course-Taking for Students in the High-Risk Subgroup, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]					Low-Contrast Academies[a]				
Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]
Ever enrolled in a Career Academy during high school (%)	86.2	4.4	81.8 ***			87.5	0.4	87.1 ***		
Dropped out of high school before the end of grade 12 (%)	24.2	32.0	-7.9	-24.6	*-9.6*	16.2	34.4	-18.2 **	-52.9	*-20.9*
Average attendance grades 9-12 (%)	79.0	73.5	5.5 **	7.5	*6.7*	85.3	78.7	6.6 **	8.4	*7.6*
Total course credits meet the graduation requirement (%)	43.4	30.2	13.1 *	43.5	*16.1*	35.8	19.1	16.6 **	87.0	*19.1*
English (4), Social Studies(3), Math (2), Science (2)[d] (%)	36.1	19.6	16.5 **	84.4	*20.2*	20.9	8.9	12.0	134.6	*13.8*
Earned 2 or more foreign-language credits (%)	29.4	21.4	8.0	37.5	*9.8*	16.0	13.6	2.3	17.2	*2.7*
Earned 3 or more career/vocational credits (%)	55.3	40.3	15.0 *	37.2	*18.3*	66.3	27.5	38.8 ***	140.8	*44.5* †
Sample size	103	94				82	66			

SOURCE: See Table 5.1.

NOTES: See Table 5.1.

Table 5.4

Career Academies Evaluation

Impacts on Youth Development Experiences and Preparation for the Future for Students in the High-Risk Subgroup, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]					Low-Contrast Academies[a]				
Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]
Reported two or more positive youth development experiences in past year (%)[d]	62.1	52.7	9.4	17.9	*11.5*	63.0	59.0	4.0	6.7	*4.6*
Reported any risk-taking behaviors in past year (%)[e]	34.3	45.2	-10.9	-24.1	*-13.3*	35.2	31.4	3.8	12.1	*4.4*
Took steps toward 2-year or 4-year college admission (%)										
Took SATs or ACTs	33.6	22.2	11.4 *	51.5	*14.0*	34.5	23.5	11.0	46.8	*12.6*
Submitted an application	47.5	35.5	12.0 *	33.7	*14.6*	53.5	35.7	17.8 **	50.0	*20.5*
Took steps toward post-secondary employment (%)										
Submitted an application for employment	61.7	60.9	0.8	1.3	*1.0*	59.9	48.4	11.5	23.8	*13.2*
Interviewed for a position	47.5	46.6	0.9	2.0	*1.1*	44.6	39.7	4.9	12.3	*5.6*
Has an overall positive outlook for the future[f]	75.8	66.8	9.0	13.5	*11.0*	69.7	63.3	6.5	10.2	*7.4*
Sample size	112	95				90	69			

SOURCE: See Table 5.2.

NOTES: See Table 5.2.

similar patterns of impacts on student engagement generally, the low-contrast Academies produced a much larger impact on career-related and vocational course-taking. It is important to note that, for the high-risk subgroup, this increase in career-related and vocational course-taking did not appear to result in a reduction in academic course-taking.

Table 5.4 presents the impacts for the high-contrast and low-contrast Academies on youth development outcomes and steps taken toward post-secondary education and employment. In general, the data suggest no real differences in impacts between the two groups of sites.

III. Contrasting Impacts for Students in the Low-Risk Subgroup

Table 5.5 presents the impact findings for the low-risk subgroups across the high-contrast and low-contrast Academies. Not surprisingly, the findings suggest that neither group of Academies had a meaningful impact on dropout rates or attendance. Students in the low-risk subgroup at both groups of sites were unlikely to drop out of high school and had relatively high attendance rates, even in the absence of the Academy treatment. Given these outcome levels, there was little opportunity for either group of Academies to make much difference.

Table 5.5 does show that both groups of Academies increased the percentage of the low-risk subgroup who earned enough credits to meet their districts' graduation requirements. The table indicates that, at the low-contrast sites, 75 percent of the non-Academy students earned enough credits by the end of their scheduled 12th-grade year, compared with 88 percent of the Academy students. Similarly, at the high-contrast sites, 73 percent of the non-Academy students earned enough credits to graduate on time, compared with 84 percent of the Academy students in the low-risk subgroup.

The last three rows of Table 5.5 show that the primary differences in impacts across the two groups of sites occurred in course-taking patterns. The low-contrast Academies reduced the percentage of students in the low-risk subgroup who completed the basic academic curriculum as well as the percentage who completed two or more foreign-language courses. On the other hand, the high-contrast Academies produced a slight increase in the percentage of students who completed the basic core curriculum and a smaller (not statistically significant) reduction in the percentage taking two or more foreign-language courses.

Table 5.5 indicates that, at the low-contrast sites, 64 percent of the non-Academy students in the low-risk subgroup completed the basic core academic curriculum. In comparison, 54 percent of Academy students did so. Although this difference is not statistically significant, it *is* significantly different from the pattern at the high-contrast sites, where the Academies *increased* by almost the same magnitude the percentage of students who completed the basic core curriculum.

Table 5.5 also indicates that the low-contrast Academies reduced the percentage of the low-risk subgroup who completed two or more foreign-language courses. While 79 percent of the non-Academy students at these sites earned two or more foreign-language credits, 44 percent of their Academy counterparts did so. This difference is statistically significant and represents a reduction of 44 percent. Although there is a negative effect on this outcome for the high-contrast sites, it is not statistically significant; moreover, it is substantially smaller than the effect at the low-contrast sites.

Table 5.5

Career Academies Evaluation

Impacts on Enrollment, Attendance, and Course-Taking for Students in the Low-Risk Subgroup, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]						Low-Contrast Academies[a]					
Outcome	Academy Group	Non-Academy Group	Impact		Percent Change[b]	*Impact per Enrollee*[c]	Academy Group	Non-Academy Group	Impact		Percent Change[b]	*Impact per Enrollee*[c]	
Ever enrolled in a Career Academy during high school (%)	82.6	6.9	75.7	***			94.1	12.5	81.6	***			
Dropped out of high school before the end of grade 12 (%)	2.4	4.3	-1.8		-42.9	*-2.4*	1.7	1.8	-0.1		-5.4	*-0.1*	
Average attendance grades 9-12 (%)	93.1	92.0	1.1		1.2	*1.5*	95.9	95.9	0.1		0.1	*0.1*	
Total course credits meet the graduation requirement (%)	83.7	72.8	10.9	*	15.0	*14.4*	87.9	75.1	12.7	**	16.9	*15.6*	
English (4), Social Studies(3), Math (2), Science (2)[d] (%)	64.6	55.7	8.9		16.0	*11.8*	53.8	64.4	-10.6		-16.5	*-13.0*	†
Earned 2 or more foreign-language credits	57.6	66.9	-9.3		-14.0	*-12.3*	44.1	79.2	-35.1	***	-44.3	*-43.0*	††
Earned 3 or more career/vocational credits	72.8	44.3	28.5	***	64.5	*37.7*	79.8	41.0	38.7	***	94.4	*47.4*	
Sample size	85	69					119	112					

SOURCE: See Table 5.1.

NOTES: See Table 5.1.

Finally, while both groups of Academies increased the vocational course-taking for students in the low-risk subgroup, the impact at low-contrast sites was slightly larger. The high-contrast Academies increased the percentage of students who earned three or more career-related or vocational credits from 44 to 73 percent (an increase of 65 percent), whereas the low-contrast Academies increased this percentage from 41 to 80 percent (an increase of 94 percent).

Table 5.6 presents findings on the low-risk subgroup's youth development experiences and steps taken toward post-secondary education and employment. In general, there were few impacts on these outcomes and few differences in the patterns at high-contrast and low-contrast Academies. The one exception is the effect of Academies on positive youth development experiences. The first row of Table 5.6 presents the percentages of the low-risk subgroup who reported such positive youth development experiences as working on a volunteer project in their community, receiving an award or recognition for participating in an athletic team or school organization, and receiving an academic award or scholarship. Among the high-contrast Academies, 70 percent of the low-risk non-Academy group reported positive youth development experiences, compared with 84 percent of the Academy students. The low-contrast Academies did not have an impact on this outcome.

IV. Summary

The findings reported in this chapter have several implications for policy and practice. First, it appears that Academies which produced the largest increases in interpersonal supports for students (relative to their non-Academy environments) also produced positive impacts on student engagement among both the high-risk and the medium-risk subgroups (which represent about 75 percent of the students they serve). Thus, focusing on interpersonal supports appears to be a particularly important factor for both policymakers and practitioners when implementing Academies. As discussed in Chapter 4, such supports as increased teachers' expectations, personalized attention, and students' connections with an engaged peer group are most likely to be derived from the school-within-a-school component of the Academy approach. This component may be a necessary, though perhaps not sufficient, condition to keep students in school and to provide a foundation for improving their achievement.

Second, it appears that high-contrast and low-contrast Academies may differ in important ways other than in their levels of interpersonal support. This is suggested by the larger impacts that the low-contrast Academies had on career-related and vocational course-taking and by their reductions in academic course-taking, particularly among the medium-risk and low-risk subgroups. Given that completion of a core academic curriculum and foreign-language courses are often key requirements for admission to a four-year college, to the extent that the mission of the Academies has evolved to include preparation for work *and* college, it is important that the Academies avoid limiting opportunities for any subset of students. Therefore, policymakers and practitioners may need to ensure that Academies are implemented in a way that increases both interpersonal support and exposure to career-related themes and experiences in school but that does not limit students' opportunities to complete key academic courses.

Table 5.6

Career Academies Evaluation

Impacts on Youth Development Experiences and Preparation for the Future for Students in the Low-Risk Subgroup, by High-Contrast and Low-Contrast Academies

	High-Contrast Academies[a]					Low-Contrast Academies[a]				
Outcome	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]	Academy Group	Non-Academy Group	Impact	Percent Change[b]	*Impact per Enrollee*[c]
Reported two or more positive youth development experiences in past year (%)[d]	84.1	70.3	13.8 **	19.6	*18.2*	78.0	78.9	-0.9	-1.1	*-1.0* †
Reported any risk-taking behaviors in past year (%)[e]	10.4	16.0	-5.6	-35.0	*-7.4*	19.5	15.7	3.8	24.3	*4.7*
Took steps toward 2-year or 4-year college admission (%)										
Took SATs or ACTs	63.6	58.7	4.9	8.3	*6.4*	57.7	60.5	-2.8	-4.6	*-3.4*
Submitted an application	73.0	81.5	-8.5	-10.5	*-11.3*	69.0	77.3	-8.3	-10.7	*-10.1*
Took steps toward post-secondary employment (%)										
Submitted an application for employment	55.1	64.2	-9.1	-14.2	*-12.0*	56.4	51.9	4.5	8.7	*5.5*
Interviewed for a position	33.8	32.8	1.0	2.9	*1.3*	41.7	42.8	-1.1	-2.6	*-1.3*
Has an overall positive outlook for the future[f]	80.1	81.1	-1.0	-1.2	*-1.3*	76.9	76.8	0.1	0.1	*0.1*
Sample size	90	64				128	107			

SOURCE: See Table 5.2.

NOTES: See Table 5.2.

Appendix A

Supplementary Information About the Career Academies Evaluation Research Sample and Data Sources

As discussed in Chapter 1, the primary data used in this report were obtained from three sources: school transcript records, a survey administered to students at the end of their 12th-grade year, and a standardized math and reading achievement test administered to a subsample of students at the end of their 12th-grade year. This appendix presents the percentage of students in the full study sample for whom these data are available. It also examines the comparability of students in the Academy and non-Academy groups for whom data are availabile.

I. Data Availability for Students in the Study Sample

As noted in Chapter 1, MDRC attempted to obtain data for a sample of 1,764 students from nine of the sites selected for the study.[1] For the purposes of this report, this group of students is referred to as the *study sample.* Of the students in the study sample, 959 (55 percent) were randomly selected to enroll in an Academy. For the purposes of this report, these students are referred to as the *Academy group*. The remaining 805 students (45 percent of the study sample) were not invited to participate in the Academies but could choose other options available in their high school or school district. These students constitute the study's control group and are referred to in this report as the *non-Academy group*.

These groups of students were identified over a three-year period including the 1992-93, 1993-94, and 1994-95 school years. The students in the study sample were identified at the end of their 8th- or 9th-grade year, depending on when they applied for an Academy program. Recall that two of the Academies began in the 9th grade and that the remaining seven began in the 10th grade. Students applied for admission to the programs at the end of the year prior to expected enrollment. This report follows students in the study sample through the end of the year they were scheduled to graduate from high school. This corresponds to the 1995-96, 1996-97, or 1997-98 school year, depending on the year and grade level when a student entered the study. In short, MDRC attempted to collect data for students over the four-year period they were scheduled to enroll in high school.

Table A.1 lists the percentages of students in the Academy and non-Academy groups for whom each of the key data sources is available. These percentages are referred to here as *response rates*. The top panel of the table shows the response rates for the full study sample, and the bottom three panels show the response rates for each of the three risk subgroups discussed throughout the report. Although not shown in the table, the overall response rates are as follows: Student School Records data are available for just over 82 percent of the students in the study sample, and 12th Grade Survey data are available for just over 85 percent of the study sample.

[1]As discussed in Kemple and Rock, 1996, the initial research sample consisted of 1,953 students from 10 sites. A total of 189 of these students were dropped from the initial research sample, and efforts to collect data for them were discontinued. These students include the following. First, as noted in Chapter 1, one of the initial Career Academies was disbanded after two years in the study and was unable to provide sufficient follow-up data for its students in the study sample. Thus, the 126 students in the research sample from this site are not included in the study sample for this report. Second, MDRC learned that 59 of the students in the initial research sample applied for an Academy program during their 10th-grade year and should not have been included in the study. This information was obtained from pre-random assignment school records and was confirmed with school staff. Finally, over the course of the data collection period, MDRC learned through contact with the schools and families that four additional students were deceased.

Table A.1

Career Academies Evaluation

Data Availability for the Full Study Sample and the Risk Subgroups

Subgroup and Data Source	Academy Group	Non-Academy Group	Difference
Full study sample			
In Student School Records Database (%)	81.5	83.5	-2.0
In 12th Grade Survey Database (%)	86.2	84.8	1.4
In 12th Grade Achievement Test Database[a] (%)	71.8	69.9	1.9
Sample size (n=1,764)	959	805	
High-risk subgroup			
In Student School Records Database (%)	71.7	74.1	-2.4
In 12th Grade Survey Database (%)	78.3	75.9	2.4
In 12th Grade Achievement Test Database[a] (%)	60.0	56.0	4.0
Sample size (n=474)	258	216	
Medium-risk subgroup			
In Student School Records Database (%)	83.4	83.2	0.2
In 12th Grade Survey Database (%)	86.4	87.4	-1.0
In 12th Grade Achievement Test Database[a] (%)	74.3	69.9	4.4
Sample size (n=869)	471	398	
Low-risk subgroup			
In Student School Records Database (%)	88.7	94.8	-6.1 *
In 12th Grade Survey Database (%)	94.8	89.5	5.3 *
In 12th Grade Achievement Test Database[a] (%)	80.0	84.8	-4.8
Sample size (n=421)	230	191	

SOURCES: MDRC calculations from Career Academies Evaluation Student Baseline Questionnaire Database, Student School Records Database, and 12th Grade Survey Database.

NOTES: The statistical significance of the difference between Academy and non-Academy groups is indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Percentages based on those attempted for the 12th-grade achievement test:

	Academy Group	Non-Academy Group
Full sample	372	319
High-risk subgroup	105	84
Medium-risk subgroup	167	156
Low-risk subgroup	100	79

These response rates are considered to be high, particularly given that they cover a four-year follow-up period. Typically, program evaluations such as this aim for response rates of 80 percent or higher. The 12th Grade Achievement Test data are available for approximately 71 percent of the students in the study sample who were attempted for the test administration.[2]

The top panel of Table A.1 shows that there are no systematic differences between the Academy and non-Academy groups in the proportion of students for whom these data are available. Thus, although these data are not available for all students in the study sample, data availability is virtually the same for the Academy and non-Academy groups. The second and third panels in the table show that there also are no systematic differences in response rates for each of the data sources for the high-risk and medium-risk subgroups.

There are slight differences in response rates, however, between Academy and non-Academy students in the low-risk subgroup. In particular, response rates for Student School Records data are somewhat higher among the students in the low-risk non-Academy group than they are for the students in the low-risk Academy group. Conversely, response rates for the 12th Grade Survey are somewhat higher among students in the low-risk Academy group. When response rates are larger for one research group, impact estimates may be biased slightly if there are systematic differences in background characteristics and pre-random assignment experiences between Academy and non-Academy students who did respond. As discussed in the next section of this Appendix, there are no systematic differences between Academy and non-Academy students in any of the subgroups for any of the data sources.

A key question for interpreting the findings presented in this report is whether students for whom data are available are representative of the full study sample. To address this question, multiple regression was used to determine the extent to which the average characteristics of the students with data differed from the average characteristics of students for whom data are not available. This analysis was carried out for each of the three data sources. In each case, the analysis indicated that there were systematic differences in background characteristics between students with data and those without data. An illustration of the differences can be seen by comparing the response rates of the high-risk, medium-risk, and low-risk subgroups in Table A.1. Across all three data sources, response rates are lowest for the students in the high-risk subgroup and are highest for students in the low-risk subgroup.

In short, the analysis of response rates indicates that the samples of students for whom data are available are not completely representative of the full study sample of 1,764 students. Thus, caution should be exercised when attempting to generalize the findings beyond the students who are included in the analyses. Nevertheless, the overall response rates show that data are available for the vast majority of students in the study sample, making the findings reflective of the behavior of most of the sample.

[2]As noted in Chapter 1, MDRC attempted to administer the achievement test to the 691 students in the study sample who were scheduled to be in the 12th grade at the end of the 1997-98 school year.

II. Comparison of Characteristics of Academy and Non-Academy Groups in the Database Samples

The unique strength of a random assignment research design is that it yields two groups for which there are no systematic differences in measured and unmeasured background characteristics at the time sample members are identified for the study. Because the two groups entered the study with equivalent characteristics, any differences that emerge after that point can be attributed with confidence to the fact that one group had access to an Academy and the other group did not.

Table 2.1 in Chapter 2 presents, one at a time, average characteristics of Academy and non-Academy students in the full study sample. This table shows that there are not statistically significant differences between the groups on any of the characteristics. A more rigorous way to test for such differences is to use multiple regression analysis. Table A.2 presents linear regression estimates and statistical tests of whether there are any systematic differences between Academy and non-Academy students in the full study sample and in each of the three risk subgroups. The first column in Table A.2 shows that only one characteristic (age at application to Academy) is statistically significant and that there is no systematic difference. The final entry in the column, the p-value of the F-statistic, is very close to 1, providing strong evidence that there is no overall pattern of differences between Academy and non-Academy students in the full study sample. A p-value of .1 or lower is typically used to indicate a "high" likelihood that there are systematic differences between the groups.

The three remaining columns in Table A.2 present the same analysis for each of the three risk subgroups. These columns indicate that there are slight differences in a few individual characteristics but no overall pattern of differences between Academy and non-Academy students for any of the subgroups. The p-value of the F-statistic for each subgroup ranges from .767 to .879.

As discussed in the previous section of this appendix, MDRC obtained school records for approximately 82 percent of the full sample; obtained 12th Grade Survey data for approximately 84 percent of the full study sample; and obtained 12th Grade Achievement Test data for approximately 71 percent of those attempted for the test. Thus, the Student School Records Database sample consists of 1,454 students; the 12th Grade Survey Database sample consists of 1,510 students; and the 12th Grade Achievement Test Database sample consists of 490 students.

A key question underlying the analyses presented in this report is: Do these response patterns preserve the random assignment design? In other words, does each of the database samples exhibit the same lack of systematic differences between Academy and non-Academy students, both overall and for each of the risk subgroups? To assess this question, regression analyses were used in the same manner as exhibited in Table A.2. Table A.3 presents the results for the Student School Records Database sample; Table A.4 presents the results for the 12th Grade Survey Database sample; and Table A.5 presents the results for the 12th Grade Achievement Test Database sample.

These tables each indicate slight differences in a few particular characteristics, but there are no systematic differences between the Academy and non-Academy groups for any of the database samples. This is true for the full study sample and for each of the risk subgroups. Given the overall lack of differences in background characteristics between the two groups, one can be confident that differences in the outcome measures used throughout the report were caused by one

group's having had access to the Career Academies and the other group's not having had such access.

In summary, random assignment created two groups of students without systematic overall differences in background characteristics and prior school experiences. The pattern of response rates for each of the data sources preserves this feature of the research design. The lack of systematic differences between the Academy and non-Academy research groups is also preserved within each of the risk subgroups that are used throughout the report.

Table A.2

Career Academies Evaluation

Regression Coefficients for Probability of Being Assigned to the Academy Group for Full Study Sample and by Risk Subgroups

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Intercept	0.047	-0.685	0.676	2.363
	(0.383)	(0.682)	(0.734)	(1.689)
Sites				
Site 1	-0.052	-0.277 **	0.114	-0.083
	(0.072)	(0.139)	(0.110)	(0.153)
Site 2	-0.071	-0.251 *	-0.004	-0.127
	(0.081)	(0.149)	(0.121)	(0.204)
Site 3	0.034	-0.132	0.028	0.022
	(0.093)	(0.199)	(0.134)	(0.237)
Site 4	-0.093	-0.207	-0.088	-0.019
	(0.091)	(0.157)	(0.138)	(0.284)
Site 5	-0.008	0.024	-0.032	-0.024
	(0.060)	(0.100)	(0.093)	(0.146)
Site 6	-0.011	0.000	0.085	-0.236 *
	(0.055)	(0.097)	(0.084)	(0.126)
Site 7	0.006	-0.086	0.056	0.045
	(0.047)	(0.086)	(0.071)	(0.103)
Site 8	0.023	-0.031	0.019	0.034
	(0.045)	(0.092)	(0.068)	(0.096)
Expected graduation year				
1996	0.018	-0.021	0.045	-0.038
	(0.038)	(0.082)	(0.055)	(0.080)
1997	0.015	-0.069	0.025	0.015
	(0.033)	(0.077)	(0.045)	(0.065)

(continued)

Table A.2 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
In 8th grade at application to Academy	0.043	0.082	-0.023	0.192
	(0.076)	(0.136)	(0.109)	(0.212)
Female	-0.023	0.043	-0.051	-0.021
	(0.025)	(0.051)	(0.036)	(0.053)
Age at application to Academy	0.045 **	0.092 **	0.009	0.047
	(0.023)	(0.042)	(0.033)	(0.049)
Race/ethnicity				
Hispanic	0.032	0.147	-0.023	0.054
	(0.053)	(0.119)	(0.073)	(0.110)
African-American	0.104	0.251 *	0.015	0.132
	(0.068)	(0.141)	(0.099)	(0.142)
Asian/Native American	0.073	0.094	0.059	0.168
	(0.069)	(0.148)	(0.099)	(0.145)
Average 8th-grade math test percentile	0.000	0.000	-0.001	0.001
	(0.001)	(0.002)	(0.001)	(0.002)
Missing 8th-grade math test score	0.168	0.102	0.437 *	0.060
	(0.139)	(0.239)	(0.257)	(0.252)
Average 8th-grade reading test percentile	0.001	-0.002	0.002 *	0.001
	(0.001)	(0.002)	(0.001)	(0.002)
Missing 8th-grade reading test score	-0.185	0.000	-0.385	-0.074
	(0.140)	(0.239)	(0.258)	(0.252)
Has sibling who dropped out	-0.021	0.007	-0.025	-0.505
	(0.031)	(0.053)	(0.053)	(0.372)
Is overage for grade level	-0.034	-0.049	-0.014	0.205
	(0.038)	(0.067)	(0.060)	(0.184)

(continued)

Table A.2 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Transferred school 2 or more times	-0.015	-0.016	-0.009	0.188
	(0.028)	(0.051)	(0.047)	(0.252)
Attendance rate	-0.002	-0.003	-0.001	-0.024 *
	(0.002)	(0.003)	(0.005)	(0.013)
Credits earned	0.000	0.000	-0.049	0.006
	(0.014)	(0.019)	(0.041)	(0.085)
Grade point average	0.006	0.046	0.028	-0.107
	(0.023)	(0.044)	(0.040)	(0.070)
Sample size	1,764	474	869	421
Degree of freedom	26	26	26	26
Mean of dependent variable	0.544	0.544	0.542	0.546
R-square	0.008	0.038	0.021	0.049
F-statistic	0.506	0.684	0.691	0.785
p-value of F-statistic	0.982	0.879	0.875	0.767

SOURCES: MDRC calculations from Career Academies Evaluation Student Baseline Questionnaire Database and Student School Records Database.

NOTE: The statistical significance of parameter estimates is indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

Table A.3

Career Academies Evaluation

Regression Coefficients for Probability of Being Assigned to the Academy Group, Student School Records Database, for Full Study Sample and by Risk Subgroups

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Intercept	0.070	-0.599	0.800	1.392
	(0.440)	(0.837)	(0.813)	(1.790)
Sites				
Site 1	-0.019	-0.215	0.137	-0.139
	(0.081)	(0.168)	(0.118)	(0.168)
Site 2	0.037	-0.078	0.057	-0.101
	(0.090)	(0.181)	(0.128)	(0.219)
Site 3	0.118	0.175	-0.026	0.098
	(0.104)	(0.243)	(0.146)	(0.253)
Site 4	-0.035	-0.080	-0.077	0.015
	(0.100)	(0.189)	(0.145)	(0.292)
Site 5	-0.002	0.071	-0.040	0.011
	(0.066)	(0.119)	(0.099)	(0.150)
Site 6	0.010	0.075	0.119	-0.250 *
	(0.062)	(0.117)	(0.093)	(0.131)
Site 7	0.015	-0.063	0.031	0.090
	(0.053)	(0.102)	(0.078)	(0.109)
Site 8	0.020	-0.008	-0.006	0.086
	(0.051)	(0.115)	(0.076)	(0.102)
Expected graduation year				
1996	0.060	0.039	0.065	0.034
	(0.042)	(0.100)	(0.060)	(0.084)
1997	0.033	-0.046	0.028	0.046
	(0.036)	(0.093)	(0.051)	(0.068)

(continued)

Table A.3 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
In 8th grade at application to Academy	-0.027	-0.135	-0.044	0.282
	(0.083)	(0.159)	(0.115)	(0.225)
Female	-0.013	0.028	-0.018	-0.016
	(0.028)	(0.061)	(0.040)	(0.055)
Age at application to academy	0.032	0.055	0.007	0.056
	(0.025)	(0.051)	(0.037)	(0.052)
Race/ethnicity				
Hispanic	0.003	0.220	-0.094	0.008
	(0.061)	(0.143)	(0.085)	(0.119)
African-American	0.050	0.290 *	-0.105	0.129
	(0.078)	(0.164)	(0.113)	(0.160)
Asian/Native American	0.048	0.174	0.003	0.121
	(0.079)	(0.180)	(0.112)	(0.153)
Average 8th-grade math test percentile	0.000	-0.001	-0.001	0.003
	(0.001)	(0.002)	(0.001)	(0.002)
Missing 8th-grade math test score	0.224	0.109	0.449 *	0.173
	(0.151)	(0.312)	(0.257)	(0.256)
Average 8th-grade reading test percentile	0.000	-0.001	0.001	0.000
	(0.001)	(0.002)	(0.001)	(0.002)
Missing 8th-grade reading test score	-0.248	-0.250	-0.399	-0.177
	(0.152)	(0.313)	(0.259)	(0.256)
Has sibling who dropped out	-0.008	0.027	-0.040	-0.463
	(0.034)	(0.065)	(0.056)	(0.496)
Is overage for grade level	-0.016	-0.020	-0.002	0.131
	(0.043)	(0.079)	(0.068)	(0.193)

(continued)

Table A.3 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Transferred school 2 or more times	-0.017	-0.077	0.015	0.076
	(0.032)	(0.062)	(0.052)	(0.289)
Attendance rate	0.000	0.001	-0.002	-0.019
	(0.002)	(0.004)	(0.005)	(0.014)
Credits earned	0.000	-0.004	-0.043	0.063
	(0.017)	(0.026)	(0.045)	(0.091)
Grade point average	-0.006	0.061	0.031	-0.135 *
	(0.027)	(0.057)	(0.043)	(0.074)
Sample size	1,454	345	724	385
Degree of freedom	26	26	26	26
Mean of dependent variable	0.538	0.536	0.543	0.530
R-square	0.008	0.047	0.029	0.060
F-statistic	0.432	0.601	0.797	0.881
p-value of F-statistic	0.995	0.940	0.754	0.636

SOURCES: MDRC calculations from Career Academies Evaluation Student Baseline Questionnaire Database and Student School Records Database.

NOTE: The statistical significance of parameter estimates is indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

Table A.4

Career Academies Evaluation

Regression Coefficients for Probability of Being Assigned to the Academy Group, 12th Grade Survey Database, for Full Study Sample and by Risk Subgroups

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Intercept	-0.224	-1.142	0.585	1.964
	(0.430)	(0.799)	(0.802)	(1.768)
Sites				
Site 1	0.004	-0.168	0.144	-0.020
	(0.079)	(0.161)	(0.121)	(0.160)
Site 2	-0.033	-0.180	0.008	-0.059
	(0.088)	(0.168)	(0.127)	(0.230)
Site 3	0.075	-0.087	0.089	0.061
	(0.100)	(0.224)	(0.142)	(0.261)
Site 4	-0.057	-0.105	-0.127	-0.016
	(0.099)	(0.183)	(0.146)	(0.287)
Site 5	-0.010	-0.042	0.002	-0.026
	(0.066)	(0.118)	(0.100)	(0.150)
Site 6	-0.010	-0.015	0.092	-0.244 *
	(0.061)	(0.115)	(0.092)	(0.130)
Site 7	-0.005	-0.154	0.058	0.052
	(0.051)	(0.099)	(0.076)	(0.106)
Site 8	-0.003	-0.173	-0.006	0.067
	(0.050)	(0.109)	(0.073)	(0.101)
Expected graduation year				
1996	0.052	0.086	0.065	-0.006
	(0.041)	(0.096)	(0.059)	(0.083)
1997	0.042	-0.002	0.030	0.056
	(0.035)	(0.089)	(0.049)	(0.067)

(continued)

Table A.4 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
In 8th grade at application to Academy	0.019	0.064	-0.037	0.141
	(0.082)	(0.153)	(0.115)	(0.240)
Female	-0.045	-0.007	-0.052	-0.032
	(0.027)	(0.059)	(0.039)	(0.055)
Age at application to Academy	0.053 **	0.102 **	0.010	0.062
	(0.025)	(0.048)	(0.036)	(0.052)
Race/ethnicity				
Hispanic	0.049	0.241 *	-0.037	0.074
	(0.057)	(0.131)	(0.079)	(0.115)
African-American	0.108	0.275 *	-0.001	0.156
	(0.073)	(0.152)	(0.107)	(0.147)
Asian/Native American	0.063	0.166	-0.004	0.191
	(0.075)	(0.167)	(0.107)	(0.148)
Average 8th-grade math test percentile	-0.001	-0.002	-0.001	0.002
	(0.001)	(0.002)	(0.001)	(0.002)
Missing 8th-grade math test score	0.120	0.294	0.408	-0.190
	(0.195)	(0.522)	(0.298)	(0.326)
Average 8th-grade reading test percentile	0.001	0.000	0.002 *	0.000
	(0.001)	(0.002)	(0.001)	(0.002)
Missing 8th-grade reading test score	-0.150	-0.446	-0.383	0.218
	(0.196)	(0.527)	(0.299)	(0.324)
Has sibling who dropped out	-0.015	0.003	-0.021	-0.600
	(0.034)	(0.060)	(0.057)	(0.373)
Is overage for grade level	-0.059	-0.072	-0.045	0.104
	(0.041)	(0.077)	(0.064)	(0.192)

(continued)

Table A.4 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Transferred school 2 or more times	0.005	0.007	-0.001	0.046
	(0.030)	(0.059)	(0.050)	(0.287)
Attendance rate	0.000	0.001	0.000	-0.024
	(0.002)	(0.003)	(0.005)	(0.014)
Credits earned	-0.009	-0.016	-0.051	0.027
	(0.016)	(0.024)	(0.044)	(0.089)
Grade point average	0.016	0.076	0.040	-0.101
	(0.026)	(0.054)	(0.043)	(0.072)
Sample size	1,510	366	755	389
Degree of freedom	26	26	26	26
Mean of dependent variable	0.548	0.552	0.539	0.560
R-square	0.099	0.053	0.025	0.057
F-statistic	0.571	0.729	0.712	0.839
p-value of F-statistic	0.959	0.832	0.854	0.696

SOURCES: MDRC calculations from Career Academies Evaluation Student Baseline Questionnaire Database, Student School Records Database, and 12th Grade Survey Database.

NOTE: The statistical significance of parameter estimates is indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

Table A.5

Career Academies Evaluation

Regression Coefficients for Probability of Being Assigned to the Academy Group, 12th Grade Achievement Test Sample, for Full Study Sample and by Risk Subgroups

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Intercept	0.303	6.726	3.132 **	1.228
	(0.760)	(9.781)	(1.475)	(2.787)
Sites				
Site 1	0.168	-0.088	0.294	-0.081
	(0.138)	(0.335)	(0.196)	(0.343)
Site 2	0.162	-0.027	0.020	-0.013
	(0.145)	(0.367)	(0.199)	(0.388)
Site 3	0.123	0.184	0.052	-0.252
	(0.149)	(0.352)	(0.209)	(0.431)
Site 4	0.036	-0.120	-0.104	-0.032
	(0.153)	(0.389)	(0.215)	(0.432)
Site 5	--	--	--	--
Site 6	--	--	--	--
Site 7	0.097	0.108	0.240	0.231
	(0.110)	(0.247)	(0.170)	(0.228)
Site 8	0.035	-0.179	0.077	0.134
	(0.103)	(0.307)	(0.149)	(0.217)
Expected graduation year				
1996	--	--	--	--
1997	--	--	--	--

(continued)

Table A.5 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
In 8th grade at application to Academy	0.030	0.156	-0.079	0.456
	(0.107)	(0.207)	(0.152)	(0.343)
Female	0.002	-0.039	0.012	0.125
	(0.049)	(0.114)	(0.073)	(0.098)
Age at application to Academy	0.023	0.159 *	-0.055	-0.051
	(0.045)	(0.092)	(0.072)	(0.091)
Race/ethnicity				
Hispanic	-0.043	-8.717	-0.181	0.284
	(0.151)	(9.472)	(0.180)	(0.343)
African-American	-0.102	-8.610	-0.147	0.245
	(0.188)	(9.357)	(0.231)	(0.455)
Asian/Native American	-0.175	-9.347	-0.289	0.584
	(0.306)	(9.577)	(0.427)	(0.712)
Average 8th-grade math test percentile	-0.002	0.000	-0.004 *	0.001
	(0.001)	(0.004)	(0.002)	(0.003)
Missing 8th-grade math test score	0.209	0.528	0.344	0.098
	(0.238)	(0.570)	(0.380)	(0.439)
Average 8th-grade reading test percentile	0.003 *	0.001	0.003	0.003
	(0.001)	(0.004)	(0.002)	(0.003)
Missing 8th-grade reading test score	-0.185	-0.742	-0.280	0.204
	(0.243)	(0.601)	(0.376)	(0.453)
Has sibling who dropped out	0.014	-0.042	0.084	-0.801 *
	(0.061)	(0.118)	(0.100)	(0.427)
Is overage for grade level	0.026	0.005	0.039	2.770
	(0.079)	(0.154)	(0.123)	(2.509)

(continued)

Table A.5 (continued)

Variable	Full Study Sample Parameter Estimate (Standard Error)	High-Risk Subgroup Parameter Estimate (Standard Error)	Medium-Risk Subgroup Parameter Estimate (Standard Error)	Low-Risk Subgroup Parameter Estimate (Standard Error)
Transferred school 2 or more times	-0.050	-0.034	-0.048	-0.513
	(0.059)	(0.111)	(0.091)	(0.505)
Attendance rate	0.000	0.000	0.000	0.000
	0.000	0.000	0.000	0.000
Credits earned	-0.015	-0.039	-0.138 *	0.228
	(0.029)	(0.043)	(0.079)	(0.141)
Grade point average	-0.009	0.022	0.059	-0.186
	(0.049)	(0.140)	(0.077)	(0.126)
Sample size	490	110	233	147
Degree of freedom	22	22	22	22
Mean of dependent variable	0.545	0.573	0.532	0.544
R-square	0.027	0.144	0.095	0.123
F-statistic	0.568	0.667	0.997	0.792
p-value of F-statistic	0.926	0.860	0.470	0.731

SOURCES: MDRC calculations from Career Academies Evaluation Student Baseline Questionnaire Database, Student School Records Database, and 12th Grade Achievement Test Database.

NOTE: The statistical significance of parameter estimates is indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

Appendix B

Strategies for Creating Subgroups of Students Defined by Characteristics Associated with Risk of Dropping Out

PR/Award # U065A170021

Much of the analysis presented in this report focuses on subgroups of students defined by background characteristics and prior school experiences associated with dropping out of high school. This appendix explains the manner in which these subgroups were created, including the rationale behind this strategy and the implications it has for interpreting the findings presented in this report.

I. Analytic Importance of Subgroup Analysis

A central theme that has emerged from the Career Academies Evaluation thus far is that in order to understand the impact of the programs, it is important to recognize the heterogeneity of the student population and the likelihood that some groups of students may benefit differently than others. As discussed in Chapter 3, when the impact results are averaged across the diverse groups of students the Career Academies served, it appears that the programs produced only slight reductions in dropout rates and modest improvements in students' progress toward graduation and increases in participation in youth development activities. These aggregate results mask the high degree of variation in the Career Academies' potential to make a difference and in the actual differences they made for some students. In short, findings that are aggregated across the diverse groups of students served by the Academies are unlikely to reveal many of the most important effects that Academies have. Positive effects for some subgroups of students may be offset or muted by small or zero impacts for other subgroups.

For example, an important goal of the Career Academies is to reduce dropout rates and increase students' engagement in school. As noted earlier in the evaluation, Career Academies serve a broad cross section of students, many of whom enter the programs highly engaged in school. It is unlikely that the programs will have an effect on dropout rates among these students, who are highly unlikely to drop out of school even if they do not attend an Academy. On the other hand, a number of students in the sample who applied for the Academies were relatively disengaged from high school and appeared to be at risk of dropping out of high school. To the extent that the Academies can have an effect on dropout rates, it is likely to be concentrated among these students. The magnitude of this effect could be diluted or even completely hidden if averaged with the lack of impact for the rest of the students in the sample.

In order to assess the effect of the Academies more sensitively, therefore, it was necessary to differentiate among students with different needs and trajectories at the time they entered the Academy. The attempt to make distinctions among groups of individuals with different needs and characteristics, who might experience substantially different benefits from an intervention, is not uncommon to experimental research in general or to education research in particular. An important goal of these subgroup strategies is often to make distinctions among groups of individuals who, in the absence of the treatment under study, would have experienced substantially different outcomes.

The random assignment research design used in this evaluation provides a unique opportunity to identify subgroups of students who, without access to an Academy, were relatively highly likely to drop out of high school and to compare them with similar students who did have access to an Academy. The use of the random assignment research design is relatively rare in the context of large-scale evaluations of education programs, particularly at the secondary school level. Not only does such a design provide the unusual opportunity to establish which outcomes would have been observed in the absence of the Academy treatment, but it also provides an op-

portunity to observe the *relationships* between background characteristics and important outcomes in the absence of the intervention.

There are several strategies for identifying subgroups. The following section describes a more traditional approach and highlights several limitations that led to the use of a strategy that provides greater insight into the variation in program effects.

II. Traditional Approach to Defining Subgroups: Risk-Factor Accumulation

One of the strategies most frequently used to define subgroups might be called "risk-factor accumulation." It entails first identifying a list of background characteristics typically associated with an important outcome or with the manner in which the program treatment is likely to be delivered. A critical outcome for many high school interventions, including the Career Academy's approach, is dropping out of high school. A number of education research studies have identified several background characteristics and prior school experiences that are associated with a high likelihood of dropping out of high school. This includes prior school experiences such as poor attendance, low grades, or being held back in a previous grade. It also includes demographic characteristics such as being from a low-income family, having a sibling who dropped out, or having moved and transferred schools several times.

The risk-factor accumulation strategy classifies students into risk subgroups by counting the number of risk factors an individual has, weighting all the factors equally. For example, if one identified six characteristics associated with dropping out, individuals with two or more of these characteristics might be considered to be at "high risk" of dropping out; those with only one of the characteristics might be considered to be at "moderate" or "medium" risk of dropping out; and those with none of the characteristic factors might be considered at "low risk."

This strategy has the appeal of being straightforward in execution, and it can be translated directly into a strategy for targeting students to receive special services. For example, if a particular school intervention were found to prevent students in the high-risk subgroup from dropping out, teachers or administrators might wish to ensure that students with two or more of the risk characteristics be included in that program.

At the same time, the accumulation strategy has several important limitations. First, such an analysis gives equal weight to each of the risk-related background characteristics and prior school experiences examined. As a result, it does not account for the fact that some characteristics are more highly associated with school failure than others. This strategy also does not account for the fact that some characteristics are associated with school success and may offset the risk associated with other characteristics. As a result, it fails to account for the possibility that, *given the same number of risk factors, different combinations of characteristics may indicate different degrees of risk*. In other words, because some characteristics are more strongly associated with academic outcomes than others, students with the same number of characteristics may actually be substantially more or less likely than one another to drop out of high school. Finally, this strategy is based on categorical variables and is therefore unable to take advantage of the more subtle distinctions among students that are captured by continuous variables.

Because it does not allow for a more complex set of relationships between risk factors and student outcomes, the simple risk-factor accumulation strategy may fail to produce subgroups with distinctly different academic trajectories. Therefore, in order to distinguish more effectively among subgroups of students who, in the absence of the program, would have experienced distinctly different outcomes, the Career Academies Evaluation employed an imputation strategy for identifying subgroups. This is referred to throughout this report as a *regression-based subgroup strategy*.

III. Regression-Based Subgroup Strategy

A. Overview of the Approach

The basic idea behind the regression-based subgroup strategy is to build on the opportunity created by the random assignment experimental design in order to identify the relationships between background characteristics and student failure *in the absence of the Academy intervention*. Based on these relationships, one then identifies the characteristics of the students who, in the absence of the program, are most likely to drop out of high school.

The regression-based strategy involves three steps. The first step is to use multiple regression to estimate the relationship between several background characteristics measured at the time students applied to the Academy and the probability that they would drop out of high school before the end of the 12th grade. The background characteristics included in the Career Academies Evaluation are:

- average daily attendance in the year the student applied for an Academy;
- grade point average for the year the student applied for an Academy;
- the number of credits earned toward graduation in the year the student applied for an Academy;
- whether the student was overage for grade when entering the Academy;
- whether the student had a sibling who dropped out of high school; and
- whether the student had transferred schools two or more times beyond the typical school transitions.

The goal of this analysis is to capitalize on the experimental design and estimate the relationships between background characteristics and dropping out of high school in the absence of access to an Academy. The random assignment research design ensures that the non-Academy group provides the best counterfactual for what would have occurred to students in the absence of access to an Academy. Thus, the non-Academy group was used as the basis for this regression. Table B.1 presents the results of this regression analysis. The first column of parameter estimates reflects the relationship between the dropout rate and a unit change in the background characteristics. Numbers in the second column are standardized to reflect the relationship between the dropout rate and a *standard deviation* change in the background characteristics. As the table suggests, all the characteristics included in this regression model are statistically significant and are

Table B.1

Career Academies Evaluation

Relationship Between Baseline Characteristics and the Probability of Dropping Out of High School Among Non-Academy Students

Baseline Characteristic	Coefficients: Unstandardized	Coefficients: Standardized
Sibling dropped out	0.08 ***	0.03 ***
	(0.03)	(0.01)
Overage for grade	0.06 **	0.02 **
	(0.03)	(0.01)
Transferred schools 2 or more times	0.07 ***	0.03 ***
	(0.03)	(0.01)
Attendance rate in year of random assignment	-0.01 ***	-0.04 ***
	(0.00)	(0.01)
Credits earned in year of random assignment	-0.05 ***	-0.05 ***
	(0.01)	(0.01)
Grade point average in year of random assignment	-0.03 *	-0.02 *
	(0.02)	(0.01)
Intercept	0.94 ***	0.12 ***
	(0.14)	-(0.14)
R-squared	0.10	0.10
Sample size	763	763

SOURCES: MDRC calculations from Student Baseline Questionnaire Database and Student School Records Database.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

related to the probability that students would drop out of high school before the end of the 12th grade.[3]

The second step in this analysis is to combine the coefficients from the regression estimates for the non-Academy sample with the background characteristics of each individual in both

[3]Other specifications of this model were tried. However, through an informal process of model specification, this six-variable model was found to be the most sensible and effective. The estimates (below) of the potential distortion caused by the regression-based approach do not take into account any effects of the model specification process on the impact estimates.

the Academy and the non-Academy groups. In other words, the coefficient estimates from the regression are used as weights multiplied by the relevant measured background characteristics of each individual. The weighted sum of these characteristics yields an index indicating the probability of dropping out of high school. This is referred to as the *risk index,* and it provides a basis for ranking sample members according to the predicted probability that they would drop out of high school.

For example, the parameter estimate associated with having a sibling who dropped out of school is .08 (that is, controlling for other background characteristics, students in the evaluation who had a sibling who already dropped out of high school were predicted to be 8 percentage points more likely to drop out of high school). Therefore, students with siblings who dropped out had .08 added to the index measuring their own risk of dropping out. By the same token, the regression estimates indicate that some characteristics are negatively correlated with dropping out. The weights assigned to these characteristics were multiplied by individual attributes and subtracted from the risk index.

In the third step of this regression analysis, the Academy and non-Academy students are divided into three subgroups based on the risk index. Following is a brief definition of each of the three risk subgroups.

- **The high-risk subgroup:** the students in the Academy and non-Academy groups with the combination of characteristics yielding scores at or above the 75th percentile of scores on the risk index (that is, those with the highest likelihood of dropping out)

- **The low-risk subgroup:** the students in the Academy and non-Academy groups with the combination of characteristics yielding scores at or below the 25th percentile of scores on the risk index (that is, those with the lowest likelihood of dropping out)

- **The medium-risk subgroup:** the remaining students in the Academy and non-Academy groups (approximately 50 percent of the study sample) with a mix of characteristics yielding scores between the 25th and 75th percentile on the risk index (that is, indicating they were not particularly likely to drop out but not necessarily highly engaged in school)[4]

B. Strengths of the Regression-Based Strategy

There are several important advantages to the regression-based strategy for defining subgroups. First, it incorporates factors which are both conceptually and empirically related to students' risk of dropping out of high school. At the same time, because these characteristics were measured prior to students' random assignment to the Academy and non-Academy groups, they are *exogenous* to the Academy treatment. In other words, while the background characteristics used to create the subgroups were correlated with the likelihood of dropping out, these characteristics did not influence the selection of students into the Academy group.

[4]The 25th and 75th percentile cutoffs were based on the distribution of the risk index among the non-Academy students.

An important question for such an impact analysis is whether, within each subgroup, the random assignment research design is preserved. In other words, are there systematic differences between the background characteristics of the Academy and non-Academy students *within* each subgroup? To test this, a set of background characteristics is regressed against a dummy variable indicating whether the student was assigned to the Academy group. Appendix A presents the results of this analysis, which revealed that while there are a few differences between the background characteristics of Academy and non-Academy students within each subgroup, f-tests failed to reject the hypothesis that there are no overall systematic differences between the background characteristics of the Academy and non-Academy students. This suggests that the random assignment research design was preserved within each subgroup. In other words, the existing differences are not greater than those which would be expected to occur by chance.

A second strength of this approach is that it incorporates the fact that the relationships between "risk factors" and student outcomes vary, depending on the background characteristic. For example, the coefficient estimates suggest that the effect of the number of credits earned in the year prior to random assignment and the effect of baseline attendance on the dropout rate are each at least twice as large as the effect of a student's baseline grade point average or whether a student was overage for grade.[5] Basing the subgroup definitions on these relationships allows these differences to be factored into the classification of students into the three risk subgroups. For example, these regression estimates suggest that an average student who had a sibling who had dropped out and who was overage for grade would have approximately a 24 percent chance of dropping out of high school before the end of the 12th grade. However, if that same student also had 98 percent attendance and was about a standard deviation above the average in terms of credits earned, he or she would have only a 16 percent chance of dropping out.[6]

Moreover, the regression-based strategy is capable of incorporating variation across students along continuous variables such as attendance and grade point average. Less flexible strategies that fail to incorporate these factors would not be as effective at distinguishing among students at different levels of academic risk. For example, an otherwise average student with perfect attendance (that is, 100 percent) has a 9 percent chance of dropping out; a similar student with an attendance rate of 95 percent has a 12 percent chance of dropping out; a student with a 90 percent attendance rate has a 15 percent chance of dropping out; and one with 85 percent attendance has a 17 percent chance of dropping out. In other words, there appears to be meaningful variation in the probability of dropping out that would not be captured by a simple categorical measure of attendance. The regression-based subgroup strategy captures such variation and incorporates it into the assessment of each student's risk of school failure.

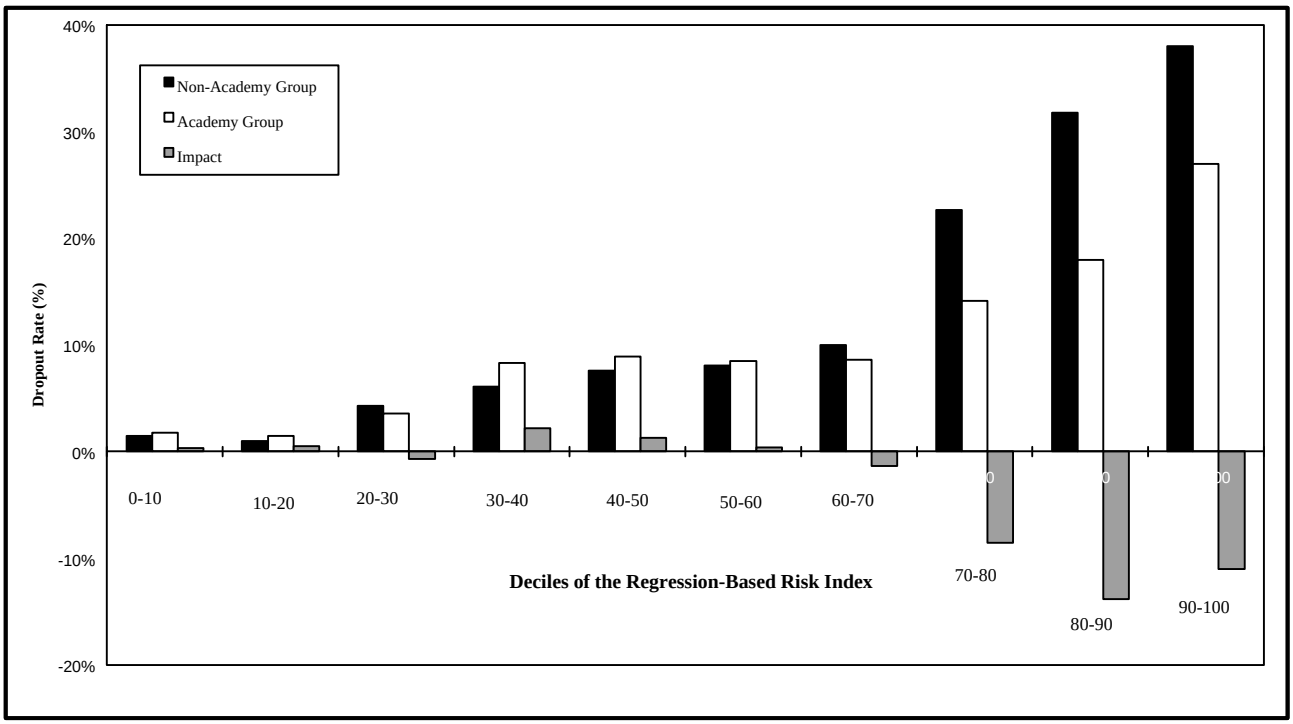
The third and perhaps most important strength of the regression-based strategy is that it effectively identifies students with distinct academic trajectories. Figure B.1 presents the dropout rates for Academy and non-Academy students, as well as the difference between their dropout

[5]Note that these coefficients have been standardized to reflect the effect of a standard deviation change in the independent variable on the dropout rate, thus making the coefficient estimates directly comparable with one another.

[6]The predicted probability of dropping out for the average student was estimated by multiplying the mean values of the independent variables among the students in the study sample by the coefficients in Table B.1. The estimated probabilities for students with the hypothesized characteristics were estimated by substituting the hypothesized values for the mean values where appropriate.

Figure B.1

Impact of Career Academies on Dropout Rate, by Deciles of the Regression-Based Risk Index



SOURCES: MDRC calculations from Career Academies Evaluation Student School Records Database and 12th Grade Survey Database.

rates, at 10 percentile intervals on the regression-based risk index. The black bars represent the percentage of non-Academy students who dropped out of high school, and the white bars represent the percentage of Academy students who did so. The striped bars represent the difference between these two groups, that is, the impact of the Academy treatment on dropout rates. The pattern in this figure suggests that the risk index very effectively differentiates among students with different academic trajectories, and that the relationship between risk and the impact of Academies on dropout rates is not isolated to a small segment of the student population.

The figure indicates that both the risk of dropping out and the impact of the program on this outcome generally increase with the percentiles of the risk index. In particular, the dropout rate among the non-Academy group appears to increase steadily with the percentiles of the risk index, and it grows sharply after the 70th percentile. The impact on the dropout rate follows essentially the same pattern. From the 30th percentile through the 90th, the difference between the Academy and non-Academy groups becomes increasingly negative. The magnitude of this reduction in dropout rates appears to increase dramatically after the 70th percentile, and then it shrinks slightly among students above the 90th percentile of risk. This pattern suggests that, for the individuals with low to moderate risk of dropping out, the impact of the program on dropout rates appears to be rather negligible. However, as the risk of academic failure becomes more serious, the impact of the Academy approach appears to grow. Finally, for those at greatest risk, the impact on dropout rates is substantial, but it is not as great as for those who are slightly less at risk.

In short, this graph illustrates that the regression-based strategy is quite effective at differentiating among students with different degrees of Academic risk, and that the impact of the Academies on the dropout rate is strongly related to this definition of academic risk.

Table B.2 illustrates that the regression-based strategy is effective at differentiating among students with different trajectories across a variety of school outcomes, and that it is more effective than the risk-factor accumulation strategy for making these distinctions. The table presents several key measures of student performance during high school for the non-Academy students within each risk subgroup. The first panel of the table presents non-Academy outcome levels and estimated impacts based on the risk-factor accumulation approach, and the second panel presents these estimates based on the regression-based approach to defining subgroups. As the table illustrates, the regression-based strategy does a better job of making distinctions among students with different levels of academic risk.

According to the estimates generated by the regression-based approach, while 32 percent of the non-Academy students in the high-risk subgroup dropped out of high school before the end of the 12th grade, 8 percent in the medium-risk subgroup dropped out, and less than 3 percent in the low-risk subgroup did so. Moreover, while only 27 percent of the non-Academy students in the high-risk subgroup earned enough credits to graduate from high school, 65 percent in the medium-risk subgroup and 75 percent in the low-risk subgroup did so. Similar patterns were found for most other measures as well. This indicates that, without access to a Career Academy, the students in the different risk subgroups would have had substantially different outcomes.

Table B.2 also provides outcome levels and estimated impacts for subgroups based on the risk-factor accumulation approach. Not surprisingly, these estimates are not as distinct from one another as the estimates generated by the regression-based approach. For example, 22 percent of

Table B.2

Career Academies Evaluation

Selected Outcomes Among Non-Academy Students, by Risk Subgroups Defined Using Risk-Factor Accumulation and Regression-Based Index

	Accumulation Approach		Regression-Based Approach	
Outcome	Non-Academy Outcomes (%)	Impact	Non-Academy Outcomes (%)	Impact
High-risk subgroup				
Dropped out of high school	27.4	-5.6 *	32.3	-11.4 ***
Earned credits to graduate	34.1	10.0 **	27.0	12.8 ***
Completed basic academic core	9.9	9.1 *	5.6	8.0 *
Reported any negative risk-taking	36.9	-5.9	38.9	-3.8
Reported positive youth development	56.8	8.7 *	54.9	8.0
Medium-risk subgroup				
Dropped out of high school	9.3	-2.0	7.9	0.9
Earned credits to graduate	66.2	-0.6	64.8	0.8
Completed basic academic core	31.0	-2.7	30.3	-1.2
Reported any negative risk-taking	23.1	0.5	25.7	-2.2
Reported positive youth development	67.5	4.1	69.7	1.6
Low-risk subgroup				
Dropped out of high school	4.2	0.5	2.8	-1.2
Earned credits to graduate	69.5	8.4 **	74.8	12.9 **
Completed basic academic core	33.9	0.9	36.6	4.5
Reported any negative risk-taking	22.0	-2.1	15.8	-1.0
Reported positive youth development	75.4	0.8	75.5	6.3

SOURCES: MDRC calculations from Career Academies Evaluation Student School Records Database and 12th Grade Survey Database.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the Academy and non-Academy groups. In both cases, statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

students in the "high-risk" subgroup dropped out of high school before the end of the 12th grade, compared with 7 percent in the "medium-risk" subgroup and 5 percent in the "low-risk" subgroup. Moreover, 44 percent in the "high-risk" subgroup earned enough credits to graduate, compared with 66 and 78 percent in the "medium-risk" and "low-risk" subgroups, respectively.

These patterns in outcome levels among students who weren't exposed to the Academy treatment suggest that the regression-based strategy is the more effective means for defining subgroups of Career Academy students with substantially different academic trajectories. Interestingly, the impact estimates suggest that while the estimates generated by the regression-based approach tend to be somewhat larger, their pattern is similar to the pattern of estimates based on the risk-factor accumulation model. For example, among students in the high-risk subgroup, both the regression-based approach and the risk-factor accumulation approach found that Academies significantly reduced dropout rates, increased credits earned toward graduation, and increased the percentage of students who completed a core academic curriculum. So while the regression-based approach was more effective at identifying students who, in the absence of the Academy treatment, would have had substantially different outcomes, it did not distort the basic pattern of impacts generated by the experiment.

C. Potential Limitations of the Regression-Based Approach

While the regression-based strategy is more effective than the risk-factor accumulation strategy at identifying students who were likely to experience different academic trajectories in the absence of the Academy, it has some potentially important limitations. First, although it is more systematic, it is also less straightforward than the risk-accumulation strategy in terms of the manner by which subgroups of students might be identified by school administrators. In particular, to the extent that these subgroup findings might be used to target program resources toward particular individuals, the subgroups defined using the regression-based strategy might be more difficult to identify than subgroups based on a simple accumulation approach. While it is unclear that the implications of the findings from this particular study suggest that targeting would be advantageous, such thinking may be a factor when applying this strategy to the study of programs in which the implications of targeting are less ambiguous. Although it is not discussed in this appendix, the regression-based approach can be applied in a practical way and may, in fact, be a more systematic way of targeting resources toward students most likely to benefit from them. For example, this type of approach has been used in research designed to develop approaches for the targeting of benefits and associated employment services to workers eligible for unemployment insurance as well as for targeting employment resources to individuals in welfare-to-work programs. In particular, several of these programs have used historical data to estimate the relationship between background characteristics and policy-relevant outcomes, and then to combine these estimates with individual characteristics in order to predict outcomes and target services. This has been done in welfare-to-work programs in Michigan as well as in unemployment programs in Michigan, New Jersey, and Washington (O'Leary, Decker, and Wadner, 1998; Eberts, 1997).

A more important potential limitation of the regression-based subgroup strategy is related to the manner in which the strategy generates weights relating background characteristics to risk. In short, theoretically, the strategy has the potential to overstate any positive impacts of the program on the high-risk subgroup and to overstate the magnitude of any negative impacts on the low- and medium-risk subgroups.

The problem has its genesis in the fact that the regression parameter estimates that are used as weights to translate student characteristics into academic risk are the result of estimates that are specific to the non-Academy group. In a sample from any population, estimated regression coefficients reflect both the relationships that exist in the population and a random element that is specific to that sample. In other words, on average, each coefficient from such a random sample is unbiased. However, it is highly unlikely that, in any given sample, the estimated regression coefficient will exactly equal the true regression coefficient from the entire population from which that sample is drawn. Therefore, the regression estimates from the non-Academy group include some random error that is particular to the non-Academy group and that is correlated with the outcome in question — in this case, whether or not a student dropped out before the end of the 12th grade.

For example, Equation 1 is a simple regression predicting dropout from a set of background characteristics for a sample of students drawn from the population of students who applied to a Career Academy:

$$Y_i = \hat{a} + \hat{b}X_i + e_i \quad (1)$$

where:

Y_i = 1 if student *i* dropped out; 0 otherwise;

X_i = 1 if student i had ever been held back; 0 otherwise (this could be any important background characteristic);

$\hat{a}$ = the intercept term, that is, the average outcome (Y_i) among those where $X = 0$; and

$\hat{b}$ = the estimated relationship between X_i and Y_i, that is, the estimated effect of X_i on the probability that a student drops out of high school.

In this case, it would also be true that:

$$\hat{b} = b + b_s \quad (2)$$

where:

b = the true relationship between *X* and *Y* in the population from which our sample was drawn; and

b_s = the difference (or error) between the relationship between X and Y in the population from which the sample was drawn and the relationship between *X*

and Y in the sample, that is, the element of the estimate which is idiosyncratic to the particular sample.

While b is a characteristic of the population and does not change from sample to sample, b_s is particular to the sample upon which the regression is estimated, and it *will* vary from sample to sample. As a result, while b never changes, $\hat{b}$ will vary from sample to sample. Furthermore, it is also highly unlikely that the random error in a coefficient estimated from one sample drawn from a population will be exactly the same as the random element in any other sample drawn from the same population.

The students in the Career Academies evaluation sample were assigned to the Academy or non-Academy groups at random; therefore, one can have a high degree of confidence that there are no *systematic* differences between these two groups in terms of observable or unobservable characteristics. They can be thought of as two random samples drawn from the same population of students at these sites who applied to and were eligible for the Career Academies. While the program may have changed the relationships between background characteristics and the probability of dropping out, the underlying relationship between background characteristics and the likelihood of dropping out in the absence of the Academy intervention (b) is the same for these two groups.

However, *even in the absence of the Academy program*, it is unlikely that the estimated coefficients relating the background characteristics to the dropout rate among the students who ended up in the program group would have been exactly the same as those in the non-Academy group. In other words, while the underlying relationship between background characteristics and the probability of dropping out (b) would not vary across these two samples, the idiosyncratic element (or error term) of the *estimated* relationship (b_s), and therefore the estimated relationship itself ($\hat{b}$), *would* vary.

Therefore, it is highly unlikely that the estimated relationship between background characteristics and dropout would have been *exactly* the same among the Academy group as it was among their non-Academy group counterparts. Because the regression weights were generated from the non-Academy group, the regression-based strategy might more accurately distinguish among students with different levels of academic risk for this group than it does for the Academy group. In other words, the risk index might distinguish different levels of risk more effectively among non-Academy students that it does among Academy group students.

This creates the possibility that, although their *observable* characteristics were the same, students in the "high-risk" non-Academy group were actually more at risk than students in the "high-risk" Academy group. It also creates the possibility that students in the "low-risk" non-Academy group were actually less at risk than students in the "low-risk" Aademy group.

To the extent that this occurred, it would result in overstating positive impacts for the high-risk subgroups and overstating the magnitude of negative impacts for the "low-risk" subgroups. However, as the next section will reveal, the magnitude of this potential distortion can be estimated. Furthermore, the magnitude of the distortion appears to be minimal, and it is not large enough to have a meaningful effect on the overall pattern of impact estimates.

IV. Magnitude of Potential Distortion in the Regressions-Based Approach

In order to understand whether this potential limitation outweighs the analytic advantages of the regression-based approach discussed earlier, it is important to estimate the magnitude of the potential distortion.

Theoretically, in order to estimate the magnitude of this distortion, one would like to compare the outcomes of the students within each risk category in the non-Academy group with what would have been observed among the Academy students in the same risk subgroup *in the absence of the treatment*. However, because the Academy group received the treatment and the treatment may have actually affected these outcomes, this comparison cannot be made. The ideal basis for such a comparison would be a second non-Academy group that was neither used in order to estimate the dropout regression nor exposed to the program. In the absence of any distortion, one would expect that, within each risk subgroup, the outcomes for the students in this sample would be identical to the outcomes for these in the original non-Academy group. Therefore, any differences between outcomes for these students and outcomes for the original non-Academy group could be confidently attributed to the distortion created by the regression-based strategy.

Although a second non-Academy group for this study is not available, a strategy for estimating the potential distortion in the original estimates is to use bootstrap sampling in order to simulate a second sample. Bootstrap sampling is commonly used to generate estimates of standard errors and other population characteristics from relatively small samples (Stine, 1990). It rests on the assumption that the sample from which the observations are drawn is representative of the population as a whole. In this case, to the extent that the initial non-Academy group can be thought of as representative of the population of students from whom the evaluation sample was drawn, bootstrap sampling procedures can be used to simulate new samples of non-Academy group students. Within each subgroup, these samples can be used in order to compare the outcomes for the students on whom the dropout regression was based with the outcomes for a sample of students who were not included in this regression. These differences would constitute a reliable estimate of the distortion created by the regression-based subgroup strategy.

The mechanics of this process are as follows:

1. Use a random number generator to draw a bootstrap sample of students the size of the original non-Academy group, sampling *with replacement* the observations from the original non-Academy group sample.

   a. Use a random number generator to select an observation from the original non-Academy group.

   b. Copy that observation to a new data set.

   c. Replace that observation into the sampling frame from which it was drawn (the original non-Academy group sample).

   d. Repeat steps a through c until the new sample equals the size of the original non-Academy group (n=805 times). This sample will be referred to as the *model group*.

This creates a sample which is the same size as the original non-Academy sample and which, theoretically, is drawn from the same population.[7] However, this sample is not the same as the non-Academy group, because steps a through d typically create a sample which omits several observations from the original sample and creates multiple copies of other observations.

2. Use this bootstrap sample to estimate the relationship between the six background characteristics used to define academic risk and the probability that a student will drop out of high school prior to the end of the 12th grade.

3. Repeat steps 1a through 1d to draw (with replacement) a second bootstrap sample, the size of the Academy group, from the original non-Academy sample. This sample will be referred to as the *non-model group.*

4. Repeat steps 1a through 1d once more, this time drawing from the *Academy* sample, to produce a bootstrap sample of students from each risk subgroup who received the Academy treatment. This sample will be referred to as the *simulated Academy group*.

5. Apply the coefficients from the regression model to the background characteristics of the individuals in all three bootstrap samples in order to create the risk index.

6. Use the 25th and 75th percentiles of the risk index in the first bootstrap sample (the model group) in order to divide the samples into high-, medium-, and low-risk subgroups.

7. Compare the average outcomes from the model group with those from the second bootstrap sample (the non-model group). The difference between the two groups represents the distortion created by the regression-based strategy.

8. Repeat steps 1 through 7 another 200 times. The average difference across these iterations between the subgroup outcomes for the model group and the non-model group provides a bootstrap estimate of the potential distortion created by the regression-based subgroup strategy. The average levels across these iterations among the simulated Academy group represents a bootstrap estimate of the outcome levels among the Academy students.

Table B.3 presents the results of this estimation process for five key outcomes. The numbers in this table represent the average outcomes of 200 iterations of the bootstrap process describe above. As such, they are intended to simulate what one would expect to observe if one repeated the experimental analysis contained in the report 200 times, with 200 different samples from the same population. The first column of the table presents the average outcomes among students from the bootstrap samples upon which the dropout regression was estimated (the model group). The numbers in this column represent the outcome levels one would expect to observe as

[7] In particular, this replaces the unknown theoretical distribution of the population from which the non-Academy group is drawn with the empirical distribution of the non-Academy sample itself.

Table B.3

Career Academies Evaluation

Outcome Levels for Bootstrap Control Samples and Program Group, by Risk Subgroups

Outcome	Model Group (%)	Non-Model Group (%)	Model Minus Non-Model	Program Group (%)	Program Minus Model	Program Minus Non-Model
High-risk subgroup						
Dropped out of high school	31	30.3	0.7 **	20.7	-10.3	-9.6
Earned credits to graduate	28.5	28.6	-0.1	40.2	11.7	11.6
Completed basic academic core	7.3	7.2	0.1	15.3	8	8.1
Reported any negative risk-taking	39.5	39	0.5	32.9	-6.6	-6.1
Reported positive youth development	55.4	56.1	-0.7 *	64.5	9.1	8.4
Medium-risk subgroup						
Dropped out of high school	8.4	8.9	-0.5 ***	9	0.6	0.1
Earned credits to graduate	63.4	63.4	0	65.6	2.2	2.2
Completed basic academic core	28.9	29	-0.1	28.2	-0.7	-0.8
Reported any negative risk-taking	25.3	25.1	0.2	24.2	-1.1	-0.9
Reported positive youth development	68.6	68.8	-0.2	70.6	2	1.8
Low-risk subgroup						
Dropped out of high school	2.8	2.9	-0.1	2.2	-0.6	-0.7
Earned credits to graduate	75.8	76.1	-0.3	84.9	9.1	8.8
Completed basic academic core	36.7	36.6	0.1	39	2.3	2.4
Reported any negative risk-taking	16.8	16.7	0.1	15.7	-1.1	-1
Reported positive youth development	77.2	76.8	0.4	80.3	3.1	3.5

SOURCES: MDRC calculations from Career Academies Evaluation Student School Records Database and 12th Grade Survey Database.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for background characteristics of sample members. Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between the model and non-model groups. In both cases, statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

a result of the regression-based approach among the sample of non-Academy students on whom the regression was fit.

Column 2 of Table B.3 presents the average outcomes among students from the bootstrap samples which were not used for this regression (the non-model group). The numbers in this column represent the pattern of outcomes one would expect to observe if one had a sample of non-

Academy students who were not the basis for the regression model but for whom the coefficients from the regression-based strategy were combined with individual characteristics in order to estimate the risk of school failure.

The third column of Table B.3 presents the differences between the two averages for the model and non-model groups. Because the second column of estimates is not affected by the potential distortion described above, these numbers represent the estimate of the potential distortion created by the regression-based strategy for each outcome.

The fourth column of Table B.3 presents the average outcomes for the high-, medium-, and low-risk subgroups from the simulated Academy (program) group. The fifth column presents the average differences between the simulated Academy group and the model group from column 1. This represents a bootstrap estimate of the program impact. The sixth column presents the average differences between the simulated Academy group and the non-model group from column 2. This represents a bootstrap estimate of the program impact, *absent any distortion created by the regression-based subgroup strategy*.

The estimates in Table B.3 suggest that the magnitude of the distortion created by the regression-based subgroup strategy is not large enough to have a meaningful effect on the pattern of impacts described in the report. In particular, for each of the outcomes in this table, the estimated distortion appears to be less than 1 percentage point. For example, the first row of the table presents the bootstrap estimates of the dropout rate for the high-risk subgroup. Inasmuch as whether or not a student dropped out of high school was the dependent variable in the regression used to define the subgroups, the potential magnitude of the distortion should be largest with respect to that outcome. However, the estimate in this row suggests that the potential distortion in the impact estimate is seven-tenths of 1 percentage point. In particular, across 200 replications, the average dropout rate for the high-risk sample from the model group is 31 percent, while the average for the sample that was *not* used to estimate the regression (from the non-model group) is 30.3 percent, a difference of .7 percentage points.[8]

Columns 4 and 5 of Table B.3 indicate that subtracting the potential distortion does not result in a meaningfully different estimate of the program impact. In particular, the estimate of the impact and the estimate of the impact minus any potential distortion appear to be within rounding error of one another. Moreover, the other estimates in this table reveal a similar pattern. The estimated distortion is never larger than seven-tenths of a percentage point, and the pattern of effects in the impact estimates is not substantially different from the pattern of effects in the column estimates that account for the distortion. This suggests that, while the regression-based subgroup

[8]An alternate estimate of the distortion was generated by performing what might be called a randomization test. This entailed taking the entire evaluation sample, including Academy and non-Academy students, and randomly assigning them to two groups. The dropout regression was then estimated within one group, and the coefficients were used to generate an index and divide the sample into risk categories in both groups. The difference between the outcomes for these groups would represent an alternative estimate of the distortion. After performing this process 200 times, it was found that this alternative method yielded a pattern of estimated distortion similar to that produced by the initial method. In particular, the estimated distortion on the dropout variable was 1.3 percentage points, and the estimated distortion on all other variables was smaller than that.

strategy has theoretical limitations, the limitations do not have any meaningful effect on the pattern of impacts presented in this report.

The asterisks in the table indicate the results of statistical significance tests regarding the differences between the model and non-model groups. They suggest that, across the five outcomes and three subgroups considered, the estimated distortion created by the regression-based subgroup strategy was statistically significant in only three cases. In particular, for the high-risk subgroup, the estimated distortion created with respect to the dropout variable and the percentage of students who participated in positive youth development activities was significantly different from zero. For the medium-risk subgroup, the distortion created regarding the dropout rate was also statistically significant. The estimated distortion across all other outcomes was not significantly different from zero.

This pattern, combined with the magnitude of the effects, suggests two conclusions. First, the estimated distortion created by the regression-based subgroup strategy appears to converge around some non-zero number, but that effect does not appear to be large enough to affect the basic pattern of impacts. Second, the distortion appears to be restricted mainly to the outcome variable that was the basis for defining the subgroups, and it was concentrated within the high-risk subgroup.

V. Conclusions

The evidence and discussion in this appendix strongly support the idea that accounting for the heterogeneity of students in the Career Academies Evaluation is an important element of any strategy designed to assess the impact of the Academies on the diverse group of students they serve. Impact estimates which aggregate results across students with different academic trajectories conceal a substantial amount of variation across students in the effects of the Academies on key outcomes. Therefore, in order to assess the effects of Career Academies more sensitively, it is necessary to develop a strategy for differentiating among students who, in the absence of the Academy treatment, would experience different academic outcomes.

Traditional approaches toward defining subgroups go part of the way toward differentiating among students with different academic trajectories. However, the experimental design present in the Career Academies Evaluation provides a rare opportunity to improve on these strategies by estimating the relationship between student characteristics and the likelihood of school failure *in the absence of the Academy treatment*.

This regression-based approach offers a number of distinct advantages over its alternatives, and its potential limitations are highly unlikely to change the pattern of any of the findings. The regression-based approach takes multiple factors into account, weighting them according to the strength of their effect on student failure. It also allows the use of all relevant variation in student characteristics in order to estimate risk, as opposed to classifying students on the basis of arbitrary cutoffs in otherwise continuous measures of risk. Most important, it is a highly effective strategy for identifying students who, *in the absence of the Academy intervention*, would have had substantially different outcomes. As a result, it reveals differences in the effects of Career Academies that would be masked by impacts which are averaged across the entire population of

Academy students — and would be at least partly masked by traditional approaches to defining subgroups.

The major drawback of the regression-based strategy is that it has the potential to generate a distortion in the impact estimates that would overstate the impact of the Academies on students in the high-risk subgroup. However, the best estimates of the potential distortion in impact estimates suggest that its magnitude is negligible. In particular, the estimates suggest that the distortion, at it largest, is seven-tenths of a percentage point. Moreover, any distortion which exists appears to be concentrated within the high-risk subgroup and to be restricted primarily to one outcome. In other words, both the magnitude and pattern of distortion suggest that this phenomenon is neither large nor pervasive enough to affect the overall pattern of impacts presented in the report.

References

Academy for Educational Development. 1989. *Partnerships for Learning: School Completion and Employment Preparation in the High School Academies*. New York: Academy for Educational Development.

Academy for Educational Development. 1990. *Employment and Educational Experiences of Academy of Finance Graduates*. New York: Academy for Educational Development.

Berryman, Sue. 1991. *Cognitive Science: Indicting Today's Schools and Designing Effective Learning Environments*. Washington, DC: U.S. Department of Labor, National Council on Vocational Education and Employment and Training Administration.

Bloom, Howard S. 1984. "Accounting for No-Shows in Experimental Evaluation Designs." *Evaluation Review* 8 (2): 225-246.

Dayton, Charles. 1997. *California Partnership Academies: 1995-96 Evaluation Report*. Nevada City, CA: Foothill Associates.

Dewey, John. 1916. *Democracy and Education: An Introduction to the Philosophy of Education*. New York. Macmillan.

Friedlander, Daniel. 1988. Subgroup Impacts and Performance Indicators for Selected Welfare Employment Programs. New York: Manpower Demonstration Research Corporation.

Hanser, Lawrence, M. Elliott, and C. Gilroy. 1999. Career Academies: Evidence of Positive Student Outcomes. Santa Monica, CA: Rand Corporation.

Hanser, Lawrence, and Cathleen Stasz. 1999. "The Effects of Enrollment in the Transportation Career Academy Program on Student Outcomes." Unpublished paper. Santa Monica, CA: Rand Corporation.

Kemple, James J. 1997a. Career Academies: Communities of Support for Students and Teachers — *Emerging Findings from a 10-Site Evaluation*. New York: Manpower Demonstration Research Corporation.

Kemple, James J. 1997b. "Selected Dimensions of Applied Learning in Career Academy Classrooms." Unpublished paper. New York: Manpower Demonstration Research Corporation.

Kemple, James J., Susan M. Poglinco, and Jason C. Snipes. 1999. *Career Academies: Building Career Awareness and Work-Based Learning Activities Through Employer Partnerships*. New York: Manpower Demonstration Research Corporation.

Kemple, James, and JoAnn Leah Rock. 1996. *Career Academies: Early Implementation Lessons from a 10-Site Evaluation.* New York: Manpower Demonstration Research Corporation.

Linnehan, Frank. 1996. "Measuring the Effectiveness of a Career Academy Program from an Employer's Perspective." *Educational Evaluation and Policy Analysis* 18 (1):73-89.

Maxwell, Nan, and Victor Rubin. 1997. *The Relative Impact of a Career Academy on Post-Secondary Work and Education Skills in Urban, Public High Schools*. Hayward, CA: Human Investment Research and Education Center.

Maxwell, Nan, and Victor Rubin. 1999. *Improving the Transition from School to Work: Assessing the Impact of Old and New Strategies.* Hayward, CA: Human Investment Research and Education Center.

National Center for Education Statistics (NCES). 1990. *National Education Longitudinal Study of 1988: A Profile of the American Eighth Grade — NELS: 88 Student Descriptive Summary*. Washington, DC: U.S. Government Printing Office.

National Center for Education Statistics (NCES). 1992. *National Education Longitudinal Study of 1988: Characteristics of At-Risk Students in NELS: 88*. Washington, DC: U.S. Government Printing Office.

National Center for Education Statistics (NCES). 1995. *National Education Longitudinal Study of 1988: Second Follow-Up: Transcript Component Data File User's Manual*. Washington, DC: U.S. Government Printing Office.

Natriello, Gary, ed. 1987. *School Dropouts: Patterns and Policies*. New York: Teachers College Press.

Office of Technology Assessment (OTA), U.S. Congress. 1995. *Learning to Work: Making the Transition from School to Work* (OTA-EHR-637). Washington, DC: U.S. Government Printing Office.

Orr, Larry, Howard Bloom, Stephen Bell, Fred Doolittle, Winston Lin, and George Cave. 1996. *Does Training for the Disadvantaged Work?* Washington, DC: Urban Institute Press.

Pauly, Edward, Hilary Kopp, and Joshua Haimson. 1995. *Home-Grown Lessons: Innovative Programs Linking School and Work*. San Francisco: Jossey-Bass.

Raizen, Senta. 1989. *Reforming Education for Work: A Cognitive Science Perspective*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Reller, D. 1987. *A Longitudinal Study of the Graduates of the Peninsula Academies, Final Report*. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences.

Resnick, Lauren. 1987. *Education and Learning to Think*. Washington, DC: National Academy Press.

Roderick, Melissa. 1993. *The Path to Dropping Out: Evidence for Intervention*. Westport, CT: Auburn House.

Snyder, Phyllis, and Bernard McMullan. 1987. *Allies in Education: A Profile of Philadelphia High School Academies*. Philadelphia: Public/Private Ventures.

Stasz, Cathleen. 1999. "Students' Perceptions of Their Work-Based Learning Experiences: A Comparison of Four Programs." Unpublished paper. Santa Monica, CA: Rand Corporation.

Stern, David, Charles Dayton, Il-Wu Paik, and Allen Weisberg. 1989. "Benefits and Costs of Dropout Prevention in a High School Program Combining Academic and Vocational Education: Third-Year Results from Replications of the California Peninsula Academies." *Educational Evaluation and Policy Analysis* 11(4): 405-416.

Stern, David, Charles Dayton, and Marilyn Raby. 1998. *Career Academies and High School Reform.* Berkeley: Career Academy Support Network, University of California at Berkeley.

Stern, David, Marilyn Raby, and Charles Dayton. 1992. *Career Academies: Partnerships for Reconstructing American High Schools*. San Francisco: Jossey-Bass.

Stern, David, Neal Finkelstein, James Stone III, John Latting, and Carolyn Dornsife. 1994. *Research on School-to-Work Transition Programs in the United States*. Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley.

BROWARD COUNTY PUBLIC SCHOOLS

STRATEGIC PLAN

2016–17

Broward County Public Schools
600 SE Third Avenue
Fort Lauderdale, FL 33301
754-321-0000
browardschools.com

The School Board of Broward County, Florida
Dr. Rosalind Osgood, Chair
Abby M. Freedman, Vice Chair
Robin Bartleman
Heather P. Brinkworth
Patricia Good
Donna P. Korn
Laurie Rich Levinson
Ann Murray
Nora Rupert

Robert W. Runcie
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. browardschools.com

CONTENTS

1 Message from the Superintendent
3 Our Values
4 Messages from the Board
7 Our Mission, Our Vision
10 From Strategy Formulation to Strategic Plan Implementation
15 Three Goals
16 Goal 1: High-Quality Instruction
30 Goal 2: Continuous Improvement
40 Goal 3: Effective Communication
42 Special Areas of Focus
46 About Us

MESSAGE FROM THE SUPERINTENDENT **ROBERT W. RUNCIE**

It is an extraordinary privilege and honor to serve this District and community. We are fortunate to have dedicated teachers, administrators and support staff, all working together to provide essential services to our students and families. From teaching and learning to transporting over 73,000 students to and from school safely each day, serving over 30 million meals each year, maintaining over 36 million square feet of school facilities, and providing a variety of social services to children and families in need of support—we are dedicated to doing what is right for our students.

We remain focused on our District's three strategic pillars of high-quality instruction, continuous improvement and effective communication. Focusing our efforts on improved collaboration and alignment of our employees and resources will enable us to continue to turn our challenges into opportunities to get better, as we deliver on our strategic priorities.

Today, we face our greatest challenge, which is to achieve consistent, steady and sustainable Districtwide improvements in teaching and learning, while closing achievement gaps.

We are seeing an increase in the number of students from low-income families. In fact, over 60 percent of our students qualify for free or subsidized school lunches. This means that helping students from low-socioeconomic situations to succeed is fundamental to our mission.

There is also an increase in the number of students receiving Exceptional Student Education (ESE) services. We are working with our parents and stakeholders to redesign our processes and resources to improve and personalize the ESE services our students receive.

Although I was fortunate to have two hard working parents, our family did not have a lot of money. Education opened doors to my future, allowing me to become the first in my family to graduate from high school, go to college and attend graduate school. I know that we can deliver on the promise of the American dream—breaking the cycle of generational poverty and creating upward social mobility for future generations. This can be realized if we provide our students with the foundation for success—a high-quality, rigorous education experience.

This foundation starts with excellent early learning and literacy experiences, continues with applied learning where students use their knowledge and skills to solve problems and extend their learning, and culminates with students who are emotionally resilient and academically prepared for the challenges of the global community, as they go on to colleges and careers.

Our students must also develop the social and emotional character traits they need for long-term success, sometimes referred to as non-cognitive skills, which include the ability to manage emotions and to set and achieve positive goals as well as demonstrate resilience, optimism, and responsible decision making. Hence, we must integrate social and emotional learning into our teacher preparation programs and practices, curriculum and academic activities.

We have incredible educators and administrators who work very hard to educate our students. However, we must work smarter and not just harder. We must quickly move away from a one-size fits all model of education to a personalized, experiential-based learning experience for each student.

We have to focus on developing our teachers as much as we seek to develop our students. It is time to rethink teaching and work together to ensure it remains an attractive profession with high standards, quality ongoing professional development, and a career path that recognizes and rewards the most effective teaching professionals who can coach and develop other educators.

I believe we can and must change the world of education. In 1903, two brothers, Wilbur and Orville Wright, after years dealing with critics and overcoming setbacks, persevered with scientific experimentation to achieve the first successful airplane flights. It is an inspiring story of how courage, innovation, vision and collaboration can change the world. So much of history provides us with examples of the seemingly impossible, that through innovative thinking and determination—become reality. Now is the time for us to reinvent public education in Broward County and commit ourselves to doing whatever it takes to ensure the success of all children.

We are not here because of where our students are today, but rather where we can take them tomorrow. I believe we are well on our way to becoming a great school system that will serve as a model for this state and nation. This student centric strategic plan is focused on making this possible.

Sincerely,

Robert W. Runcie
Superintendent of Schools

OUR VALUES

- All students will learn when their individual needs are met
- Learning is a lifelong process
- Every student has a right to a high-quality educational option
- Engaged families combined with highly effective teachers and school leaders are the core components of a successful school
- Positive character education is essential to whole child development
- The diversity of our community is valuable and must be embraced
- Students must be prepared as innovative thinkers and responsible citizens to compete in a global economy
- High-quality customer service is a critical component of high-quality education
- Positive stakeholder involvement enhances student achievement
- Everyone must be held to the highest ethical standards to achieve excellence
- Everyone must contribute to and be held accountable for student achievement
- An equitable education provides all necessary resources to meet student needs
- All District services must clearly tie to student achievement
- Respect and dignity are critical, both in and out of the classroom
- Public education is the foundation of a democratic society
- It is essential that the District develops an informed, engaged, and responsible citizenry

MESSAGES FROM THE BOARD

OUR STRATEGIC PLAN IS A SYSTEMIC FRAMEWORK for unleashing the District's potential for academic achievement. It outlines a communal approach to educating, empowering and equipping all children for college, career and community. The effectiveness of this approach will be measured both qualitatively and quantitatively. Our goals reflect our commitment to CHANGE—an acronym that means Children Have A Need to Grow Everyday. We strongly believe that high-quality instruction, continuous improvement and effective communication will prepare all children to succeed in tomorrow's world.

Dr. Rosalind Osgood, CHAIR
School Board Member, District 5

AS A FORMER SPECIAL EDUCATION TEACHER, ASSISTANT PRINCIPAL AND PARENT OF TWO STUDENTS, I BELIEVE WE MUST FOCUS ON EDUCATING THE WHOLE CHILD, not on a test score. The new Strategic Plan focuses on academic, social and emotional development, and provides a framework for student learning. With the support of our parents, teachers, employees and community, we will reach our goal of providing each student with the best education based on his or her individual needs.

Robin Bartleman
School Board Member, Countywide, Seat 9

BROWARD COUNTY PUBLIC SCHOOLS IS COMMITTED TO ENSURING ALL STUDENTS REACH THEIR HIGHEST POTENTIAL, regardless of the challenges that life can bring. As a school system, it is vital we focus our efforts in ensuring all our students have the tools necessary to remain on a successful path to graduation, college and career readiness. Our Strategic Plan focuses our efforts on three important goals. As we embark upon a new path of learning, we must strive to work together to ensure the success of all our students.

Patricia Good
School Board Member, District 2

WHAT I LIKE ABOUT THE STRATEGIC PLAN IS THE FACT THAT IT FOCUSES ON THREE CRITICAL GOALS which are clear, concise and attainable. I am excited about each of our core goals. High-quality instruction will allow our children to become critical thinkers and develop skills necessary to compete in a global environment. Continuous improvement will substantiate that desired outcomes are being achieved. Effective communication will bridge the gap between students, teachers, administrators and parents so they can work together to create the most conducive academic environment for each individual child.

Abby M. Freedman, VICE CHAIR
School Board Member, District 4

WE WILL UTILIZE OUR STRATEGIC PLAN AS THE GUIDE TO BENCHMARK OUR PROGRESS, and ensure all stakeholders remain committed to common goals, as we continue to improve Broward County Public Schools. A narrow focus on specific measurable objectives, coupled with opportunity for review, reflection and revision annually, will ensure our forward momentum. I am hopeful this plan will generate a new commitment from the entire Broward community to ensure all students reach their highest potential.

Heather P. Brinkworth
School Board Member, District 3

A SUCCESSFUL ORGANIZATION IS DRIVEN BY A CLEAR VISION AND MISSION. We have accomplished this with our Strategic Plan, which focuses on ensuring students reach their highest potential. Our dedication begins in early education. We engage our students with a continuum of instruction that prepares them for high school, college and the workforce. The Plan also acknowledges the importance of community involvement, as our public education system is only as strong as its people. Our Strategic Plan is a solid starting point, but it needs to become the driving force behind our educational decisions. It can be considered a "living" document, which can be continually updated.

Donna P. Korn
School Board Member, Countywide, Seat 8

IT IS ESSENTIAL THAT WE ENHANCE STUDENT OUTCOMES AND TRULY TRANSFORM EDUCATION COLLABORATIVELY. The District's culture and priorities are reflected through the Strategic Plan, with a continued focus on the three pillars of high-quality instruction, continuous improvement and effective communication. The Broward County School Board is committed to ensuring that all students receive a high-quality education through a world-class curriculum, while becoming well-rounded individuals and productive citizens who achieve their greatest potential.

Laurie Rich Levinson
School Board Member, District 6

EDUCATION IS OUR BUSINESS AND STUDENTS, PARENTS AND THE COMMUNITY ARE OUR CUSTOMERS. We want to continue to deliver high-quality instruction by keeping our faculty and staff aware and trained for the latest and most innovative concepts in education. Overall, we are headed in the right direction to prepare each student to enter the workforce or post-secondary education. Our goal is complete customer satisfaction—high school graduates who possess the skills necessary to compete in a global society.

Ann Murray
School Board Member, District 1

THE STRATEGIC PLAN FOR 2016–19 PROVIDES STRONG VISION ALONG WITH THE COMMITMENT NEEDED to serve the community and enhance students' lives by affording the opportunity to be college/career ready, with the necessary skills to move them into the global marketplace. Focusing on the whole child, combined with strengthening community and employee relationships, will provide a synergistic effect on our children's success. Together, we can provide a world-class education for all Broward students.

Nora Rupert
School Board Member, District 7

OUR MISSION

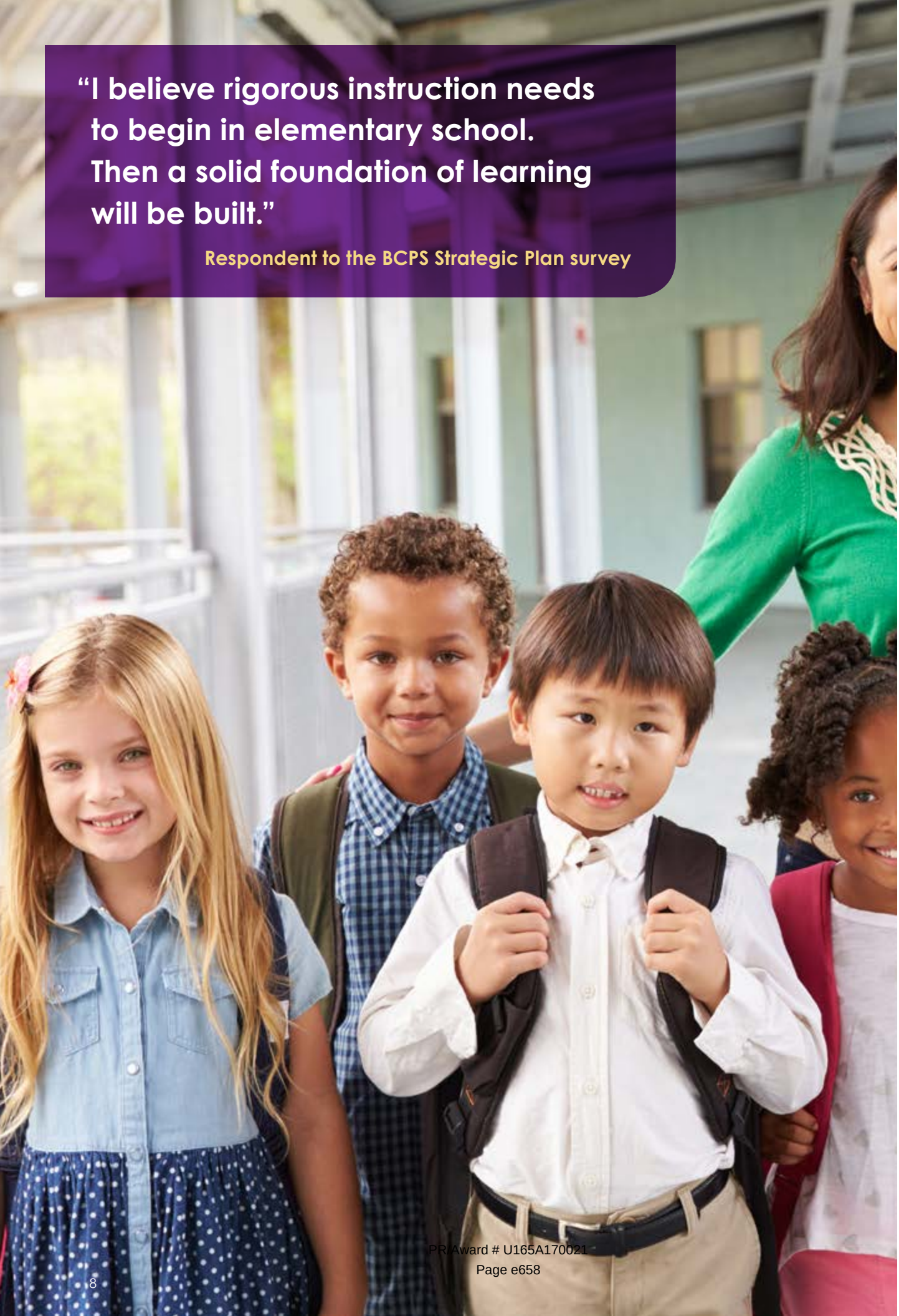
Our mission statement defines our purpose—why we exist and what we do to achieve our vision. It provides direction and focus, and helps guide all goals and decisions. It reminds us why we do the work we do.

Broward County Public Schools is committed to educating all students to reach their highest potential.

OUR VISION

Our vision statement vividly describes our ideal environment and outcomes—a picture of the future we want to create. It inspires, energizes and provides a long-term view.

Educating today's students to succeed in tomorrow's world.



"I believe rigorous instruction needs to begin in elementary school. Then a solid foundation of learning will be built."

Respondent to the BCPS Strategic Plan survey

From **Strategy Formulation** to **Strategic Plan Implementation**

Over the years, the District has implemented effective programs and initiatives aimed at improving student outcomes. Yet, few would argue that Broward's education system has plenty of room for improvement.

The District's 2016–19 Strategic Plan will enable us to fulfill our mission with maximum efficiency and impact. It focuses on improving the instructional core while leveraging the input of collaborative teams that include our administrators, teachers, students and stakeholders. This plan articulates specific goals and describes the action steps and resources needed to accomplish them. It reflects a proactive approach to managing current performance while maintaining the ability to respond to internal and external changes.

During BCPS review of internal and external factors, which included the implementation of new Florida Standards, students' literacy skills in the early years, current instruction practices, professional development models, existing internal management practices and stakeholder feedback, it was determined that for 2016–19 we would recalibrate our existing Strategic Plan. Recalibration involves establishing new baselines and a new path forward incorporating elements of our 2012–15 Strategic Plan.

The 2016–19 Strategic Plan utilizes a shorter planning horizon with an emphasis on execution, monitoring and reporting, which enables more frequent reviews and course corrections.

Year 1

Deal with areas that provide **the greatest performance improvement opportunities** using existing resources.

Year 2

Pursue opportunities requiring **improved capabilities and investments.**

Year 3

Leverage outcomes and discoveries from previous years while targeting programs in specific challenge areas.

The Collaborative Planning Process

A successful planning process **must incorporate the views of all the constituencies that will be affected** by the Strategic Plan or have a role in its implementation. To achieve this, planning was divided among task forces in several key areas, utilizing collaborative theories of action. (A theory of action is the link between cause and effect, connecting actions with consequences.)

BCPS implemented a bottom-up approach for recalibrating the Strategic Plan, reaching deep into the organization and widely across the Broward community to elicit stakeholder contributions.

We created five types of teams composed of individuals with differing perspectives of—and experiences with—Broward County Public Schools.

- One team type was composed solely of teachers.
- Another team featured only principals.
- The third type was comprised of only District-based administrators from various BCPS departments.
- School-integrated teams—the fourth type—included students, parents, teachers and principals.
- The fifth type, fully-integrated teams, mixed community members and business partners with students, parents, teachers, principals and District-based administrators.

Teams were paired into seven task forces, each organized around a specific issue statement. To achieve greater breadth of perspective, no task force combined two of the same types of teams.

District leadership presented issue statements at the September 2015 launch of the Strategic Plan recalibration effort. The issues were identified following a series of intensive discussions between the Superintendent and his cabinet over a period of months. Each statement articulates a key challenge related to the instructional core, defined here as the interrelationships among students, teachers and content (e.g., curriculum).

A member of each team volunteered to be its facilitator. On average, the facilitators convened their respective teams three times over a period of nine weeks, with each workshop lasting two to three hours. Teams were instructed to develop theories of action around their assigned issue, using a common template provided by the Office of Strategy & Continuous Improvement.

The teams' theories of action were expected to:

- align intended outcomes with the realities of work within the District;
- connect strategy to specific activities and relationships critical to good instruction and student learning;
- identify mutual dependencies required to drive improvements; and
- be grounded in research or evidence-based practice.

5

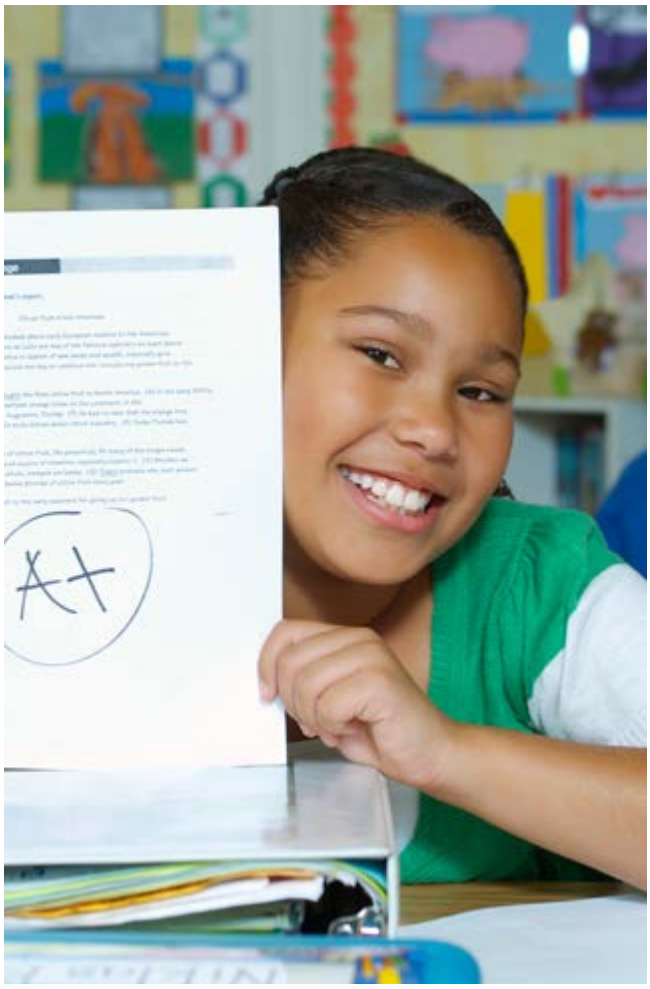
TEAM TYPES

7

TASK FORCES

0

OVERLAP


A+

THREE GOALS

1

High-Quality Instruction

2

Continuous Improvement

3

Effective Communication

High-Quality Instruction

We must address challenges in the external environment and internal organization to ensure all students receive instruction that addresses not only their academic success, but also their social and emotional needs, and serves as a catalyst to student achievement beyond current expectations.

SAFETY
MUSIC & ART
ATHLETICS
RENOVATION
TECHNOLOGY
SMART INVESTMENTS LEAD TO SMART STUDENTS.

The 2016–19 Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires:

- standards-driven content;
- a commitment to teacher development;
- effective teaching practices;
- appropriate learning environments and experiences;
- appropriate monitoring of performance; and
- ongoing professional learning at all levels.

Learning is our core business. We must ensure our students are learning every day. Learning includes mastering academic standards, undergoing social-emotional development, and applying knowledge and skills in new situations. We continuously focus on high-quality instruction, beginning in the early years with literacy, continuing in middle school with knowledge application, and concluding in high school with college and career readiness. Our benchmarking of progress and readiness at these three levels will ensure all students' needs are met along their learning pathways.

We must support the ways teachers engage students in learning at different ages in each unique classroom environment. By looking at the quality of student work and the usefulness of the feedback students receive, we will be able to better evaluate the quality of instruction. Effective use of data to identify, support, monitor and measure student needs is critical. Efforts for improvement must be aligned, provided with adequate resources and clearly communicated to all stakeholders.

We welcome all students at their current stages of development and preparation. For this reason, we must structure learning with the expectation that *every* student will be prepared to be successful after high school without remediation, having exceeded state of Florida standards. Our goal is that *all* students who graduate from BCPS are literate, knowledgeable and ready to enter the workforce as socially mature, productive members of our community.

Learning is our core business. We must ensure our students are learning every day.

Literacy and Early Learning

We must support students who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences.

Literacy is the ability to read independently, write clearly, and understand and create information in different forms of media.

Student learning begins at birth with parents, extended families, caregivers and the entire community. We are committed to working with families, social organizations and communities to improve the quality of learning that students experience before they enter school.

We work with private providers of childcare and early learning to ensure the environments and instruction are developmentally appropriate, rich in resources and grounded in purposeful play. We must support high-quality Head Start programs, maximize enrollment in Voluntary Pre-Kindergarten, and educate all parents and service providers about the BCPS standards for kindergarten readiness.

Students come to kindergarten with a wide variety of backgrounds and abilities. We must work with students who are developmentally advanced and those who are delayed. We must support those who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences. BCPS students must be fluent in English; some are also fluent in one or more additional languages.

Our approach to reading is known as Balanced Literacy. It begins with phonics, continues with guided reading, and then uses content-based and fiction texts for independent reading. We monitor the development of students' reading skills with running records until students are independent readers.

We guide students to become independent readers and writers by having them explore the classroom, their community and the world. Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. Some students reach this point earlier; others struggle to meet this goal.

Broward needs teachers in the early grades who are specialists in reading and early childhood development.

OBJECTIVES/TARGETS

	ELEMENTARY SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	53.0	51.7	**56.7**	**59.6**
MATH	57.0	57.9	**63.9**	**65.6**

* Includes all schools (traditional and charter schools) combined grades K-5. Percentage of students level-3 and above.

2016–17 TACTICS

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's a Multi-Tiered System of Supports/Response to Intervention Framework to provide early support for students' academic, behavior, and social emotional needs.

"Early childhood should be the major priority because if a child understands, learns and gains confidence at an early age, I feel he or she will have the strong foundation to continue learning. Students who are already falling behind or don't understand at a young age may lose interest and not try their best in the future."

Respondent to the BCPS Strategic Plan survey

Middle Grades Learning

The critical importance of the middle grades has become more apparent.

The focus in the middle school years (grades 6–8) is the application of learning and skills with projects and problems that integrate prior knowledge and extend understanding through new experiences. These activities are designed to utilize the mix of independence and insecurity that are characteristic of early adolescence. By engaging students with developmentally appropriate pedagogy, an interdisciplinary curriculum, individual challenges and global perspectives, we will build a solid foundation for college and career success.

The middle grades have been largely neglected during national conversations about school improvement. Many considered them an unimportant way station on the path to high school—a chance for students to deal with the challenges of adolescence, but with minimal expectations for achievement. Recently, the critical importance of the middle grades has become more apparent.

For example, researchers have found a few basic factors from the middle grades (grades, attendance and behavior) can predict, with 75 percent accuracy, which students will drop out—long before they do. Too often, students who leave eighth grade without the essential skills they will need for college and career readiness never catch up. If these students are identified in the middle grades, schools can create targeted and timely interventions that can dramatically improve the chance of high school success.

We will improve our curriculum and instruction to ensure the future success of BCPS students. We must have a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments.

To improve middle grades learning, we must provide intensive training for educators and parents in four key areas:

1. understand adolescent development and its implications for instruction, discipline and the organization of middle grade schools;
2. use data (including, but not limited to, test scores) to design and implement rigorous and customized instruction;
3. help teachers collaborate across grade levels and subjects to create thematic curriculum units that make learning engaging and challenging; and
4. establish college and career awareness and readiness programs to expose students earlier to opportunities available after high school.

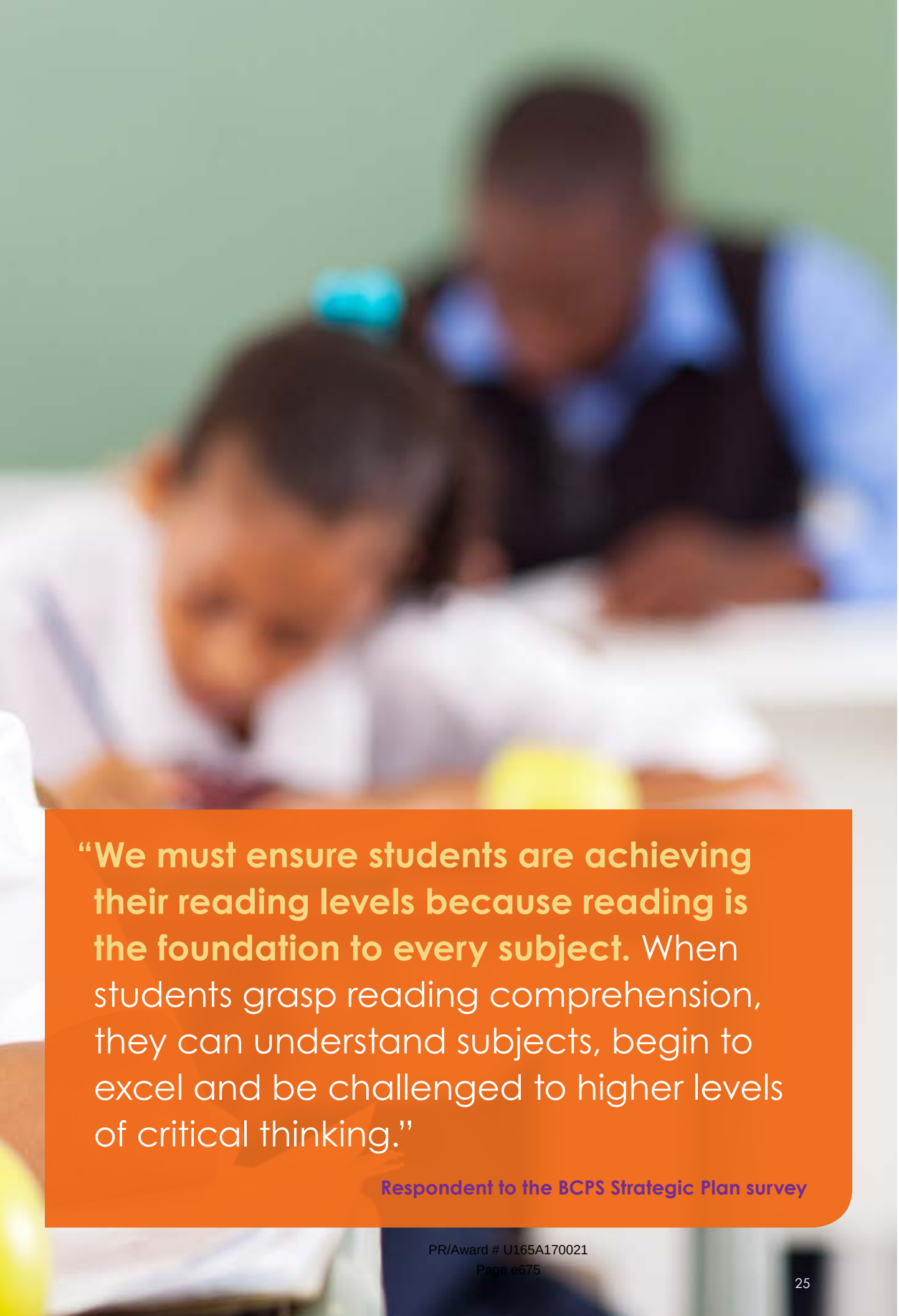
OBJECTIVES/TARGETS

	MIDDLE SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	**2019 DESIRED TARGET**	**2019 STRETCH TARGET**
READING	52.0	53.9	**56.9**	**59.1**
MATH	55.0	57.1	**60.1**	**62.1**

* Includes all schools (traditional and charter schools) combined grades 6–8. Percentage of students level-3 and above.

2016–17 TACTICS

- Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning.
- Embed Social-Emotional Learning (SEL) standards in core academic classes.
- Connect MTSS/RtI with graduation readiness metrics.
- Improve academic and social transition between eighth and ninth grades.
- Extend literacy support to include applied learning as a form of expression in all content areas.



"We must ensure students are achieving their reading levels because reading is the foundation to every subject. When students grasp reading comprehension, they can understand subjects, begin to excel and be challenged to higher levels of critical thinking."

Respondent to the BCPS Strategic Plan survey

College and Career Readiness

It is necessary to create multiple pathways to help students succeed.

A career-ready and college-bound culture ensures students are academically prepared, emotionally resilient, and aware of the practical knowledge and skills needed after high school. This includes understanding admissions procedures and financial aid for higher education, as well as the protocols for successfully applying and interviewing for employment—all of which must be achieved before graduation.

While the goal of college and career readiness is identical for all students, the path varies depending on students' interests and learning preferences. It is necessary to create multiple pathways to help students succeed, anchored in schools with small learning communities and in courses that are rigorous and relevant (aligned with the local economy). This approach is based on our broad portfolio of schools.

A portfolio of schools, and of programs within schools, is more than a mix of schools among which students can choose. It is a strategy for creating an entire system of excellent high schools that uses managed universal choice as a central tool for District change. Like a garden, where decisions about planting and pruning are based on how well plants are growing, a portfolio of schools is managed on the basis of how well students are learning.

The partnerships BCPS undertakes with the higher education community, providers of internships and college preparatory organizations, need to be focused on enabling students to enter adulthood with purpose and passion. We are focused on ensuring all students take the steps needed for college readiness. We personalize the path to college and career readiness through the leadership of school counselors and the involvement of all adults in a student's life.

We provide all students with career experiences through internships, higher education expectations through dual enrollment, and exposure to college and career environments via campus and worksite visits. Our core activities also include offering all students the opportunity in their junior year to take a college admissions test and complete a college admissions essay.

Building a culture of college and career readiness in BCPS means investing in every student's future. We must align the curriculum, instruction and professional development of our teachers and administrators to ensure this outcome.

OBJECTIVES/TARGETS

	HIGH SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	52.0	52.9	**58.9**	**60.2**
ALGEBRA 1	56.0	58.6	**63.4**	**65.7**
GRADUATION RATE	77.8	76.6	**85.0**	**88.0**

* Includes all schools (traditional and charter schools). Reading and Algebra 1 reflects the percentage of students level-3 and above.

2016–17 TACTICS

- Provide rigorous foundations in algebra, reading and writing in the ninth grade.
- Improve counseling services at the secondary level to raise expectations and quality of course-taking trends.
- Provide access to college entrance exams and financial support processes.
- Provide access to college selection counseling.
- Using the MTSS/RtI process to support graduation and post-secondary transitions.

"A major aspect of high school and college and career readiness is logic, critical thinking and ethics. There should be required logic and critical thinking courses starting in elementary grades. Even at a young age, it has been shown that children can understand symbolic logic. This thinking would empower all subjects and every aspect of their lives."

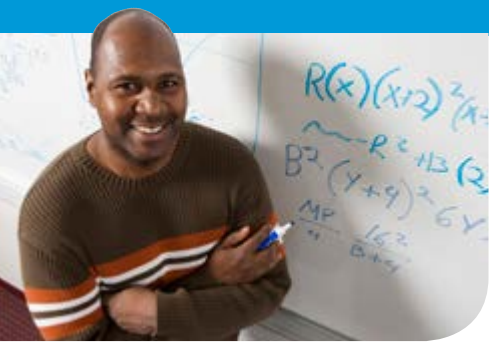
Respondent to the BCPS Strategic Plan survey

Continuous Improvement

Over the last few years, most districts, including BCPS, have struggled to make sustainable gains in student achievement (high-quality instruction). External and internal factors have prevented successful implementation of key initiatives. Additionally, management by different business units at different times has suffered from the lack of an integrated, consistent strategy.

In addition to our primary focus on high-quality instruction, continuous improvement requires collaboration and alignment across financial capital (budgets), human capital (people) and operational efficiencies. Below are the objectives and tactics that will enable BCPS to improve the way we manage, organize and align our resources.

The recruitment of a highly talented workforce is a continuous process.



Management Process

BUDGET

Historically, during the third and fourth quarters, the finance department runs the annual budgeting process that authorizes following year's spending on operations, discretionary programs and capital investments. Due to the timing of these activities, this process is typically uninformed by the Strategic Plan.

PR/Award # U165A170021
Page e680

BCPS acknowledges that managing scarce resources is more important than ever for public sector organizations. Performance-based budgeting aims to improve the efficiency and effectiveness of public expenditures by linking the funding of the Strategic Plan to the results it delivers, which involves making systematic use of performance information. Projects and programs initiated from the Strategic Plan will be measured by their outcomes. A three-year performance template will be used to document and monitor the progress of projects and programs toward achieving the goals and priorities of the Strategic Plan.

Recognizing no school model is right for every child, **BCPS provides a diverse array of schools**.

PEOPLE

In many school districts, teacher recruitment occurs during the end of the school year and summer months. Because this is the most competitive time of the year, many of the strongest candidates have already made decisions about the jobs they will pursue. Like businesses in the private sector, proactive school districts start early in the year to court and recruit the strongest candidates. Before the typical recruitment period, BCPS should already have its strongest potential candidates committed to joining our District.

For BCPS, recruitment of a highly talented workforce is a continuous process. BCPS recruits instructional and school leadership staff throughout the country, with the majority coming from Florida and the Northeast. In the past, the available pool of instructional talent was diminished because schools did not have authority to hire candidates for specific instructional vacancies until May. In addition, approximately 50 percent of vacancies were not declared until after the start of school because they were on hold until funding allocations were finalized. We need to ensure that all anticipated school leadership vacancies are filled each year before teachers report for the new term. If we want BCPS to have a competitive edge and hire top talent, we must be able to make firm offers to instructional candidates as early as February and ensure anticipated school leadership vacancies are properly forecasted and filled as soon as possible. Human Resources has been collaborating with other departments to remove the barriers, which prevent early hiring.

It is strategically critical for BCPS to recruit and retain quality staff. Teacher retention is a continuing challenge nationally, as well as for BCPS. Approximately nine percent of District teachers leave each year due to resignation or retirement.

National staffing surveys of public school districts show that 40–50 percent of teachers leave within the first five years. Career-committed teachers who stay in the profession are paramount. For BCPS, approximately 42 percent of teachers are retained after five years.

Research indicates that teacher retention climbs when an effective induction program, high-quality mentors, supportive working conditions and leaders who sustain a culture of success are present. The most recent BCPS teacher exit survey data show the main reason for resigning is "lack of support" (53 percent), followed by "relocation" (32.5 percent) and "salary" (19.5 percent).

The Office of School Performance & Accountability (OSPA), the Office of Academics, Talent Acquisition and other departments continue to explore initiatives that may help to increase teacher retention. OSPA and Academics are participating in a three-year research project to examine different approaches to teacher induction. The results will be available at the conclusion of 2016. Talent Acquisition representatives are gathering information via surveys and visits with BCPS educators. This information and exit interview data will be analyzed to determine improvements to retain our high-quality teachers.

OPERATIONAL EFFICIENCIES

To ensure the success of our continuous improvement efforts, we must constantly measure the effectiveness of our business services, operations and processes. We must look for ongoing, incremental improvements that satisfy our customers and stakeholders, while shifting resources into our High-Quality Instruction initiatives.

OBJECTIVES/TARGETS	CONTINUOUS IMPROVEMENT*	
	BASELINE	2019 TARGET
Percentage of business/support service KPI's in top quartile	26%	**40%**
Student-to-computer ratio**	6:1	**3.5:1**
Increase 5-year retention	42%	**Increase by 5%**

* Includes key performance indicators across multiple areas of focus.
Source: Council of the Great City Schools Benchmarking for K–12 Operations
** Computer defined as desktop, tablet or laptops

2016–17 TACTICS

- Implement a three-year budget performance template to document and monitor project and program progress.
- Provide ongoing, job-embedded training to all principals in school budget management.
- Use data to accurately forecast school staffing levels.
- Implement an Early Notification Incentive Award Program.
- Annually track and monitor BCPS across prioritized key performance indicators (KPIs), as compared to other large urban districts.
- Implement GPS enhancement designed to display bus locations and real time status updates.
- Implement approved Disparity Study recommendations and policy revisions.
- Implement a learning management system.
- Partner with the New Teacher Center Corporation in developing and implementing teacher and principal leadership learning programs.

Transportation

Since the 2012-15 Strategic Plan launched, the Transportation department has been successful in its transformation initiatives. Significant investments in technologies for daily operations include Global Positioning System (GPS) technology, a Kronos workforce management solution, and EDULOG school bus routing and planning software. These systems allow the management team to use actual data to streamline routes, reduce overtime expenses and identify opportunities to respond to District programs that require transportation.

Transportation will continue these initiatives and include a focus on school bus fleet operations in its next three-year Strategic Plan.

Procurement & Warehouse Services

Since the passage of the General Obligation Bond in November 2014, increases in volume and increased public awareness have resulted in aggressive changes to the procurement and warehousing systems, processes and policies to better align with the new direction of the District.

With a departmental vision to optimize spend, operations compliance and other value contributions in a manner that embraces the strategic goals which supports the educational needs of the District, we have identified a few strategic initiatives to include:

1. improving tracking and monitoring systems to enhance our ability to provide real-time data;
2. streamlining processes and structures for effective utilization of limited resources;
3. implementing the supplier diversity Disparity Study recommendations by prioritizing and implementing both short- and long-term remedies; and
4. shifting from a decentralized to centralized procurement model.

Departments

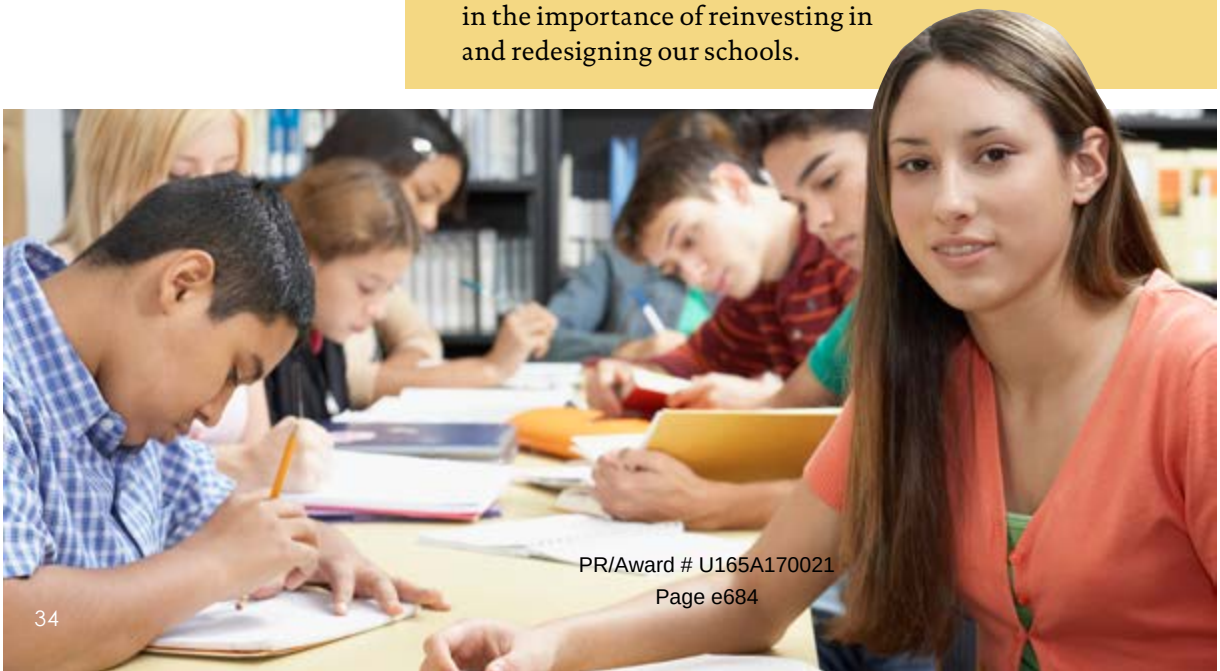
PORTFOLIO SERVICES

We realize no school model is right for every child, so BCPS provides an array of educational options. Opportunities to provide enhanced educational programs are created by aligning resources, creating efficiencies in space allocation and reinvesting in our schools and communities. Our Portfolio Services team links data, needs, expertise and resources to create new school models that offer innovative programs and smaller class sizes. The Portfolio strategy includes:

- providing ever-evolving options for all families;
- continued development of innovative programs;
- strategic realignment of resources to meet student needs;
- further establishment of strategies for seeking talent;
- differentiating support to individual schools;
- optimizing data systems, including academic, enrollment, community and school climate indicators; and
- further developing extensive public engagement in school redesign and realignment.

2016–17 TACTICS

- Strategically integrate data to accurately reflect current reality.
- Establish project management cross-functional accountable work streams/teams.
- Optimize collaboration with the community, including schools, staff, parents, businesses and elected officials, in the importance of reinvesting in and redesigning our schools.



FACILITIES AND CONSTRUCTION

In November 2014, voters approved a General Obligation Bond (GOB) for $800 million that when combined with existing capital resources provides a total of $984 million for improvements to our schools in the categories of Safety, Music & Art, Athletics, Renovation and Technology (SMART). The $984 Million will address almost one-third of deferred capital-related needs in our schools.

SMART includes approximately 1,400 facility-related improvement projects that are scheduled for and remain on target to be substantially complete within seven years (FY 2020-21). The first year of the program generally involved establishing the foundation for a successful program including court validation of the GOB referendum; establishment of a Bond Oversight Committee; approval of the District's Educational Facilities Plan and sourcing/staffing alignments.

OBJECTIVES/TARGETS

	CONTINUOUS IMPROVEMENT	
	BASELINE	2019 TARGET
Overall percentage of facility-related projects underway in the SMART program*	35%	**90%**
Overall percentage of facility-related projects in construction procurement, construction or close-out**	7%	**60%**
Decrease in work order completion time***	N/A	**10%**
Decrease in routine maintenance cost per work order***	N/A	**6%**

*Underway means a facility-related project that is active and in the planning, design or construction phase. This does not include technology or musical instrument projects.
**These projects are beyond the planning and design phase and a subset of the total projects that are underway.
***Source: Council of the Great City Schools Benchmarking for K-12 Operations.

2016–17 TACTICS

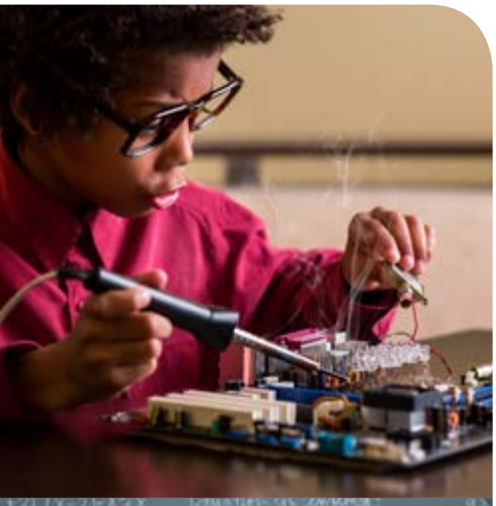
- Improve Physical Plant Operations (PPO) support to schools and data-driven decision-making by replacing an out-of-date, 30 year old work order system that Information & Technology can no longer support.
- Close-out legacy projects to better align resources with the successful implementation of the SMART program.
- Develop and implement a focus on continuous improvement to accelerate high performance and service excellence.

Furthermore, during the 2015/16 school year, a new Chief Facilities Officer joined the District and the District secured the services of a new Owner Representative and a Cost and Program Controls consultant. This hybrid team consisting of District leadership, combined with nationally recognized industry experts, demonstrates our commitment to implementing the SMART program in a manner consistent with the District's commitment to the public.

Since the start of 2016, the team has progressed over 500 facility-related projects into the planning, design and construction phases.

STRATEGIC INITIATIVE MANAGEMENT

A new support function is being created to enhance Strategic Plan implementation. The role of this centralized strategy management department is to enable central guidance, coordination and tracking, and monitoring of prioritized initiatives to improve execution (2016–17 is the pilot year). This new department will build capabilities that are better aligned with the 2016–19 Strategic Plan.



Strategic Plan is simply a map, with a starting point (current environmental and internal conditions) and an ending point (BCPS vision and mission). The area in the middle—evaluation and execution of the strategy—is the challenging part.

At BCPS, the middle part will be carried out by Strategic Performance Management processes. When effective, they can institutionalize a culture of continuous improvement, effective decision making and disciplined change.

Evaluation and execution are the tactical elements of bottom-up strategic planning process. (See page 12 for inclusive planning approach.) Implementation plans, tactical goals, timelines and objectives are derived from this process. Goals and objectives are established on the basis of measurable, meaningful, and balanced input, based on four perspectives: customer, budget, skills (people) and process.

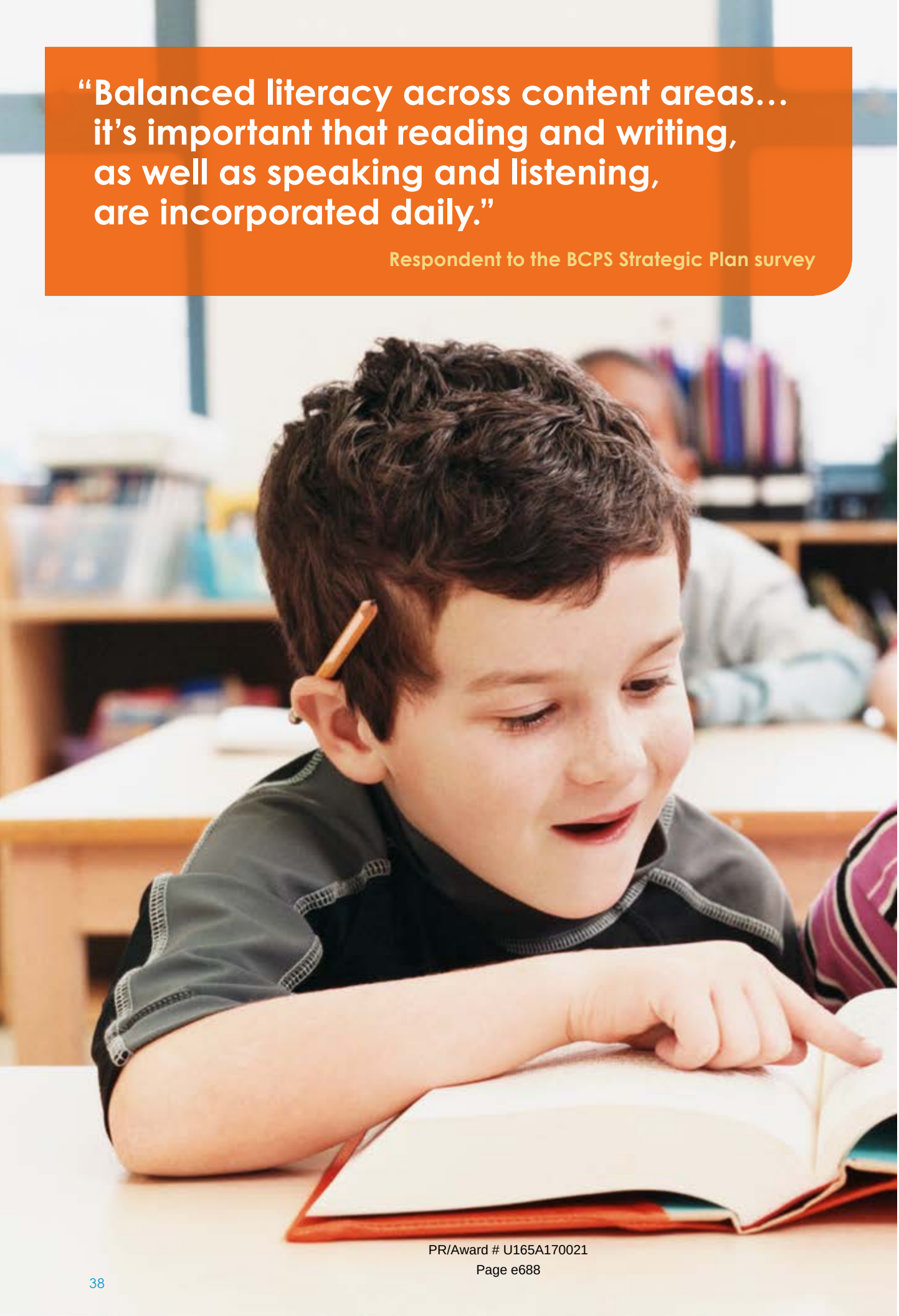
Our Strategic Performance Management processes help create our measurement system or scorecard. At BCPS, the scorecard provides a detailed progress report on key initiatives and student achievements.

OBJECTIVES/TARGETS	CONTINUOUS IMPROVEMENT	
	BASELINE	2019 TARGET
Percentage of project leads attending formal training	N/A	**90%**
Number of strategic initiatives formally tracked	N/A	**10**
Target number of performance management reviews for strategic initiatives	N/A	**12**

2016–17 TACTICS

- Utilize Strategic Plan Management tools to improve the alignment of activities and establish clear goals and accountability.
- Design and modify performance management and evaluation processes to ensure ongoing guidance and support for strategic initiatives.
- Ensure ongoing guidance and support from the School Board and senior leadership team.

PR/Award # U165A170021
Page e89



"Balanced literacy across content areas… it's important that reading and writing, as well as speaking and listening, are incorporated daily."

Respondent to the BCPS Strategic Plan survey

Effective Communication

browardschools.com

facebook.com/ browardschools

twitter.com/ browardschools

We strive to increase the effectiveness of internal and external communication with stakeholders, to convey our District's vision and goals. Additionally, we work diligently to implement marketing strategies to improve public perception of BCPS.

Our overarching vision is to educate today's students to succeed in tomorrow's world. As we move forward, we must do more to ensure the community is aware of our purpose, goals, successes and challenges. Every student, parent, employee and community member has a vested interest in the success of BCPS. We must communicate with our stakeholders in meaningful ways. We are all ambassadors for BCPS, with the ability to positively impact public perception. It is up to us to share accurate information about the great work taking place across our District.

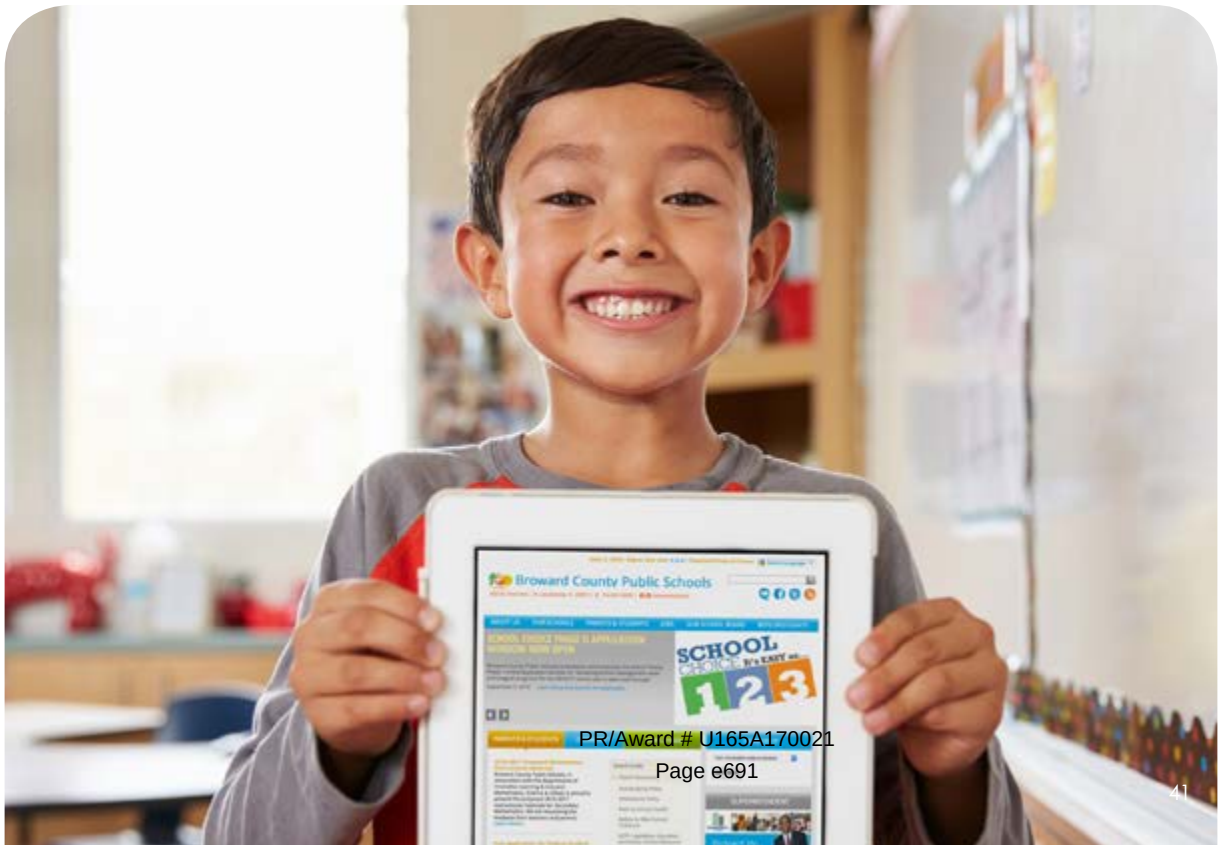
We will continue to keep stakeholders informed about where we have been, where we are going and how we plan to educate all students to reach their highest potential. We value input as we work to enable BCPS students to make a positive impact on the future.

We will collaborate, share information and listen to feedback to improve our practice. We will leverage the enormous talent and energy across the organization. We will utilize technology to enhance the communications loop. We will focus on three main areas: external communications; internal communications, and marketing our schools, programs and initiatives.

OBJECTIVES/TARGETS	EXTERNAL COMMUNICATION	
	BASELINE	2019 DESIRED TARGET
Restructure District website to improve user experience and information search	N/A	Completed
Launch a staff intranet to improve internal communications	N/A	Completed
Social media engagement	**36,000** Twitter followers **11,549** Facebook likes	Increase 15%
Increase mobile app (application) downloads	**19,000** downloads	Increase 35%
Positive to negative news ratio	5:1	Increase 5%

2016–17 TACTICS

- Enhance communication and engagement with families and the community.
- Implement targeted, integrated marketing communications strategies to promote our schools and programs.
- Improve the user experience with the BCPS website and other District communication tools.
- Improve internal communications and proactively engage staff.
- Provide excellent customer service to all BCPS stakeholders.
- Maximize and grow external partnerships to support students, schools and programs.
- Launch a staff intranet to serve as the main communication and information hub. Year 1 objectives include launch date, features, and integration with other staff-facing technology resources. Years 2–3 will shift focus to the percentage of staff using the hub to look for information, staff surveys, etc.



SPECIAL AREAS OF FOCUS

APPLIED LEARNING

Our students need experiences that show them they can succeed in life. Traditional feedback—primarily homework grades, report cards and standardized test scores—tell them how *adults* are judging their progress. We can create opportunities for students to personally experience the quality of their performance. These opportunities exist in BCPS, but must be taken to scale for *all* students. These opportunities support and go beyond the material on an FSA or SAT/ACT. We need to ensure students have experiences from elementary to high school that apply and extend the formal knowledge required in the State standards. Only then can we bring relevancy and opportunity to every learner.

At every elementary level, students show their applied learning progress via work portfolios and presentations. We can provide these opportunities through the curriculum, field trips and extensions such as chess in grades 2 and 3. Athletics, debate, coding, art, music, STEM and more must be provided at the elementary level. Students can discover and explore their own interests by taking advantage of these opportunities.

At the middle grades, BCPS provides instruction and participation in local civic engagement. In the 2016/17 school year, students will be able to write, present and share their experiences with peers around the world via project-based, web-based programs. These experiences will give relevancy and context to the required assessments students encounter as they approach graduation.

High school students must be engaged in learning activities outside of the school day. BCPS is committed to supporting and acknowledging students' contributions to the local community via service learning and community service programs. We also encourage students to participate in introductory and advanced programs in athletics, computer science, debate, art, music, STEM and more. "Learning by doing" has been shown to increase engagement, knowledge retention and achievement. BCPS is committed to ending "schooling by test-prep" and ensuring learning environments are rigorous and active.

RESPONSE TO INTERVENTION

BCPS frames academic plans, organizational design and advocated practices through the Beyond Expected Student Targets (BEST) blueprint. The 2016/17 school year will take us from iteration BEST 1.0 to BEST 2.0. Improvement areas for BEST 2.0 are based on data and conversation at Performance Management sessions, School Board workshops, staff input and public feedback. We will:

- focus the Professional Learning Communities of grade/content teachers on analyzing student work and performance tasks;
- align the use of rubric-based scoring and the quality of feedback provided to students;
- improve the quality of Tier 1 instruction quality to deepen our Response-to-Intervention (RtI) practice. Ensure all students receive high quality standard-based instruction prior to moving students to Tier 2 or Tier 3;
- improve alignment of internal/external partnerships to support quality education;
- expand opportunities for student activities, applications and participation in community-based learning; and
- accelerate practices by increasing use of enterprise systems. Weed out stand-alone systems and practices.

Multi-Tiered Student Support Service/RtI's successful implementation process in the 2012–15 Strategic Plan spurred the establishment of Collaborative Problem Solving Teams to determine potential student interventions. By aligning these processes for academic and behavioral interventions, a common language and culture has been established across the District. BCPS is committed to personalized learning and individualized interventions.

The 2016–19 Strategic Plan efforts will focus on improving the quality of Tier 1 instruction and shortening the time to determine and deliver additional supports within Tier 1, 2, 3 or referral for exceptional student education (ESE) determination when appropriate.

Beyond letter grades

While BCPS is committed to educating our students to reach their highest potential, it extends beyond their academic experiences. Our schools offer unique, co-curricular and extracurricular options that have attracted local, state and national attention. We also provide socio-emotional supports to enhance our students' personal journeys.

We must shift our focus from an annual, State-assigned school grade to dynamic elements that more accurately reflect the new educational experience. Our District's assessment of schools will emphasize the growth levels our students are achieving across academic disciplines. We must consistently communicate our schools' successes. Culture and climate are two major indicators of a successful school, so we will also pay greater attention to our schools' abilities to manage their comprehensive operations.

BCPS holds as a value the belief that engaged families, combined with highly effective teachers and school leaders, are the core components of a successful school. Our vision is for every family in Broward to be active partners with schools within their community in supporting the academic and social emotional learning of young people, and for all schools to have systems and practices in place that value and engage families and communities in essential and meaningful ways.

By 2019, our goal is that 100% of BCPS schools benefit from the value and actively plan for the engagement of families and the community, including but not limited to volunteers, mentors, parent groups, and community and business partners. The collective goal is for our students to receive the very best our community can offer.

FAMILY AND COMMUNITY ENGAGEMENT

BCPS believes informed families and communities are essential to the success of our students and schools. From pre-K through high school, an engaged parent/guardian and family can make a major difference. Students need to know their parents/guardians are interested. They also need to know community members truly care about their education and, ultimately, their success.

BCPS students represent more than 208 different countries and speak more than 181 languages. As we implement the 2016–19 Strategic Plan, our top priority involves coordinating our activities and conversations with families, schools, service providers and community agencies. Every BCPS staff member shares the responsibility of strengthening family and community connections. We will work together to ensure every student reaches his or her highest potential.

We must also clearly communicate with families and stakeholders in a relevant, timely manner. We must listen, respond to feedback and understand our stakeholders' needs.

Broward community mentors, volunteers and partners add tremendous value to the lives of our students throughout their education. We know our schools benefit when the community is involved.

We also know there is always room for improvement. We will continue to work to better coordinate activities across departments and schools. We must also ensure these resources are equitable among all schools and reflect our diversity. By purposefully and positively interweaving the lives of students, educators and community members, we will strengthen the bonds that connect us today and in the future.

"Raising the next generation is a shared responsibility. When families, communities and schools work together, students are more successful and the entire community benefits."
-- US Department of Education

CLOSING THE ACHIEVEMENT GAP

The District will continue to work towards closing the achievement and opportunity gaps for all children and student subgroups performing below expected levels when compared to their peers. Focused initiatives to address these gaps will include supports and interventions in the areas of literacy and in preparing young people to graduate high school ready for college and careers. Key priorities of the Every Student Succeed Act (ESSA) include: advancing equity by upholding critical protections for disadvantage and high-need students; wraparound support systems for decreasing the number of young people involved with the juvenile justice system, and ensuring youth progress with the engagement of parents, mentors and other caring adults to help successfully navigate education and life. The tenets of ESSA will guide the implementation of plans to support closing the achievement gap.

CELEBRATING THE DIVERSITY OF OUR DISTRICT AND OUR COMMUNITY

BCPS serves a diverse student population, with students representing 208 different countries and 181 different languages. Throughout our District, we celebrate the rich diversity of our students, staff and community. BCPS offers a multitude of programs and opportunities such as, but not limited to: Bilingual Parent Outreach, ESOL Parent Ambassadors, ESOL Leadership Council, the Cultural Academy for New Americans, Dual Language and World Language programs, Mi Gente Mi Escuala, Latinos In Action, the Seal of Biliteracy, Road to College Workshops, and Courageous Conversations, Culturally Responsive Teaching and Diversity training.

In addition, the District engages in a variety of activities geared toward recognition, awareness and understanding throughout each school year highlighting various areas including but not limited to: Women's History, History of the Holocaust, Hispanic Heritage, African-American History, LGBTQ, Native American History, Jewish History, Haitian Heritage, and Muslim American Heritage.

BCPS is dedicated to meeting the educational needs of all students. We will continue to honor the diversity of our community.

"Expectations for the implementation of the strategic plan must be clearly defined for students, parents, teachers, administrators, and school and community leaders. The needs are vastly different from one corner to another corner of the District, but there should be **one message, one voice, one direction.**"

Respondent to the BCPS Strategic Plan survey

"High expectations must be paramount in every grade level. Early childhood success equals later success. All goals should be focused on the [whole] child."

Respondent to the BCPS Strategic Plan survey

ABOUT US

1

FIRST fully accredited school system in Florida since 1962

SECOND largest school system in Florida

SIXTH largest school system in the U.S.

69 MAGNET PROGRAMS
offered to elementary, middle and high school students

LARGEST DEBATE INITIATIVE
in the nation – offered at all middle and high schools, and growing districtwide

100 ELEMENTARY SCHOOLS
offer blended, personalized learning through the digital classrooms initiative

CODE.ORG
100% of schools now offer computer science courses or activities

236 SCHOOLS

- 136 ELEMENTARY
- 38 MIDDLE
- 33 HIGH
- 7 COMBINATION
- 19 CENTERS
- 3 COLLEGES

PLUS

101 CHARTERS

85 INNOVATIVE PROGRAMS
offered to elementary, middle and high school students

BROWARD TECHNICAL COLLEGES
students earned the most industry certifications in the state

PR/Award # U165A170021

5,731
PRE-K

97,264
ELEMENTARY

47,147
MIDDLE

70,404
HIGH

5,194
CENTERS

45,365
CHARTER

271,105 STUDENTS ENROLLED

60+ Career, Technical, Adult and Community Education (CTACE) programs offered in middle and high schools

ETHNICITY STATISTICS

WHITE 51.3% 138,954

BLACK 40.4% 109,427

ASIAN 3.8% 10,169

NATIVE AMERICAN/ ALASKAN 0.9% 2,383

NATIVE HAWAIIAN PACIFIC ISLANDER 0.2% 523

MULTI-RACIAL 3.6% 9,649

HISPANIC 32.9% 89,073

NON-HISPANIC 67.1% 182,032

EMPLOYEES

14,640
INSTRUCTIONAL STAFF

1,389
ADMINISTRATORS

10,362
CLERICAL, SUPPORT, ETC.

PERMANENT EMPLOYEES 26,391

+

6,508
SUBSTITUTE/ TEMPORARY

=

TOTAL EMPLOYEES 32,899

CHESS PROGRAM:

All elementary and K-8 schools offer "First Move"—a national scholastic chess initiative

YEARS

CELEBRATING 100 YEARS OF ACADEMIC EXCELLENCE

A BCPS survey asked parents and staff to tell us what they think needs to be addressed in the 2016–17 Strategic Plan.

"To have effective communication and a positive impact in academic achievement, the **District departments must have better communication among them.** Lack of it affects our schools and students."

"I feel very strongly that **more emphasis should be placed on the primary years.** Children would benefit greatly if we gave more time, energy and money in creating interventions for early learners."

"**Middle school readiness should be a targeted objective,** because it is when students are expected to be more autonomous. It is also when students begin to explore their own interests through electives and course options. Finally, middle school has a social component that is arguably unique."

"Monthly updates on progress of the Strategic Plan would **keep educators interested and in the loop.**"

"Most of our barriers at the school level are encountered due to multiple initiatives taking place at one time. **Implementation plans should take place over three to five years.** Often just when a plan becomes the norm, it will change. School-based personnel can become frustrated and disengaged because they cannot stay in step with the constant changes."

Broward County Public Schools
600 SE Third Avenue
Fort Lauderdale, FL 33301
754-321-0000
browardschools.com

LESLIE M **BROWN**

2300 NE 33rd Ave. #905, Ft. Lauderdale, FL 33305 | H: 954-533-0143 | C: 954-812-1220

EXECUTIVE PROFILE

Chief Portfolio Services Officer for Broward County Public Schools, the sixth largest School District in the United States, dedicated to high quality instruction, continuous improvement and effective communication with commitment to all stakeholders.

SKILL HIGHLIGHTS

Leadership, Strong Communications Skills
Educational Marketing/Enrollment
Research and Analysis
Strategic Planning
Florida Standards Professional Development
Innovative Program Development
Arts Administration
Budget: School, Department, Division, District
Continuous Improvement
Data Analysis
Grant Development
Government Alliance Development
Teaching and Learning
Logistics Associated with Change
Development of Marketing/Communication Plans
Class Size Reduction Management
Professional Development
High Quality Instruction
Innovative Educational Design
Change and Project Management
Professional Learning Communities
Business Partnership Development
Real Estate Management
Facility Management
Curriculum Design and Development
Data Driven Decision Making
Fund Raising
Human Resources
Educational Leadership
Quality Assurance
Relationship Development

SIGNIFICANT ACCOMPLISHMENT HIGHLIGHTS

School Redesign and Project Management:

Initiated innovative school reform, redesign and repurposing model. Resulted in significant increase in enrollment, growth in student achievement and the recapturing of over 4 million dollars annually of resources that were realigned to better meet school and community educational needs.

Class Size Reduction Management:

Managed cross-divisional class size reduction rules of engagement resulting in an increase of CSR compliance from 52% to 100%. Reduced state penalty from eight million dollars to zero dollars within five years. Successfully monitored and managed over one million individual periods in over 238 master schedules with robust data systems and collaborative reporting, team work and collective decision making in meeting the state mandate.

Professional Development and Performance Management:
Mentored and coached direct reports in a well documented performance management system resulting in over a 12% increase in productivity. Results include however, not limited to, an increase of over six million dollars in impact and mitigation fees, elimination of class size reduction penalty, increase in over 1,000 student in after care programs, increased revenue from charter schools through a venture design services model realizing over $800,000 in associated fees collected, successful closure of

ineffective charter schools with resulting enrollment returning to the school district, successfully capturing 11.2 million dollars in Magnet School Assistance Program Grant.

Charter School Support and Management:
Though the development of a robust support and monitoring system, managed 103 charter schools that serve over 43,000 students. Created an effective balance of supporting charter school principals with quarterly meetings as well as continuous communication updates along side monitoring visits, fiscal and contract management.

33 Municipality Inter-local Agreement Management:
Successfully managed the growth development Inter-local Agreement aligning school concurrency with all development in Broward County. Re-established the student generation rate by collaborating with all 33 municipalities and the county commission to ensure that all new residential developers pay their fair share of any impact they will have on the school system.

Portfolio and Asset Management:
Negotiated an eleven million dollar donation for needed classrooms through collaboration with a municipal commission and community stakeholders. Successfully repurposed and combined school sites to create synergy of needs and resources. Managed the surplus and sale process of real estate assets through contract development for over thirty million dollars in proceeds.

PROFESSIONAL EXPERIENCE

12/2012 to Current **Chief Portfolio Services Officer**,
Broward County Public Schools
Provides leadership for the continuous analysis, development, and monitoring of the District short and long-term Strategic Plan Goals including High Quality Instruction, Continuous Improvement and Effective Communication, for the sixth largest school district in the United States, Broward County. Serving over 270,000 students in 238 schools. Strategic member of the Superintendent's Cabinet comprised of ten Chief Officers. Provides direct responsibility for the Portfolio Services Division success. The Portfolio Services Division responsibilities includes processes and systems critical to the development of innovative school options, effective use of school space, coordination of multiple divisions in creating new educational options for families and significant data systems used for effective decision making at the highest levels of the organization. Included in this portfolio are all innovative school choice options, redesign and repurposing of under/over enrolled schools and under-performing schools as well as the effective management of school boundary processes and accurate and timely key enrollment and projections data for strategic planning across the District. Additional responsibility includes delivery of service support for over 40,000 student athletes and over 100,000 students involved in academic, social and career driven student activities. Manages and successfully meets Class Size Reduction mandate for entire District. Serves an additional 30,000 students in quality Before and After School Care programs, over 80,000 students in specialized Magnet and Innovative Programs. Effective relationship building with the Broward County Commission and 31 municipalities in managing Facilities Planning and Real Estate as well as manages and monitors 103 charter schools through the Charter School Support Management Department. Collaborates with parent organizations, educational institutions, industry experts, service community, and government agencies as a critical piece of all of the Portfolio Services

Division operations especially in designing new schools and support services for schools. Supports legislative activities with the state, county, and municipalities by consistently monitoring and influencing through open communication, dialog and developing a collaborative action plan for potential impact on Broward County Public School's programs. Ensures quality design, planning, implementation, evaluation and marketing of all magnet programs, innovative programs, redesigned school models and school support services.

06/2007 to 12/2012 **Executive Director**, **Educational Programs,**
Broward County Public Schools
Provided leadership for the development and improvement in the following Educational Program services and Portfolio Management services: Magnet Programs Development, Innovative Programs, Class Size Reduction, Growth Management, District Real Estate Services, District Leasing Services, Magnet Programs Transportation Support, Reassignment and Hardship requests process, No Child Left Behind (NCLB) Choice, Supplemental Educational Services (SES), Opportunity Scholarship Program, Nova Schools Student Assignment, School Boundaries, Student Demographics, School Accountability (2009-11) as well as Differentiated Accountability Support and Monitoring (2009-11), Title I, Title IIA, Grants Administration and Government Programs, Student Assessment and Research, Charter School Management Services and Charter School Support. Aligned all processes to ensure that quality standards were met in each department, and that all applicable state and federal requirements were updated and followed for any legislative changes.

06/2004 to 06/2007 **Principal**, **Hollywood Academy of Arts and Science,**
Charter Schools USA
Responsible for the development, planning, opening and management of a theme based K-8 public charter school for the arts and science. Recognized by the state as a Superior Turn Around Principal. Responsibilities included: Developed and implemented all processes and management systems for a brand new four story K-8 charter school, program and curriculum design and development, curriculum revisions based on student data analysis, use of student data through benchmark testing process to correct weaknesses /capitalize on strengths throughout the school year, master schedule development and deployment, enrichment and remediation programs based on student data, teacher recruitment and hiring, extensive staff development program including weekly workshops based on student data, student recruitment through development of marketing and retention program, enrollment processes and class size reduction management, increased enrollment from 380 to 710 in three years with a waiting list at every grade level, budget and finance, fund raising and grant development, parent, community and government relations with the district as well as the City of Hollywood, Florida.

08/1998 to 06/2004 **Director, Magnet Programs**
Broward County Public Schools
Served as liaison between and among the Division of Curriculum and Instruction and Student Support and the School Board of Broward County, Area Superintendents, school-based administrators, students, parents and businesses. Worked cooperatively with community groups, school-based administrators, and county office personnel to develop and strengthen the magnet programs. Monitored the administration of Magnet Policy 5004.

Coordinated and identified the need for magnet programs, including student interest areas, transportation, guidelines, potential sites, and logistics for implementation. Researched potential new magnet programs and review and report on current district magnet programs. Developed and implemented innovative media/public relations plan for 47 Magnet Schools, and the Magnet Programs Department. Applications for magnet schools increased from 6,000 to over 11,000 in a five-year period due to marketing plan and practices. Coordinated student awareness/recruitment activities and assisted in the development of individual goals for each magnet program. Experienced in securing financing and overseeing the preparation for grant proposals. Secured, managed and monitored a 6.2 million dollar federal grant. Additional grants secured include, a second Magnet School Assistance Programs Grant for 8 million dollars, $800,000 Magnet Schools Innovative Programs Grant and a $196,000 Annenberg Challenge Grant. Other responsibilities included developing and overseeing all magnet programs, ensuring accurate records of expenditures, managing operating and special revenue funds appropriated for all programs.

05/1998 to 08/1998 **Art Curriculum Specialist, Broward County Public Schools**
Grades K-12, Broward County Public Schools. Responsible for developing curriculum and all associated professional learning opportunities, developed an electronic planning tool for visual arts, assured standards alignment, managed educational specifications as well as art materials and products evaluation. Served as arts community liaison as well as county, state, and national representation for professional organizations of district art teachers. Worked cooperatively with school-based administrators and county personnel to develop and strengthen the visual arts.

08/1991 to 05/1998 **Director**
Parkway School of the Arts, Broward County Public Schools
Coordinated a nationally recognized countywide Performing and Visual Arts Magnet Middle School Program. Administrative responsibility included school wide master scheduling, curriculum development, staffing, transportation, student discipline, School Improvement Plan development, student performance activities, recruitment, county, state and national competitions, department head responsibilities and team coordination. Other responsibilities included grant writing, School Advisory Council and Advisory Committee membership and participation. Created and facilitated the dissemination of the school wide Pro-Active Discipline Plan. Management of security issues included all evening performance security processes, monitoring of access and security in the five million dollar performing arts building and training staff in security precautions for off campus field experiences. Coordinated parent volunteers and multiple business partnerships.

EDUCATION

1979 **Bachelor of Science**: Art Education and Studio Art
Florida State University — Tallahassee, Florida

1991 **Master of Science**: Art Education
Florida International University — Miami, Florida

1998 **Master of Science**: Educational Leadership
Nova Southeastern University — Ft. Lauderdale, Florida

Michael J. Ramirez

10700 NW 12th Court • Plantation, FL 33322 • Phone: 954-816-9128 • E-Mail: ramirezm917@gmail.com

EDUCATION

Nova Southeastern University	M.S. – Educational Leadership	5/2002 – 6/2003
Southeastern College	B.A. – Secondary Education	8/1992 – 12/1995

PROFESSIONAL EXPERIENCE

2012 – Present	Director	District Office	(Current Position)
2008 – 2012	Principal	Coral Glades High School	(Promoted to Director)
2007 – 2008	Intern Principal	Blanche Ely High School	(Promoted to Principal)
2004 – 2007	Assistant Principal	Coral Glades High School	(Relocated by District)
2003 – 2004	Social Studies Teacher Behavior Specialist	JP Taravella High School	(Promoted to AP)
1996 – 2003	Athletic Director Social Studies Teacher	Dade Christian School	(Pursue public education)

PROFESSIONAL EXPERIENCES RELEVANT TO ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Principal Supervisor responsible for the traditional high schools in the school district
- Directly work with principals coaching, developing and evaluating using a performance assessment that includes frequent communication and feedback
- Developed Personalization for Academic, Social-Emotional Learning (PASL) initiative within high schools collaborating with Vanderbilt University and the Center for Educational Leadership resulting in an increase in students on-track toward graduation
- Implemented Latinos in Action program within district, providing a framework to engage and support English Language Learners with a focus on leadership, literacy and service
- Engage in structured professional development programs and professional learning communities with colleagues allowing for reflection and growth to improve their practices as school leaders
- Develop strategies and provide leadership for administrating effective schools

- Provide direction with the implementation of relevant and rigorous instruction with a strong emphasis on 21st century skills and hands-on learning
- Conduct school visits maintaining a close working relationship with the school-based administrators, providing technical assistance in regards to supervision, evaluation and other management and leadership practices
- Monitor school administrators and school performance using student achievement data, and a variety of techniques and sources
- Ensure Pre-K – Adult alignment of curricular and initiatives within all school zones
- Engage the school communities in the educational process as it pertains to high school reform initiatives, community involvement and the principal selection process
- Present relevant topics at school board workshops and meetings including policy changes, committee reports and district initiatives
- Collaborate with various district divisions, departments and level chair principals in planning and conducting principal meetings
- Led "Mi Gente, Mi Escuela" district initiative focused on engaging the Hispanic community leaders and elected officials in the educational processes of the school district
- Co-chaired the Superintendent's High School Teacher Summit designed to engage high schools teacher in a collaborative conversation with the Superintendent on how the District can better support and improve the performance of our high schools
- Collaborate with representatives from the White House Initiative on Educational Excellence for Hispanic (WHIEEH) to provide commitment for the 25th Anniversary of the Call to Action
- Implemented Latinos In Action elective course within high schools that work directly with feeder elementary and middle schools mentoring students in a literacy-based curriculum
- Developed school-wide accountability plan ensuring the implementation of cross-curricular support of instructional strategies to support reading, writing, science and mathematics

PROFESSIONAL & COMMUNITY INVOLVEMENT

ALAS Superintendents Leadership Academy
Leadership Academy sponsored by the Association of Latino Administrators and Superintendents (ALAS) focused on providing opportunities for emerging school system leaders to acquire the knowledge and skills necessary to assume high level roles especially in high poverty and minority serving school systems

FL- ALAS, President
Currently serve as President for the Florida Association of Latino Administrators and Superintendents responsible for providing overall vision and mission, as well as securing partnerships to assist in the growth of the organization across the state of Florida

Superintendent High School Teacher Summit Taskforce
Superintendent appointed taskforce consisting of high school teacher representatives from each high school in the district focused on: best practices, barriers and potential solutions to the identified barriers designed to improve our high schools

School District Chair Mi Gente, Mi Escuela Initiative
District-wide initiative focused on aligning District and Community resources in order to better serve the needs of the growing Hispanic community of Broward County Public Schools; Group includes: district leaders, school-based administrators, community organizations and partners.

Broward County Public Schools Negotiations Management Team, Member
Responsibilities included representing the School Board of Broward County negotiating the teacher contract with the Broward Teachers Union, providing feedback on school-based issues

ACCOMPLISHMENTS/AWARDS

ALAS Superintendents Leadership Academy –Cohort V - 2015
FL-ALAS Latino Administrator of the Year - 2014
Florida Association of Student Councils – Principal of the Year - 2012
North Area Advisory Crystal Apple - Principal of the Year – 2011
Prevention School of Excellence – 2010, 2011, 2012
Golden School Award – 2009, 2010, 2011, 2012
Silver School Award – 2009, 2010, 2011, 2012

Resume of Alan Strauss

Personal/Professional Data

Alan Strauss 16211 Cranberry Court Davie, Florida 33331 (954) 680-4003 (Home) (954) 347-3990 (Cell)	High School Cadre Director Office of School Performance & Accountability 610 NE 13th Avenue Pompano Beach, Florida 33060 (754) 321-3810 (Office)

Education/Certification

Florida Atlantic University	M. Ed. – Educational Leadership	1995-1997
University of Florida	B.S. – Business Administration/Finance	1986-1990
Florida Professional Educator's Certificate # 701008		June 2019

- School Principal (All Levels)
- Mathematics (6-12 & 5-9)
- ESOL Endorsement

Employment History

2012 – Present	Cadre Director	Office of School Performance & Accountability
2005 – 2012	Principal (Promotion)	South Broward High School
1999 – 2005	Assistant Principal (Promotion)	South Broward High School
1992 – 1999	Teacher – Mathematics (Promotion)	South Broward High School
1992 – 1999	Athletic Director/Coaching Positions	South Broward High School

Professional Experiences Relevant to Essential Performance Responsibilities

- As Cadre Director, supervise, monitor and evaluate fifteen high school principals through school visits and a close working relationship

- As Cadre Director, collaborated with other divisions to develop and implement trainings specific to the needs of the principals through Cadre and Sub Cadre meetings with a focus on implementation of Florida Standards & College Career Readiness
- As Cadre Director, oversaw the implementation of the BEST Blueprint in the schools under my supervision
- As Cadre Director, facilitated SSOS process of Dillard High School to Dillard 6-12
- As Cadre Director, attended and participated in Performance Management sessions
- As Cadre Director, co-led the development of the OSPA Graduation Tracking database as well as BASIS graduation indicator program to improve the monitoring process of our high school students in relation to their graduation status
- As Cadre Director, facilitated and coordinated the Superintendent's High School Teacher Summit which resulted in strategies to improve our high schools developed by the group of high performing high school teachers
- As Cadre Director, worked with BTU and Employee Relations to develop high school schedule options as the representative for the Superintendent
- As Cadre Director, worked on initiatives such as: Wallace Foundation grant; Latinos in Action; CSR Budgeting realignment; District-wide ACT Day; Children's Service Council 21st Century grant; Scaling Up with Vanderbilt University
- As Principal, invited as the guest expert to take part in BTU negotiations in regards to high school schedule change
- As Principal, improved the school grade from a D to a B. This was the first time the school earned a school grade of B
- As Principal, served on numerous district committees/task forces such as CCC; Policy 6000.1; Major Areas of Interest (MAI); Dual Enrollment; Advanced Academics; Four Day Work Week (4DWW); FCAT Frenzy; SACS/CASI district accreditation; SB4 (EOC)
- As Principal, changed the professional development format at the school into Professional Learning Communities which empowered the educators to collaborate and develop a more student-focused staff development approach
- As Principal, hosted Hillsborough County district personnel interested in opening a Marine Science theme magnet school to explain to them the intricacies of our magnet curriculum development
- As Principal, oversaw the recruitment and retention of magnet students and worked with the Magnet Department to improve processes
- As Principal, increased the Advanced Placement (AP) course offerings at the school which resulted in a larger number of students taking AP courses and increased the passing rate of students on the AP exams
- As Principal and Assistant Principal, nominated for the ACCLAIM award
- As HS Principal Chair, served as the Level representative in Executive Leadership Team and Instructional Council meetings

- As HS Principal Chair, presented various topics at School Board workshops/retreats

Professional and Community Involvement

Broward County High School Principals Association, *Chairperson*
Responsibilities included representing the interest of high schools on numerous committees including Executive Leadership Team and Budget. I was consulted by district staff on all matters pertaining to the high schools such as interpreting state legislation and district policies and their impact at the high school level. I took the lead on the district-wide implementation of APEX Credit Recovery program, which increased graduation rates at high schools.

District Mentor for New Principals, Intern Principals & Interim Assistant Principals
Responsibilities included working with new administrators to give guidance and on-the-job training experiences to better prepare them to be successful in their new roles.

Hurricane Volleyball Club/WALL Baseball League/AYSO 644 Soccer/Cooper City Optimist Basketball/USSSA Travel Basketball/YMCA Volleyball, Youth Instructional Coach
Responsibilities include working with young athletes to introduce them to the various sports and build on their skill levels through organized sports as well as instill sportsmanship values in elementary and middle school age children.

South Broward HS Harvest Drive
Responsibilities included planning and implementing the inaugural food drive with club sponsors, local Rotary Club and Harvest Drive to provide food for over fifty families from within the school community. This event has grown to encompass the entire South Area to serve hundreds of families.

Awards and Honors

Florida School Recognition Award
South Broward High School received the Florida School Recognition Award for improving the school grade from a D in 2008 to a B in 2009. This was the first time that South Broward earned a school grade of B.

Distinguished Service Award, School Administrator, Hollywood Jaycees

Recognized by the Hollywood Jaycees as the recipient of the Distinguished School Administrator for 2009. The award is given to the School Administrator that best demonstrates the values of their organization.

LEONA A. MIRACOLA

15756 SW 17th Street, Davie, Florida 33326

Home Phone (954) 916-3652 Work Phone (754) 321-2070

Education and Experience

Masters of Science, Educational Leadership Nova Southeastern University, Fort Lauderdale, Florida Bachelors of

Arts in Marketing Education University of South Florida, Tampa, Florida

Thirty-four years of progressively more responsible district-based and school-based experience. In the related fields of Magnet Programs, Innovative Programs, Parental Choice, School-to-Career, Tech Prep, performance responsibilities include the development and coordination of magnet programs, career academy programs and Tech Prep. Elementary, middle, high school and post-secondary experiences involve program planning, curriculum development, program articulation, facilitating and expanding business/industry partnerships, marketing/promotion, and teacher/staff training.

Proficient in the use of technology and software applications.

Florida certification at the Master's Degree level in Educational Leadership

Related Performance Responsibilities

Broward County Public Schools Director, Innovative Programs August 2004 – Present 600 S.E. Third Avenue
Fort Lauderdale, FL 33301

Responsible for strategic development and implementation of magnet programs throughout Broward County Public Schools, as part of the local effort to achieve voluntary desegregation in the District schools. Provides support and guidance to the magnet schools to ensure they offer an array of thematic programs that support school improvement efforts. Established a well-defined continuous improvement process that addresses enrollment, diversity of students, review of thematic instruction, student activities, teacher professional development, partnerships and parental involvement. Serve as a liaison between and among Academics/Curriculum, Budget Office Capital Planning, Human Resource/Talent Development, Information Technology, Legislative Affairs, Literacy, Office of School Performance & Accountability, school site personnel, students, parents, business/industry, and the community. Work with community groups, school-based administrators, and county office personnel to develop and strengthen the magnet programs to ensure access for students and identify policies which are applicable to magnet programs and make Recommendations for the resolution of any identified discrepancies. Monitor the administration policies which apply to magnet program/learning options. Coordinate the identification of needs for magnet programs, including student interest areas, transportation, guidelines, potential sites, and logistics for implementation. Research and review successful programs and identify their applicability for the possible options in Broward County. Oversaw choice application processes to ensure effective access and equity for students to select schools of choice. Worked collaboratively with District departments to develop a comprehensive communications and marketing plan that attracts a diverse population of students both ethnically and socioeconomically. This includes coordinating special projects to reach parents and student as part of recruitment efforts for all magnet schools. Identify and acquire alternate sources of long-term funding for magnet programs. Secure financing and oversee preparation for grant proposals. Develop and oversee the magnet programs budget, ensuring accurate records of expenditures of all operating or special revenue funds appropriated for this program. Perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County. Participate, in training programs offered to increase the administrative skills related to the assignments. Review current developments, literature and technical sources of information related to magnet programs.

Broward Community College | Tech Prep Specialist | July 2000 – August 2004
3501 S.W. Davie Road
Fort Lauderdale, FL 33314

Responsible for institutionalizing Tech Prep within Broward Community College (BCC) and acting as a liaison between schools, students, and parents in the School District and the programs/services at Broward Community College. Promoted and coordinated program articulation and marketing Tech Prep within Broward County was an important aspect of the job. Planned and facilitated summer extended learning opportunities through BCC provided an incentive for students to see the connection between high school, college and careers. Served as the chairperson of the BCC Articulation Committee. The committee is responsible for restructuring the articulation process, creating a competency validation system, and developing a customer-driven procedure for awarding college credits for high school coursework

Broward County Public Schools | School-to-Career Facilitator | July 1997 – July 2000
600 S.E. Third Avenue
Fort Lauderdale, FL 33301

Worked cooperatively with School-to-Career stakeholders, including school administrators, teachers, business and community partners, and various departments/personnel in the School District to coordinate and expand School-to-Career programs, activities and services. Monitored Federal legislation, wrote School-to-Career continuation grants, and tracked/reported performances to the Florida Department of Education.

St. Lucie County Public Schools | Tech Prep/School-to-Career Coordinator/Lead Teacher | Aug. 1994 – June 1997
2909 Delaware Avenue
Fort Pierce, FL 34947
Port St. Lucie High School

Coordinated career counseling, student awareness and recruitment activities for all career and technical programs within Port St. Lucie High School. Planned and implemented staff development, monitored and evaluated program effectiveness through the state required Final Class Reports, and acted as the School Improvement Team chairperson responsible for organizing the committee meetings and preparing the draft and final school improvement plans utilizing the input and recommendations of the committee members. Assisted teachers in the development of program goals and the implementation of curriculum as delineated in the state of Florida Program Frameworks and Student Performance Standard and served as the School Reform Subcommittee Chairperson.

Classroom Teaching Experience

Broward County Public Schools 600 S.E. Third Avenue Fort Lauderdale, FL 33301	Teacher, Peer Counseling and Marketing Education Miramar High School	Aug. 1991 – June 1994
Broward County Public Schools 600 S.E. Third Avenue Fort Lauderdale, FL 33301	Teacher, Marketing Education Cooper City High School	Aug. 1982 – June 1983
Orange County Public Schools 445 W. Amelia Street Orlando, FL 32801	Teacher, Marketing Education Oak Ridge High School	Aug. 1977 – June 1982

References

Mr. Robert Runcie, Superintendent
Broward County Public Schools
600 S.E. Third Avenue
Fort Lauderdale, FL 33301
Phone: (754) 321-2110

Ms. Leslie Brown, Chief Portfolio Services Officer
Broward County Public Schools
600 S.E. Third Avenue
Fort Lauderdale, FL 33301
Phone: (754) 321-2110

Dr. Valerie Wanza
Chief, School Performance & Accountability Office
610 NE 13 Ave
Pompano Beach, FL 33060
Phone: (754) 321-3838

PROFESSIONAL RESUME

Christine Flynn-Semisch

12437 Antille Drive
Boca Raton, Florida 33428

Professional Preparation

University of Florida	Education, B.S.	1989
University of Florida	Education, M.S.	1990
Florida Atlantic University	Educational Leadership, Ed.S.	1998

Work Experience

6/2012 – Present	School Board of Broward County, FL	Principal Supervisor
7/2009 – 6/2012	School Board of Broward County, FL Deerfield Beach Middle School	Principal
5/2002 – 6/2009	School Board of Broward County, FL Westglades Middle School	Principal
7/1996 – 5/2002	School Board of Broward County, FL Sawgrass Springs Middle School	Assistant Principal
7/1995 – 6/1996	School Board of Broward County, FL Coral Springs Middle School	Assistant Principal
8/1990 – 6/1995	School Board of Broward County, FL Coral Springs Middle School	Math Teacher

Leadership Experience

2013 – Present	Project co-lead, Code.org-Broward Schools Partnership, #BrowardCODES K-12 CSforAll districtwide initiative
September 2016	Milenkovic, L. and Semisch, C. #BrowardCodes: A Large District Implementation of Computer Science for All, Invited Presentation at The White House CSforAll Pre-Summit Workshop
2012	Broward County Schools - CALIBER Award Winner District Principal of the Year
2004 – Present	Middle School Principals' Executive Board
2007-2008	Middle School Principal Chairperson
2004 – 2006	Awarded 5% Pay for Performance (2004-05 & 2005-06)
2006	Committee Chairperson for the North Area Middle School Principals' Quality Award Submission – First Place Collaborative Award
2006	Selected as representative for Broward County Middle School Principals to the FASA Leadership Academy
2000	Broward County Schools - ACCLAIM Award District Assistant Principal of the Year Finalist
1995	Broward County Schools District Mathematics Teacher of the Year

Dr. Lisa Ventry Milenkovic ***750 Verona Lake Drive, Weston, FL 33326***
Twitter: @sleuthacademy *LinkedIn: https://www.linkedin.com/in/lmilenkovic*
Cell phone: 954-249-6408 *Email: lisa.milenkovic@gmail.com*

Education and Licenses

Florida Educator Certificate # 947048: K-6 Elementary Education, 6-12 Chemistry, 6-12 Physics
Broward ESOL Certificate – Category II (core content)

June 1990 Ph.D. Environmental Analytical Chemistry, Northeastern University, Boston, MA.
May 1985 B.S. Chemistry (Biology minor), University of Miami, Coral Gables, FL.

Employment History

Aug 2012 - present ***Broward County Public Schools****, Office of Academics: Learning Division* Ft. Lauderdale, FL
STEM+ Computer Science Supervisor & Elementary Science Supervisor
Provide supervision and leadership in the establishment, on-going coordination, development, and improvement of the general STEM instructional program for Grades K-12. Solicit and manage grant funded programs, including the National Science Foundation STEM+C award and district Code.org partnership. Manage and grow the SECME STEM Olympiad K-12. Manage the district environmental stewardship and school recognition programs, including the recognition as a 2014 U.S. Department of Education Green Ribbon School District. Manage curriculum and develop progression and programs for elementary science, K-12 Computer Science, and environmental initiatives. Work in conjunction with District personnel, school administrators and teachers to enhance learning opportunities for students to develop 21st Century skill sets, which focus on occupations that require a significant level of STEM knowledge and skills.

Aug 2011 - Jul 2012 ***Broward County Public Schools****, Core Curriculum Department, Elementary Science* Ft. Lauderdale, FL
Staff Developer
Designed and presented workshops on science instructional materials, STEM integration, standards, safety, assessments and core science content to district leadership, school leadership, community, and teachers. Disseminated information district wide via electronic conference and wiki. Developed a database to simplify lesson access for teachers and coaches. Increased technology integration within workshops and modeled how to implement these strategies in the classroom. Member of district level committees. Assisted schools in developing goals using school data to drive instructional focus.

June 2006 - Aug 2011 ***Broward County Public Schools***
Curriculum Developer and Trainer, District Elementary Science
Developed and implemented training for science adopted materials. Lesson writer, Broward Virtual University facilitator, mentor to district teachers, and State Teacher Quality Grant (TQG) developer (Cycle 2) and co-lead (Cycle 3). The TQG used STEM problem-based learning. Science trainer for over 30 workshop sessions. Summers and outside teaching hours.

Oct. 2004 - June 2011 ***Eagle Point Elementary School***, Weston, FL
Science Resource Teacher - K-5 Science Special and Fifth grade science/social studies
Developed and implemented an award winning (one of fifty national $10,000 Best Buy Te@ch award winners for the use of technology in the classroom), spiraling, STEM curriculum for science with events for parent and community involvement (SLEUTh Academy, http://sleuthacademy.org). Teacher of the Year 2009 (awarded in 2007) – District Finalist and BECON *Broward School Beat* Teacher Spotlight feature. Recipient of several awards and grants (listed below). Sci-Tech Club sponsor - participating in extracurricular, national challenges.

Aug. 1998 - Dec. 2001 ***Barry University***, Department of Physical Sciences, Miami Shores, FL
Instructor - Analytical and Environmental Chemistry courses.
Developed two new courses related to interdisciplinary applications of chemistry. Supervised undergraduate students.

STEM (Science, Technology, Engineering, Mathematics) Transformation Leadership Initiatives

Principal Investigator, NSF Grant 1542842, Investigating Conceptual Foundations for a Transdisciplinary Model Integrating Computer Science into the Elementary STEM Curriculum, 1,249,850 - January 1, 2016-December 31, 2017. In partnership with the University of Chicago and a team of computer science and education academics and professionals.

Principal Investigator, NSF Grant 1440821, FACTS: Foundations of Achievement Through Computational Thinking Skills, $89,291 – a planning grant to develop programs that support the integration of computer science in K-5. Grant period September 2014 – August 2016 (extension through August 2017) .

Key team member, curriculum lead for the Broward Schools partnership with Code.org and advocate for computer science access for all students. Provide Code.org professional development to elementary teachers as a Code.org K-5 Affiliate. Presented work on establishing and growing computer science for all movement in Broward Schools at the White House CSforAll Summit, September 14, 2016.

Develop and implement environmental initiatives to reward stewardship, including the district/county partnership P3 Eco-Challenge Awards (Preserving our Plant for Posterity) and initiated the Miami Heat partnership for the "How Low Can You Go?" challenge. Led the district team for the U.S. Dept. of Education Green Ribbon School District Sustainability Award 2014, Nominated teacher Linda Gancitano who received recognition as a White House Champion of Change for Climate Education for the How Low initiative. Selected to represent educators at the White House Back-to-School Climate Education event August 2015.

Increased SECME STEM Olympiad participation from 24 schools to more than 100 schools to enrich students in and out of the classroom with opportunities for hands-on applied STEM activities.

Designed systems to distribute effective STEM content and instructional processes to classroom teachers through the development and implementation of several hands-on inquiry-based workshops, the *STEM Inquiry Investigations K-5 Guide*, a wiki, a personal website/blog, a Twitter feed, and classroom modeling.

Lead transformation of tier 1 elementary instruction to incorporate interdisciplinary instruction. Developed and disseminated instructional best practices to support interdisciplinary STEM project- and problem- based learning experiences in the classroom as a teacher, trainer and mentor.

Experienced with K-16 education and career readiness requirements for science instructional programs through varied career experiences. Collaborative work with the community by arranging classroom and club visits by local and national experts in STEM research and careers.

Developed and delivered professional learning for teachers and administrators related to STEM and science using workshops virtual learning (Broward Virtual University and Edmodo), professional learning communities (face-to-face and through Edmodo, Elementary Science wiki and personal website), lesson studies and peer review (as co-lead of the State Teacher Quality Grant Cycle 3).

Developed and facilitated STEM inquiry-based, project oriented problem-based learning as a Science Resource Teacher for K-5 students (SLEUTh Academy: Seek, Learn, Experiment, Understand, and Think – http://sleuthacademy.org). Created instructional lessons in SLEUTh Academy developed with the goal of laying the foundation for scientifically literate adults. Utilized project-based problem solving to engage and instruct college students in authentic learning at Northeastern University and Barry University. Developed and facilitated professional learning programs in STEM inquiry-based problem-based learning as a Staff Developer.

Participated in the selection and evaluation of STEM instructional materials as a member of the science instructional materials adoption committees in 1997 (high school), 2005 (elementary) and 2010 (elementary). Selected, reviewed and purchased STEM instructional materials for several technology grants.

Professional Activities

2004-present	NSTA: National Science Teachers Association
2009	NSTA Regional Meeting – Local Host Committee
2009-present	FAST: Florida Association of Science Teachers
1985-present	ACS: American Chemical Society
2014-present	South Florida ACS Executive Board – Alternate Councilor

Grants, Awards and Honors

2016 Invited presenter, The White House CSforAll Summit, #BrowardCodes Story of CS in Broward Schools.

2016 VWR Foundation $10,000 of support for STEMZone to develop a Maker Supply Trunk lending library.

2016 Bosch Community Foundation $12,325 of support for Maker Supply Trunk lending library.

2016 Code.org Professional Learning Partnership. Teacher workshops and community building for computer science. Code.org partner for Broward, Palm Beach, and Miami-Dade. (~$150,000)

2015 National Science Foundation, PI – Investigating Conceptual Foundations for a Transdisciplinary Model Integrating Computer Science into the Elementary STEM Curriculum ($1,249,850).

2015 White House Back-to-School Climate Education and Literacy event – Invited participant.
2015 ChemLuminary Award to the South Florida American Chemical Society section for elementary teacher professional development related to National Chemistry Week "Chemistry of Candy" – Re-engineering Candy.
2014 U.S. Department of Education Green Ribbon District Sustainability Award – co-wrote on behalf of the district.
2014 Florida Green School District Awardee – co-wrote application on behalf of the district
2014 National Science Foundation, PI – FACTS: Foundations of Achievement through Computational Thinking Skills ($89,291) Develop a research plan that examines how computational thinking skills taught with a rigorous computing curriculum will increase not only exposure to computing and engagement in school of students, especially girls and underrepresented minorities, but also their academic achievement in science and mathematics.
2014 Bosch Community Foundation – Broward Robotics – funds to support the introduction of robotics in 20 K-8 Title 1 schools with teacher professional development and a district showcase ($23,000)
2013 (and 2014) – Ultimate Software - $10,000/year donation to support introduction of robotics and a showcase and sponsorship for district SECME STEM Olympiad.
2012 SUMMIT Elementary – Inquiry professional development and lesson study for elementary teachers and follow-up professional development for middle school teachers from the University of Central Florida, Grant manager ($146,759 funded amount)
2011 Florida Agriculture in the Classroom, Gardening for Grades $500 for a workshop demonstration garden.
2011 Broward Education Foundation, IMPACT II 2012 Disseminator *(Down to Earth! The use of student-produced multimedia for Earth Science.)* with fourth and fifth grade students - $1000.
2011 Broward Education Foundation, IMPACT II 2011 Adapter Award *(Paperless Powerpoint),* $400. Sifteo – Educational Gaming for science engagement and enrichment.
2010 PAEMST (Presidential Award for Excellence in Mathematics & Science Teaching) K-6 Science District Nominee.
2010 Broward Education Foundation, IMPACT II 2011 Disseminator (*Probing the Goldilocks Mystery),* $1000, April 2010. Utilizing computerized temperature probes to enhance STEM instruction in the elementary classroom.
2010 Broward Education Foundation, IMPACT II Adaptor Award *(Bird Detectives*), $400. Utilizing bird identification lessons to provide outside learning experience for students.
2010 FPL, Solar Schools Teacher Grant (*E3C: Energetic Eagles Electric Company*), $1000. Alternative energy (solar and wind) tools for learning about energy transfer.
2009 National Science Teachers Association, Regional Meeting, Workshop Presenter and Local Host Committee
2009 Broward Education Foundation, IMPACT II 2010 Disseminator Grant (*It's a SIMPLE Life),* $1000. Utilizing creative Comic Life software to explain science concepts with third grade students.
2009 Broward School Beat, BTU Teacher Spotlight feature, BECON TV.
2008 Best Buy Te@ch Award, $10,000 (1 of 50 awarded nationally) for the use of technology in the classroom and website (sleuthacademy.org).
2007 Teacher of the Year 2009, District Finalist, Broward County Public Schools
2007 Elementary Environmental Educator of the Year, Broward County.
2007 Eagle Point Elementary School, Teacher of the Year 2009.

RUTH JOHNSON

SUMMARY

Experienced in successfully driving forward magnet and innovative programs into Broward County Public Schools and the marketplace to increase awareness and enrollment with all socioeconomic groups while decreasing minority group isolation. Spearheaded marketing and public relations for three MSAP Grants totaling more than $25 million dollars. Expertise includes public and media relations, marketing, advertising, website content development, community relations, and strategic communications planning.

EXPERIENCE

Marketing Specialist, The School Board of Broward County, FL **2000-Present**
Ft. Lauderdale, FL

- Oversees and directs the design, production, and placement of all marketing communications materials.
- Prepares and services news releases to secure maximum media and press exposure for magnet events.
- Directs educational trade show featuring more than 60 programs/vendors and garnering an attendance of 6,000 parents and students.
- Provides strategic planning of regulatory, legislative and image-enhancing programs for schools retention campaign resulting from the No Child Left Behind Act.
- Promotes community support and understanding of innovative schools and magnet programs.
- Develops and supervises production of system-wide communication vehicles, including news releases, marketing blueprint, and web pages.
- Authors and services news releases to press and media for optimum exposure on magnet schools.
- Develops and implements marketing plans to increase awareness of district magnet programs.
- Creates promotional videos and DVDs of magnet programs for airing at 260 schools.
- Provides communications planning and manages the production of supporting collateral materials such as ads, flyers, brochures, banners, etc.
- Coordinates district Parent Advisory meetings to release and share relevant and timely information supporting programs.
- Facilitates strategic corporate and educational partnerships to enhance educational experience and opportunities for students attending magnet and innovative schools.
- Oversees graphic consultations services for schools and content of internet web pages.
- Designs PowerPoint presentations for county meetings and national school conferences.

Events Coordinator, Women in Distress of Broward County, Inc. **1999-2000**
Ft. Lauderdale, FL

- Managed and implemented activities to enhance the agency's image with its public in the areas of media and public relations, special events and publications.
- Researched and secured funding from grants, foundations, business sponsors, and individual donors.
- Spearheaded development of marketing events programmed to address consumer and commerce opportunities while overseeing funding of more than $500,000.

Manager, RJ Images **1996-1999**
Nashville, TN

- Created marketing and promotion strategies to increase customer awareness and loyalty.
- Directed development of design for all promotional and collateral materials.
- Developed and repositioned image advertising acquiring 70% increase in market share.
- Designed promotional and marketing plans incorporating joint promotions and partnerships.
- Managed production and distribution of releases to media and press.

Marketing Coordinator, Sparrow Communications Group **1993-1996**
Nashville, TN

- Launched nationwide marketing campaign successfully penetrating new markets and generating an increase in annual revenue by 65%.
- Conceived and coordinated advertising and media efforts for videos, radio and TV spots.
- Managed corporate college recruiting program for marketing division.
- Directed marketing functions while overseeing promotional staff of 10.

Coordinator, Word Incorporated **1991-1993**
Dallas, TX

Accountant, Motorola Inc. **1989-1991**
Sunrise, FL

EDUCATION

University of Miami, Coral Gables, Florida **1987-1989**
Master of Business Administration.

University of Miami, Coral Gables, Florida **1983-1987**
Bachelor of Business Administration.

Olayemi Awofadeju - Principal

South Broward High School: 1901 N. Federal Highway, Hollywood, FL. 33020 olayemi.awofadeju@browardschools.com

Profile: Passionate and innovative educator experienced in working in fast-paced environments demanding strong organizational, technical, and interpersonal skills. Confident and poised in interactions with individuals at all levels. Trustworthy, ethical, and discreet leader committed to superior performance. Dedicated professional who is able to multi- task effectively, detail-orientated, and completes all projects in a timely manner.

Leadership Experience:

2012- Present **South Broward High School** **Hollywood, FL**
Principal **Broward County Public Schools**

- Integrated Cambridge International Curriculum and Exams to enhance the curriculum of the magnet program in (2015)
- Increased the number of magnet applicants and number of students admitted by 50% 2016
- Added Mentoring Tomorrow's Leader Peer Programing to increase the amount of minority students graduating with honors (2013)
- Increased overall graduation rate to 92% (2016)
- Added Maritime Technology sequence of courses to the curriculum to combine STEM activities with the Maritime Magnet Theme/Curriculum (2015)
- Obtained 21st Century Community Learning Centers Federal Grant to provide additional academic and enrichment opportunities for all students (2016)
- Added Computer Science Classes to the Curriculum, Winning "State of Florida" Winner of Code.org's annual challenge of Computer Science Awareness (2013)
- Secured Business Partnership with the Marine Industry of South Florida (MIASF) to enhance the level of preparedness of students graduating and ready to perform in the workforce (2016)

Nova High School **Davie, FL**
2008- 2012 **Assistant Principal** **Broward County Public Schools**

- Conducted effective data chats with teachers to review student learning gains/losses and revisit learning expectations as needed ensuring student academic progress in each AYP category per teacher
- Designed school- wide data assessment review for administrators to meet with teachers regularly, closely monitoring student progression and paying close attention to each AYP subgroups
- Created a sense of urgency among faculty by presenting school data and specific student achievement goals for all subjects and grade levels
- Ensured that student learning was a priority by closely monitoring the fidelity of implementation of all school- wide literacy initiatives in all classrooms
- Developed system and procedures for students to monitor their own data and set personal learning goals
- Developed and aligned The Literacy "Do Now" Plan to FCAT 2.0 ensuring content remained relevant in elective classes while increasing student preparedness for standardized tests

Paxon Middle School **Jacksonville, FL**

2007-2008 ***Assistant Principal of Curriculum*** **Duval County**

- Led master schedule re-design to align with the mission and goals of the International Baccalaureate program, obtaining school authorization in May 2008
- Calculate and report Full Time Equivalent (FTE) information according to federal guidelines, guaranteeing appropriate funding is allocated to the school
- Design and maintain academic focus calendars and learning schedules, ensuring student learning and monitoring student learning progress
- Train teachers on FCAT testing administration procedures and timeline, ensuring accountability and validity of test execution and environment
- Create policies and procedures for grade recovery using Compass Odyssey for students who have received a grade lower than a C in any core class
- Identify and pair new teachers with veteran teacher who possessed strengths in skills in curriculum and instruction to increase teacher retention and student learning; Scholastic identified 2 out of 7 district model classrooms from my school

2005-2007 **Jean Ribault High School** **Jacksonville, FL**

Assistant Principal of Student Services ***Duval CountySchools***

- Provided discipline, guidance, and counseling to students according to the Code of Student Conduct , ensuring a safe and productive learning environment for all students
- Analyzed and disseminated student achievement data to all teachers, increasing the awareness of the importance to be a data driven instructor
- Provided trainings to Intensive Reading teachers on appropriate planning, and the implementation of literacy and standards based curriculum, increasing student achievement by 7%
- Supervised school-wide attendance and reported findings to parents, teachers, and administrators, reducing truancy rate of students

2004-2005 ***Reading Coach***

- Provided on-site staff development to ensure that all teachers were knowledgeable about effective reading strategies and understood the instructional design of incorporating them in their content areas effectively
- Modeled and demonstrated engaging lessons, ensuring that all reading teachers are trained to deliver appropriate lessons and use the instructional materials as designed, increasing student literacy
- Assisted teachers in building an interactive classroom environment focused on the content and appropriate learning strategies, resulting in higher student academic achievement

2000-2004 **Nims Middle School** **Tallahassee, FL**

Reading Teacher (Grades 6-8) ***Leon County Schools***

- Prepared, organized, and implemented engaging curriculum-based lessons according to the Sunshine State Standards, increasing student participation in classroom learning
- Utilized data to analyze student progression creating effective interactive multi-level reading groups.
- Established behavioral motivation for students, decreasing student retention rates

Education: **Florida A & M University**, Tallahassee, FL - Master of Education, 2001
Concentration: Educational Leadership

Florida A & M University, Tallahassee, FL - Bachelor of Science, 1999
Concentration: History Education

Florida State University, Tallahassee, FL – 15 Graduate Credit hours earned
Concentration: Reading

Certifications: **Professional Educator's Certificate, State of Florida**
Educational Leadership (All Levels)
Social Studies (5-9)
Reading Endorsement (K-12)

SONJA SMITH BRAZIEL, Ed.S.

EDUCATION:

Doctorate in Organizational Leadership
Nova Southeastern University, Davie, FL
Ongoing

Educational Specialist in Curriculum and Instructional Management
Nova Southeastern University, Davie, FL

Master of Science in English
Including: Certification in Educational Leadership
Nova Southeastern University, Davie, FL

Bachelor of Arts in English
Emphasis: **Business Management**
Florida State University, Tallahassee, FL

High School Diploma
Nova High School, Fort Lauderdale, FL

EXPERIENCE:

April 2000-Present

PRINCIPAL, Pompano Beach Middle School
School Board of Broward County - Pompano Beach, FL

School Demographics:

79% Minority
87% Free and Reduced Lunch students

School Achievement:

10 years of a School Grade above a B under current leadership
2016-17 School Grade - C

Ongoing Programs/Strategies Initiated for Student Academic Success:

- Changed the name of the magnet program from Broadcast Communication Arts to Information Technology and Computer Engineering to recruit and maintain enrollment.
- Increased the number of minority students in the magnet program
- Implemented the Achievers Award for students making progress
- Increased the number of students in high school credit classes
- Included all ESE students in general education classes
- Encouraged the inclusion of SVE students in general education classes
- Met with a probation officer weekly on campus while counseling students from JJS
- Assigned small groups of struggling students to Administrative Support Personnel for mentoring
- Started a SWAAG Club for boys (Students With Academic Achievement and Goals)
- Take students annually to visit Historically Black Colleges and Universities (HBCU) and State Universities
- Held Community Meetings with parents, Broward Sheriff's Office, clergy, mayor, and commissioners
- Increased the number of parents on SAC and PTSA

- Partnered with TD bank for incentives for standardized tests
- Partnered with Bank of America and BB&T for career explorations/field trip
- Organized a high school meeting with eighth grade boys. Speakers included male speakers:
  - Blanche Ely and Northeast's Principals
  - Football and Basketball Coaches from both schools

DISTRICT LEADERSHIP ROLES:

- Conducted Staff Development for Administrators through Talent Development
- Currently serve as a mentor for an Intern Assistant Principal
- Served as Mentor Principal for four Intern Principals
- Served on the reorganization committee for Pompano Elementary
- Serve as an informal mentor for new principals in the zone
- Lead the collaboration for SES band 3.
- BTU Negotiations Team 2012-2015
- Blanche Ely/Pompano Beach Innovation Zone Facilitator
- Served on Assessment /committee with the Research Department
- North Area District Advisory Council

1996-2000 **ASSISTANT PRINCIPAL**, Bair Middle School
School Board of Broward County Sunrise, FL

1994-1996 **ASSISTANT PRINCIPAL,** Rogers Middle School
School Board of Broward County Fort Lauderdale, FL

1992-1994 **AT-RISK COORDINATOR AND SIXTH GRADE GUIDANCE COUNSELOR,**
1992-1995 Tequesta Trace Middle School
School Board of Broward County Weston, FL

1990-1992 **EIGHTH GRADE LANGUAGE ARTS TEACHER AND COMMUNITY SCHOOL ADULT ESOL TEACHER**
Tequesta Trace Middle School
School Board of Broward County Weston FL

1985-1990 **SEVENTH/EIGHTH GRADE LANGUAGE ARTS TEACHER,**
Nova Middle School
School Board of Broward County Davie, FL

CERTIFICATIONS BY FLORIDA DEPARTMENT OF EDUCATION:

English
Middle Grades
English Speakers of Other Languages
Educational Leadership

COMMITTEE INVOLVEMENT:

- Committee for Virtual Education
- Faith Based Committee 2013-2014

- Executive Board for Middle School Principals
- Middle School Athletic Association Board of Directors
- Magnet Schools Policy
- Safe Schools Program
- Contract Negotiations for Non-Instructional Employees
- RFP Committee for school pictures and grade book programs
- Extended Learning and Summer School Task Force

COMMUNITY INVOLVEMENT:

- Member of the Pompano Beach Chamber of Commerce
- "Tackle the FCAT" community workshops
- Board of Directors for the Sample McDougald House
- Pompano Education Advisory
- Pompano Chamber of Commerce
- Old Pompano Community Association
- PBMS Super Bowl Press Crew

RECOGNITIONS:

- #1 rated Magnet School in BCPS by Metis and Associates 2015
- Principal of the Year Finalist by the Caliber Awards Committee 2015, 2009
- Recognized by the Kiwanis of Pompano for service to the community 2016
- Honored by HANDY, Inc. for years of support for the after-school programs 2016
- Selected for the Florida Principal Leadership Academy
- Five Star Schools Principal
- Gold and Silver Star School Principal – 15 consecutive years
- Magnet Schools of Distinction
- First Place in the Miami Dolphins Fins Contest
- Second Place in the Miami Dolphins Fins Contest
- Tequesta Trace Middle School Teacher of the Year

Jermaine V. Fleming, Ed.D.

WALLACE INTERN DIRECTOR PROGRAM

Objective

To obtain a position as a thought leader in the field of instructional leadership.

Education

Doctor of Education-Educational Leadership
Nova University, Ft. Lauderdale, FL (March 2007)

Master of Science-Educational Leadership
Nova University, Ft. Lauderdale, FL (October 2001)

Bachelor of Science-Music Education
Florida A & M University, Tallahassee, FL (April 1994)

Certification

State of Florida, Department of Education, Professional Certificate-No. *731037*
Expires: *June 30, 2021*

- Principal (All Levels)
- Educational Leadership (K-12)
- Music (K-12)

Chronology of Administrative Experiences

Cadre Director (Principal Supervisor) 2016- Present
The School Board of Broward County, FL

Intern Cadre Director 2015-2016
The School Board of Broward County, FL

Adjunct Professor 2014-Present
Florida Atlantic University

Principal 2012-2016
Nova Middle School

Assistant Principal 2011-2012
Hallandale High School

Intern Principal *2010*
Attucks Middle School *March-June*

Adjunct Professor (On-line) 2008-2012
University of Phoenix

Assistant Principal *2006-2011*
Hollywood Hills High School

Assistant Principal (Principal's Designee, Evening Program) *2003-2006*
Hallandale Adult Community Center

PRINCIPAL SUPERVISOR COMPETENCIES

One-on-one Work with Other Principals

- Conducted an Inquiry Cycle of Coaching with a middle school principal in partnership with the Center for Educational Leadership from the University of Washington
- Mentored and Coached selected middle and high school principal in my role as an Intern Director; conducted one on one coaching and mentoring visits with the goal of improving teacher practice and student performance
- Served as advisor to a Middle School Principal to develop a rubric and competencies to expand vocational and industry certification courses
- Served as advisor to a Middle School Principal to develop a rubric and competencies to expand enrichment program

Developing Principal Professional Learning Networks

- Designed, developed and facilitated professional development for middle school principals
- Developed, participated and sustained a Professional Learning Network with Cadre Director and Mentor Principal (Director of Leadership Development)
- Lead and facilitated collaboration with four Middle School Principals and the Career, Technical, Adult and Community Education to leverage opportunities to integrate vocational courses in the middle curriculum
- Collaborated with Educational Leadership Professors to develop online content for a graduate Principal Preparation Program
- Collaborated with Educational Leadership Professor to align and calibrate two courses (Instructional Leadership 1 and Instructional Leadership 2) for the PROPEL Program

Providing and Brokering Individualized Professional Development Plans for Principals

- Designed, facilitated and brokered individualized professional development for principals based on BASA mid-year review/professional development team (PDT) meetings,
- Collaborate and engage with the Middle School Executive Board to provide high quality professional learning at the monthly Middle School Level Principal meetings
- Designed and delivered research-based content to graduate students in the PROPEL program at the starting point of Broward County Public School's (BCPS) Principal Pipeline Program

Collaboration with Central Office

- Collaborated with the Office of Academics develop, design, facilitate and evaluate the Middle School Principals Sub-Cadre monthly meetings
- Collaborated with the Career Technical and Adult Education and the Research departments to design, develop and facilitate professional learning for principals during the Middle School Principal Sub-Cadre meeting
- Presented "Best Practice" presentation at the December 2015 All Level Principal Cadre meeting at the request of the Office of School Performance and Accountability (OSPA)
- Work with Talent Acquisition Department to recruit qualified candidates to Broward County Schools
- Served as a consultant to the Talent Acquisition Department to develop a process and criteria for instructional interviews to interface with the new AppliTract system

- Collaborated with the Talent Acquisitions Department to served in the selection for participants in Principal Pipeline Program (LEAD, Intern Principal, and PROPEL)
- Consulted with the Office of Academics to develop professional development for K-12 Music and Art Teachers

Utilizing a Principal Evaluation Process to Support Principal Growth

- Observe multiple BASA initial and mid-point conference
- Advise Cadre Directors on areas of support and opportunity for principal professional development
- Utilize the Broward Assessment for School Administrators (BASA) instrument to develop my personal professional learning plan
- Utilize feedback from completed BASA to seek out professional learning opportunities to strengthen specific competencies

Prioritizing Time with Principals

- Coach, mentor and collaborate with assigned principals (as an Intern Director) regularly
- Served as a member of the Middle Principals Executive Board
- Served as a member of the Middle Principals Executive Board Reorganization Ad Hoch Committee
- Lead, plan, and schedule the Nova Zone Principal's meeting as Zone Facilitator
- Collaborated with other Middle School Principals aligned by Social Economic Status (SES) bands
- Served as the President of the Broward Assistant Principal's Association (BAPA)
- Served on the Executive Broad for the Broward Principal's and Assistant's Association (BPAA)

Collaboration and Calibration with Principal Supervisors

- Accepted as a Wallace Foundation Intern Director Residency Program
- Serve on the Cadre Director team to organize and facilitate a partnership between the District and the Community Foundation of Broward
- Collaborate and calibrate with Cadre Directors to facilitate two principal meeting monthly
- Served as a participant in a Wallace Foundation Principal Supervisor Focus Group Interview
- Gleaned valuable insight on leadership through collaboration with my OSPA Director and Mentor Principal as a member of my Professional Learning Team

Measuring Impact and Engaging in Continuous Improvement

- Served as a "thought leader" as an Adjunct Professor in the Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) program
- Instructed and designed graduate school (PROPEL) curriculum that targeted research-based practices in Instructional Leadership and improving teacher practice; inclusive of works by Vivian Robinson, John Hattie and Robert Marzano
- Utilized the Self-Assessment, Mid-Year, and Final Evaluation components (Instructional Practice and Achievement Rating) of the BASA to measure impact and further assess
- Designed and delivered professional development entitled: The Marzano Framework and The Impact on Teachers of the Arts; targeted professional to Administrators in the Palm Beach Public Schools

Valerie Y. Harris

"Strive to set a standard of EXCELLENCE every day that inspires others around you to be better- Author Unknown"

Objective

To serve in the school and community to empower people to successfully attain their educational and personal goals by creating continual opportunities for collaboration and growth.

Work History

Olsen Middle School, Principal
Dania, FL
Present-2010

Created various programs to accelerate student learning through partnership with community organizations and virtual education
Present-2011

Designed and implemented mentoring and tutoring program to support students increase academic and behavioral achievement
Present-2011

Provided monthly parent seminars to enable parents to have a voice in their school and processes that directly impact their child
Present-2011

Developed professional learning communities to equip the adult learner with the knowledge, skills, and abilities needed to successfully implement teaching and learning to meet or exceed student-learning needs.
Present-2011

Deerfield Beach Middle School, Intern Principal
Deerfield Beach, FL
2009-2006
Designed science collaboration throughout the district to actively engage learners from various schools to work collaboratively to learn and celebrate science.

Coordinated school academic plans and monthly parent advisory meetings to ensure stakeholders were informed and engaged in the school.

Westglades Middle School, Assistant Principal
Parkland, FL
2006-2002
Coordinated with stakeholders to develop black history programs to engage the staff, students, and community.

Broward County Public Schools, Teacher
Bair Middle School, Miramar High School, Piper High School
2002-1993
Created and hosted Educational Forums to bring together college and employment recruiters, the military, students, parents, and staff to equip students with the opportunity to create post-secondary goals.

Public and Church Service

Florida Atlantic University Parent Advisory Board
Boca Raton, FL
2013-2012
Served on the Parent Advisory Board to provide input and make decisions on educational programming.

Team in Training
Delray Beach, FL
2010-2009
Raised money to support Leukemia and Lymphoma Society and raised awareness by sharing information with community members.

Community Christian Church
Tamarac, FL
Present-2013
Volunteer in various ministries: Run for God (Run/Walk Coach), Women's Ministry and Single's Ministry (Small Group Leader/Teacher), Children's Ministry (Storyteller)

Friends in Training
Fort Lauderdale, FL
Assistant Running Coach
Present-2016

Coach children and adults to run and compete in local races. This empowers the runner to accomplish goals never thought possible.

Education

Road Runner's Club of America (RRCA) Coaching Certification
Fort Lauderdale, FL
Coach runners utilizing research based training to help a runner achieve his/her goals, while minimizing the risk of injuries.

Nova Southeastern University
Davie, FL
Master of Science
Educational Leadership
2000

Florida State University
Tallahassee, FL
Bachelor of Science
English Education
1993

References Available Upon Request

DR. KARLTON O. JOHNSON

Phone: 305.458.9894 **E-mail**: karltonj36@aim.com

www.linkedin.com/in/dr-karlton-johnson-5a5a9075

SCHOOL AND DISTRICT LEADERSHIP

EDUCATION

Doctorate in Organizational Leadership, ***GPA: 3.8*** |2015
Minor: Curriculum/Urban Education
NOVA SOUTHEASTERN UNIVERSITY, FORT LAUDERDALE, FL
Master of Science in Educational Leadership, *GPA: 3.9* | 2000
NOVA SOUTHEASTERN UNIVERSITY, FORT LAUDERDALE, FL
Bachelor of Science in Business Education/Elementary Education, *GPA: 3.6* | 1989
FLORIDA MEMORIAL UNIVERSITY, MIAMI GARDENS, FL

CAREER HIGHLIGHTS

- 2016-2017 member of the School Superintendent Association "Aspiring Superintendents Academy "
- Attained the 2nd highest rank for black male graduation rate throughout the Broward County School District from 2012 to 2015.
- Successfully positioned Blanche Ely within the top 10 high schools in Florida and among the top 3 in Broward County for numerous Adobe Industry Certification Exams passed 2011-2015.
- Planned and executed community events to honor Hispanic History Month, Black History Month, and Women's History Month, including a Parenting & Drop Out Prevention seminar hosted by author Lucille O'Neal Mother of NBA Hall of Famer Shaquille O'Neal.
- Founded and directed the Community Success Team (CST).
- Coordinated with government and service agencies, including the Department of Children and Families
- Served as annual speaker and presenter at St. Thomas University and Broward leadership activities to promote quality leadership among existing and potential leaders, to enhance overall community and to address innovation in urban schools.
- Executed an operational plan that lead to zero audit exceptions for property and internal account from 2010 to 2016
- Maintain a balance school budget from 2007-present.
- Developed and implemented a program for teachers on iObservation/Marzano to share "Best Practices" that allowed for *teachers to observe* other classrooms where innovative *lessons* were taking place, 2011-Present.
- Consistently communicated with the Attendance Boundary Committee (ABC) to ensure opportunities for community involvement for the preparation of school attendance boundary recommendations for the superintendent's review.
- Played an integral role in improving the ranking of various schools based on the student achievement as stated by Florida Department of Education which include the following:
  - from a (A) to a (A) - Blanche Ely High School, Pompano, FL (2012–2013)
  - from a (C) to a (A) - Blanche Ely High School, Pompano, FL (2011–2012)
  - from a (D) to a (C) - Blanche Ely High School, Pompano, FL (2009–2010)
  - from a (D) to a (C) - Dillard High School, Ft. Lauderdale, FL (2006–2007)
  - from a (D) to a (C) - Blanche Ely High School, Pompano, FL (2004–2005)
  - from an (F) to a (C) - Miami Edison Middle School, Miami, FL (2002–2004)

SUMMARY OF EXPERIENCE

CURRICULUM DEVELOPMENT | STUDENT PERFORMANCE ENHANCEMENT

- Analyzed and disaggregated data to assist Elementary and Middle Schools with developing credit recovery options for all students.
- Facilitated school meetings to address important school issues including topics such as: BASIS, Florida Standards Assessment, Common Core/Florida Standards, school grade, End-of-Course Exams, text-complexity, Hattie's Visible Learning, CARE, BEST, Webb's Depth of Knowledge, new cut scores, common board configuration, and district and state reports, 2009-Present.
- Conducted comprehensive teacher performance evaluations using Instructional Personnel Assessment System (IPAS) and Florida Performance Measurement System (Marzano iObservation) instrument to improve instructional practices.

- Provided support in redefining school improvement plans to further increase student achievement as well as in determining areas needing improvement and developing action plans with the utilization of common core.
- Directed the implementation of math, science, literacy and social studies remediation via after school tutorial programs.
- Developed a curriculum plan with the Reading Coach to provide FCAT 2.0/ELA FSA, PSAT and SAT/ACT strategies, and mini-lessons/warm-ups for students.
- Created cross-curricular learning communities with the math and science departments targeting the 10th grade Math Florida Standards Assessment, resulting in increased learning gains for Math students previously identified as below proficiency.

LEADERSHIP, STAFF TRAINING, AND PERFORMANCE DEVELOPMENT

- Actively communicate with district senior management on graduation rate and academic assessment protocols.
- Industry Certification - Blanche Ely High ranked the second highest in the District with the highest percentage in the Broward County Public Schools in 2016-17.
- Oversaw the Pre-medical & Engineering Management programs by providing students the opportunity to be prepared for Practical Nursing Careers, Certified Medical Administrative Assistants, and EKG as well as Solid Works Certification and Training.
- Students become certified in Microsoft Office Suite, Adobe Dreamweaver, Photoshop, Flash, Serve-save, Customer Service and Front Desk.
- Demonstrated expertise in coaching staff members in the implementation of English for Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE) strategies.
- Led the sponsorship of the International Club necessary to provide tutoring, information, and other support for limited English proficient (LEP) students.
- *Created a Curriculum Team* for the English Language Arts, Reading and Social Studies departments to focus on text complexity, informational Text, ACT/SAT Prep, vocabulary building, rigor, relevance, and relationships.

- **ORGANIZATIONAL SAFETY AND SECURITY OPERATIONS /PROBLEM ANALYSIS AND RESOLUTION**
- Led professional development team on the design and implementation of a Response to Intervention Model *(RtI)* called BRASS *(Building Relationships for Academic and Social Success)* which provided increased proficiency levels in Math, Reading, and Science from 2009-2013, and at Blanche Ely High School continued this theory through the District's *PASL program*, 2014-Present.
- Actively communicate with school social worker for the improvement of attendance among chronic absentees; developed attendance/behavior contract for at risk students.
- Maintain continuous coordination of the Safe Threat Assessment initiative to prevent violence.
- Communicated with parents regarding the development of strategies to handle students with behavioral issues.
- Provided expert oversight to the school's behavior educational specialist to guarantee due process of student behavior management and accurate recording of data.
- Completed the revision of school-wide discipline plan to ensure alignment with new area and district guidelines.
- Executed regular classroom visits by security specialist and SRO to promote safety and ensure high visibility.
- Maintained professional communication among staff to ensure school-wide awareness of school safety and security plan including CAB, training sessions, newsletters, and public announcements.

PROCESS OPTIMIZATION | REGULATORY COMPLIANCE AND STANDARDS

- Oversaw the preparation and submission of Standardized Account Code Structure (SACS) report in compliance with the SACS accreditation program.
- Proactively contributed to the revision of the 2004 to 2005 School Improvement Plan (SIP) for the improvement of student performance.
- Rendered effectual support to the development and implementation of the School-Wide Safety Plan and School CRISIS Plan.
- Played an integral role in developing reports in relation to the Professional Assessment and Comprehensive Evaluation System (PACES) indicators.

MEDIA AND PUBLIC RELATIONS

- Generated plans for the new student orientation, Making High School Count, and elective showcase sessions for parents and students.

- Supervised the overall planning and management of Multicultural Parent Sessions in the parent's home language to promote cultural sensitivity and provide school information.
- Served as representative of the school at local government, ESOL, and ESE Advisory Council meetings.
- Rendered support on the development and oversight of weekly school activity bulletin and newsletter facilitated through the school website and CAB system to promote paperless environment.
- Gained designation as member of the Innovation Zone Discipline Committee, accountable for representing the school in a forum that involved other area schools and community leaders.

TEACHING RELATED EXPERIENCE

Principal - Blanche Ely High School, Broward County, FL	July 2008–Present
Intern Principal - Dillard High School, Broward County, FL	August 2006–June 2008
Intern Principal – Monarch High School, Broward County, FL	August 2005–June 2006
Assistant Principal – Blanche Ely High School	August 2004- June 2005
Assistant Principal - Miami Edison Middle School, Miami-Dade, FL	August 2002–June 2004
Teacher - Miami Beach High School, Miami-Dade, FL	August 1997–June 2002
Teacher - American High School, Miami-Dade, FL	August 1991–Jun 1997

AWARDS AND RECOGNITIONS

2016	Broward County Public Schools Principal of the Year and 2016 and Broward County Sheriff Honorary Deputy
2016	One of Miami's and South Florida's "50 Most Powerful and Influential Black Leaders" of 2016
2016	State of Florida School Recognition for advancing Blanche Ely High from "C" to "B" ranking based on the new Florida Standards Assessment. Ranked among the District's Top Percentage with 92% Graduation Rate (Blanche Ely High School)
2015	Ranked among the District's Top Percentage with 90% Graduation Rate (Blanche Ely High School). Ranked among the top high schools in the State of Florida, Department of Education Industry Certification with a 90% pass rate. (Blanche Ely High School)
2014	Nobel Educator of Distinction by The National Society of High School Scholars Highest Award in the City of Pompano Beach, Florida: "Shining Star Mayor Award"
2013	The National Alliance of Black School Educators "Principal of the Year"
2012	Proclamation from U.S. Congressman Alcee Hasting for remarkable performance in moving the school to an "A" *" rating for the Florida Department of Education (Blanche Ely High School)*. Proclamation from State Representative Gwen Clarke Reed for *school receiving "A" rating for the Florida Department of Education (Blanche Ely High School)*. Proclamation from Mayor of the City of Pompano for maintaining an "A" school designation. Proclamation from county commissioner for receiving an "A" school ranking. State of Florida School Recognition for advancing Blanche Ely High from "C" to "A" ranking based on 2010 to 2011 academic school year performance (Blanche Ely High School).
2011-2015	Recipient of the Magnet Schools of America Mini Grant. Two Students at Blanche Ely High School Recipients National Achievement Scholars
2010	Proclamation from Broward Soil and Water Conservation District. Proclamation from Mayor of Pompano for the Academic All American Banquet. One of the Top 25 Black Male Urban School Administrators by the National Alliance of Urban Schools
2010–2015	Highest Florida Comprehensive Assessment Test (FCAT) Science scores in school history
2010–2015	Attainment of the highest graduation rates in school history (Blanche Ely High School)
2010–2014	Congressional Youth Leadership Council Award
2010–2015	Highest FCAT Science scores in school history (Blanche Ely High School)
2009–2015	Highest FCAT Writing scores in school history (Blanche Ely High School)
2008-2009	Two Students at Blanche Ely High School Recipients YMCA Grant for National Commended Scholars and National SECME Administrator of the Year. Principal of the Year by South Florida Industry Partners for Education (SECME)
2008–2015	Nominee for Principal of the Year for four consecutive school years Broward County Public Schools
2005–2015	National Nominee of the Who's Who in the field of Education and
2007–2015	Eight Students at Blanche Ely High School Recipients of Bill Gates Millennium scholarships

PUBLICATION

Johnson, K.O. (2015). *Tips for School District Leaders to promote student achievement through the utilization of Marzano Instructional Teaching Practices*, Nova Southeastern University, Fort Lauderdale, Florida: Broward County Schools

5780 NW 120th Avenue
Coral Springs, FL 33076
954-263-8342
mpadura@browardschools.com

MICHELLE G. PADURA

OBJECTIVE

To establish a systemic culture of high expectations for student achievement and the adult learning necessary to realize those outcome as the Principal of Stranahan High School.

EXPERIENCE

PRINCIPAL-STRANAHAN HIGH SCHOOL, SCHOOL BOARD OF BROWARD COUNTY, FL

7/2016- Present

- Maintain a safe, respectful and inclusive student-centered learning environment.
- Engage in data analysis for instructional planning and improvement.
- Improve instructional practices of faculty by providing relevant and timely feedback from frequent observations.
- Provide a professional development plan that focuses on the relationships among academic standards, effective instruction, and student performance.
- Implement knowledge of policies, operational plans, resources, capital goods, financial and material assets, personnel as well as curriculum needs in order to efficiently manage the school facility.
- Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
- Build capacity in others by empowering and providing support and experiences for aspiring leaders.

INTERN PRINCIPAL- NOVA HIGH SCHOOL, SCHOOL BOARD OF BROWARD COUNTY, FL

7/2012-6/2016

- Implemented and monitored the Small Learning Communities (SLC) initiative in which teachers collaborate regarding the academic, behavioral and social progress of their teamed students in addition to sharing best practices, leading to a more personalized approach to teaching, learning, and communication amongst stakeholders.

- Responsible for organizing "State of the School" data analysis sessions for school-wide assessment data and implications of instructional practices
- Established a systemic culture of high expectations for student achievement and the adult learning necessary to realize those outcomes through the implementation of Broward County's BEST Blueprint (Beyond Expected Student Targets).
- Conduct monthly Performance Management sessions, to ensure continuous improvement by aligning state academic standards with effective instruction and meaningful and appropriate formative assessments to address student needs

ASSISTANT PRINCIPAL- EVERGLADES HIGH SCHOOL, SCHOOL BOARD OF BROWARD COUNTY, FL

7/2003-6/2012

- Developed and monitored plans and goals within the School Improvement Plan resulting in the first "A" grade for the school
- Identified students, particularly under-represented subgroups, with the potential to be successful in Advanced Placement (AP) courses using the AP Potential report and enrolled students in rigorous academic courses. As a result, received the 71st and 72nd ranking in the nation for performance of Hispanic and African American students in AP courses
- Scheduled and monitored "Academies" for lowest quartile 9th grade students utilizing flexible scheduling and prescribed electives resulting in 42% decrease in discipline infractions and a 5% increase in Reading Learning Gains and 6% increase in Math Learning Gains
- Created school's master schedule, utilizing BAT, FCAT, FAIR, and various student and teacher needs assessment data to ensure the education needs of 3200 students were met.

BIOLOGY TEACHER- DEERFIELD BEACH HIGH SCHOOL, SCHOOL BOARD OF BROWARD COUNTY, FL

8/2000-6/2003

- Facilitated engaging lessons for 9-12 grade Biology and Earth Space Science students.

- Modified lesson plans and instructional activities to accommodate Exceptional Students (ESE) and English Language Learners (ELL).
- Engaged in professional learning to improve instructional practices.

EDUCATION

FLORIDA ATLANTIC UNIVERSITY, BOCA RATON, FL

MASTER OF EDUCATION- EDUCATIONAL LEADERSHIP 2001

UNIVERSITY OF MIAMI, MIAMI, FL

BACHELOR OF SCIENCE- MAJOR IN BIOLOGY 1998

REFERENCES

ALAN STRAUSS, CADRE DIRECTOR

OFFICE OF STUDENT PERFORMANCE AND ACCOUNTABILITY, SCHOOL BOARD OF BROWARD COUNTY

754-321-3810

MICHAEL RAMIREZ, CADRE DIRECTOR

OFFICE OF STUDENT PERFORMANCE AND ACCOUNTABILITY, SCHOOL BOARD OF BROWARD COUNTY

754-321-3810

JOHN LACASSE, PRINCIPAL

NOVA HIGH SCHOOL, SCHOOL BOARD OF BROWARD COUNTY

754-323-1655

Melinda Wessinger

5716 NW 79th Way
Parkland, Florida 33067
954-344-8584 (home) 954-448-5495 (cell)
melinda.wessinger@browardschools.com

Objective

To effectively serve as the Principal of New River Middle School, by providing instructional leadership to faculty and staff, implementing proactive academic and behavioral interventions to enhance student achievement, and directing efficient management of the school facility.

Experience

2011-Present School Board of Broward County, Florida
New River Middle School, *Fort Lauderdale, Florida*
Principal

- Improve instructional practices of teachers through the use of the iObservation tool and effective feedback strategies.
- Providing opportunities and support for teachers to implement blended learning strategies as well as interdisciplinary units
- Creating a culture of high expectations through professional development focused on Florida Leadership Standards.
- Organize school wide staff development and professional learning communities.
- Provide support and experiences for aspiring leaders.
- Increased student enrollment from 1,100 to over 1,500.
- Leader of an exceptional program which received the 2017 Magnet school of Distinction 2016 Magnet Schools of America Magnet School of Excellence and 2015 Magnet School of Distinction.
- Plan and facilitate district wide initiatives as a Middle School Executive Board Member

2007-2011 School Board of Broward County, Florida
Ramblewood Middle School, *Coral Springs, Florida*
Assistant Principal

- Constructed a strategic master schedule using formative and summative data that grouped students based on individual results and teacher strength.
- Managed the school leadership team in creating a school wide strategic plan that is specific to all academic departments.
- Administered Diagnostic and Progress Assessments.
- Coordinated the sharing of best practices, highlighting the integration of technology in to the curriculum.
- Create a master schedule that meets the educational needs of approximately 1,500 students.
- Decreased retention rates by 5% by monitoring attendance rates and communicating with parents of at risk students.

2002-2006 School Board of Broward County, Florida
West Glades Middle School, *Parkland, Florida*
Math Teacher

- Facilitated engaging mathematical instruction for 8th grade students level 1 through level 5.
- Modify lesson plans and activities to accommodate exceptional students and English language learners.
- Lead the math department, as department chairperson, to the highest proficiency rate on FCAT in the district.
- Students had 100% passing rate on the Algebra Credit by Exam.
- Acted as a mentor for new teachers.
- Lead the New Hire Orientation.

1992-2002 School Board of Broward County, Florida
Margate Middle School, *Margate, Florida*
Math Teacher

- Facilitated engaging mathematical instruction for students, grades 6 through 8.
- Modified lesson plans and activities to accommodate exceptional students and English language learners.
- Stimulated student participation in subject area.
- Engaged in professional development to improve teaching practice.

Education

Nova Southeastern University

- Master of Science, Educational Leadership, 2006

Florida Atlantic University

- Bachelor of Arts, Social Science, 199

Professional References

Christine Semisch, Cadre Director
Broward Schools Office of School Performance and Accountability
754-321-3808

Dr. Jermaine Fleming, Cadre Director
Broward Schools Office of School Performance and Accountability
754-321-3808

Dr. Desmond Blackburn, Superintendent
Brevard County Schools
954-778-0720

Claire Aulicino
Senior Associate

Summary

Ms. Aulicino has 17 years of experience in research and evaluation. Since joining Metis in 1999, she has worked on school improvement initiatives, including magnet school and choice programs, college and career readiness, digital learning and integration, and STEM education.

Knowledge and Skills

Survey development, design, and analysis; qualitative research methods, including focus groups, field studies, and literature reviews; quantitative statistical analysis and interpretation

Education

M.A., Economics and Education, Columbia University Teachers College
B.A., Economics, Duke University

Experience

Program Evaluation

Magnet Schools Assistance Programs

Since 2001, Ms. Aulicino has designed and led evaluations of three-year Magnet Schools Assistance Program (MSAP) grants for several districts, including: San Diego Unified; Orangeburg School District 3 in South Carolina; Broward County (FL) Public Schools; Districts 9, 10, 14, 21, 22, 27, 28, and 29 in New York City; Champaign (IL) Unit School District 4; and Baltimore County, MD. These projects entail assessing the implementation and impact of the programs on students and the school community and evaluating progress in meeting federal objectives. Her specific tasks include conducting classroom observations and interviewing school and program staff, analyzing student racial/ethnic data to evaluate progress in meeting the goal of reducing minority isolation, conducting longitudinal analyses of student achievement data, and preparing annual performance reports of evaluation findings.

Montgomery County Public Schools, Study of Choice and Special Academic Programs

In 2015, Ms. Aulicino conducted a study of the district's system of choice and special academic programs, which includes magnet programs, centers for highly gifted students, language immersion programs, and regional consortia programs. The study was conducted over a 16-month period from January 2015 through March 2016 to examine the wide variety of programs that are offered to ensure that the programs support and advance the mission and core purpose, values, and competencies defined in the district's strategic plan. Ms. Aulicino oversaw all aspects of the project, including creating the research design; developing evaluation protocols and instruments; conducting stakeholder interviews and focus groups; managing site visits to 20 or more programs; conducting analyses of student- and school-level enrollment and student outcome data; facilitating community briefings; report writing and client communication; and presenting findings from the review to the Montgomery County Board of Education.

Broward County Public Schools, Review of Magnet Programs

Ms. Aulicino served as the director and lead researcher on a review of magnet programs for Broward County Public Schools from May through September 2014.

The review included an assessment of 55 magnet programs across 44 schools. Ms. Aulicino worked with district staff to create a checklist of 30 indicators aligned to national best practices and district priorities for magnet programs that was used to score each program, in order to identify best practices and areas of needed improvement across and within the programs. Ms. Aulicino was responsible for coordinating and conducting site visits to magnet programs; conducting interviews with magnet administrative staff; reviewing program documentation and reports; overseeing the analysis of student enrollment, application, and achievement data by program; and presenting findings from the review to the Broward County Board of Education.

Baltimore County Public Schools Magnet Program Audit
In 2013, Ms. Aulicino managed a system-wide audit of magnet programs for Baltimore County Public Schools. The scope of the audit was designed to examine equity of access to magnet programs across the district; effectiveness of program implementation, including demand for programs; and effectiveness of central oversight and administration. The audit, which was conducted from May through October 2013, included interviews with district administrators and staff, magnet staff surveys and questionnaires, review of program documentation, analyses of student and applicant pool data, parent and community feedback surveys, and 11 community forums. Ms. Aulicino was responsible for coordinating and conducting all aspects of data collection and analysis, survey and instrument development, communication with schools and the district, preparing interim and final reports, and presenting findings from the audit to the Baltimore County Board of Education.

Clark County School District: Evaluation of e3 Digital Learning Initiative.
Ms. Aulicino is managing an evaluation of the district's e3 initiative which is being implemented over the period from January through June 2016. The e3 initiative is designed to foster digital and blended learning approaches in Title I middle schools throughout the district by providing iPads and laptops in a 1:1 environment. The evaluation is assessing the effectiveness of implementation and impact on student learning outcomes, including attendance, behavior, and achievement. Ms. Aulicino is conducting site visits to observe teacher and student technology usage and integration in learning; interviews and focus groups with program participants and stakeholders; analyses of student and teacher surveys; and analyses of student outcome data. A final report will be submitted in June 2016.

Broward County Public School's (FL) Digital 5: Pathways to Personalized Learning Initiative.
Ms. Aulicino conducted an evaluation of the district's Digital 5 pilot initiative during the 2013–14 school year. The initiative was implemented in fifth-grade classes across 27 schools to test effective strategies for fostering personalized and student-centered learning by incorporating digital tools, strategies, and resources. Ms. Aulicino oversaw and conducted all aspects of the evaluation including conducting interviews with district leaders; developing and administering surveys of students, teachers, principals, technology and media specialists, and parents; conducting observations of 46 Digital 5 classes, which included facilitating staff focus groups; and conducting analyses of student achievement, behavior, and attendance data. The findings were presented in a final report which was posted

on the district's website.

National Action Council for Minorities in Engineering (NACME), STEM Integration Model Evaluation
In 2013, Ms. Aulicino directed research on a pilot initiative of NACMEs' STEM Integration Model in New York, New Jersey, and Texas. The model was designed to create a pathway for minority and low-income students to pursue careers and education in engineering fields. For the project, Ms. Aulicino was responsible for conducting interviews with program leaders and participants and analyzing preliminary data on program services and impact.

Greenwich Public Schools Study of Elementary School Choice
Ms. Aulicino managed a two-month study of parental attitudes toward elementary school choice for Greenwich Public Schools in 2013. The study included a survey of parents of all elementary school students and seven focus groups with a sample of parents from across the district. The study was designed to collect data on parental attitudes toward school choice and to identify key factors in parent's choice decisions. The district contracted the study to address concerns raised by the State of Connecticut of racial isolation in several district elementary schools.

Work History

2015-Present	Senior Associate, Metis Associates
2008–2014	Senior Research Associate, Metis Associates
2002–2007	Research Associate, Metis Associates
1999–2002	Research Analyst, Metis Associates
1998–1999	Research Assistant, Public Agenda
1994–1996	Litigation Consulting Associate, Deloitte & Touche, LLP

Jing Zhu

Senior Associate for Design and Analysis

Summary

Dr. Zhu is a What Works Clearinghouse (WWC) certified reviewer, with more than ten years of experience in research design, data analysis, program evaluation, and grant writing. She is proficient in evidence-based research and various advanced statistical approaches, and has worked extensively on large-scale datasets for impact studies of educational interventions. Since joining Metis Associates in 2008, Dr. Zhu has worked on many federal and statewide evaluation projects using randomized controlled trials and rigorous quasi-experimental designs and applied the WWC procedures and standards to these evaluations.

Knowledge and Skills

Linear/logistic regression, hierarchical linear modeling (HLM), propensity score matching (PSM), factor analysis, structural equation modeling (SEM), generalized linear models, linear mixed models, experimental design, ANOVA, ANCOVA, MANOVA, discriminant analysis, survey sampling techniques, time series; statistical packages (e.g., SAS, SPSS, R, SPLUS, MATLAB, HLM, LISREL, SYSTAT, MINITAB); qualitative research techniques; grant writing

Education

Ph.D., Quantitative Research, Evaluation, and Measurement, The Ohio State University
M.A.S., Statistics, The Ohio State University
M.A., Educational Policy and Leadership, The Ohio State University
Graduate Interdisciplinary Specialization in Survey Research, The Ohio State University
B.A., English, Nanjing University, China

Experience

Program Evaluation

Since joining Metis, Dr. Zhu has served as a senior researcher for the evaluation of several large-scale intervention initiatives, primarily in charge of research design and impact analysis. Examples of Dr. Zhu's work includes the following:

Investing in Innovations (i3) Development Grant: Arts Achieve initiative
Dr. Zhu worked on an i3-funded 5-year project for improving student arts achievement via an innovative intervention lead by Studio in a School. She played a key role in developing and implementing a group randomized design and applying various statistical techniques to assess intervention effectiveness. Her major responsibilities included:

- Applying WWC procedures and standards to major aspects of the evaluation and completing the design and analysis plan summary
- Working with federal technical assistance provider, Abt Associates, on a regular basis
- Conducting advanced statistical analyses to estimate intervention impacts

Striving Readers Grant: Chicago Public Schools
Dr. Zhu worked on the federally funded Chicago Striving Readers Grant, which aims to help middle school- and high school-aged struggling readers. For this grant, she specified and conducted a rigorous impact study based on a group randomized design. Her key responsibilities included:

- Developing and finalizing statistical analysis plans

- Interpreting results for the targeted and whole school interventions
- Working with federal technical assistance provider, Abt Associates, on a regular basis
- Presenting at the annual grantee conference
- Assisting in generating the annual reports to the U.S. Department of Education

Supported Core Reading Material Adoption: Chicago Public Schools
Dr. Zhu provided analysis design support for this locally funded project, which provided all schools serving students in grades K-5 the opportunity to adopt a district-supported basal reading program to achieve instructional and pedagogical. She developed and implemented a rigorous analysis plan to evaluate the impact of curriculum adoption on elementary school students' reading achievement compared to a demographically matched comparison sample. Her specific tasks included:

- Using PSM algorithms to generate an equivalent comparison sample for SCRMA students in two cohorts and conducting impact analyses
- Writing methodology and findings for the annual report

Healthy Beginnings Home Visitation Program Evaluation for Children's Services Council of Palm Beach County
Dr. Zhu works on a multi-year evaluation for three home visitation programs offered through the Healthy Beginnings System of Care: Healthy Families Florida, Nurse-Family Partnership, and Healthy Beginnings Nurses. She is in charge of major research designs and sophisticated statistical analyses. Her key responsibilities include:

- Using PSM algorithms to generate an equivalent comparison group for each of the three home visitation programs based on a rigorous quasi-experimental design
- Conducting individual program impact analyses, cross-program comparative analyses, and differential subgroup analyses
- Synthesizing analysis results and writing study findings for the annual report

Prior to joining Metis, Dr. Zhu worked on evaluations of two large-scale literacy interventions, including the following:

Striving Readers Grant: Ohio Initiative
While at The Ohio State University, Dr. Zhu conducted her dissertation study based on the Ohio Striving Readers Grant. She systematically investigated the intervention impacts of the Scholastic READ 180 program on low-achieving incarcerated youth in Ohio by modeling the longitudinal statewide data and simulation studies.

Reading Recovery National Evaluations
While at the Reading Recovery (RR) National Data Evaluation Center, Dr. Zhu provided statistical consulting and modeling for the national evaluation of the Reading Recovery intervention. She worked with the executive level and program faculty on a regular basis to develop rigorous research designs and data analysis plans for investigating intervention impacts based on the RR national database.

Work History

2013-Present	Senior Associate for Design and Analysis, Metis Associates
2010–2012	Senior Research Associate, Metis Associates
2008-2010	Research Associate for Design and Analysis, Metis Associates
2006–2008	Graduate Research Associate, Reading Recovery National Data Evaluation Center, The Ohio State University

ASP
It's All About the Children

March 31, 2017

To Whom it May Concern:

This letter serves to confirm support of Olsen Middle School through the implementation of the Magnet Schools of America Assistance Grant.

Olsen Middle School and ASP have a record of successful collaboration to support student achievement. Further ASP, is committed to work collaboratively with Olsen Middle School.

ASP's extensive years of experience and knowledge in before, after, and summer programming has documented positive outcomes for thousands of children in Broward, Collier, Orange, and Miami-Dade counties.

We look forward to continued partnership and support initiative.

Sincerely,

Elissa Hutshneker
Executive Director of Grant Administration

BARNES NOBLE

Mrs. Leona Miracola, Director
Broward County Public Schools
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of ***iCan*** Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the ***iCan*** culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the ***iCan*** Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The ***iCan*** project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment.

Partnering with the School Board, Barnes & Noble will host a community event for students to present their entrepreneurial business projects in a juried exhibition format. This helps to ensure that students are college and career ready. Barnes & Noble will supply Samsung Galaxy Tab Nooks at a discounted education rate for students to use in both school and home settings as well.

I welcome the possibility of collaborating with the School District on ***iCan*** and wish you the best of luck on the award of your MSAP application.

Sincerely,

Robert Horton
Community Business Development Manager
Barnes & Noble, Inc.
2051 North Federal Highway
Fort Lauderdale, FL 33305
o (954) 561-8019 f (954) 561-8365

BAXLEY OCEAN VISIONS, INC.
5018 HARRISON STREET
HOLLYWOOD, FLORIDA 33021
WWW.BOVINC.COM

March 22, 2017

Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of ***iCAN*** Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the ***iCAN*** culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the ***iCAN*** Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The ***iCAN*** project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment.

I have been an active supporter of this type of educational experience for well over 15 years, and have thoroughly enjoyed working with students in several Broward County schools, including South Broward High School and New River Middle School. I am excited to continue working with students in the STEM disciplines and help with their preparations for the real world by sharing my experiences in both engineering and entrepreneurship.

I welcome the possibility of collaborating with the School District on ***iCAN*** and wish you the best of luck on the award of your MSAP application.

Sincerely,

CLEAN CARIBBEAN & AMERICAS
Protecting the Environment for Future Generations

2381 Stirling Road
Ft. Lauderdale, Florida 33312-6608
TEL: (954) 983-9880
FAX: (954) 987-3001

March 20, 2017

Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

Clean Caribbean & Americas began its partnership and support of the Marine Science Magnet Program at New River Middle School three years ago by supporting its Marine Remotely Operated Vehicle (ROV) Program. As the school has been building its Marine ROV program over the past few years, and as it continues to expand, we want to help support more students having the chance to become excited about marine science, and prepare them with marine engineering and technical skills needed for future careers.

We look forward to expanding our current partnership with New River Middle School to support other Broward County Public Schools as we try to transform education by preparing students to be college and career-ready.

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of ***iCAN (Career & Academic Networks)*** Magnet Schools. The proposed project forges a major step forward in addressing the critical needs of meeting the economic needs of our South Florida industry and producing college and career-ready students.

This partnership will allow our company, Clean Caribbean & Americas, to support our local school system to significantly change the traditional middle and high school education model by integrating industry and entrepreneurial skills into the classroom. The ***iCAN*** project will focus on providing real-world experiences and project-based curriculum leading towards industry certifications and advanced coursework along with preparing our students with workforce skills (hard and soft) to support current companies' needs. The ***iCAN*** program will also prepare secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment.

Clean Caribbean & Americas knows that in order to have a future for our company and industry we need to partner with the middle schools and high schools to get kids excited about marine related careers and opportunities located right here in their backyard of South Florida. We also know that it is important for local companies to support programs and curriculum that will

engage our students and prepare them with skills needed to be a part of the workforce and allow them to get industry certification to be prepared for careers and college. We look forward to providing our knowledge, industry experience, staff as guest speakers/presenters, mentorship, workplace experience, support with curriculum materials and funds to be used in project-based learning, field experiences, and exposure to the industry.

We look to the possibility of collaborating with the School District on ***iCAN*** and wish you the best of luck on the award of your MSAP application.

Sincerely,

Paul A. Schuler
President

PAS/pks

CITY OF
FORT LAUDERDALE

Romney Rogers
Commissioner - District IV

100 North Andrews Avenue
Fort Lauderdale, FL 33301
(954) 828-5004
(954) 828-5667Fax
rrogers@fortlauderdale.gov
www.fortlauderdale.gov

April 4, 2017

Leona Miracola, Director
School Board of Broward County
Innovative Programs/Design Support
600 SE 3rd Ave, Fourth Floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

Today, I am taking this opportunity to express my strong support of Broward County Public Schools' application for Magnet Schools Assistance Program (MSAP) funds. The proposed *iConnection* (ICAN) Magnet Schools project would serve as a catalyst for addressing both student and community needs. The MSAP gives students from diverse backgrounds opportunities to access a high-quality education, enabling all students to succeed academically.

As a member of the Stranahan High School Class of 1971 and as the District Commissioner for my *alma mater*, I realize the importance of preparing students for both college and careers. This ICAN Magnet School funding would change traditional education models by integrating business and industry within a Science, Technology, Engineering and Math model. The grant would assist Stranahan High School students by providing mentorships and workplace experiences, while enhancing personalized learning and sharpening business skills.

Moreover, it is my firm belief that sustainable economic development in Broward County can be achieved when the education system and industry form partnerships to better prepare students with the training and education needed to fill high-skill, high-wage jobs.

Your considerate attention to this important funding request would be greatly appreciated. If I may be of further assistance, please contact me.

Sincerely,

Romney Rogers, Esq.
District IV Commissioner

RR / mm

EMBRY-RIDDLE
Aeronautical University
AEROSPACE CAREER ACADEMY

Dr. Arthur L. Jamison, Jr.
arthur.jamison@erau.edu
Educational Program Director
Aerospace Career Academy
T: 386-226-2921
F: 386-226-6012

March 28, 2017

To Whom It May Concern:

I would like to take this opportunity to provide this letter of support for the Blanche Ely High School's magnet program. As a dedicated partner of Broward County Public Schools, the Embry-Riddle Aeronautical University's – Aerospace Career Academy has been a leading institution offering S.T.E.A.M. dual-enrollment coursework in the school district including Blanche Ely High School.

Embry-Riddle Aeronautical University is one of the leading institutions in the nation for S.T.E.A.M. related degree programs. The university held the ranking of number one by US News and World Report for its Aerospace/Aeronautical/Astronautical Engineering Programs for non-doctorate schools for 16 consecutive years. Furthermore, the Embry-Riddle Aeronautical University's – Aerospace Career Academy introduces high school students to rigorous S.T.E.A.M.-related courses that prepare students for college, while providing them a clear pathway to college graduation and high-paying jobs in thrilling and dynamic industries.

In exposing the students of Blanche Ely to aerospace/aviation curriculum, we have seen first-hand the ability of these students to raise their academic capacity to earn passing grades on rigorous college coursework. As our partnership continues to grow, we feel that the Magnet Schools Assistance Program Grant will benefit the high school and its feeder middle schools, by allowing funding and support for the institutions to work together in aligning a secondary program structured as a whole-school magnet that prepares students for both college and careers of the 21st century.

We know that our dual-enrollment curriculum aids in providing students with opportunities to participate in a career network focusing on the area of interest in aerospace and aviation, but it only reaches a small percentage of the student population. Therefore, the Embry-Riddle Aeronautical University's – Aerospace Career Academy is in total support of Blanche Ely High School's quest to be selected as a recipient of the Magnet Schools Assistance Program Grant sponsored by iCAN (Career & Academic Network).

Sincerely,

Dr. Arthur L. Jamison, Jr.

600 S. Clyde Morris Blvd.
Daytona Beach, FL 32114-3900
800-862-2416

FAU
FLORIDA ATLANTIC UNIVERSITY

COLLEGE OF EDUCATION
Teaching and Learning Department
777 Glades Road • P.O. Box 3091
Boca Raton, FL 33431-0991
Tel. 561.297.3791
Fax. 561.297.2925

March 29, 2017

Ms. Leona Miracola, Director
Innovative Programs Design/Support Department
Broward County Public Schools
600 Southeast 3rd Avenue
Ft. Lauderdale, FL 33301

Dear Leona:

I am very pleased to write a letter of support for your grant entitled: "Integrated Career & Academic Network (iCAN)" which is being submitted to the USDOE's Magnet Schools Assistance Program (MSAP). The broad focus of the proposed project - establishing 'personalized' learning environments - will serve as the blueprint for each student as they plan for, learn, and prepare for entering into a career and/or academic pathway from middle school through high school and beyond. For many students with diverse backgrounds, the future is unclear, and in many cases, the constraints and barriers that they encounter both in school and in their personal lives may impact achieving their educational goals and dreams.

In attaining this goal, you have outlined a 'comprehensive and job-embedded' professional development model that will provide teachers with material resources (e.g., curriculum modules), opportunities to engage in experiential learning (e.g., authentic, problem-based learning), and the direct support (e.g., Urban Teacher Program, Florida College System Network) needed to establish successful, school-wide middle and high school iCAN magnet programs. For diverse student populations such a supportive set of designed-experiences will assist them in learning both the skills and knowledge as well as the industry certifications and advanced credits to have a potentially bright future. As with all your other projects, you have amassed tremendous community/business/industry/ post-secondary/institutional support which, when combined with this very innovative program for students and teachers, is a definite formula for success. I along with many of my colleagues at Florida Atlantic University will be pleased to participate in the project by providing the needed student and teaching support and assistance.

Sincerely,

Nancy Romance

Dr. Nancy R. Romance, Professor and PI/Co-PI
NSF DR K-12; USDOE HSI Title III
College of Education
Graduate Faculty - Colleges of Science and Engineering and Computer Science

COLLEGE OF ENGINEERING & COMPUTER SCIENCE
Ali Zilouchian, Associate Dean
777 Glades Road, S&E 308
Boca Raton, FL 33431
tel: 561.297.0432, fax: 561.297.1111
zilouchi@fau.edu
eng.fau.edu

March 28, 2017

Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of iCan Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the iCan culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the iCan Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The iCan project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment. We are pleased to provide the following activities pertaining to the project:

- Teacher internships and participation in Engineering Scholar Program(ESP)
- Offer two dual enrollment classes (Fundamentals of Engineering and Bio-Medical Engineering)
- Establish honor student mentoring program
- Math summer camp
- STEM summer Teacher Academy
- Middle School Technology Camps

I welcome the possibility of collaborating with the School District on iCan and wish you the best of luck on the award of your MSAP application.

Sincerely,

Ali Zilouchian, Ph.D., P.E.
Associate Dean of Academic Affairs & Professor

Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

March 28, 2017

Dear Mrs. Miracola:

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of ***iCan*** Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the ***iCan*** culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the ***iCan*** Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The ***iCan*** project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment.

The Florida International University College of Engineering and Computing has had an active partnership with Stranahan High School for the last 15 years. Throughout our history that relationship has evolved and served both the high school, college and the local community. Currently Stranahan High School, specifically the engineering magnet program, was selected to partner with the FIU Engineers on Wheels program. The FIU EOW outreach program sends selected student projects and hands on activities to targeted schools to enhance interest in STEM and develop mentorship type relationships among Stranahan students and FIU engineering students. Our intent is to leverage our resources to encourage first generation college students from under-represented minorities to enter STEM careers.

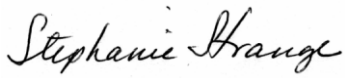
Additionally, Stranahan High School has made a point to attend the FIU Engineering Expo. The FIU Engineering Expo is the colleges premier outreach event. The FIU

College of Engineering and Computing opens all of its research labs, FIU students create presentations and competitions to generate interest in STEM careers.

Currently we are negotiating dual enrollment courses at Stranahan High School with the intent of engaging students in post secondary education.

I welcome the possibility of collaborating with the School District on ***iCan*** and wish you the best of luck on the award of your MSAP application.

Sincerely,



Stephanie Strange
Florida International University
College of Engineering and Computing EC 2765
Associate Director of the Office of Student Access and Success
http://www.osas.fiu.edu/
10555 West Flagler Street
Miami, Florida 22174
305-348-1635

Broward County Chapter of the
Florida Engineering Society

6500 N Andrews Avenue
Fort Lauderdale, Florida 33309

http://fesbroward.weebly.com/

2016-2017 CHAPTER OFFICERS

Maria Constanza Suarez, P. E.
President

Eric Muñoz, E. I.
President-Elect

Noel Rodriguez, E. I.
Vice-President

Allison Glunt, E. I.
Treasurer

Anhar Sansour
Secretary

Mustafa Albassam, P. E.
State Director

"Florida Engineering Society
...Leadership for the World"

March 27, 2017
Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

This letter is to support the Broward County Public School's application of Magnet Schools Assistance Program (MSAP) funds for the development of iCan Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the iCan culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the iCan Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The iCan project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundation knowledge and skills to thrive in an entrepreneurial business environment.

The Florida Engineering Society would like to assist the iCan grant through field experiences for students and by providing guest speakers, mentors, and engineering judges for competitions. We would also continue to work with Stranahan High School and the Broward County School Board in hosting the important MATHCOUNTS competition.

I welcome the possibility of collaborating with the school district on iCan and wish you the best of luck on the award of your MSAP application.

Sincerely,

Noel Rodriguez, E.I.

Broward Chapter Vice President

National Society of Professional Engineers

March 31, 2017

To Whom it May Concern:

This letter serves to confirm support of Olsen Middle School through the implementation of the Magnet Schools of America Assistance Grant.

Olsen Middle School and Hispanic Unity share an extensive history of successful collaboration in supporting students attain positive behavioral and academic achievement.

Hispanic Unity is committed to work collaboratively with Olsen Middle School through integration into the afterschool and summer programming.

In partnership,

Elizabeth Dorante
Associate Director - Education
Hispanic Unity
5840 Johnson Street
Hollywood, FL 33021

JOHN D. FRY
COUNTY COURT JUDGE
SEVENTEENTH JUDICIAL CIRCUIT OF
FLORIDA

NORTH REGIONAL COURTHOUSE
1600 WEST HILLSBORO BOULEVARD
DEERFIELD BEACH, FL 33442
954-831-1236

MARCH 20, 2017

To whom it may concern;

It has been my pleasure to assist Pompano Beach Middle Schools (PBMS) Magnet Program (Debate and Law) for the last three years. During that period I have had the satisfaction of watching children grow from tepid and shy children to young ladies and gentlemen armed with the invaluable tools of Self-confidence and deductive reasoning. The skills the Magnet Program provides them allows for the analysis of their surrounds, options, and situation to reach solutions that will empower them to be the leaders of tomorrow.

As a father of four Broward County School children, all of whom are in either GEMS, Excalibur, or College Academy, I am envious of the learning environment Pompano Beach Middle School creates for their students at such a young age. I have worked within parameters set by PBMS focusing on the value of deductive reasoning, analytical thought, problem solving, and the way the "law" really works. The young adults in the two programs are eager, intelligent, and clearly "ahead of the curve" in their receptiveness and application of what they have learned.

I believe the PBMS, through its Magnet Program, is not only making a difference but defining the future of these children. There is no greater responsibility then teaching our children, as they are our future. PBMS, through its Magnet Program has gone one step further. Through implementation of advanced learning techniques, much like law school, these students are now learning to teach themselves in a safe nurturing environment where they are empowered to excel with confidence, belief in their decision making, and acknowledgement of their accomplishments. PBMS has placed their Magnet Program students in a situation where there future academic accomplishments and career choices are assured.

It has been my tremendous privilege and honor to assist this program, and should you have any further questions please do not hesitate to ask.

Respectfully,

John D. Fry

John D. Fry
County Court Judge
Broward County Florida

Marine Industries Association
of South Florida
Since 1961

March 22, 2017

Leona Miracola, Director
Broward County Public Schools, Innovative Programs
600 SE 3rd Avenue, 4th floor
Fort Lauderdale, FL 33301

Dear Ms. Maricola:

The Marine Industries Association of South Florida (MIASF) is proud to support the Broward County Public Schools' (BCPS) grant application for the Magnet Schools Assistance Program (MSAP) to fund the development of iCAN – Career and Academic Networks.

For several years, MIASF has partnered with the Marine Science Magnet Program at New River Middle School and Maritime/Marine Science and Technology Magnet Program at South Broward High School in engaging students with the vast array of marine industry career opportunities available to them and identifying the industry certifications necessary to be work- or college-ready. This partnership is crucial to the future of the marine industry, as the current workforce begins to age-out and the need for engineers, architects, skilled craftsman, and passionate employees increases.

MIASF wants to ensure middle and high school students experience real world, hands-on learning by expanding the opportunities to teach them necessary hard and soft skills, arrange marine industry speakers, provide mentorships and internships, and participate in MIASF community events, such as the annual Waterway Cleanup, Plywood Regatta, Marine Industry Day, and the Fort Lauderdale International Boat Show. The iCAN project is an ideal solution to aligning the needs of the marine industry workforce with the career needs of local students.

The marine industry in South Florida drives a regional economic impact of $11.5 billion and employs 136,000 people with an average wage that is 28% higher than the State average. MIASF is dedicated to supporting, promoting, and growing those jobs through coordinated efforts with local magnet schools, as well as facilitating faculty-field trips to local shipyards, and wide distribution of its educational career video series, *Salty Jobs*.

MIASF welcomes the possibility of an expanded future collaboration with BCPS via the iCAN project and looks forward to the MSAP award.

Regards,

Phil Purcell
CEO/President

2312 South Andrews Avenue · Fort Lauderdale, FL 33316
954.524.2733 · www.miasf.org

metis associates
making a meaningful difference

55 Broad Street
25th Floor
New York, NY 10004
Tel: 212-425-8833
Fax: 212-480-2176
www.metisassociates.com

March 31, 2017

Mr. Robert Runcie, Superintendent
Broward County Public Schools
600 SE Third Avenue
Fort Lauderdale, Florida 33301

Dear Mr. Runcie:

On behalf of Metis Associates, I would like to applaud the Broward County Public Schools' efforts to put together a compelling and significant response to the Request for Proposals from the U. S. Department of Education's Magnet Schools Assistance Program (MSAP). We would be delighted to serve as the external evaluator of the District's MSAP initiative should it be approved for funding.

Metis Associates, an independent research and evaluation consulting firm located in New York City, is well qualified to conduct the program evaluation. As you know, Metis has provided similar services to Broward County during previous MSAP cycles. In addition, we have conducted evaluations of magnet projects over the past 10 MSAP funding cycles in New York City, and for the Baltimore County Public Schools, Maryland; Champaign Unit 4, Illinois; Orangeburg County 3, South Carolina; San Diego Unified School District, California; and Beacon, New York school districts.

As you know, Metis collaborated with the Broward County Public Schools' magnet planning team on the specification of performance measures and the design of the evaluation plan. In our opinion, the evaluation plan included in your proposal will yield reliable evidence of the project's progress in meeting its intended objectives, including any impact on student achievement, and as outlined in the District's theory of change and logic model for the initiative. In each year of the MSAP initiative, Metis evaluators will conduct a comprehensive evaluation to collect data from multiple stakeholder groups using a mixed-method approach that includes field observations, interviews, surveys, review of program documentation and activity logs, and analyses of enrollment and applicant pool data and student achievement data. The methods will be designed to provide formative feedback to assess the effectiveness of the design and implementation of the program and summative feedback to measure the extent to which the program is meeting the performance indicators outlined in the grant application. Results from the evaluation will be provided through ongoing communication between the evaluation team and the MSAP Project Director, periodic status reports, and annual performance and final evaluation reports. The evaluation team will work with staff to ensure that evaluation findings support the District's ongoing process of continuous improvement for the initiative, and will represent the District as the local evaluator in all related matters with the USDOE's MSAP Program Officers, including any compliance monitoring tasks. The evaluation plan for the Broward County Public Schools' MSAP initiative is consistent with all evaluation requirements of the MSAP statute, regulations, and GPRA performance measures.

In addition, Metis will work with the District to implement a well-designed impact study to test for causal effects of key components of the magnet program on key student outcomes. The study will utilize a rigorous, quasi-experimental design with a matched comparison group to be selected using propensity score matching.

Metis is confident that the study design will help the District build evidence of promise for the effect of the magnet program on increasing student achievement.

We wish you and your colleagues the best of luck in this competition, and look forward to continuing our productive working relationship.

Sincerely,

Stanley Schneider, President

Stanley Schneider
President

NOVA SOUTHEASTERN UNIVERSITY
Halmos College of Natural Sciences and Oceanography

Magnet Schools Assistance Program Grant Committee

March 21, 2017

Dear Committee:

For the past four years, Nova Southeastern University's Oceanographic Center/Halmos College of Natural Sciences and Oceanography has worked with the Maritime/Marine Science & Technology Magnet Program at South Broward High School.

As a college administrator for STEM programs, I have seen large leaks in what we call the STEM pipeline. This pipeline that leads young scientific minds into scientific careers has large gaps when high schoolers transition to a collegiate education and again from undergraduate into graduate careers in the marine sciences. This is especially true for underrepresented minorities. One of our goals is to find a way to plug some of those leaks.

This coming to a working research facility is a unique opportunity for these high school students. They are hosted at the Oceanographic Campus, students meet and work with marine science graduate students and faculty. They are exposed to exciting research and projects conducted by students only a few years older than themselves.

Over the four years of working with South Broward High School, the magnet programs students have been linked with NSU marine science graduate students. The graduate students talk to them about their own career paths, show the high school students active research projects, and let the young students have hands on experience in the field. Past graduate student events have exposed the students to GIS reef mapping, invasive species research, oil pollution, reef conservation, and shark tagging.

The most exciting portion of this collaboration, and the one the students continually talk about is the shark tagging trip. For an entire day, the students are out on a research vessel working with research scientists and their graduate students on a research project of sharks found off of Broward County. The high school students are integral in this study as they bait the hooks, release the lines, haul in the sharks, and once the shark is secure: measure, sample, and tag. All of these data are collected and retained for a long term study.

Because of this collaboration, high school students can see where science can lead them. This provides a potential plug in that STEM pipeline leak. Because of this, I support this program.

Sincerely,

Melissa L. Dore, M.S.
Director of Academic Support and Administration
Halmos College of Natural Sciences and Oceanography
Nova Southeastern University
missy@nova.edu
954-262-3610

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Olsen Middle School
Valerie Y. Harris, Principal
330 S.E. 11th Terrace
Dania Beach, Florida 33004
Office:754-323-3800
Fax: 754-323-3885
www.Olsen.browardschools.com

The School Board of
Broward County, Florida

Abby M. Freedman, Chair
Nora Rupert, Vice Chair

Robin Bartleman
Heather P. Brinkworth
Patricia Good
Donna P. Korn
Laurie Rich Levinson
Ann Murray
Dr. Rosalind Osgood

Robert W. Runcie
Superintendent of Schools

March 31, 2017

To Whom it May Concern:

This letter is to verify that the School Advisory Council (SAC) of Olsen Middle School is committing to support the development and implementation of goals identified in the Magnet Schools of America Assistance Grant Proposal.

The SAC will also work directly with stakeholders to ensure that the students and parents are included in the program's planning and implementation.

If you have any questions or concerns, please feel free to contact me at 754-323-3800.

Sincerely,

Indranie Hassad

Indranie Hassad, Chairperson
School Advisory Council
Olsen Middle School

POMPANO BEACH MIDDLE SCHOOL

PARENT TEACHER STUDENT ASSOCIATION (PTSA)

Heather Murphy, President
tigermomhlm@gmail.com

Debbie DeBrocq, Vice-President
alexdeb3@aol.com

March 21, 2017

Dear Sir or Madam:

Collectively, we are the parents of the first group of Magnet students at Pompano Beach Middle School who are participating in the exciting magnet program, Information Technology and Computer Engineering (ITCE). So far the learning process has been rewarding and with your support in helping us receive this grant, it will improve the ITCE program tenfold. Through the "iCan" learning process, our children will utilize real-world skills such as Microsoft Certification, software development and proficiency and cloud computing. With the accelerated ITCE curriculum and the funding we are requesting, we believe we can surpass the goals we have to improve our College and Career Readiness Magnet. Our children will explore emerging careers in space exploration, intelligence and engineering

Over the past decade, the real-world demand for students who are proficient in technology and computer engineering grows increasingly every day. According to Code.org statistics for Florida, "over 71% of STEM jobs are in computing." The report also states that *"Computing occupations are the number 1 source of all new wages in the U.S. and make up two-thirds of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees."* The sure-fire way to meet those demands and more is to prepare students with the right tools, which is why we need the Grant for Magnet Schools Assistance Program!

As parents of this community magnet school, we will support the goals of this grant by soliciting corporate and higher education participation in school career workshops and field trip experiences.

Please help the current and future students of Pompano Beach Middle School magnet program achieve ITCE success through comprehensive exposure to the careers of their future!

Sincerely,

Heather Murphy
President

Debbie DeBrocq
Vice President

PTSA of Pompano Beach Middle School

https://code.org/advocacy/state-facts/FL.pdf

Pompano Aviation

2785 S.E. 11 Street ~ Pompano Beach, Florida 33062
Phone: (954) 785-6085 Fax: (954) 788-9362
Email: usconstruction@aol.com

3/30/17

To whom it may concern:

I am writing to provide support for Blanche Ely High School's magnet program. Recently, Blanche Ely has added an Aerospace / Aviation component to their school which provides an opportunity

Demand for competent and proficient pilots and aviation managers has historically been steady, predictable and economy driven; however, accelerated pilot retirements among the baby boomer generation coupled with decreased pilot turnover from the military, has created a looming pilot shortage that has already begun impacting the airline industry. Current pilot demand forecasts from Boeing, the FAA, and other sources demonstrate the need for approximately 500,000 new pilots over the next 20 years, a demand that the current training infrastructure both nationally and in the state of Florida cannot feasibly support. Additionally, as the airline market grows, the need for more aerospace managers will increase as well.

In the last 5 years, I have developed two Fixed Base Operations at the Pompano Beach Airpark. These two projects employ roughly 200 individuals in the Aviation Industry including pilots, mechanics and radio repair shops. We have 5 separate maintenance facilities all which are working 7 days a week and looking for more employees. The flight schools are extremely busy and having a hard time in keeping up for demand.

This year Broward County Schools contracted with the Gaetz Aerospace program to allow dual enrollment thought Embry-Riddle Aeronautical University. One of the school in particular that has taken an interest is Blanche Ely High School. They implemented the dual enrollment program and have taken the steps to educate minority students about the aerospace / aviation industry. My company will provide this initiative with providing students with opportunities to visit and tour facilities, explore planes, career shadowing. This exposure can prepare students for college as well career opportunities especially since not all pilot and other aerospace positions require a bachelor's degree. As the aerospace infrastructure continues to increase in complexity, more training and critical thinking skills will be increasingly needed.

Sincerely,
Pompano Aviation, LLC

Gregory Spatz
Managing Member

pompano beach
Florida's Warmest Welcome

CITY COMMISSION

Lamar Fisher, Mayor

E: lamar.fisher@copbfl.com | P: 954.786.4623 | F: 954.786.4504

March 17, 2017

Mrs. Leona Miracola, Director
Broward County Public Schools
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola:

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of ***iCan*** Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the ***iCan*** culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the ***iCan*** Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The ***iCan*** project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment.

I look forward to mentoring students on professional skills needed in the workplace and strategies to conduct successful career interviews.

I welcome the possibility of collaborating with the School District on ***iCan*** and wish you the best of luck on the award of your MSAP application.

Sincerely,

Lamar Fisher
MAYOR

RESOLVE
MARINE GROUP INC

1510 SE 17th Street, Suite 400
Fort Lauderdale, FL 33316
o: +1 954 764 8700
f: +1 954 764 8724
info@resolvemarine.com

March 27, 2017

Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Subject: iCAN Grant

Dear Mrs. Miracola:

Resolve Marine Group and Resolve Academy began its partnership with the Marine Science Magnet Program at New River Middle School two years ago in an effort to support the brand new Marine Remotely Operated Vehicle (ROV) Program. As the school has expanded Marine ROV program over the past few years, we have continued our support and strengthen our partnership. Our goal is to give back to the future of our industry by expose students to opportunities in marine science and preparing them with marine engineering and technical skills needed for future careers.

We look forward to continuing and expanding our current partnership with New River Middle School to support other Broward County Public Schools as we create an environment where students have personalized learning and opportunities for project based curriculum that prepares them for college and careers, specifically here in our South Florida career market.

This letter is to support the Broward County Public Schools' application of Magnet Schools Assistance Program (MSAP) funds for the development of ***iCAN (Career Academic Networking)*** Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs, specifically looking at getting more students engaged in learning that challenges them to be problem solvers. The ***iCAN*** program will address a number of areas preparing our students with skills for the workforce and entrepreneurial concepts to be innovative in meeting the needs of our industry. By using project based learning, mentorships, and workplace experiences, the ***iCAN*** program starts in middle school continuing to high school to prepare students to be college and career ready.

RESOLVE
MARINE GROUP INC.

1510 SE 17th Street, Suite 400
Fort Lauderdale, FL 33316
o: +1 954 764 8700
f: +1 954 764 8724
info@resolvemarine.com

As a community partner it is important for us at Resolve Marine Group to encourage this type of educational model to ensure that the future of our industry is prepared when they enter the workforce. As part of that preparation, we are excited to partner with the middle and high schools to get kids excited about the marine related careers and opportunities. We need to make sure the future of our industry is ready with workforce skills and experiences to be ready when entering the field. We look forward to providing our knowledge staff as guest speakers, presenters, support with curriculum infusion to be used in project based learning, field experiences, and exposure to the industry.

We believe this model of education is essential in meeting the needs of the industry in South Florida and we look forward to collaborating with the School District on ***iCAN*** and wish you the best of luck on the award of your MSAP application.

Sincerely,

Resolve Marine Group, Inc.

Denise A. Jones
Director

CC: Joseph Farrell, CEO

United States Senate
WASHINGTON, DC 20510-0905

BILL NELSON
FLORIDA

April 3, 2017

Mrs. Elisabeth DeVos, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
LBJ Education Building, 7W311
Washington, District of Columbia 20202

RE: Broward County Public Schools - Magnet Schools Assistance Program

Dear Secretary DeVos:

I am pleased to provide this letter in support of Broward County Public Schools's efforts to obtain a federal grant. The goal of their proposed project, Integrated Career & Academic Network (iCAN), focuses on preparing middle and high school students for career pathways and post-secondary education. I respectfully request your consideration of this organization's application for federal funding.

Broward County Public Schools is the sixth largest school system in the country and serves a diverse population of 271,000 students. If funded, key components of their project will include project-based learning, blended and personalized learning, internships, job shadowing, career & college planing, and developing an understanding of entrepreneurship concepts. This project will not only benefit students but will also enure that teachers have multiple opportunities to participate in professional development related to academic achievement and career participation.

Again, I encourage your consideration of this worthy cause. If I can be of further assistance in this matter, please do not hesitate to contact me at the address below.

Sincerely,

Bill Nelson

BN/jm

CC: Ms. Helen Miller, Regional Director, U. S. Senator Bill Nelson

United States Senator Bill Nelson, Landmark Two, 225 East Robinson Street, Suite 410, Orlando, Florida 32801
Telephone: (407) 872-7161 • Toll-Free *in Florida Only* (888) 671-4091 • Fax: (407) 872-7165
http://billnelson.senate.gov

MARCO RUBIO
FLORIDA

COMMITTEES:
APPROPRIATIONS
FOREIGN RELATIONS
SELECT COMMITTEE ON INTELLIGENCE
SMALL BUSINESS AND ENTREPRENEURSHIP
SPECIAL COMMITTEE ON AGING

United States Senate

WASHINGTON, DC 20510

April 7, 2017

Leona Miracola
Director, Innovative Program Design/ Support Department
Broward County Public Schools
600 Southeast 3rd Avenue
Ft. Lauderdale, FL 33301

Ms. Miracola:

The School Board of Broward County, Florida, is the sixth largest school system in the United States, serving over 271,000 students from kindergarten through 12th grade. The district is incredibly diverse, with students representing many different countries and speaking many different languages.

The district has proposed a secondary program structured as a whole-school magnet, the Integrated Career and Academic Networks (iCAN), to create a "personalized learning environment" which differs from the traditional school atmosphere, concentrates on the social-emotional needs of students, and prepares them for the future through integrated college and career networks. This iCAN program would be funded through the Magnet Schools Assistance Program (MSAP), CFDA Number 84.165, a grant established by the U.S. Department of Education's Office of Innovation and Improvement.

The iCAN proposal you have put forth includes creating a new magnet program at one middle school and significantly revising the curriculum at two current magnet middle schools. Your proposal would also revise the curriculum for three-magnet feeder high schools around the concepts and components of a personalized learning environment, targeted to prepare students for college and careers of the 21st century. The magnets will attract an applicant pool reflecting diverse student populations at each school, and expand choice options to students of different social, economic, ethnic and racial backgrounds.

As a supporter of expanding educational choice and opportunity, I believe that both Broward County students and the South Florida region would benefit greatly from funding through the MSAP. I extend my support to you in your efforts and look forward to hearing of your continued work in this area.

Sincerely,

Marco Rubio

THOMPSON & ASSOCIATES

March 27, 2017
Mrs. Leona Miracola, Director
The School Board of Broward County, FL
Innovative Programs Design/Support
600 SE 3rd Ave, 4th floor
Fort Lauderdale, FL 33301

Dear Mrs. Miracola,

This letter is to support the Broward County Public School's application of Magnet Schools Assistance Program (MSAP) funds for the development of iCan Magnet Schools. The proposed project forges a major step forward in addressing both student and community needs. Critical to meeting economic outcomes and producing a college and career-ready student population, the iCan culture will create a transformation of students who will be thinkers, creators, and processors of information.

I look forward to the opportunity of collaborating with the iCan Magnet Schools to significantly change the traditional middle and high school education model by integrating industry and business within a Science, Technology, Engineering and Math (STEM) model. The iCan project will focus on providing real-world experiences in STEM while also preparing secondary students with the foundation knowledge and skills to thrive in an entrepreneurial business environment.

Thompson and Associates would like to assist the iCan grant through field experiences for students and by providing guest speakers, mentors, and engineering judges for competitions.

I welcome the possibility of collaborating with the school district on iCan and wish you the best of luck on the award of your MSAP application.

Respectfully submitted,

Thompson & Associates, Inc.

James F. Thompson, P.E., LEED-AP

President

MIAMI SHARK RESEARCH

March 22, 2017

Leona Miracola, Director
Broward County Public Schools, Innovative Programs
600 SE 3rd Avenue, 4th floor
Fort Lauderdale, FL 33301

Dear Ms. Maricola:

Shark Research & Conservation (SRC) at the University of Miami is proud to support the Broward County Public Schools' grant application for the Magnet Schools Assistance Program (MSAP) to fund the development of ***iCAN*** – Career and Academic Networks. Critical to meeting economic outcomes and producing a college and career-ready student population, the ***iCAN*** culture will create a transformation of students who will be thinkers, creators, and processors of information.

SRC looks forward to the opportunity of collaborating with the Maritime/Marine Science and Technology Magnet Program at South Broward High School to significantly change the traditional middle and high school education model by integrating industry and business by providing real-world experiences in STEM while also preparing secondary students with the foundational knowledge and skills to thrive in an entrepreneurial business environment. SRC will engage students in research expeditions in the nearshore Atlantic to investigate the biology and ecology of large coastal sharks. A major goal of the program is to engage students in hands on research to clarify career aspirations and increase self-efficacy.

SRC welcomes the possibility of an expanded future collaboration with BCPS via the iCAN project and looks forward to the MSAP award.

Regards,

Stephen Cain
Assistant Director of Shark Research and Conservation at the University of Miami
4600 Rickenbacker Causeway Key Biscayne, FL 33149
(319) 594-6898

References

Aberger, S., Brown, B., Mantil, A., Perkins, A. (2009). Closing the student achievement gap: The overlooked strategy of socioeconomic integration. Retrieved from: http://a100educationalpolicy.pbworks.com/f/Closing+the+Achievement+Gap+-+Socioeconomic+Integration.pdf

Big Picture Learning (2017) About us. Retrieved from http://www.bigpicture.org/

Botvin, G. & Griffin, K. (2004, October). Life skills training: Empirical findings and future directions. *Journal of Primary Prevention. 25(2),* 211-232.

Botvin, G.J., Griffin, K.W., Williams, C. (2015). Preventing Daily Substance Use among High School Students Using a Cognitive-Behavioral Competence Enhancement Approach. *World Journal of Preventive Medicine, 3(3):48-53.*

Bowen, B. (2013). Teachers in industry: measuring the impact of a K-12 teacher internship program. 120th ASEE Annual Conference & Exposition.

Christensen, C. M., Horn, M. (2008), Disrupting class: how disruptive innovation will change the way the world learns, McGraw Hill: New York, New York, USA.

Christenson, S., Sinclair, M., & Thurlow, M. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. Council for Exceptional Children. Vol. 71, p. 465-482.

Childress, S. and Amrofell, M. (2016). Reimagining learning: A big bet on the future of American education. Retrieved from http:://www.newschools.org/bigbet.

Coleman Report (1966). Retrieved from http://files.eric.ed.gov/fulltext/ED012275.pdf

Committee for Children, (2012). Second Step.

Digital Materials, Section § 1003.4203, Florida Statutes (2016).

Durlak, J., Domitrovich, C. Gullotta, T, & Weissberg, R. (2015). Handbook of social and emotional learning: Research and practice. New York, NY.

EPICS. (n.d.) Home. Retreived from https://engineering.purdue.edu/EPICS/EPICS/k12/about/curriculum-resources

Finnigan, K.S. and Scarborough, B. (2013). Defining (and Denying) Diversity through Inter-district Choice. Journal of School Choice, 7(2), 142-162.

Florida Department of Education. (2017). Florida Education Finance Program, 2016-2017, Third Calculation. Retrieved March 23, 2017 from http://www.fldoe.org/core/fileparse.php/7507/urlt/16173rdCalc.pdf

Florida Department of Education. (2008). Florida Education Finance Program, 2007-2008, Final Calculation. Retrieved March 23, 2017 from http://www.fldoe.org/core/fileparse.php/7507/urlt/0077043-07-08fefp-finalcalc-1.pdf

Houghton Mifflin Harcourt. (2016). Driving academic acceleration: Broward County, FL School District.

House Bill 7029 (Fla. Stat. § 1002.31-395, 2015)

International Association of Online K-12 Learning (iNACOL). (2017). Retrieved from http://www.inacol.org/news/meaning-matters-defining-and-differentiating-personalized-learning-blended-learning-and-competency-education/

Kahlenberg, R. (2001). All together now: creating middle class schools through public school choice. Brookings Institution Press. Retrieved from www.equaleducation.org.

Kazi, J. (2016). Personalized learning needed in increasingly diverse classroom, report says. Retrieved from: https://marketbrief.edweek.org/marketplace-k-12/personalized-learning-needed-in-increasingly-diverse-classrooms-report-says

Kennelly, L., & Monrad, M. (2007, October). Approaches to dropout prevention: Heeding early warning signs with appropriate interventions. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://betterhighschools.org/pubs/documents/NHSC_ApproachestoDropoutPrevention.

Kemple, J. & Snipes, J.C. (2000). *Career Academies: Impacts on students' engagement and performance in high school*. New York, NY: MDRC.

Kemple, J. (2010). Career academies: an evidence-based approach to preparing youth for adult success. New York University.

Kemple, J. J., & Willner, C. J. (2008). Career Academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York: MDRC. Lee,

Larmer, J. & Mergendoller, J.R. (2013). Project-Based Learning: An answer to the common core challenge.

McPherson, G., Rainey, C., Roach, T. D., Rogers, H. & Wamba, N.G. (Spring 2002). Perception and attitude s of school personnel towards educator externships, *Academic Exchange*.

Mioduser, D., & Betzer, N. (2007). The contribution of Project-based-learning to high-achievers' acquisition of technological knowledge and skills. *International Journal of Technology and Design Education*, *18*(1), 59-77. doi: 10.1007/s10798-006-9010-4.

National Center for Education Evaluation and Regional Assistance. (2010). Effects of problem-based economics on high school economics instruction. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_20104012.pdf

Orfield, G., & Frankenberg, E. (2013). *Educational delusions? Why choice can deepen inequality and how to make it fair*. Berkeley: University of California

Press.

Pane, J.F. (2015). Continued progress: promising evidence on personalized learning. Rand Corporation, Retrieved from http://www.rand.org/pubs/research_reports/RR1365.html.

PCAST (2010) President's Council on Advisors of Science and Technology

Resnick, M. (2016). Designing for Wide Walls. Retrieved from Design.blog

Sinclair, M., Christenson, S., & Thurlow, M. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Council for Exceptional Children. 71(4),* 465-482.

Sinclair, M., Christenson, S., Evelo, D. & Hurley, C. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65(1),* 7-21.

Smith, T. J. (2007, May). Managing the transition to ninth grade in a comprehensive urban high school. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://betterhighschools.org/pubs/documents/NHSC_Snapshot_EdisonAcademy.pdf

Smith, T. J. (2008, August). Striking the balance: Career academies combine academic rigor and workplace relevance. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://www.betterhighschools.org/docs/MDRC_CareerAcademiesSnapshot_08-05-08.pdf

Spencer, M. & Reno, R. (2009). The benefits of racial and economic integration in our education system: Why this matters for our democracy. The Ohio State University Kirwan Institute for the Study of Race and Ethnicity.

Stern, D., Dayton, C., & Raby, M. (2010). Career academies: a proven strategy to prepare high school students for college and careers. Berkeley, CA: Career Academy Support Network. Retrieved from http://casn.berkeley.edu/resource_files/Proven_Strategy_2-25-1010-07-07-03-29-28-pdf.

Summit Learning. (n.d.) Home. Retrieved from http://info.summitlearning.org/

Thomas, J. W. (2000). A review of research on project-based learning. *Online. Retrieved from http://www.bobpearlman.org/BestPractices/PBL_Research.pdf*.

USA Today. (2017, February). *Florida Education Funding High: Schools Still Recovering From Recession Cuts.* Andrew Atterbury, USA Today-Network Florida, Feb. 4, 2017.

V. E., & Smith, J. (2001). Restructuring high schools for equity and excellence: What works. New York: Teachers College Press.

What Works Clearinghouse, (2015, May). WWC Intervention Report: A summary of findings from a systematic review of evidence; Dropout prevention; Check and connect. Institute of Education Sciences, United States Department of Education.

Wheelock, A., & Miao, J. (2005, March). The ninth grade bottleneck. The School Administrator. Retrieved from http://www.aasa.org/SchoolAdministratorArticle.aspx?id=8728

Interviews

1 – 1/30/17 – **Leslie Brown,** Chief Portfolio Services Officer, Broward County Public Schools.

2 – 1/30/17 – **Fabian Cone,** Director, Teacher Professional Development, Broward County Public Schools.

3 – 2/2/17 – **Melinda Wessinger**, Principal, New River Middle School, Broward County Public Schools.

4 - 2/2/17 – **Sonia Braziel**, Principal, Pompano Beach Middle School, Broward County Public Schools.

5 – 2/6/17 – **Patrick Sipple,** Director, Demographics & Student Assignment, Broward County Public Schools.

6 – 2/8/17 – **Claire Aulicino,** Main Researcher, Metis & Associates.

7 – 2/23/17 – **Stephanie Pollard**, Director, Grants Administration, Broward County Public Schools.

8 - 3/3/17 – **Superintendent Robert Runcie,** Broward County Public Schools.

9 – 3/8/17 – **Valerie Harris**, Principal, Olsen Middle School, Broward County Public Schools.

10 – 3/9/17 – **Charles Mojowski**, Consultant, Big Picture Learning.

11 – 3/14/17 – **Eunice Mitchell**, Regional Director, Big Picture Learning.

12 - 3/20/17 – **Dr. Karlton Johnson**, Principal, Blanche Ely HS, Broward County Public Schools.

13 – 3/21/17 – **Michelle Padura**, Principal, Stranahan HS, Broward County Public Schools.

14 – 3/21/17 – **Olayemi Awofadeju,** Principal, South Broward HS, Broward County Public Schools.

15 – 3/22/17 – **Nora Rubert,** School Board Member, Broward County Public Schools.

16 – 3/24/17 – **Enid Valdez**, Director, Community Technical Adult Education, Broward County Public Schools.

17– 3/27/17 – **Dr. Daryl Diamond,** Director, Innovative Learning, Broward County Public Schools.

18 – 3/27/17 – **Lori Rich-Levinson,** School Board Member, Broward County Public Schools.

19 – 3/28/17 – **Ann Murray**, School Board Member, Broward County Public Schools.

20 – 3/31/17 – **Robin Bartlemann,** School Board Member, Broward County Public Schools.

21 – 4/3/17 – **Dr. Rosalind Osgood,** School Board Member, Broward County Public Schools.

The School Board of Broward County, Florida is committed to providing quality educational opportunities for all students regardless of background characteristics by providing each student an educational environment that enhances the individual's educational success. The School Board of Broward County, Florida is also committed to encouraging all parents to play an active role in their children's education and to increasing the educational options available to parents and students in the public schools. Finally, The School Board of Broward County, Florida is committed to providing settings for education that promote understanding of diversity, tolerance and fair play, so that the positive tenets of a democratic society are reinforced by what students experience in schools. In accordance with School Board Policy 4001.1, this policy supports an environment free of discrimination and harassment based upon age, race, color, disability, gender identity, gender expression, marital status, national origin, sex or sexual orientation. Throughout this policy, wherever the word "parent(s)" appears, it shall also refer to "guardian(s)."

To achieve these goals, The School Board of Broward County, Florida supports educational choice as per section 1002.31 F.S. using a controlled open enrollment plan for the following choices: Innovative Programs, Magnet Schools, NOVA, Opportunity Scholarship Program, reassignments, College Academy at Broward College, Broward Virtual Schools, and the McKay Scholarship. First, The School Board of Broward County, Florida believes that School Choice should provide educational programs that promote educational excellence for all students. School Choice will offer students with different interests, talents and aptitudes, distinct choices that may enhance their educational success. Second, The School Board of Broward County, Florida believes that School Choice should be used to develop innovative instructional practices and promote systemic reform. Third, School Choice is one tool for the promotion of diversity within schools, including, but not limited to, the prevention, reduction, or elimination of minority group isolation. In addition, School Choice supports the District's goal to stabilize enrollment at selected schools. School Choice is developed, established and maintained, dependent on the needs of the District as a whole, in meeting identified school district enrollment and diversity goals.

I. DEFINITIONS

Active Duty Military Personnel: Full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Chapters 1209 and 1211.

Applicant: The parent(s)/legal guardian of a biological, adopted, or foster, son, daughter, stepson, or stepdaughter living in the same household, who is currently applying to a requested school/program for the next school year.

Assignment Priority: Specified condition that shall give precedence to an applicant over other applicants when determining placement in a school choice program. Assignment priorities do not guarantee placement in a program, except where otherwise noted throughout this policy.

Boundaried School: The school to which a student is assigned based on the address of the parent and the geographical school boundary for that address. Except as otherwise allowed and approved by the appropriate process provided for in this Policy, all students residing within a particular attendance zone shall attend the assigned school for the zone of residence.

Broward County Student: A student whose primary residence is within Broward County limits.

Broward Virtual School (BVS): BVS serves as a virtual instruction program for K-12 students. BVS is a school of choice that provides parents an educational option that uses an interactive learning environment accessible through technology and the Internet in which students are separated from their teachers by time and/or space. Pursuant to Section 1102.45, F.S., BVS shall contract with state approved providers for content and for related services.

Children of Military Families: A school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade in the household of an active duty military member who is the parent/ guardian.

Children of Custodial Displacement: A school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade who moved due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

College Academy at Broward College (CA@BC): College Academy @ Broward College (CA@BC) is a joint venture between The School Board of Broward County, Florida and Broward College (BC). Students attending CA@BC are degree seeking, full time dual enrollment students. Students attending CA@BC complete their last two years of high school and have the opportunity to simultaneously earn a high school diploma, an Associate of Arts degree and post-secondary industry certification from Broward College. CA@BC is located at Broward College.

Computerized Random Selection Process: A computerized student selection process through which qualified students are placed into the qualified applicant pool from which students for each school are randomly selected and assigned based on identified seats available. This "lottery process" provides all students in an applicant pool an equal chance of being selected subsequent to the honoring of all assignment priorities as outlined in this policy.

Curricular Program for Reassignment Request: A student may apply for a reassignment to a curricular or Innovative Program school that offers a unique thematic program. There must be seats available at the school to be awarded a curricular or Innovative program reassignment.

Employee: A confirmed active School Board of Broward County, Florida employee, assigned a full-time or part-time work schedule, who has a school-age child, or step-child, including those of which they have guardianship. To be considered for employee school choice assignment priorities specified in this policy, employment status must be active during the year of the school choice placement.

English Language Learner (ELL) Student: Defined by Florida Statute (section 1003.56(2)) as a student not born in the United States and whose native language is a language other than English; or who comes from home environments where a language other than English is spoken; or who is an American Indian or Alaskan native, who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and has sufficient difficulty speaking, reading, writing, or listening to the English language.

Exceptional Student/504 Plan: A student whose extraordinary and/or special needs require the development of an Individualized Educational Plan (IEP) or an Educational Plan (EP), as determined by the District ESE Department.

Feeder Patterns: A feeder pattern is the progression and school assignment of a group of students from one level of school to another (elementary to middle, middle to high). A clean feeder pattern is when all the students in one elementary school are assigned to matriculate to the same middle school and/or all students in one middle school are assigned to matriculate to the same high school. A clean feeder pattern is not guaranteed and is dependent on the space available at the next level school when planning for boundary assignments.

Foster Student: A student who has been relocated due to a foster care placement into a different boundaried school zone.

Homeless Student: Individuals who lack a fixed, regular, and adequate nighttime residence, including, but not limited to, children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (McKinney-Vento Act; F.S. 1003.01[12]). See School Board Policies 5.1 and 5.1A

Innovative Programs: Schools that provide unique or thematic instruction. Marketing will target students living within the home school boundary. Stabilization of enrollment will be from existing boundaries. Innovative Programs support unique or thematic instruction within matriculating feeder patterns. There is no District application process for students to apply for an Innovative Program. Magnet schools/programs that no longer meet the policy criteria to stabilize enrollment will transition to an Innovative Program, while continuing the implementation of thematic instruction for in-boundary students.

Innovation Zone (IZone): An Innovation Zone (IZone) consists of a cluster of schools that includes a high school, middle school(s), elementary schools and centers. IZones divide the District into 28 representative, responsive and manageable geographic areas while maintaining the importance and influence that a big district demands. For the purposes of this policy, IZones shall also include administrative sites located within the geographic school boundary of an associated high school.

Magnet Schools/Programs: Magnet schools/programs provide an opportunity for under-enrolled schools to stabilize/increase student enrollment. Magnet schools/ programs offer specialized curriculums with an emphasis on instruction that includes a rigorously-defined sequential course of study. Magnet schools/programs provide transportation within transportation zones for those students living more than two miles from the Magnet school. Magnet schools/programs can be total-school or program-within-a-school. Students must meet criteria for applicable program and apply within a designated time frame to be considered for placement. Magnet programs are offered at a school based upon a whole school model or a program within a school model. The whole school model provides opportunity for all students to have exposure to the Magnet theme. All elementary Magnet schools are offered as a whole school model and do not have academic criteria. Students residing outside the school boundary of a whole school Magnet program must submit an application for the Magnet program to be considered based upon seats available. The program within a school model is available for students who meet the identified criteria to participate in the

program. Students must submit an application to be considered for a program within a school model.

Nova Schools: The Nova Schools were founded upon the principle of providing an innovative and high quality instruction to a diverse population of students. The Nova Schools are the District's only Kindergarten through 12th grade school choice option that provides students with a seamless educational experience on the same contiguous campus. Student learning at the four schools is supported through personalized learning communities that include teaming and looping, as students receive high-quality instruction from highly qualified teachers. As students matriculate through the schools, their rigorous continuum of student learning includes nationally recognized curricular innovation through the use of technology in the elementary grades; multiple high school credit courses offered at the middle school level; and numerous honors and advanced placement courses as well as technical education certification programs at the high school. With no entrance criteria, the Nova Schools focus on preparing students for both college and the careers of the 21st century. Students must apply within a designated time frame to be considered for placement.

Opportunity Scholarship Program (OSP): Per Florida law, the Legislature shall make available opportunity scholarships in order to give parents the opportunity for their children to attend a public school that is performing satisfactorily (s. 1002.38 F.S.).

Parent(s)/Guardian: Refers to either or both parents, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent (s. 1000.21(5), F.S.). See School Board Policy 5.1.

Permanent FISH Capacity: The Department of Education's measure of occupancy for permanent buildings (does not include relocatables). FISH is an acronym for Florida Inventory of School Houses.

Reassignments: A student may apply to attend a school other than his/her boundaried school through the appropriate application process.

School Boundary: The geographic area that identifies public school assignments as annually approved by the School Board of Broward County, Florida.

Sibling: A biological, adopted, or foster brother or sister, half-brother, half-sister, stepbrother, or stepsister living in the same household as a student who is currently attending a requested school and will continue to attend the requested school during the next school year.

Socioeconomic Status: May be determined by indicators including, but not limited to, participation in free/reduced lunch program.

Special Program (i.e. Cluster): A placement determined for the exceptional student during the process of the Individual Education Plan (IEP). Placement in this type of classroom is determined necessary by the IEP team in order to meet the individual needs of the student.

Timeline Waiver for Charter School Closure: In the event that a charter school closes after the first day of school, the reassignment/school choice timeline as described in this policy will be waived for not more than 90 days, after the actual charter school closure, for the students displaced by the untimely closure of a charter school. Students attending the charter school at the time of the actual closure will have an opportunity to apply for a reassignment or magnet school based on seats available at the time of closure and as per any assignment priority/criteria stated in this policy.

Transportation Zone: A specific geographic area designated for a magnet school that determines eligibility for bus transportation for students residing greater than two miles from the school.

II. EXCEPTIONAL STUDENT EDUCATION/504 Plan

The School Board of Broward County, Florida is committed to a definition of diversity that includes students with special needs through the Exceptional Student Education (ESE) Department. These students shall be given equal opportunity to attend programs in light of each student's need for special services. In the case of a student whose special needs are addressed through an Individual Educational Plan (IEP)/504 Plan, attendance at a program must be consistent with the IEP/504 Plan.

The following eligibility criteria and procedures will be used for acceptance of Exceptional Education Students (ESE other than Gifted) or students on a 504 Plan:

A. The student's IEP/504 Plan will be reviewed to verify that the student's placement is not a special program placement.

B. The student's IEP/504 Plan will be reviewed to make sure that there are not any extenuating special considerations that would keep the student from participating in the general education setting.

C. The Student's IEP/504 Plan will be reviewed to make sure that the services will not be ending before the beginning of the next school year thus making the student no longer an ESE student or a student on a 504 Plan.

D. Students that apply to a Magnet middle or high school (secondary) must meet eligibility criteria at the time of application. At the secondary level, the only eligibility criteria shall be as outlined in Section IV.2.A of this policy. Students who do not meet eligibility criteria may be considered eligible based on special circumstances and will have the opportunity to submit the information listed below to the Magnet school for review by a Magnet Review Panel Team. This Review Panel will be comprised of Magnet coordinators and other appropriate personnel. The application review process may take into consideration:

   1. written recommendations of teachers and/or administrators,

   2. a written explanation of special circumstances indicating the student's ability to succeed in a Magnet school/program compiled by both the sending school and the receiving Magnet school,

3. an interview with the student, where appropriate, and/or

4. a student's portfolio demonstrating proficiency at the assigned grade level in reading and/or mathematics in English and/or the student's native language.

Should it be determined that a requested school is not able to provide the services identified on the student's IEP/504 Plan, the applicant shall be advised of such and may pursue school choice through the McKay Scholarship Program as outlined in section IV.8 of this policy.

If a student's IEP/504 Plan needs cannot be met while attending a choice school/program at any time during the school year, the student will be removed from the choice school and assigned to the appropriate school that is able to provide the identified service(s) in alignment with the student's IEP/504 Plan.

III. EXTRACURICULAR ACTIVITIES

A. Eligibility - In order to represent, practice or participate with a school in any extracurricular activity, a student must be living at a residence within the boundary attendance zone with a parent/guardian or custodial adult of that school or have an approved, current reassignment to that school. Eligibility requirements for all students participating in high school athletic competition must allow a student to be immediately eligible in the school in which he or she first enrolls each school year, the school in which the student makes himself or herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred in accordance with s.1006.20(2)(a). A student who transfers from one school to another following his/her initial enrollment, or engagement in athletic practice, may seek to immediately join an existing team if the roster for the specific sport has not reached the maximum size, the coach determines that the student has the requisite skill and ability to participate. The student must also meet all other requirements in Article 9 – Student Eligibility, of the Florida High School Athletic Association (FHSAA) Bylaws and FHSAA Policy 16 – Eligibility Criteria. A student may not participate in a sport if the student has participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

1. Dependent children of active duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized for ‘good cause’ by school district policy.
    a. A full and complete move to a new residence by the student with a person or person(s) with whom he/she has been previously living that makes it necessary for the student to attend a different school and the student meets all other requirements in Article 9 – Student Eligibility, of the FHSAA Bylaws.

b. Student is reassigned during the school year to a different school by the School District.
c. Student transfers to a school within the first ten (10) days of the school year, to programs/schools where admission is governed by school board policies or processes (e.g. magnets).

B. Appeals - Appeals regarding athletic eligibility shall be facilitated through the FHSAA's appeal process. There are no appeals to the other extracurricular activities.

IV. PROGRAMS

1. INNOVATIVE PROGRAMS

A. Eligibility - All students attending a school where a School Board approved Innovative Program has been established, may have the opportunity to participate in the program. In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP)/504 Plan, eligibility criteria will be in accordance with section II of this policy. Reassignment approval does not guarantee placement into an Innovative Program.

B. District Application Process - If the District determines that there are seats available for students from beyond the designated boundary of an Innovative Program school, the parent(s)/guardian may apply to attend the school through the defined reassignment process as outlined in section IV.5 of this policy.

C. Assignment Priority - Students residing within the school's boundary will have priority for an available Innovative Program seat prior to incoming students reassigned from outside the school's boundary. If the Innovative Program meets the definition of "special academic programs" in section 1003.05(3), Florida Statute, as amended, children of military families shall have first preference.

D. Transportation – Students attending their home boundared school will be provided transportation in accordance with School Board Policy 5300. Students from beyond the designated boundary of an Innovative Program school will be provided transportation in accordance with section IV.5.D of this policy.

E. Appeals/Hardships - Not applicable.

F. Withdrawals - Withdrawals for students attending their home boundared school will be granted in accordance with School Board Policy 5.1. Withdrawals for students from beyond the designated boundary of an Innovative Program school will be granted in accordance with section IV.5.F of this policy.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignment Department will report student enrollment.

2. MAGNET SCHOOLS/PROGRAMS

A. Eligibility - The parent(s)/guardian must secure a student identification number for their child(ren) from any Broward County Public School if not currently registered with Broward County Public Schools to be considered for a Magnet school/program. Applications will be accepted for requests in kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no eligibility criteria at the elementary level or at the "Growing STEM" middle school Magnet programs. Students that apply to a Magnet middle or high school (secondary) must meet eligibility criteria at the time of application. At the secondary level, the only eligibility criteria shall be as follows:

1. For the *International Baccalaureate Diploma Program*, students must have a demonstrated record of academic achievement on the prior year's Florida Standards Assessment Exam (FSA) English language arts and mathematics (or Algebra I, Algebra II or Geometry End-of-Course exam). Students must meet or exceed 4.0 on the FSA. In addition, students must have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Students who do not have FSA scores must have a nationally recognized norm-referenced standardized examination with scores of 90th percentile or above in total reading and total mathematics and have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies and Mathematics.

2. For the *Science/Pre-Engineering Program* and *The Latin School*, students must have a demonstrated record of academic achievement on the prior year's Florida Standards Assessment Exam (FSA) English language arts and mathematics (or Algebra I, Algebra II or Geometry End-of-Course exam). Students must meet or exceed a 3.0 achievement level on the FSA. In addition, students must have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Students who do not have FSA scores must have a nationally recognized standardized norm-referenced examination with scores of 75th percentile or above in total reading and total mathematics and have a minimum 3.0 unweighted GPA or better in Language Arts, Science, Social Studies and Mathematics.

3. For *identified secondary Magnet programs*, students must have a demonstrated record of academic achievement on the prior year's Florida Standards Assessment Test (FSA) English language arts and mathematics (or Algebra I, Algebra II or Geometry End-of-Course exam). Students must meet or exceed a 3.0 achievement level on the FSA. In addition, students must have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Students who do not have FSA scores must have a nationally recognized norm-referenced standardized examination with scores at the 50th percentile or above in total reading and total mathematics and have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. Additionally, for identified secondary schools/programs, auditions, student interviews and/or portfolios may be required. Auditions shall be judged by a qualified, diverse panel of professionals selected by the school's administration.

4. For the *secondary schools' Performing & Visual Arts schools/programs* at the middle school level, all students will be awarded based on an audition or interview. Students at the high school level who meet academic criteria must have an audition, student interview and/or portfolio. All middle and high auditions shall be judged by a qualified, diverse panel of professionals selected by the school's administration. Should any high school student not meet the following minimum academic requirements for the Performing & Visual Arts schools/programs, they will be afforded the opportunity to meet with a Magnet review panel. High school level students must have a demonstrated record of academic achievement on the prior year's FSA in English language arts and mathematics (or Algebra I, Algebra II or Geometry End-of-Course exam). High school students must meet or exceed 3.0 achievement level of the FSA. In addition, all high school students must have a minimum 2.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics. High school students who do not have FSA scores, must have a nationally recognized norm-referenced standardized examination with scores at the 50th percentile or above in total reading and total mathematics and have a minimum 2.0 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

5. The School Board of Broward County, Florida is committed to a definition of diversity that includes creating learning opportunities for students with diverse needs to participate in quality education environments and become active global citizens. Students with special needs, Exceptional Student Education (ESE) or student on a 504 Plan, shall be given equal opportunity to attend Magnet schools/programs in light of each student's need for special services. In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP)/504 Plan, eligibility criteria will be in accordance with Section II of this policy.

6. Students that are English Language Learners (ELL) who are actively enrolled in TERMS and classified as LY will been given an opportunity to participate in a Magnet program, even if they may not meet the identified eligibility criteria based upon the following:

a. Secondary school ELL students must have a demonstrated record of academic achievement on the prior year's FSA in English language arts and mathematics (or End-of-Course exam). Students must meet or exceed 3.0 achievement level of the FSA. The ELL student must have met the criteria in either English language arts or math. In addition, students must have a minimum 2.5 unweighted GPA or better in Language Arts, Science, Social Studies, and Mathematics.

b. For secondary school ELL students for whom FSA and/or norm-referenced standardized examination scores are unavailable, a student's portfolio demonstrating proficiency in reading or mathematics in English or the student's native language (for ELL student) and teacher recommendations may be utilized in place of examination scores. Students must have an unweighted GPA at or above the required unweighted GPA in Language Arts, Science, Social Studies and Mathematics for specific Magnet programs. For ELL students who have recently

arrived in the United States, grades earned in the home country while still in residence there can be used.

Names of ELL students who meet the above eligibility criteria through the alternative process will be placed into the qualified applicant pool.

B. Application Process - The Superintendent or his/her designee shall make Magnet applications available at all schools and at the School District's administrative offices. Magnet brochures and applications will be available to the parent(s)/guardian of all K, 1st, 2nd and identified 5th and 8th grade students currently attending a Broward County Public School. The first opportunity for all applicants interested in a Magnet school/program for the following school year will be between the first school day of December and the designated February deadline date identified by the Demographics & Student Assignments Department. Written or online applications must be submitted to the Demographics & Student Assignments Department by the designated application deadline to be considered as an on-time application. Applications received after the designated application deadline will be considered during the next opportunity or until the tenth day of school. When applying to a Magnet school/program that is available in multiple locations, the parent(s)/guardian must apply to the school closest to the home address which aligns with the transportation zone to receive transportation. When there are more eligible students than available seats in a given grade level at a Magnet school/program, the District shall select students for the grade level at the Magnet school/program by a computerized random selection process. Students who have applied and been awarded a seat in a District Magnet program within a combination school will continue in the program to the highest grade.

At the beginning of January each year, the District will evaluate the extent to which the annual applicant pool for Magnet schools reflects the geographic, gender, racial/ethnic, socioeconomic, linguistic, and special needs diversity of the District as a whole. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the District shall recruit additional Magnet applicants from the under-represented groups before the computerized random selection process is implemented.

After the computerized random selection process, a student wait pool will be created for each of the oversubscribed Magnet schools/programs. A student will be placed in only one student wait pool at a time. Once a student is registered at any choice program/school, the student will be automatically removed from all other choice program/school wait pools. The Magnet program student wait pool will be maintained until the 10-day enrollment count, and student vacancies will be filled until that time. **Students in the wait pool who are offered assignments to a Magnet school/program must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another student in the wait pool.**

In April, following the registration deadline for all school choice options, another computerized random selection process will be conducted for Magnet program seats that become available due to parents not registering their student at an awarded school. Only applicants who applied before the designated application deadline in February who were not awarded a Magnet program seat will be included in the random selection process.

Another opportunity to submit magnet applications will be accepted by the Demographics & Student Assignments Department beginning in May through the tenth day of school. A computerized random selection process facilitated by the Demographics & Student Assignments Department will award seats to students as seats become available.

C. Assignment Priority - The following selections shall be honored in the order listed, prior to the computerized random selection process, for students meeting eligibility criteria:

1. Children of military families (who otherwise meet the eligibility criteria for special academic programs such as advanced placement, dual enrollment and International Baccalaureate for Magnet programs) shall be given first preference for admission to such programs when an application is submitted, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned (as outlined in F.S. 1003.05(3)). There must be planned space available at the school to award a seat.

2. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school, may request through the application process that his/her child be placed in the Magnet school on a space-available basis if the employee has met the application deadline.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Broward County meeting eligibility criteria:

4. Students who have been relocated due to a foster care placement into a different boundaried school zone.

5. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

6. Students applying for a Magnet program and residing in the program's School Board adopted Boundary Choice Area.

7. Students presently in a Magnet school/program and wishing to continue in the same theme at the next level (middle and high) who meet the application deadline will be given priority on a space-available basis.

8. Broward County students who have a sibling who will continue at the same Magnet school/program and who meet the application deadline, will be given priority on a space-available basis. (Siblings that apply at the same time and do not have a sibling currently attending the Magnet school/program will be given priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

9. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity.

10. Students residing in Broward County

There is no automatic approval for a student to matriculate to the next school through the magnet program process, including a prior placement in a Pre-K program at a requested school. In addition, sibling(s) of a Pre-K student are not guaranteed a magnet seat at the same school.

D. Transportation - The School Board of Broward County, Florida shall provide transportation to all Broward County students in out-of-boundary Magnet schools/programs who reside more than two miles from the Magnet school/program as determined by the established Magnet transportation zone and for Broward County elementary students residing within two miles who face hazardous walking conditions. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus. Where economically feasible, The School Board of Broward County, Florida shall also provide activity buses to and from Magnet secondary schools/programs to enable Broward County students to participate in extracurricular activities offered at the Magnet school/program, which they attend.

E. Appeals/Hardships - Students who do not meet eligibility criteria may be considered eligible based on special circumstances and will have the opportunity to submit the information listed below to the Magnet school for review by a Magnet Review Panel Team. This Review Panel will be comprised of Magnet coordinators and other appropriate personnel. The application review process may take into consideration:

1. a written recommendation of teachers and/or administrators,

2. a written explanation of special circumstances indicating the student's ability to succeed in a Magnet school/program compiled by both the sending school and the receiving Magnet school,

3. an interview with the student, where appropriate, and/or

4. a student's portfolio demonstrating proficiency at the assigned grade level in reading and/or mathematics in English and/or the student's native language.

F. Withdrawals

1. Magnet school/program placement is in effect through the remainder of the grades in the receiving school unless rescinded by the Office of Service Quality or by the School Board of Broward County, Florida. Magnet school/program placement may be rescinded at any time after documented interventions have been attempted during the school year by the Office of Service Quality for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school procedures. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions listed in the Code of Student Conduct may be taken until the problem is resolved.

2. If a Broward County Magnet student moves out of the Magnet transportation zone, the student may remain in the Magnet school/program through the remainder of the grades if the parent provides transportation.

3. If a Broward County Magnet student moves out of the boundary of the Magnet school/program but still resides within the Magnet transportation zone, the student may remain enrolled at the Magnet school/program utilizing existing transportation.

4. If a Broward County Magnet student moves out of a Magnet transportation zone into another Magnet transportation zone in which the SAME THEME Magnet program is available, the Magnet student will have priority for a seat at the receiving Magnet school/program. This does not apply to students changing school level.

5. At the secondary level, students admitted to the Magnet schools/programs may remain in these schools/programs as long as the student has not been withdrawn to attend another school, public or private, and the student maintains a 2.5 unweighted GPA. Students in the Performing & Visual Arts program, will be required to maintain a 2.0 unweighted GPA.

With the exception of a secondary Magnet student attending a Performing & Visual Arts program, a magnet program without magnet academic eligibility criteria, any other secondary Magnet student who is experiencing difficulty maintaining a 2.5 unweighted GPA shall have documented opportunity to receive appropriate counseling and assistance at his/her Magnet school/program. A Performing & Visual Arts student who is experiencing difficulty maintaining a 2.0 unweighted GPA shall have documented opportunity to receive appropriate counseling and assistance at his/her Magnet school/program. However, if a student fails to maintain a 2.5 unweighted GPA (or 2.0 weighted GPA for Performing & Visual Arts) for two consecutive semesters or one full school year (dependent upon the school's schedule), with documented interventions, he/she will be ineligible to continue in the Magnet school/program and will be assigned to his/her home school, based on approved school boundaries.

Whereas a secondary Magnet school/program is identified as under-enrolled, the administration at that secondary Magnet school/program may opt to extend the time frame

of the documented interventions for a student in the event that removal of that student would increase a declining enrollment trend at the school.

6. A student who withdraws from a Magnet school/program must reapply for admission according to the provision of this Policy.

7. Any request for temporary leave from a Magnet school/program must be approved by the principal of the school and the Director of Demographics & Student Assignments before the student is withdrawn. A leave of absence from the Magnet school/program shall be considered in the following situations:

a. A student may be granted a leave of absence from the Magnet school/program for the period of time necessary to complete any of the following programs or hospital stays: being a patient in a hospital for an extended period of time; being enrolled in the Board's Hospital Homebound Program; acceptance into a Board approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.

b. If a family or student moves due to a court-ordered change in custody due to separation or divorce, or has a serious illness or death of a custodial parent, a leave of absence may be granted for a maximum of one (1) year.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department, in conjunction with the Innovative Programs Design/Support Department, will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;

2. data reflecting the reasons for which applications were granted or denied District-wide;

3. the impact of the number of enrolled students through the seat allocation/assignment processes that enrolled on the Permanent FISH Capacity and the diversity of each school;

4. the Magnet continuous improvement action plan submitted by Magnet schools;

5. seats available at any Broward County Public School will be annually reviewed for enrollment/program needs and included in the school boundary recommendation process; and

6. any recommendations regarding modifications to this Policy or its rules.

3. NOVA SCHOOLS

A. Eligibility - The parent(s)/guardian must secure a student identification number for their child(ren) from any Broward County Public School if not currently registered with Broward County Public Schools to be considered for a Nova school. Applications will be accepted for requests in kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no academic eligibility criteria. In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP)/504 Plan, eligibility criteria will be in accordance with Section II of this policy. The parent(s)/guardian must secure a student identification number for child(ren) from the boundary school, if not currently registered with Broward County Public Schools, to be considered for a Nova school placement.

B. Application Process - The first opportunity for all applicants interested in a Nova school for the following school year will be between the first school day of December and the designated February deadline date identified by the Demographics & Student Assignments Department. Written or online applications must be submitted to the Demographics & Student Assignments Department by the designated application deadline to be considered as an on-time application. Where there are more applicants than available seats in a given grade level at a Nova school, the District shall select students for each grade level by a computerized random selection process.

After the computerized random selection process, an applicant wait pool will be created for each of the oversubscribed Nova schools. Once a student is registered at any choice program/school, the student will be automatically removed from all other choice program/school wait pools. The Nova School student wait pool will be maintained until the 10-day enrollment count, and student seat vacancies will be filled until that time. **Students in the applicant wait pool who are offered an assignment to a Nova school must accept the assignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait pool.**

Once an applicant has claimed the awarded Nova school seat, the applicant will be automatically removed from all other school choice wait pools for the following school year.

In April, following the registration deadline for all school choice options, a computerized random selection process will be conducted for Nova school seats that become available due to parents not registering their student at an awarded school. Only applicants who applied before the designated application deadline in February who were not awarded a Nova school seat will be included in the random selection process.

Students admitted to the Nova schools may remain in the Nova school as long as the student has not been withdrawn to attend another school, public or private, or rescinded by the Office of School Performance and Accountability due to violations per the Code of Student Conduct.

At the beginning of January each year, the District will evaluate the extent to which the annual applicant pool for Nova schools reflects the geographic, gender, racial/ethnic, socioeconomic,

linguistic, and special needs diversity of the District as a whole. If any identifiable group of students in the annual applicant pool according to these criteria is under-represented, the District shall recruit additional Nova applicants from the under-represented groups before the computerized random selection process is implemented.

C. Assignment Priority - The following selections shall be honored in the order listed, prior to the computerized random selection process for students who meet the eligibility criteria:

1. Children of military families shall be given first preference for admission to such programs when an application is submitted, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned (as outlined in F.S. 1003.05(3)). There must be planned space available at the school to award a seat.

2. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at a Nova school, may request through the application process that his/her child be placed in a Nova school on a space-available basis if the employee has met the application deadline.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at a Nova school, may request through the application process that his/her child be placed in a Nova school on a space-available basis if the employee has met the application deadline.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Broward County meeting eligibility criteria:

4. Students who have been relocated due to a foster care placement into a different boundaried school zone.

5. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

6. Broward County students, who have a sibling currently attending a K-12 level Nova school, who will continue to attend a Nova school the following year; (Siblings that apply at the same time and do not have a sibling currently attending a Nova school will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

7. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% (of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to students who are assigned to schools over 110% Permanent FISH Capacity.

8. Students residing in Broward County

Students selected to attend a Nova school will be given an opportunity to attend and remain in Nova, Kindergarten through twelfth grade, provided they remain in full compliance with all School Board of Broward County, Florida policies.

D. Transportation - The School Board of Broward County, Florida shall provide transportation to all Broward County Nova students that reside more than two miles from the assigned Nova school and for Broward County elementary students residing within two miles who face hazardous walking conditions. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus.

E. Appeals/Hardships - There are no appeals or hardships to the application process for the Nova schools.

F. Withdrawals

1. Nova school placement may be rescinded at any time by the affected Office of Service Quality after documented interventions have been attempted during the school year for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school procedures. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions under the procedures in the Code of Student Conduct may be taken until the problem is resolved.

2. Withdrawals for the purpose of attending the affected student's regularly assigned public school, based on approved boundaries, shall be granted at any time.

3. Any request for temporary leave from the Nova schools must be approved by the Principal and the Director of Demographics & Student Assignments before the student is withdrawn. A leave of absence from the Nova schools shall be considered in the following situations:

   a. A student may be granted a leave of absence from the Nova schools for the period of time necessary to complete any of the following programs or hospital stays: being a patient in a hospital for an extended period of time; being enrolled in the Board's Hospital Homebound Program; acceptance into a Board approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.

   b. If a family or student moves due to a court-ordered change in custody due to separation or divorce, or has a serious illness or death of a custodial parent, a leave of absence may be granted for a maximum of one (1) year.

4. A student who withdraws from the Nova schools must reapply for admission according to the provisions of this Policy, with no preferential treatment given for re-admission.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;

2. data reflecting the reasons for which applications were granted or denied District-wide;

3. the impact of the number of enrolled students through the seat allocation/assignment processes that enrolled on the Permanent FISH Capacity and the diversity of each school;

4. seats available at any Broward County Public School will be annually reviewed for enrollment/program needs and included in the school boundary recommendation process; and

5. any recommendations regarding modifications to this Policy or its rules.

4. Opportunity Scholarship Program (OSP)

A. Eligibility – The parent(s)/guardian must secure a student identification number for their child(ren) from any Broward County Public School if not currently registered with Broward County Public Schools to be considered for OSP. Applications will be accepted for requests in kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no academic eligibility criteria. In accordance with the provisions of section 1002.38 Florida Statutes a public school student's parent may request and receive an opportunity scholarship for the student to enroll in and attend an identified higher performing public school if:

1. By assigned school attendance area or by special assignment, the student has spent the prior school year in attendance at a public school that has been identified as an OSP eligible school pursuant to s. 1008.34 and the student's attendance occurred during a school year in which such designation was in effect; or

2. The student has been in attendance elsewhere in the public school system and has been assigned to such school for the next school year; or

3. The student has been notified that he or she has been assigned to such school for the next school year.

B. Application Process - The application window for OSP begins after the reporting of school grades. Parent(s)/guardian with a child at or assigned to attend an identified OSP school, will be notified of their eligibility during the summer. Students will have a list of schools to choose from and rank by preference. Students who move into the boundary of an identified OSP school after

the application window will be provided OSP information and an application at the time of registration.

C. Assignment Priority - Every effort will be made to place students in their first choice school, but it is not guaranteed.

D. Transportation - Transportation is provided for all Broward County students opting to participate in OSP within Broward County who live more than two miles away from the awarded school. The parent(s)/guardian understands that the child is subject to the Student Code of Conduct while on the bus.

E. Appeals/Hardships - The parent(s)/guardian of a student who is eligible at an OSP school designated by the State, may request an appeal to the decision of the OSP process by calling the Demographics & Student Assignments Department by no later than 10 calendar days from the date of notification of the decision or 10 days after the application deadline, whichever is later. A Documented Challenges Committee will be identified and appointed by the Chief Portfolio Services Officer to review all documents on a weekly basis and provide notification of decision on the parent(s)/guardian's appeal within 48 hours of the Documented Challenges Committee meeting. Hardships do not apply to OSP. A parent/guardian may request an appeal for the following circumstances:

1. incorrect address in the student information system (which must be corrected by parent(s)/guardian at boundary school and student information systems before parent is eligible for an appeal);

2. sibling (not guaranteed under OSP); or

3. documented ongoing medical or psychological reasons, confirmed by school staff and the school district's medical professional.

F. Withdrawals - Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of the state or to allow a student to enter a private school, shall be granted at any time. Withdrawals for the purpose of a student to attend their home boundaried public school, shall be granted at any time.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department will report the impact of the student enrollment.

5. REASSIGNMENTS

A. Eligibility - The parent(s)/guardian must secure a student identification number for their child(ren) from any Broward County Public School if not currently registered with Broward County Public Schools to be considered for a reassignment. Applications will be accepted for requests in kindergarten through twelfth grade for students who meet the entrance requirements of the requested application grade. There are no academic eligibility criteria for reassignments.

Reassignments seats will be allocated at schools that are below the identified Permanent FISH Capacity and projected to remain under such capacity.

Once a reassignment is granted, the student may remain at the reassigned school until he/she completes the highest grade, unless otherwise specified by Board Policies, or Code of Student Conduct.

Any student at a school below 102% permanent capacity that moves out of the boundaried school zone after the start of the school year will be allowed to remain at their current school through the highest grade level offered at the school upon completion of a reassignment application received by the Demographics & Student Assignments department during that school year. Any student at a school at or above 102% permanent capacity that moves out of the boundaried school zone after the start of the school year will be allowed to remain at their current school through the end of the semester upon completion of a reassignment application received by the Demographics & Student Assignments department during that school year. After the end of the semester, the student will be withdrawn.

If a student is requesting a reassignment to remain at his/her school for the highest grade level offered at that school, the student will be able to remain at the school to complete his/her last year.

For schools which The School Board of Broward County, Florida has approved a boundary change, and for the first year of the implementation of the boundary change, fifth, eighth, twelfth, and students attending a combination school meeting the highest-grade criteria will receive an automatic approval to remain at the current school. Transportation availability will be determined through the annual school boundary process. Transportation is not guaranteed.

B. Application Process - The Superintendent or his/her designee shall make reassignment applications available at all schools, at the Demographics & Student Assignments Department, and via the Broward County Public Schools website. The first opportunity for all applicants interested in a reassignment for the following school year will be between the first school day of December and the designated February deadline date identified by the Demographics & Student Assignments Department. Written or online applications must be submitted to the Demographics & Student Assignments Department by the designated application deadline to be considered as an on-time application. Applications received after the designated application deadline will be considered during the next opportunity or until the tenth day of school. A reassignment may be granted when it has been determined that the school has Permanent FISH Capacity based on historical enrollment trends and when a reassignment would not increase the school's enrollment beyond Permanent FISH Capacity.

When there are more eligible applicants than available seats at a reassignment school, the District shall select students through a computerized random selection process. After the computerized random selection process, a reassignment student wait pool will be created for each of the oversubscribed reassignment schools. A student will be placed in only one applicant wait pool at a time. Once a student is registered at any choice program/school, the student will be automatically

removed from all other choice program/school wait pools. The applicant wait pool will be maintained until the 10-day enrollment count, and student vacancies will be filled until that time. **Students in the wait pool who are offered a seat at a reassignment school must accept the reassignment within the designated timeframe or the seat will be forfeited and awarded to another applicant in the wait pool.**

In April, following the registration deadline for all school choice options, a computerized random selection process will be conducted for reassignment seats that become available due to parents not registering their student at an awarded school. Only applicants who applied before the designated application deadline in February who were not awarded a reassignment seat will be included in the random selection process. All other reassignment applications will be considered late.

Another opportunity to submit reassignment applications will be accepted by the Demographics & Student Assignments Department beginning in May through the tenth day of school. A computerized random selection process facilitated by the Demographics & Student Assignments Department will award seats to students as seats become available.

The Office of Service Quality Directors shall review the circumstances of any reassignment application past the tenth day of school based upon the provisions of this Policy and render a decision.

C. Assignment Priority - The following priorities shall be honored, in the order listed, prior to the computerized random selection process for students who meet the eligibility criteria:

1. Children of military families. There must be planned space available at the school to award a seat.

2. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at the requested school.

3. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a full-time work schedule at a worksite within the same Innovation Zone as the requested school.

4. A confirmed, permanent School Board of Broward County, Florida employee who is the parent/legal guardian of the student, assigned a part-time work schedule at the requested school on a space available basis.

The following selections shall be honored in the order listed, prior to the computerized random selection process, for students residing in Broward County meeting eligibility criteria:

5. Students who have been relocated due to a foster care placement into a different boundaried school zone.

6. Students who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

7. Broward County students, who have a sibling currently attending the requested school, who will continue to attend the following year; (Siblings that apply at the same time and do not have a sibling currently attending the requested school will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.)

8. Broward County students that are assigned to a boundary school whose enrollment exceeds 110% of the Permanent FISH Capacity of the school, will be granted a priority at schools with available seats. Twenty-five percent (25%) of available seats remaining after previous priorities have been honored may be awarded to applicants who are assigned to schools over 110% Permanent FISH Capacity.

9. Broward County students requesting placement in a curricular program not offered at their boundaried school or at a Magnet school. Reassignment approval does not guarantee placement into a curricular program or Innovative Program.

10. Students residing in Broward County.

There is no automatic approval for a student to matriculate to the next school through the reassignment process, including a prior placement in a Pre-K program at a requested school. In addition, sibling(s) of a Pre-K student are not guaranteed a reassignment seat at the same school. In the case of a sibling applicant, a younger sibling will not be automatically approved to attend the same reassigned school of the older sibling(s) unless reassignment seats are available.

D. Transportation - The District is not obligated to provide transportation for reassigned students. It is the parent(s)/guardian's responsibility to provide transportation to the reassigned school. For all reassignment approvals, the parent(s)/guardian will be notified that they must assume responsibility for transportation, attendance, and behavior of the student, and that failure to do so will result in a rescission of the reassignment. A parent/guardian of a Broward County student can request, via their awarded reassignment school, a seat on the school bus through School Board policy 5300; however, a seat is not guaranteed.

E. Appeals/Hardships

1. If a parent/guardian believes that any of the reassignment procedures listed in this Policy have been violated, he/she may appeal in writing to the Superintendent's Hardship Committee. An appeal to the Superintendent's Hardship Committee must be submitted to the Demographics & Student Assignments Department no later than fifteen (15) calendar days from the receipt of a reassignment denial letter, and a completed

reassignment application must be on file as received in the Demographics & Student Assignments Department during the initial application window. The hardship appeal letter must describe the hardship in detail and provide all available documentation when necessary.

2. Hardship circumstances will be taken into consideration, dependent upon the Permanent FISH Capacity of the requested school. Hardship allocations will not increase enrollment above 102% of the identified Permanent FISH Capacity at that site. Should a school be at 102% or above the Permanent FISH Capacity, the only hardship approvals will be for students who

   a. are currently attending the school and have a custodial need (death of a parent)
   b. have a sibling who has been assigned by the ESE Department to an ESE special program
   c. have an older sibling who is in 5th, 8th, or 12th grade; the younger sibling may be given only a one-year reassignment.

   Parents will be notified if a school is beyond 102% of its Permanent FISH Capacity and that their request must meet criteria. If the hardship criteria defined above is met, parents will be afforded the opportunity to have their hardship appeal reviewed by the Superintendent's Hardship Committee.

3. A hardship appeal will not be heard or approved should the approval create State sanctions against the District due to failure to meet class size reduction or school concurrency the year of the requested hardship/reassignment.

4. Hardship appeals for schools under 102% permanent FISH capacity may be based on:

   a. unique circumstances that prevent the student(s) from attending the boundaried school; and/or

   b. documented ongoing medical, psychological, or safety concerns confirmed by the appropriate District staff or medical professional; and/or

   c. students who have a specific custodial need such as the death of a parent and the student currently attends the school, will be granted a Hardship.

5. The Superintendent's Hardship Committee shall hear appeals for reassignment applications received before the designated application deadline in February only and will begin meeting in May of each year. The Superintendent's Hardship Committee shall hear the appeal and notify the parent(s)/guardian of the outcome in a timely manner. To be eligible to meet with the Superintendent's Hardship Committee the parent/guardian must agree in writing that the committee's decision constitutes the final administrative decision at all levels.

F. Withdrawals

1. Withdrawals for the purpose of the relocation of the student's parent(s)/guardian outside of the state or to allow a student to enter a private school, shall be granted at any time. Withdrawals for the purpose of attending the affected student's regularly assigned public school, based on approved boundaries, shall be granted at any time.

2. Granted reassignments may be rescinded at any time during the school year by the affected Office of Service Quality for violations of the Code of Student Conduct Guidelines. Whenever possible, the student will be returned to the assigned boundaried school during a scheduled break in the school year, such as at the end of the quarter or semester. When students do not follow the rules and expectations outlined in the Code of Student Conduct, one or more of the actions under the procedures in the Code of Student Conduct may be taken until the problem is resolved.

3. Should a student's reassignment be rescinded, the student may only request a reassignment when transitioning to the next school level or if deemed a special circumstance through the Office of Service Quality. Subsequent requests will not be considered except for court orders, adoption, military orders, or other unique/special circumstances with appropriate documentation.

4. Any request for temporary leave from the reassigned school must be approved by the principal and the Director of Demographics & Student Assignments before the student is withdrawn. A leave of absence from the reassigned school shall be considered in the following situations:

   a. A student may be granted a leave of absence from the reassigned school for the period of time necessary to complete any of the following programs or hospital stays: being a patient in a hospital for an extended period of time; being enrolled in the Board's Hospital Homebound Program; acceptance into a Board-approved Alternative Education Program or other exceptional education programs; enrollment in a licensed, full-time substance abuse treatment program; or participation as an exchange student.

   b. If a family or student moves due to a court-ordered change in custody due to separation or divorce, or has a serious illness or death of a custodial parent, a leave of absence may be granted for a maximum of one (1) year.

5. A student who withdraws from the reassignment school must reapply for admission according to the provisions of this Policy, with no preferential treatment given for re-admission.

G. Monitoring and Reporting - After the benchmark day enrollment count each school year, the first Monday after Labor Day, the Demographics & Student Assignments Department will report the impact of the student enrollment. This report shall include:

1. the number and characteristics of students who submitted a completed application, registered and attends the school;

2. data reflecting the reasons for which applications were granted or denied District-wide;

3. the impact of the number of enrolled students through the seat allocation/assignment processes that enrolled on the Permanent FISH Capacity and the diversity of each school;

4. seats available at any Broward County Public School will be annually reviewed for enrollment/program needs and included in the school boundary recommendation process; and

5. any recommendations regarding modifications to this Policy or it rules.

6. COLLEGE ACADEMY @ BROWARD COLLEGE

A. Eligibility –Applications will be accepted for requests in the 10th grade year for students. The College Academy program is a two year program which students attend during their 11th and 12th grade years of high school in order to complete high school graduation requirements and the Associate of Arts degree requirements. Eligibility requirements for College Academy @ Broward College (CA@BC) include course requirements, a minimum 3.25 unweighted GPA, and appropriate SAT/ACT/PERT scores. Specific admission guidelines will be published annually on the CA@BC website.

In the case of a student whose special needs require the development of an Individualized Educational Plan (IEP)/504 Plan, eligibility criteria will be in accordance with Section II of this policy.

The ESE Specialist will assist eligible students in contacting the College's Office of Disabilities to discuss accommodations and services available in the college setting.

English Language Learners (ELL) who meet eligibility criteria will be admitted into the qualified applicant pool.

B. Application Process – All students interested in applying to CA@BC for the following school year, must submit a completed application to CA@BC and a dual enrollment application to Broward College during the application window. The application window opens each year in January and closes on a designated date in mid-February. Students meeting initial application requirements, will be scheduled to take the PERT. Students that currently have passing ACT/SAT/PERT scores do not need to retest. Students with passing test scores will be a part of the qualified applicant pool.

1. When the number of eligible applicants exceeds the number of seats available, a computerized random selection process will be utilized to admit eligible students.

2. The qualified students selected through this process will be offered admission. The remaining qualified students will be placed on a waitlist in the order assigned by the computerized random selection process. The wait list will be offered admissions in order as seats become available. Failure to respond to the offer of admissions within the designated timeframe will be conferred as a rejection of the admissions offer and the available seat will be awarded to the next student on the waitlist. The waitlist is dismissed on the first day of Broward College fall term classes.

C. Assignment Priority – The following priorities shall be honored, in the order listed, prior to the computerized random selection process:

1. Children of military families shall be given first preference for admission to such programs when an application is submitted, eligibility requirements and admissions deadlines are met, even if the program is being offered through a public school other than the boundary school to which the student would generally be assigned. F.S. 1003.05(3). There must be space available at the school to award a seat.

2. Students, who have a sibling currently attending CA@BC, who will continue to attend the following year, and who meet the application deadline and admission criteria, will be placed at CA@BC on a space-available basis prior to the computerized random selection process. Siblings that apply at the same time and do not have a sibling currently attending CA@BC will be given a priority if the other sibling is selected through the computerized random selection process when a seat becomes available at the specific grade level.

3. A confirmed, permanent School Board of Broward County, Florida employee and/or Broward College employee who is the parent legal/guardian of the student, assigned a full-time work schedule at CA@BC, may request through the application process that his/her child be placed at CA@BC on a space-available basis prior to the computerized random selection process if the employee has met the application deadline.

4. A confirmed, permanent School Board of Broward County, Florida employee and/or Broward College employee who is the parent/legal guardian of the student, assigned a part-time work schedule at CA@BC, may request through the application process that his/her child be placed at CA@BC on a space available basis prior to the computerized random selection process if the employee has met the application deadline.

D. Transportation – The School Board of Broward County, Florida shall provide transportation to all CA@BC Broward County students who reside more than two miles from the assigned college campus.

E. Appeals/Hardships – There are no appeals or hardships for CA@BC. All students meeting criteria have an equal opportunity for selection via the computerized random selection process that selects students from the qualified student pool for the available seats and assigns an ordered list of students placed on the wait list. As seats become available, students are offered admission in the order of the wait list.

F. Withdrawals:

1. Students must maintain a 2.5 unweighted college GPA to remain in the school.

2. Withdrawals for the purpose of attending the affected student's regularly assigned public school, based on approved school boundaries, shall be granted at any time.

7. BROWARD VIRTUAL SCHOOLS

A. Eligibility - Student eligibility for participation in the District's Florida Virtual School franchise program (grades 6-12) is governed by Section 1002.37, Florida Statutes. Student eligibility in the District's virtual instruction program (grades K-8) is governed by Section 1002.45, Florida Statutes. Student eligibility for the District's virtual instruction program is only available to students residing in Broward County who meet at least one of the following conditions as specified by Section 1002.455, Florida Statutes:

1. The student is eligible to enter kindergarten or first grade Section 1002.455 (2)(e), Florida Statutes.

2. Students eligible to enter grades 2 through 5 do not need to have previously enrolled in a Florida public school to enroll full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School Section 1002.455 (2)(f), Florida Statutes.

3. Students entering grades 6 through 12 are eligible to enroll under Section 1002.37, Florida Statutes and/or Section 1002.455, Florida Statutes depending on the virtual instruction program choice. Students must also meet academic criteria to enroll full-time. Parents interested in choosing Broward Virtual School for their student must apply online during the open enrollment periods described in the Enrollment Periods section of this manual.

B. Application Process - Parents interested in choosing Broward Virtual School for their student must apply online during the open enrollment periods described below:

1. Students may apply to Broward Virtual School's franchise program (grades 6-12) from May 1 through an identified date in September.

2. Students may apply to Broward Virtual School's K12 program (grades K-5) from an identified date in April to an identified date in July.

Enrollment in the K12 program must conclude 30 days prior to the first day of school per Section 1002.455, Florida Statutes. In April, letters are distributed to students outlining virtual options. Parents interested in choosing this educational option for their student can apply during the enrollment windows. Enrollment periods for the three other virtual instruction programs are governed by the individual programs.

C. Assignment Priority – There is no assignment priority for Broward Virtual.

D. Transportation – Not Applicable

E. Appeals/Hardship - Not Applicable

F. Withdrawals - School Enrollment Continuation Standards **–** An evaluation of each student will be conducted at the end of each semester to determine their continued enrollment eligibility. To maintain continuous enrollment at Broward Virtual School, a student must:

1. Earn grades of C or higher in each course
2. Maintain consistent weekly pacing in every class to meet all deadlines and attendance expectations
3. Communicate consistently and successfully with teachers
4. Participate in all standardized testing
5. Earn sufficient credits to be promoted to the next grade level and graduate in 4 years or less
6. Maintain sufficient reading skills at or above grade level
7. Honor all rules, policies, and procedures established by Broward Virtual School and Broward County Public Schools for student conduct, academic integrity, and netiquette.

Those students who fail to meet the minimum continuation standards will be withdrawn and given a list of alternatives to meet their educational goals.

G. Monitoring and Reporting - Broward Virtual School is under the supervision of the Chief Officer of the School Performance and Accountability Department.

8. MCKAY SCHOLARSHIP

A. Eligibility - A Florida student is eligible to participate in the McKay Scholarship Program if he/she:

1. meets the entrance requirements of the requested application grade and will be in grades K-12 while receiving the scholarship, and
2. Has an active IEP or Permanent 504 Accommodation Plan from the public school (Hospital or homebound cannot be the only exceptionality), and
3. Demonstrates prior year in attendance by meeting one of the following requirements:
    a. Has been reported for funding in a public school during the October and February FEFP surveys; or

b. Has been reported for funding during the preceding October and February student membership surveys by the Florida School for the Deaf and the Blind; or

c. Has been reported for funding during the preceding October and February student membership surveys when the student is four (4) years old and eligible for district services, and will be in grades K-12 while receiving the scholarship.

4. Children of military families do not need to meet the Florida public school attendance requirement by being reported for funding. Dependents of members of the Armed Forces who have transferred to Florida from another state or country due to permanent change of station orders may also be eligible for the McKay Scholarship Program if he/she has an IEP/504 Plan from his/her previous school and will be in grades K-12 while receiving the scholarship. Applicants must apply within the current school year of initial enrollment to utilize the Military Waiver.

5. The School Board of Broward County, Florida is committed to a definition of diversity that includes students with special needs through the Exceptional Student Education (ESE) Department. These students shall be given equal opportunity to attend programs in light of each student's need for special services. In the case of a student whose special needs are addressed through the Individual Educational Plan (IEP)/504 Plan, attendance at a program must be consistent with the IEP/504 Plan.

The following eligibility criteria and procedures will be used for acceptance of Exceptional Education Students (ESE other than Gifted).

a. The student's IEP/504 Plan will be looked at to verify that the student's placement.

b. The student's IEP/504 Plan will be checked to make sure that there are not any extenuating special considerations that would keep the student from participating.

c. The Student's IEP/504 Plan will be checked to make sure that the services will not be ending before the beginning of the next school year thus making the student no longer an ESE student.

B. Application Process

1. The District will publish a list of schools available for choice on the first business day in May. Applications will be accepted May 15 for the upcoming school year and will close April 30 of that school year. Applications may be accessed online at www.browardschools.com via the Exceptional Student Education & Support Services webpage or by contacting the District McKay Scholarship Department.

2. Only those schools and specialized programs (i.e. clusters) identified by the District as having space will be considered for McKay approval. Identification of space does not guarantee approval. Schools that are projected to be at 95% Permanent FISH capacity or higher will not be available for choice. McKay does not apply to Nova schools, charter schools, or magnet programs. The seats available at each location are limited and will be

awarded based on class size regulations and the ability of the school to provide the services identified on the student's Individual Education Plan (IEP)/504 Plan.

3. Current Florida public school students that meet the criteria to participate as a McKay student as per F.S. 1002.39 may submit one application for McKay public school choice per school year. Students currently receiving a McKay Scholarship to attend a participating private school may exercise their public school choice option 30 days prior to withdrawl from a participating private school.

4. The address provided on the application must match what is currently on file with Broward County Public Schools. Applications showing different residential addresses will not be processed.

5. Applications will be submitted to and reviewed by the District McKay Scholarship Department. Responses will be provided within 30 business days of the District's receipt of the McKay application and will be posted to the One Choice Database and sent via U.S. Mail.

C. Assignment Priority - Available seats will be awarded on a first come/ first serve basis. Approval will only be granted if there is space in the student's grade placement and the school has the ability to provide the services identified on the student's Individual Education Plan (IEP)/504 Plan.

D. Transportation

1. Transportation is not guaranteed and is awarded based on route availability to and from the student's permanent Broward County residential address to the awarded school location as per the Transportation Department.
2. Only Broward County students awarded a McKay scholarship to a public school will be considered for transportation through McKay.
3. McKay choice is not approved based on transportation availability.
4. If a public school choice is granted with transportation and the student moves, the prior transportation approval is void. The student may continue attending the approved school, however a new application must be submitted to verify transportation availability.
5. If a McKay public school choice was approved with transportation and the student is dismissed from ESE, the student may continue attending the school, however, is no longer eligible for transportation services.

E. Appeals/ Hardships - The McKay Scholarship is a Florida Department of Education program. There are no appeals or hardships to the application process for McKay Scholarship.

F. Withdrawals - A public McKay Scholarship approval may become void only when

1. A student withdrawals from the approved public school.

2. A student's placement has changed and the approved school can no longer accommodate his/her Individual Education Plan (IEP)/504 Plan.
3. A student is enrolled in a DJJ Center for a period of more than 22 days.
4. A student completes the highest grade level at the approved school.
5. A student graduates or turns the age of 22 years old.

G. Monitoring/ Reporting - The District McKay Office shall maintain a report identifying

1. the number of applicants,
2. students approved with or without transportation, and
3. schools receiving McKay Students.

THE RULES LISTED BELOW SHALL GOVERN MAGNET SCHOOLS, NOVA SCHOOLS, REASSIGNMENTS, AND OSP.
AUTHORITY: s. 1001.41(1), F.S. (2); s. 1003.05(3), F.S.
LAWS IMPLEMENTED: STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES, s. 1002.31, F.S.; s. 1002.38, F.S; s. 1008.34, F.S.
History:
Policy Adopted: 12/15/09; Policy Amended: 12/07/10, 5/15/12, 1/22/2014, 9/16/2015, 10/18/2016

Formerly Policy 5001 - AUTHORITY: s. 1001.41, F.S.; Policy Adopted: 11/13/69; Policy Readopted: 9/5/74; Policy Amended: 6/19/80, 1/20/83, 3/3/83, 9/3/96, 4/8/97, 9/2/97, 6/20/00, 1/21/03, 11/09/04, Emergency Rule #E482-15, 6/6/83, 6/16/83, 5/17/84, 7/18/95, 3/19/96. Repealed 12/15/09.

Formerly Policy 5003 - AUTHORITY: s. 1001.41, F.S.; Policy Adopted: 1/25/68; Amended Policy Approved: 10/18/73, 9/3/91, 4/20/93, 3/19/96, 8/20/96; Amended Policy Approved: 1/21/97, 6/15/04. Repealed 12/15/09.

Formerly Policy 5004 - AUTHORITY: s. 1001.41(1), F.S., (2); s. 1002.20(6a), F.S.; s. 1003.05(3), F.S. ; Policy Adopted: 6/2/88, 10/17/89, 5/1/90, 5/2/95, 9/3/96; Amended Policy Adopted: 4/8/97, 5/15/01, 4/23/02, 10/1/02, 6/17/03, 4/20/04, 9/9/08. Repealed 12/15/09.

NONDISCRIMINATION POLICY STATEMENT

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (HEREINAFTER REFERRED TO AS "THE BOARD") SHALL NOT DISCRIMINATE AGAINST STUDENTS, PARENTS OR GUARDIANS OF STUDENTS, EMPLOYEES, APPLICANTS, CONTRACTORS, OR INDIVIDUALS PARTICIPATING IN SCHOOL BOARD SPONSORED ACTIVITIES. THE SCHOOL BOARD IS COMMITTED TO THE PROVISION OF EQUAL ACCESS IN ALL STUDENT, EMPLOYMENT, AND BUSINESS PROGRAMS, ACTIVITIES, SERVICES, AND OPERATIONS THAT ARE OPERATED OR PROVIDED DIRECTLY BY THE BOARD, AS WELL AS THOSE OPERATED OR PROVIDED BY ANOTHER ENTITY ON BEHALF OF THE BOARD UNDER CONTRACTUAL OR OTHER ARRANGEMENTS. THIS POLICY IS ESTABLISHED TO PROVIDE AN ENVIRONMENT FREE FROM DISCRIMINATION AND HARASSMENT BASED UPON AGE, RACE, COLOR, DISABILITY, GENDER IDENTITY, GENDER EXPRESSION, MARITAL STATUS, NATIONAL ORIGIN, RELIGION, SEX OR SEXUAL ORIENTATION.

IT IS THE INTENT OF THIS POLICY, AND RESPECTIVE PROCEDURES, TO SUPPORT AND IMPLEMENT PROTECTIONS AGAINST DISCRIMINATION AND HARASSMENT AS PROHIBITED BY THE CONSTITUTION, FEDERAL AND STATE STATUTES, COUNTY ORDINANCE, AND ALL OTHER APPLICABLE LAWS OR REGULATIONS.

AUTHORITY: F.S. 1001.41(1) (2) & The Federal Americans with Disabilities Act Amendments Act of 2008 (ADAAA)
Policy Adopted 9/5/74
Policy Amended: 7/22/75; 3/4/82; 7/14/87; 5/18/93; 3/1/11
Amended Policy Approved 3/18/97; 3/1/11

Rules:

1. **AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT OF 2008 (ADAAA).**
Necessary measures shall be taken to comply with the provisions of the ADAAA. The ADAAA provides that no qualified individual with a disability shall by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities, or be subjected to discrimination, harassment, intimidation, retaliation or coercion.

SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED.
Necessary measures shall be taken to comply with the provisions of Section 504 of the Rehabilitation Act of 1973. Section 504 of the Rehabilitation Act of 1973 prohibits public entities receiving federal funds from discriminating against or excluding qualified individuals with disabilities from programs, services, or activities on the basis of disability. Under Section 504, the school district has the responsibility to identify, evaluate, and if the student is determined eligible provide appropriate, specialized educational services.

a. Students with disabilities shall be provided equal access to programs, benefits, activities and services available to those students without disabilities, when they meet the essential eligibility requirements for receipt of those programs and services. Students shall be provided with a free appropriate public education (FAPE). To facilitate equal access, reasonable accommodations shall be provided to remove or reduce barriers that prevent student access to or participation in programs, benefits, activities or services unless doing so would impose an undue hardship on the district.

b. Qualified individuals with disabilities who notify the district of their disability shall be provided equal access to all terms, conditions and privileges of employment whether conducted by The Board or another entity on behalf of The Board. Reasonable accommodation is available to all employees and applicants unless it will impose an undue hardship on the district as determined by the Superintendent or his/her designee. All employment decisions are based on the merits of the situation consistent with defined criteria, not the disability of the individual. Decisions regarding reasonable

accommodation shall be addressed after a documented request is made by the individual seeking the accommodation. Qualifications for an employment position held or desired shall be based on the individual's ability to perform the essential functions of the job. The Board is not required to hire or continue to employ an individual who poses a direct threat to the health or safety of the individual or others or who is unable to perform the essential functions of the job.

c. No individual with a disability shall be denied an equal opportunity to participate in programs, services, and activities because facilities are inaccessible to, or unusable by them. Programs in existing facilities shall operate so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities. A new or altered facility (or the part that is new or altered) shall be readily accessible to and usable by individuals with disabilities. Both structural and nonstructural methods of achieving program accessibility shall be acceptable.

d. For purposes of this policy, the following definitions shall be adopted.

1. The definition of *qualified individual with a disability* takes two forms depending on the type of activity involved. For purposes of determining participation in services and programs offered, a person is considered qualified when meeting the essential eligibility requirements for the receipt of services or participation in programs. For purposes of employment, an individual is considered qualified if the person is able to perform the essential functions of the job with or without reasonable accommodation. A qualified person with a disability is one who:
   a. has a physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking and communication . Other examples are functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, circulatory, respiratory, endocrine, hemic, lymphatic, musculoskeletal, special sense organs and skin, genitourinary, cardiovascular, and reproductive functions.
   b. has a record or history of such an impairment; or
   c. is perceived or regarded as having such an impairment.
2. A *reasonable accommodation* is an adaptation to a program, policy, facility or work place that allows an otherwise qualified individual with a disability to participate in a program, service, activity or perform a job unless the accommodation would impose an undue hardship on the school district. Accommodations may consist of changes in policies, practices, services and the use of auxiliary aids and services.
3. An *undue hardship* is an action which requires significant difficulty or expense. An accommodation that would impose an undue hardship would be an action that is unduly costly, extensive, substantial, disruptive, or one that would fundamentally alter the nature of the program.
4. The *essential functions* of the job are the fundamental job duties of the employment position the individual with a disability holds or desires. *Marginal functions* are the non-essential duties of the employment position.
5. A *direct threat* is defined as a significant risk of substantial harm to the health or safety of the individual with a disability or others that cannot be eliminated or reduced by reasonable accommodation.

2. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA). Necessary measures shall be taken to comply with the provisions of the Individuals with Disabilities Education Act. The IDEA requires that the special educational needs of students with disabilities are met. The school district is responsible for ensuring that all children with disabilities have available to them a

free appropriate public education (FAPE).

a. The school district shall implement a system of procedural safeguards to be afforded to parents and guardians with respect to any action regarding the identification, evaluation, and placement of children who, because of disability, need or are believed to need special education or related services. The due process procedures shall afford parents or guardians:
   1 notice;
   2 a right for parents and guardians to inspect relevant records;
   3 an impartial hearing with an opportunity for participation by parents and with a right to bring counsel; and
   4 an appeal procedure.

3. SEXUAL HARASSMENT.

All students, employees, volunteers and others shall be provided with an environment free of sexual harassment.

a. Sexual harassment is defined as sexual advances and other forms of oral, written, or physical conduct of a sexual nature when:
   1. submission to such conduct is made either explicitly or implicitly a term of or condition of an individual's employment;
   2. submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting the individual; or
   3. such conduct has the purpose or effect of interfering unreasonably with an individual's performance, or creating an intimidating, hostile, or offensive environment.

b. Examples of sexual harassment may include but are not limited to:
   1. suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, unwanted physical contact of a sexual nature, sexual molestation or assault, impeding or blocking movement, gestures, display of sexually suggestive objects, posters or cartoons; as well as social media/network, including, but not limited to: emails, text messages, Facebook, Twitter, web sites, blogs and cyberbullying;
   2. continuing to express sexual interest after being informed that the interest is unwelcome;
   3. coercive sexual behavior used to affect the career of another employee, such as withholding support for an appointment or suggesting a poor performance report will be prepared;
   4. offering favors such as reclassifications or favorable duties in exchange for sexual favors;
   5. offering favors such as scholarship recommendations in exchange for sexual favors.

c. Discriminatory harassment other than sexual, shall be defined as physical or verbal conduct based on race, color, national origin, religion, age, disability, marital status, gender identity, gender expression, sex or sexual orientation directed toward an individual when the conduct, as determined by a reasonable person:
   1. has the purpose or effect of creating an intimidating, hostile or offensive academic or working environment;
   2. has the purpose or effect of substantially or unreasonably interfering with an individual's academic or work performance;
   3. has the purpose or effect of demeaning or otherwise disrespecting the dignity of an individual in the academic or work environment; or
   4. adversely affects an individual's academic or employment opportunities.

d. A substantiated allegation of harassment shall result in appropriate disciplinary action.

4. EDUCATIONAL PROVISIONS.

Necessary measures shall be taken to comply with:

a. The Florida Education Equity Act of 1984 (FEEA). The FEEA prohibits discrimination on the basis of race, national origin, gender, disability, or marital status against a student or employee in the state system of public education. Students may be separated by sex for any portion of a class which deals with human reproduction or during participation in bodily contact sports. The FEEA requires that educational institutions within the state system of public education develop and implement methods and strategies to increase student and staff participation in traditionally underrepresented areas of study and employment.

b. The Education Amendments of 1972 (Title IX). Title IX of the Education Amendments prohibits discrimination against students, employees, or applicants on the basis of sex in any educational programs or activities receiving Federal financial assistance, whether or not such program is offered or sponsored by an educational institution.

5. GENERAL PROVISIONS.

Necessary measures shall be taken to comply with:

a. The Florida Civil Rights Act of 1992. The Florida Civil Rights Act prohibits discrimination in employment against all individuals within the State based on race, color, sex, religion, national origin, age, disability, or marital status.

b. The Civil Rights Act of 1964, as amended (Title VI). Title VI prohibits discrimination on the basis of race, color, or national origin in the provision of benefits or services under programs receiving Federal financial assistance from the Department of Education.

c. The Civil Rights Act of 1964, as amended (Title VII). Title VII prohibits discrimination in all conditions of employment such as: selection, promotion, compensation, termination and fringe benefits on the basis of race, color, religion, sex or national origin.

d. The Age Discrimination in Employment Act of 1967, as amended. The Age Discrimination in Employment Act prohibits discrimination in employment based on age against those individuals at least 40 years of age, unless age is a bonafide occupational qualification. Additionally, no seniority system or employee benefit plan shall require or permit the involuntary retirement of any individual because of the age of such individual.

6. THE EQUAL EDUCATIONAL OPPORTUNITIES DEPARTMENT SERVICES.

The Superintendent's designee shall be responsible for the development, implementation, oversight, dissemination, coordination, and enforcement of procedures related to this policy

a. Any student, employee, applicant, or individual participating in a School Board sponsored activity has the right to file a discrimination or harassment complaint/charge with the Equal Educational Opportunities Department. Persons filing a complaint/charge may also present witnesses and other evidence. Fair, consistent, objective, expeditious and uniform procedures by which complaints/charges of discrimination or harassment are investigated, resulting in prompt and remedial action shall be implemented.

1. The complaint/charge shall undergo a comprehensive investigation conducted within 180 days.
2. The right to confidentiality of the complainant and the respondent shall be protected pursuant to applicable Federal and State regulations.
3. The parents or guardians of students involved in discrimination or harassment complaint/charge shall be notified.
4. The Executive Director, Benefits & EEO Compliance, shall serve as the District's Equity Officer and Superintendent's representative in discrimination

and harassment investigations. The department shall assist in filing appropriate charges, investigating charges, and the resolution of charges made by students, employees, applicants, contractors or individuals participating in a School Board sponsored activity. These persons shall retain the right to file a complaint/charge with the appropriate agency other than the Equal Educational Opportunities Department.

b. Assistance shall be made available to alleged victims of discrimination, sexual harassment, and other forms of harassment.
   1. Materials that inform employees of procedures to follow when filing a discrimination or harassment complaint/charge shall be made available at the beginning of each school year, in various formats.
   2. Assistance to employees shall be made available through the Employee Assistance Program and the Coordinator of Health Education.
   3. Assistance to students shall be made available by the appropriate responsible department, program or individual.

c. Retaliatory, intimidating, or coercive acts against any individual because the individual has filed a complaint/charge of discrimination or harassment, testified, assisted, or participated in any manner in an investigation shall be prohibited and will be considered a violation of this policy and grounds for a separate complaint/charge.

d. An education and information program shall be developed and implemented.
   1. The Superintendent's designee shall design and implement a comprehensive educational program about discrimination, including sexual and other forms of discriminatory harassment and treatment prohibited by this policy.
   2. Appropriate notification should be included in the Student Code of Conduct.
   3. All School Board sponsored orientation workshops and materials shall contain information about discrimination, sexual and other forms of discriminatory harassment, and Equal Educational Opportunities Department services available.

7. Any student, employee, applicant, contractor or individual participating in a School Board sponsored activity shall retain the right to file a complaint/charge with the appropriate agency other than the Equal Educational Opportunities Department. Filing a charge with the District's Department of Equal Educational Opportunities does not preserve or protect your rights under federal or state laws. The laws administered by these agencies have timelines wherein you must file a complaint/charge.

8. This policy shall apply to all official School Board sponsored activities and functions.

9. A violation of any part of this policy shall be grounds for discipline, up to and including termination of employment.

10. The Superintendent is authorized to develop and distribute procedures and transition plans to carry out the intent and provisions of this policy.

POLICY 6000.1: STUDENT PROGRESSION PLAN

MISSION STATEMENT: BROWARD COUNTY PUBLIC SCHOOLS IS COMMITTED TO EDUCATING ALL STUDENTS TO REACH THEIR HIGHEST POTENTIAL. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, AND ENSURE ALL STUDENTS ARE COLLEGE AND CAREER READY UPON GRADUATION.

I. DEFINITIONS

A. Biliteracy: Attainment of a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English (F.S. 1003.432).

B. Blended Learning: Formal education model in which at least 51% of the course takes place online; the student has some element of control over time, place, path, and/or pace; and learning occurs at least in part at a brick-and-mortar location away from the home.

C. Diagnostic Assessments: Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.

D. Evaluative Assessments: Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare to state-level results.

E. Formative Assessment: Formal and informal ways that teachers and students gather and respond to evidence of student learning, Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.

F. Interim Assessments: Assessments administered on a small scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.

G. Online Learning - A course involving student-teacher interaction in which 100% of the course content and instruction must occur through an online delivery model via a learning management system with some element of student control over time, place, or pace.

H. Progress Monitoring: Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been.

I. Summative Assessment: Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction.

J. Statewide, Standardized Assessments: Summative assessments in ELA in grades 3-10, mathematics in grades 3-8, and science in grades 5 and 8; and EOC assessments in Algebra 1, Geometry, Algebra 2, U.S. History, and Civics.

K. World Language: Language other than English and includes American Sign Language, classical languages, and indigenous languages (F.S. 1003.432).

II. ELEMENTARY SCHOOLS (GRADES PREK-5)

A. ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21)

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:
    a. Initial entry requirements for prekindergarten, kindergarten, and first grade.
    b. Health requirements for initial entry (F.S. 1003.22), including immunization requirements.
    c. Placement of transfer students for initial entry.
    d. Student withdrawal information.
2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
3. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. CURRICULUM AND INSTRUCTION

1. Prekindergarten Curriculum
    a. Students will receive an integrated curriculum that emphasizes instruction in literacy, mathematics, cognitive, and social/emotional development.
    b. Students will be provided with opportunities for art, music, and physical education activities.

c. Instructional approaches will be research-based and will include the active participation of students.

d. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education.

e. All aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.

2. Regularly Scheduled Instruction (Grades K-5)

a. Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; health; physical education; art; music; and computer education.

b. Special interest classes such as world languages shall be in accordance with state statutes and rules.

c. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).

d. Instructional times for some content areas are mandated based on state statute, while the instructional times for other content areas are recommended by the District. Flexibility in scheduling instruction throughout the day is necessary to meet the specific teaching and learning needs of students.

1) Instructional times indicated below are mandated by state legislation:

i. Minimum 90-minute daily, uninterrupted Reading Block (F.S. 1008.25; F.A.C. 6A-6.053),

ii. Reading intervention instruction daily, beyond the 90-minute Reading Block (F.S. 1008.25; F.A.C. 6A-054), and

iii. Minimum 150 minutes of physical education each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted (F.S. 1003.455(3)).

2) Instructional times indicated below are recommended by the District:

i. 30 minutes of daily writing instruction,

ii. 60 minutes of daily math instruction,

iii. 150 minutes of weekly science instruction that includes a block of scientific investigations using inquiry approach (science lab) at least once a week,

iv. 150 minutes of weekly social studies instruction, and

v. 150 minutes of weekly special area instruction (art, music, PE, etc.).

3) Flexibility for scheduling throughout the week is appropriate and is best achieved when content area instruction is integrated through an interdisciplinary approach. In the event greater instructional time for a content area is needed on one day, lesser time can be devoted to the same content area on another day. Flexibility of the recommended instructional times is also appropriate to meet the state-mandated, weekly physical activity requirements.

3. Required Instruction

   a. The following State-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

      1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108-447)
      2) The Holocaust (F.S. 1003.42(2)(g))
      3) African and African-American History (F.S. 1003.42(2)(h))
      4) Hispanic Contributions (F.S. 1003.42(2)(p))
      5) Women's Contributions (F.S. 1003.42(2)(q))
      6) Veterans' Recognition (F.S. 1003.42(2)(t))
      7) Celebrate Freedom Week (F.S. 1003.421(1))
      8) Disability History and Awareness Week (F.S. 1003.4205)
      9) The Declaration of Independence (F.S. 1003.42(2)(a))
      10) Flag Education (F.S. 1003.42(2)(d))
      11) Elements of Civil Government (F.S. 1003.42(2)(c))
      12) History of the United States (F.S. 1003.42(2)(f))
      13) Elementary principles of agriculture (F.S. 1003.42(2)(i))
      14) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
      15) Kindness to animals (F.S. 1003.42(2)(k))
      16) History of the state (F.S. 1003.42(2)(l))
      17) Conservation of natural resource (F.S. 1003.42(2)(m))
      18) Comprehensive health education (F.S. 1003.42(2)(n))
      19) Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

4. Character Education

   a. The character education traits that shall be integrated into the PreK-12 curriculum are:

      1) Respect
      2) Honesty

3) Responsibility
4) Self-control
5) Tolerance
6) Kindness
7) Citizenship
8) Cooperation (F.S. 1003.42(2)(s)).

b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

5. Physical Education

a. Elementary school students in grades K-5 and students in grade 6 who are enrolled in a school that contains one or more elementary grades shall be provided 150 minutes of physical education each week so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes (F.S. 1003.455(3)).

b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):

1) The student is enrolled or required to enroll in a remedial course, or

2) The student's parent indicates in writing to the school that:

i. The parent requests that the student enroll in another course from among those courses offered as options by the district; or

ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

c. To satisfy the 150-minute-per-week requirement for elementary school students, the physical education provided shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students (F.S. 1003.455(1)).

6. Family Life/Human Sexuality and HIV/Sexually Transmitted Diseases Instruction

a. The District must approve the materials, resources, and speakers used in these components of the K-12 health curriculum.

b. Instruction should be appropriate for the age and grade of the students and shall reflect current theory, knowledge, and practice (F.S. 1003.46).

c. Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any

disease, including HIV/AIDS, its symptoms, development and treatment (F.S. 1003.42(3)).

7. Outside Activities
    a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
    b. See SBBC Policy 6303 for additional field trip information.
8. Digital Tools
    a. Curriculum
        1) Curricula for students in pre-kindergarten through grade 5 must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
        2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
    b. Materials
        1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).
        2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).
        3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:
            i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
            ii. Each student's individual educational plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.
    c. Certificates
        1) CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).
            i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic

work and skills the student may need in future employment. The skills must include, but are not limited to:

a. word processing;
b. spreadsheets;
c. presentations, including sound, motion, and color presentations;
d. digital arts;
e. cybersecurity; and
f. coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.

9. Virtual Education

a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE), even if the school offers the same course, unless:

1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b), based on the student's academic history, grade level, and age.

2) The student is enrolled in the course at the local school and may not concurrently enroll in the same course at FLVS or BVE.

b. Schools may allow student access to FLVS as part of the student's full day curriculum if the District has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside the school day (F.S. 1002.45(2)(c).

c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

C. ASSESSMENTS

1. Statewide, Standardized Assessments (F.S. 1008.22)

a. Each student must participate in statewide, standardized assessments at designated grade levels, as required by F.S. 1008.22.

b. Students with disabilities who meet state-defined exemption criteria may be administered an alternate assessment (F.S. 1008.22(8)) or any one or a combination of the accommodations as authorized by law.

c. For English Language Learners who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A-6.09091, to enable them to fully participate in all assessments.

d. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).

e. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S. 1008.22(b)(9)(d)).

2. Universal Screening

a. Kindergarten: Each school must administer the statewide kindergarten screening to each kindergarten student in the district within the first 30 school days of each school year (F.S. 1002.69(1)).

b. Gifted: Annually, second graders are screened to determine those students who may be eligible for gifted services (F.A.C. 6A-6.03019).

1) Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services.

i. The notification to the parent must request permission from the parent for follow-up eligibility testing.

ii. Once parental consent is given, the student will be subsequently referred by the school to the school's appointed school psychologist for follow-up testing.

c. MTSS/RTI: As part of the MTSS/RTI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

1) The school's Collaborative Problem Solving Team (CPST) shall monitor universal screening data at regular intervals.

2) Early intervention will be vital in mitigating obstacles to student success in the early grade levels, as early as pre-kindergarten. Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.

3. Suspension of Curriculum

a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment; however, a school may engage in the following test-preparation activities for a statewide assessment (F.S. 1008.22(3)(g)):

1) Distributing to students sample test books and answer keys published by the Florida Department of Education,

2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,

3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the schools' regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a district-approved diagnostic assessment is identified as having a deficiency in the content knowledge and skills assessed,

4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or

5) Administering a practice test or engaging in other test-preparation activities for statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment

4. Legislative Changes

   a. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

5. Grading

   a. Student performance will be evaluated and reported based upon mastery of standards.

      1) The symbols to be used for grades K-2 are:

1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable (Not assessed during the reporting period)

      2) The symbols to be used for grades 3-5 are:

A	Superior Progress	90-100
B	Above Average Progress	80-89
C	Average Progress	70-79
D	Below Average Progress	60-69

F	Failure	59 Or Below

3) Progress in other areas will be reported using the following symbols:

1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable

b. Make-Up Work

i. Make-up work is allowed for full credit and grade for excused and unexcused absences.

ii. All make-up work must be submitted within two days, not including the day of return, for each day of an absence. Previously assigned work is due the day of return. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

D. PROMOTION

1. The charts in Appendix A summarize the promotion requirements for each elementary grade level.

a. In addition to the specific promotion criteria for reading and mathematics listed in Appendix A, promotion decisions must take into account a student's proficiency in writing and science (based upon proficiency levels determined by the District and/or the State) (F.S. 1008.25(2)).

b. The evaluation of each student's progress must be based upon classroom work, teacher observations, district-approved assessments, statewide formative and summative assessments, and other relevant information.

i. No single assessment is the sole determiner of promotion.

c. Students in third grade are subject to stricter, State-mandated promotion criteria. See section entitled "Third Grade Retention" below.

2. Good Cause Promotion Criteria (F.S. 1008.25(6)(b))

a. Any student who does not meet the reading and/or mathematics promotion criteria in Appendix A may be promoted if the student meets one of the Good Cause options included in Appendix A.

b. Recommendations for Good Cause promotion shall be reviewed by the principal and discussed with the teacher.

i. All Good Cause decisions must be made and recorded by the end of the school year or the end of third grade reading camp, except in extenuating circumstances.

ii. Documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate based upon the student's academic record.

iii. In order to minimize paperwork requirements, such documentation shall consist of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), report card, or academic intervention record, as appropriate.

iv. If the principal determines that the student meets Good Cause promotion criteria, the principal shall make such recommendation in writing to the Superintendent.

v. The Superintendent shall accept or reject the principal's recommendation in writing (F.S. 1008.25(6)(c)).

c. The Superintendent may promote a student based upon extraordinary circumstances that impacted the student's performance (e.g., student with a terminal illness. Good Cause for extraordinary circumstances does not apply to students in third grade.

d. Students who are being considered for retention require tiered intervention instruction, and progress monitoring assessment through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process.

3. Mid-Year Promotion:

a. Prior to November 1st, third grade students who have been retained in third grade may be promoted to the fourth grade immediately after earning an acceptable level of performance on the state-approved assessment measuring achievement toward mastery of the Florida English Language Arts standards (F.S. 1008.25(7)(b)(3)).

b. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of fourth grade.

c. ACCEL (described in this policy) allows for mid-year and whole-grade promotion for accelerated students in other elementary grades.

E. REMEDIATION

1. Progress Monitoring Plans (PMP)

a. Each student, including those with disabilities, who does not meet specific levels of performance on the statewide, standardized assessment in English Language Arts and/or mathematics must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

b. A student who is not meeting school, district, or state requirements for satisfactory performance in English Language Arts and/or mathematics must be covered by one of the following plans:

   i. A federally required student plan such as an Individual Educational Plan (IEP);

   ii. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

   iii. An individualized progress monitoring plan.

c. Utilizing the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to meet State and District expectations for proficiency (F.S. 1008.25(4)(b)).

d. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.

e. Research-based instructional activities that have been shown to be successful with low-performing students will be used.

2. Specific PMP Reading Requirements

   a. The PMP for a student in grades 3-5 who scores below proficiency on the statewide, standardized assessment or a student in grades K-5 who exhibits a substantial deficiency in reading based upon district-approved formative and/or summative assessment criteria (including teacher observation) must:

      1) Identify the student's specific areas of deficiency identified by a District-approved diagnostic assessment in:

         i. Oral language

         ii. Phonemic awareness

         iii. Phonics

         iv. Fluency

         v. Comprehension

         vi. Vocabulary

      2) Identify areas of deficit and recommended interventions,

      3) Identify intensive reading instruction and support services to help the student achieve the desired levels of performance, as prescribed by the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, and

4) Document that parental notification has been made in accordance with F.S. 1008.25.

b. The student's reading proficiency must be reassessed using district-approved or statewide assessments, including teacher observations, at the beginning of the grade following the intensive reading instruction.

c. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

3. Specific PMP Mathematics Requirements

a. K-2 students who meet the District criteria for a PMP must receive intensive intervention instruction.

b. If a student in grades 3-5 scores below proficiency on the statewide, standardized assessment for mathematics, the student will be required to receive remediation through a PMP.

c. The teacher must develop and implement, in consultation with the student's parent, a PMP in mathematics to assist the student in meeting State and District expectations for proficiency (F.S. 1008.25(4)(b)).

d. Schools must provide frequent monitoring of student progress.

e. Research-based mathematics activities that have been shown to be successful in teaching mathematics to low-performing students will be implemented.

4. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)

a. All classrooms will utilize a data-based problem solving process designed to develop, implement, and evaluate a coordinated continuum of evidence-based instruction and intervention practices to meet the differentiated needs of all students. The District's Multi-Tiered System of Supports (MTSS)/Response to Intervention/Instruction (RtI) model guides the implementation of a tiered approach to instruction.

1) During Tier 1 (universal core instruction), all students are provided a daily, minimal 90-minute reading block of literacy/language arts instruction.

2) Strategic intervention instruction (Tier 2) and intensive intervention instruction (Tier 3) provide students with additional or more intensive instruction than what they have been receiving during their initial reading block. This immediate intensive intervention may include increasing the frequency of daily, small group differentiated instruction, intensifying the focus and/or format of instruction, and/or decreasing the size of the instructional small group.

i. To assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level, the intensive intervention for students retained in third grade will include:

1. Effective instructional practices,
2. Participation in the summer reading camp, and
3. Appropriate teaching methodologies (F.S. 1008.25(7)).

3) Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis.

5. Intensive Accelerated Reading Instruction

a. To prevent the retention of third grade students and to offer intensive accelerated reading instruction to third grade students who failed to meet standards for promotion to fourth grade, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:

1) Assessment of K-3 students in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

2) Reading instruction, implemented through core and supplemental resources, recommended in the District's Comprehensive K-12 Reading Plan and Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan, meets the following specifications:

i. Assists the student identified with a reading deficiency in developing the ability to read at grade level,

ii. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing,

iii. Provides scientifically-based and reliable formative and summative assessments,

iv. Provides initial and ongoing analysis of each student's reading progress, and

v. Provides implementation during regular school hours.

b. Reading instruction must be both integrated and interdisciplinary:

1) Provide integrated opportunities to use the language arts strands and skills (reading, including foundational skills, writing, listening, speaking, and language) to strengthen the student's overall literacy development.

2) Provide instruction using an interdisciplinary approach through a balance of literature and informational texts in history, social

studies, and science to help students develop proficiency in reading complex text independently and across various content areas.

6. The District's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students in elementary schools who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)).
7. Each student who does not meet minimum performance expectations for the statewide, standardized assessments in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25(4)(c)).

F. RETENTION

1. Retention Criteria
   a. Failure to meet the promotion or Good Cause promotion requirements identified in Appendix A will result in retention in the same grade level until the deficiencies are remediated.
   b. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained.
      1) The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions.
      2) The notice will comply with state statute (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading and/or math deficiency (F.S. 1008.25(7)(b)(2)).
      3) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
   c. Students who are retained will receive an intensive instructional program that is different from the previous year's program.
   d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.
2. Social Promotion
   a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
   b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon

Good Cause in accordance with State law and District policy (F.S. 1008.25(6)).

3. English Language Learners (ELL)
   a. Formal retention recommendations for English Language Learners (ELLs) in grades K-2 and 4-5 require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).
      1) ELL students cannot be retained solely due to lack of proficiency in English.
      2) Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.
4. Social/Emotional Support
   a. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
5. Third Grade Retention
   a. Third grade students who are retained will be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, in addition to participation in the District's summer reading camp, with a minimum of 90-minutes of daily, uninterrupted, scientifically research-based reading instruction (F.S. 1008.25(7)(b)), which includes:
      1) Oral language,
      2) Phonemic awareness,
      3) Phonics,
      4) Fluency,
      5) Vocabulary,
      6) Reading comprehension, and
      7) Other strategies that may include, but are not limited to (F.S. 1008.25(7)(b)(1)(a-g):
         i. Integration of science and social studies content within the 90-minute reading block,
         ii. Small group differentiated instruction,
         iii. Reduced teacher-student ratios,
         iv. More frequent progress monitoring,
         v. Tutoring or mentoring,
         vi. Transition classes, containing third and fourth grade students,
         vii. Extended school day, week, or year (F.S. 1008.25(5)(b)).

b. Retained third grade students will be provided an experienced literacy teacher who is highly effective as determined through evaluation based on student performance (F.S. 1012.34 and F.S. 1008.25(7)(b)(4)).

c. Establish at each school, when applicable, an Intensive Acceleration Class (IAC) for retained third grade students who subsequently score Level 1 on the required statewide, standardized assessment (F.S. 1008.25(7)(b)(5)(a-e)). The focus of the IAC shall be to increase a child's reading and English Language Arts skill level at least two grade levels in one school year. The IAC will include, when applicable:

1) A reduced teacher-student ratio,

2) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master fourth grade standards adopted by the State Board of Education in other core subject areas,

3) Use a recommended reading program from the District's Comprehensive K-12 Reading Plan and the Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan that is research-based and has proved results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)(8a-d)),

4) Provide intensive language and vocabulary instruction using a scientifically research-based program (F.S. 1008.25(7)(b)(5b-e),

5) Provide social-emotional support to address the impact of retention.

G. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

a. Each elementary school will include at a minimum: whole-grade and mid-year promotion; subject-matter acceleration; and virtual instruction in higher grade level subjects.

b. Additional ACCEL options may include, but are not limited to:

1) Enriched science, technology, engineering, and mathematics coursework,

2) Enrichment programs,

3) Flexible grouping

4) Advanced academic courses

5) Combined classes

6) Self-paced instruction

7) Curriculum compacting

8) Advanced-content instruction, and

9) Telescoping curriculum (F.S. 1002.3105).

c. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, and F.S. 1008.25.

d. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and 1003.57)

a. Students may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process.

b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).

c. Each student identified as being eligible for gifted services is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process.

d. All students identified as gifted must have an EP.

1) EPs must be reviewed and redesigned at least every two years and/or at matriculation to the middle or high school.

2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents through the EP Progress Report.

3) For more information, consult the Procedural Guide for Gifted Education.

H. REPORTING PROGRESS

1. Reading Deficiency and Parental Notification

a. The parent of any student, who exhibits a substantial reading deficiency, must be notified in writing of the following (F.S. 1008.25(5)(c)):

1) That the child has been identified as having a substantial reading deficiency,

2) A description of the current services that are provided to the child,

3) A description of the proposed, supplemental instructional services and supports that are designed to remediate the identified areas of reading deficiency,

4) That, if the child's reading deficiency is not remediated by the end of third grade, the child will be retained unless exempted from mandatory retention for Good Cause, and

5) Strategies for parents to use in helping their child succeed in reading proficiency.

6) That the statewide, standardized assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the District in knowing when a child is reading at or above grade level and ready for grade level promotion.

7) The District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in third grade who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8) The District's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

2. Report Cards

   a. Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days.

   b. A student must be in attendance at a SBBC school for 25 days to receive a grade.

   c. The student's performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria and indicate whether the child is performing "at/above" or "below grade level."

      i. Continued below grade level performance is an indication of possible retention.

   d. Report cards also provide information on the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33).

   e. Report cards shall be signed by the parent and returned to the teacher.

   f. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.

g. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.

h. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school, such as Montessori.

3. Interim Reports

   a. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:

      1) A below average grade,

      2) Unacceptable behavior, and

      3) Excessive absences.

4. Alternative Report Card

   a. A district-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card or other district-approved programs that the standard report card does not address adequately.

5. IEP Annual Goals

   a. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

6. Education Plan Goals

   a. The Education Plan (EP) Goals Progress Report must be completed and sent home with each report card for all gifted students beginning with the second marking period of kindergarten.

7. English Language Learner (ELL) Plan Goals

   a. An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

8. Parent/Teacher Conferences

   a. Conferences with parents are a required part of the reporting system.

   b. Teachers will request a minimum of two conferences per year, per student.

I. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.

2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.
3. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.

J. STUDENT DAY

1. The length of the elementary student day shall be a minimum of:
   a. Prekindergarten As Determined by Program
   b. Elementary School 360 minutes
   c. ESE Centers 360 minutes

   (Exceeds State requirements defined in F.S. 1011.61)
2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

II. MIDDLE SCHOOLS (GRADES 6-8)

A. ENTRANCE AND ATTENDANCE REQUIREMENTS

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:
    a. Health requirements for initial entry (F.S. 1003.22), including immunization requirements.
    b. Placement of transfer students for initial entry.
    c. Student withdrawal information.
2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
3. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05(3)).

B. CURRICULUM AND INSTRUCTION

1. Regularly Scheduled Instruction
    a. Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music, and computer education.
    b. All courses, including instruction in exploratory, career and technical education, special interest classes, and world languages shall be in accordance with state statutes and rules, and focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
2. High School Courses in Middle Grades
    a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade.
    b. All middle schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I.
        1) Middle schools are encouraged to offer other high school courses whereby students may earn high school credit.
    c. Middle school students may also receive credit for high school courses successfully completed in an accredited virtual environment, which may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).

d. All high school courses taken by a middle grades student will be counted toward the student's high school grade point averages, including but not limited to those used for class rank, high school graduation, Bright Futures eligibility, NCAA Clearinghouse eligibility, and/or SUS admission requirements.

e. A middle grades student whose unique academic needs cannot be met at the middle grades level, as determined by the principal, may be permitted to attend a high school for the necessary course.

1) A middle grades student may not attend a high school campus when:

i. the course is available through the middle grades level, or

ii. the course sought at the high school requires successful completion of the middle grades curriculum.

2) Transportation must be provided by the parents and will be reimbursed at the standard rate.

3. Physical Education

a. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8 (F.S. 1003.455(3)).

b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):

1) The student is enrolled or required to enroll in a remedial course.

2) The student's parent indicates in writing to the school that:

i. The parent requests for the student to enroll in another course from among those courses offered as options by the District; or

ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

4. Health Education

a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:

1) the definition of dating violence and abuse,

2) the warning signs of dating violence and abusive behavior,

3) the characteristics of healthy relationships,

4) measures to prevent and stop dating violence and abuse, and

5) community resources available to victims of dating violence and abuse.

b. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K-12 health curriculum.

c. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46(1)).

d. Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).

5. Digital Tools

a. Curriculum

1) Curricula for students in middle grades must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).

2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).

b. Materials

1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).

2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).

3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:

i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.

ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital

Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

c. Certificates

1) CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).

i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:

a) Word processing;

b) Spreadsheets;

c) Presentations, including sound, motion, and color presentations;

d) Digital arts;

e) Cybersecurity; and

f) Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.

d. Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate (F.S. 1003.4203(3)(b)).

6. Parent Meeting:

a. All middle grades shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(e)).

7. Character Education

a. The character education traits that shall be integrated into the PreK-12 curriculum are (F.S. 1003.42(2)(s)):

1) Respect,

2) Honesty,

3) Responsibility,

4) Self-control,

5) Tolerance,

6) Kindness,

7) Citizenship, and

8) Cooperation.

b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

9. Required Instruction

a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108-447)

2) The Holocaust (F.S. 1003.42(2)(g))

3) African and African American History (F.S. 1003.42(2)(h))

4) Hispanic Contributions (F.S. 1003.42(2)(p))

5) Women's Contributions (F.S. 1003.42(2)(q))

6) Veterans' Recognition (F.S. 1003.42(2)(t))

7) Celebrate Freedom Week (F.S. 1003.421(1))

8) Disability History and Awareness Week (F.S. 1003.4205)

9) The Declaration of Independence (F.S. 1003.42(2)(a))

10) Flag Education (F.S. 1003.42(2)(d))

11) Elements of Civil Government (F.S. 1003.42(2)(c))

12) History of the United States (F.S. 1003.42(2)(f))

13) Elementary principles of agriculture (F.S. 1003.42(2)(i))

14) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(j))

15) Kindness to animals (F.S. 1003.42(2)(k))

16) History of the state (F.S. 1003.42(2)(l))

17) Conservation of natural resources (F.S. 1003.42(2)(m))

18) Comprehensive health education (F.S. 1003.42(2)(n))

19) Importance of free enterprise in the US economy (F.S, 1003.42(2)(r))

9. Outside Activities

a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.

b. See SBBC Policy 6303 for additional field trip information.

10. Virtual Education

a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:

   1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.

   2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.

b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the district has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).

c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

C. ASSESSMENT

1. Statewide, Standardized Assessments (F.S. 1008.22)

   a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.

   b. Middle grades students enrolled in Civics or high school Algebra I, Geometry, Algebra II, United States History, or Biology I must take the statewide, standardized End-of-Course (EOC) Assessment for those courses.

   c. Students who take the statewide, standardized EOC assessment for a course shall not take the corresponding subject and grade level statewide, standardized assessment (F.S. 1008.22(8)).

   d. All statewide, standardized EOC assessments and ELA, mathematics, and science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.

   e. A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.

f. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).

   1) Parents of students with disabilities must also be provided with information about required state assessments and End-of-Course (EOC) assessment waivers.

g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A-6.09091, to enable them to fully participate in all assessments.

h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).

i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S. 1008.22(b)(9)(d)).

2. Universal Screening

   a. As part of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

      1) The school's Collaborative Problem Solving Team (CPST) shall monitor universal screening data at regular intervals.

      2) Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.

3. Suspension of Curriculum

   a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment; however, a school may engage in the following test-preparation activities for a statewide assessment (F.S. 1008.22(3)(g)):

      1) Distributing to students sample test books and answer keys published by the Florida Department of Education,

      2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,

3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills addressed,

4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or

5) Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

4. High School Semester Examinations and Exemptions

   a. Semester examinations shall be scheduled and administered in accordance with the guidelines provided by the District.

   b. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33(2)).

   c. A middle grades student may be exempt from the midterm and/or final exams in a high school course under the following criteria:

      1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.

      2) The student may waive up to one-half of eligible midterms or final exams for all high school or higher level courses on the student's regular school day schedule.

      3) AP/IB/AICE midterms cannot be exempted; however, the student may exempt the final exam.

         i. Teachers are encouraged to give an alternative assessment in lieu of a traditional final.

      4) Dual enrollment midterms and finals may not be exempted.

      5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.

      6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

5. Legislative Changes

   a. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

D. PROMOTION

1. Final Course Grading Systems

   a. Student performance will be evaluated and reported based upon mastery of standards.

   b. Middle School Course without an EOC

      1) A student earns points for the letter grade achieved in each marking period (i.e., quarter) of a middle school course (F.S. 1003.437) according to the following chart:

Numerical	Progress	Letter Grade	Marking Period Points
90-100	Superior Progress	A	4
87-89	Outstanding Progress	B+	3.1
80-86	Commendable Progress	B	3
77-79	Above Average Progress	C+	2.1
70-76	Average Progress	C	2
67-69	Below Average Progress	D+	1.1
60-66	Lowest Acceptable Progress	D	1
0-59	Failure	F	0
N/A	Incomplete	I	0

      2) A final grade for a full year middle school course will be determined based upon the total number of points earned in all marking periods according to the following chart. The student must earn at least a total of four points to pass the course.

Total Marking Period Points	Final Grade
14.00 or above points	A
12.20 through 13.99	B+
10.00 through 12.19	B
8.20 through 9.99	C+

6.00 through 8.19	C
4.20 through 5.99	D+
4.00 through 4.19	D
Below 4.00 points	F

c. Middle School Course with a State EOC

1) A student enrolled in a middle school course (i.e., Civics) that requires the statewide, standardized EOC assessment to constitute 30% of the final course grade will earn points for the level achieved on the EOC and corresponding letter grade according to the following chart:

EOC Level	Letter Grade	EOC Exam Points
5	A	12
4	A	12
3	B	9
2	C	6
1	D	3

2) The total marking period points from table D.1.b.2 above, will convert to a new scale, according to the following table:

Total Marking Period Points	Course Letter Grade	Converted Full Year Points
14.00 or above points	A	28
12.20 through 13.99	B+	22.4
10.00 through 12.19	B	21
8.20 through 9.99	C+	15.4
6.00 through 8.19	C	14
4.20 through 5.99	D+	8.4
4.00 through 4.19	D	7
Below 4.00 points	F	0

3) The student's final course grade will be determined by totaling the Converted Full Year Points and EOC points according to the following chart:

Final Course Letter Grade	Total Points
A	35.00 and above

B+	30.63 through 34.99
B	25.00 through 30.62
C+	20.63 through 24.99
C	15.00 through 20.62
D+	10.63 through 14.99
D	6.25 through 10.62
F	6.24 and below

c. A grade of Incomplete ("I") is given as an opportunity for students to make up incomplete class work, a statewide, standardized End-of-Course (EOC) assessment, or for students who require additional time to demonstrate mastery of course standards.

   1) Class work should be made up prior to the end of the next marking period.

   2) If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F" grade. The principal may extend the deadline.

d. High School Grading

   1) Letter grades ("A"-"F","I") will be assigned for any high school course taken by a middle grades student and will be counted toward the student's high school grade point averages.

   2) Please refer to Section III - High Schools and the related appendices for additional information regarding the calculation of various high school course final grades.

e. Make-Up Work

   1) Make-up work is allowed for full credit and grade for excused and unexcused absences.

      i. For high school courses taken at the middle school level, high school guidelines below apply.

   2) All make-up work must be submitted within two days, not including the day of return, for each day of an absence. Previously assigned work is due the day of return. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

2. Promotion from 6th to 7th and 7th to 8th Grades

   a. A student must pass a minimum of four courses, two of which must be in English, mathematics, science, or social studies.

3. Promotion from 8th to 9th Grade

a. In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses (F.S. 1003.4156(1)):

1) Three middle grades or higher courses in English Language Arts (ELA).

2) Three middle grades or higher courses in mathematics.

i. Successful middle grades credit for a high school level Algebra I, Algebra II, or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.

ii. To earn high school credit for Algebra I, Geometry, and/or Algebra II, a middle grades student must take the respective statewide, standardized EOC assessment and pass the course.

iii. Beginning with the 2013-2014 school year, a student's performance on the Algebra I, Geometry, and/or Algebra II EOC assessment constitutes 30 percent of the final course grade.

3) Three middle grades or higher courses in social studies.

i. Beginning with students entering 6th grade in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

(a) Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).

(b) A middle grades student who transfers into the State's public school system from out-of-country, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of:

(1) three courses in social studies, or

(2) two year-long courses in social studies that include coverage of civics education.

4) Three middle grades or higher courses in science.

i. Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.

ii. Beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment and pass the course.

(a) A student's performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.

5) One course in career and education planning.

i. The course may be completed in 6th, 7th, or 8th grade.

ii. The course may be taught by any member of the instructional staff.

iii. At a minimum, the course must be Internet-based, easy to use, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals.

iv. In addition, the course must:

(a) result in a completed personalized academic and career plan for the student, which must inform students of:

(i) high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,

(ii) high school assessment and college entrance test requirements,

(iii) Florida Bright Futures Scholarship program requirements,

(iv) state university and Florida College System institution admission requirements,

(v) available opportunities to earn college credit in high school, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education

(AICE), college and career dual enrollment (DE), and career education courses (including career-themed courses), and

(vi) courses that lead to national industry certification pursuant to F.S. 1003.492.

(b) emphasize the importance of entrepreneurship skill,

(c) emphasize technology or the application of technology in career fields, and

(d) beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in F.S. 445.07.

4. Uniform Transfer of Students in Middle Grades

a. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation, if required by the receiving school's accreditation.

b. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, or is a home education student, successful completion of courses shall be validated through performance during the first grading period as described below.

c. If a transfer student's transcript shows a final high school course grade and credit in Algebra I, Geometry, Algebra II, Biology I, or United States History, or a middle school civics course, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.

d. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as described below.

e. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the District's student progression plan shall be used for validation purposes, as determined by the teacher, principal, and parent:

1) portfolio evaluation by the Superintendent or designee;

2) demonstrated performance in courses taken at other public or private accredited schools;

3) demonstrated proficiencies on nationally-normed standardized subject area assessments;

4) demonstrated proficiencies on the statewide, standardized assessment; or

5) written review of the criteria utilized for a given subject provided by the former school.

f. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments required to validate placement (F.A.C. 6A-1.09942).

5. Promotion in Extraordinary Circumstances

a. The Superintendent, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness).

b. The Superintendent shall accept or reject the principal's recommendation in writing.

c. Promotions in extraordinary circumstances are not permitted from 8th to 9th grade unless the student has met the statutorily required promotion requirements pursuant to F.S. 1003.4156.

6. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "competency-based" educational setting. Students demonstrate credit completion at the point they finish the course requirements.

a. Promotion for these students occurs on the date the student meets the promotion criteria as prescribed by SBBC Policy 6000.2.

E. REMEDIATION

1. Progress Monitoring Plans (PMP)

a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

b. A student who is not meting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

i. A federally required student plan such as an Individual Educational Plan (IEP);

ii. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

iii. An individualized progress monitoring plan.

c. If a middle grades student scores below proficiency on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, the following year the student must enroll in and complete a remedial reading course with a teacher who is reading certified or endorsed or a content area course with a teacher who is content are certified and reading endorsed, certified or completed a FLDOE-approved Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD) program. Remediation strategies must be incorporated into course content delivery.

d. Utilizing the Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to meet State and District expectations for proficiency (F.S. 1008.25(4)(b)).

e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.

f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.

g. Remediation strategies must be incorporated into course content delivery.

h. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

i. Each student who does not meet minimum performance expectations for the statewide, standardized assessments in reading, writing, science, and mathematics must continue remedial instruction with supplemental support until expectations are met (F.S. 1008.25(4)(c)).

2. Extended Learning Opportunities

a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day.

b. Extended learning opportunities will be determined on an annual basis.

3. Required Support for Department of Juvenile Justice (DJJ) Students

a. All returning DJJ students must be referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process for behavioral and social-emotional supports.

4. Grade Forgiveness

a. For middle grades students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course.

b. For middle grades students taking high school courses, forgiveness for elective courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in another course (F.S. 1003.43).

c. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA; however, all forgiven courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement.

i. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record or to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).

d. Middle grades students taking high school courses, earning a grade of “B” or “B+” will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.

F. MIDDLE GRADES RETENTION

1. Retention Criteria

a. Parents must be notified, no later than a week after grades are received, when it appears that a student may be retained.

1) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).

b. Students who are retained will receive an intensive instructional program that is different from the previous year’s program.

c. For students retained two or more years, appropriate alternative placements will be made.

d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.

2. Social Promotion

a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.

b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).

3. English Language Learners (ELL)

a. Formal retention recommendations for English Language Learners (ELL) shall require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).

1) ELL students cannot be retained solely due to lack of proficiency in English.

2) Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.

4. Social/Emotional Support

a. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

G. ENRICHMENT

1. Academically Challenging Curriculum To Enhance Learning (ACCEL)

a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).

b. Each middle grades school will include at a minimum (F.S. 1002.3105(1)(b)):

1) whole-grade promotion;

2) midyear promotion;

3) subject-matter acceleration;

4) virtual instruction in higher grade level subjects, and

5) the Credit Acceleration Program (CAP).

c. Additional ACCEL options may include, but are not limited to (F.S. 1002.3105(1)(b)):

1) enriched science, technology, engineering, and mathematics coursework;
2) enrichment programs;
3) flexible grouping;
4) advanced academic courses;
5) combined classes;
6) self-paced instruction;
7) rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and 1008.44;
8) curriculum compacting;
9) advanced-content instruction; and
10) telescoping curriculum.

d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.

e. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and 1003.57)

a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.

b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).

c. Each student identified as being eligible for gifted services in grades K-12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.

d. All students identified as gifted must have a current EP.

1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.

2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.

3) For more information, consult the Procedural Guide For Gifted Education.

H. REPORTING PROGRESS

1. Report Cards

a. Report cards are issued at the end of every marking period and cover a period of approximately 45 school days.

b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.

c. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).

d. Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardiness (F.S. 1003.33(b-c)).

e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.

f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.

2. Interim Reports

a. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.

b. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:

1) a grade of "D" or "F",

2) a drop of two or more grades,

3) unacceptable behavior, and

4) excessive absences.

b. In schools with an automated system for record keeping and grading, interims will be provided for all students.

3. Alternative Report Card

a. A district-approved alternative report card may be used for:

1) students with disabilities whose progress cannot be appropriately reported using the standard report cards, or

2) other district-approved programs that the standard report card does not address adequately.

4. Individual Educational Plan (IEP) Annual Goals

a. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

5. Educational Plan (EP) Goals

a. The EP Goals Progress Report must be completed and sent home with each report card for all gifted students.

6. English Language Learner (ELL) Plan Goals

a. An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

I. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.

2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national school counseling standards.

3. School counseling services will include communication to parents and students regarding:

a. ACCEL options offered by the school and the eligibility requirements for each option pursuant to F.S. 1002.3105(2)(a),

b. high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,

c. high school assessment and college entrance test requirements,

d. Florida Bright Futures Scholarship Program requirements,

e. state university and Florida College System institution admission requirements,

f. available opportunities to earn college credit in high school, including:

1) Advanced Placement (AP),
2) International Baccalaureate (IB)
3) Advanced International Certificate of Education (AICE),
4) college and career dual enrollment (DE),
5) career education courses (including career-themed courses),
6) courses that lead to national industry certification pursuant to F.S. 1003.492.

g. The final decision regarding selection of high school courses and graduation options that best fit the student's needs belong to the student and parent.

J. STUDENT DAY

1. A middle grades student day shall consist of a minimum of:

   a. Middle School 348 minutes
   b. ESE Centers 360 minutes

   (Exceeds state requirements defined in F.S. 1011.61(1)(a)(1))

2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

III. HIGH SCHOOLS (GRADES 9-12)

A. ENTRANCE AND ATTENDANCE REQUIREMENTS:

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:

   a. Health requirements for initial entry (F.S. 1003.22), including immunization requirements.

   b. Placement of transfer students for initial entry.

   c. Student withdrawal information.

2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.

3. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05(3)).

B. CURRICULUM AND INSTRUCTION

1. Regularly Scheduled Instruction

   a. Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and world languages (F.S. 1003.41).

2. Service Learning

   a. Students are required to complete a minimum of 40 documented hours of Service Learning in order to graduate.

   b. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the Service Learning requirement.

3. Physical Education Integrated with Health (HOPE)

   a. Students may meet the physical education graduation requirement by meeting any one of the following options:

      1) One full credit of HOPE

         a) The District has adopted HOPE Variation I (Physical Education Integrated with Health) as the recommended physical education course.

      2) Complete 0.5 credit of:

         a) Personal Fitness,

         b) Physical education elective, and

(i) Physical education skills courses are not eligible to be taken through dual enrollment. These students must still complete another 0.5 credit physical education elective course to complete the physical education graduation requirement.

c) Life Management Skills

(i) Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.

3) Two full credits of Junior Reserve Officer Training (JROTC)

a) One credit satisfies the physical education requirement and one credit satisfies the arts requirement.

4) Complete one-half credit in the Personal Fitness course and one-half credit with a grade of "C" or better in a:

a) Marching band class, or

(i) satisfies one-half credit of either physical education or arts requirement.

b) Physical activity class that requires participation in marching band activities as an extracurricular activity, or

c) Dance class

(i) satisfies one-half credit of either physical education or arts requirement.

5) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of "C" or better.

b. Schools may not require the one-credit of physical education be taken during the student's ninth grade year.

4. Health Education

a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:

1) the definition of dating violence and abuse,

2) the warning signs of dating violence and abusive behavior,

3) the characteristics of healthy relationships,

4) measures to prevent and stop dating violence and abuse, and

5) community resources available to victims of dating violence and abuse.

b. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K-12 health curriculum.

   1) Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge, and practice (F.S. 10003.46).

   2) Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).

5. Online Learning

   a. Beginning with students entering 9th grade in 2011-12, at least one course within the 24 credits required for graduation must be completed through online learning (F.S. 1003.428).

   b. This requirement shall be met through:

      1) An online course offered by:

         i. Florida Virtual School (FLVS),

         ii. Broward Virtual Education (a franchise of FLVS),

         iii. An online course offered by the high school, or

         iv. An online dual enrollment course.

      2) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List, pursuant to F.S. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses, as applicable.

      3) Passage of an online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.

   c. Schools shall not require a student to take the online course outside of the school day or in addition to a student's courses for a given semester.

   d. An online high school course taken during grades 6-8 fulfills this requirement.

   e. This requirement does not apply to a student who has an Individual Education Plan (IEP) under F.S. 1003.57, which indicates that an online course would be inappropriate.

f. A student who is enrolled in a Florida high school and has less than one academic year remaining in high school may waive this requirement.

6. Character Education

   a. The character education traits that shall be integrated into the PreK-12 curriculum are:

      1) Respect
      2) Honesty
      3) Responsibility
      4) Self-control
      5) Tolerance
      6) Kindness
      7) Citizenship
      8) Cooperation (F.S. 1003.42(2)(s)).

   b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

   c. The character-development program in grades 9 through 12 shall, at a minimum, include instruction on developing:

      1) Leadership skills
      2) Interpersonal skills
      3) Organization skills
      4) Research skills
      5) Creating a resume
      6) Employment interview skills
      7) Conflict resolution
      8) Workplace ethics and expectations
      9) Resiliency
      10) Self-motivation (F.S. 1003.42(2)(s))

7. Required Instruction

   a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

      1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
      2) The Holocaust (F.S. 1003.42(2)(g))

3) African and African American History (F.S. 1003.42(2)(h))
4) Hispanic Contributions (F.S. 1003.42(2)(p))
5) Women's Contributions (F.S. 1003.42(2)(q))
6) Veteran's Contributions (F.S. 1003.42(2)(t))
7) Celebrate Freedom Week (F.S. 1003.421(1))
8) Disability History and Awareness Week (F.S. 1003.4205)
9) The Declaration of Independence (F.S. 1003.42(2)(a))
10) Flag Education (F.S. 1003.42(2)(d))
11) Elements of Civil Government (F.S. 1003.42(2)(c))
12) History of the United States (F.S. 1003.42(2)(f))
13) Elementary principles of agriculture (F.S. 1003.42(2)(i))
14) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
15) Kindness to animals (F.S. 1003.42(2)(k))
16) History of the state (F.S. 1003.42(2)(l))
17) Conservation of natural resources (F.S. 1003.42(2)(m))
18) Comprehensive health education (F.S. 1003.42(2)(n))
19) Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

8. Outside Activities
   a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
   b. See Policy 6303 for additional field trip information.
9. Digital Tools
   a. Curriculum
      1) Curricula for students in high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
      2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
   b. Materials

1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1))

2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).

3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:

   i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.

   ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

c. Certificates

1) CAPE Digital Tool Certificates shall be made available to all public high school grades students (F.S. 1003.4203(3)).

   i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment.

   ii. The skills must include, but are not limited to:

      a) Word processing;

      b) Spreadsheets;

      c) Presentations, including sound, motion, and color presentations;

      d) Digital arts;

      e) Cybersecurity; and

      f) Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.

10. Virtual Education

a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:

1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery

context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.

2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.

b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the District has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).

c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

C. ASSESSMENTS

1. GRADING

a. Student performance will be evaluated and reported based upon mastery of standards.

1) The symbols to be used for high school course grading are (F.S. 1003.437):

Letter Grade	Definition	Numerical	Quality Points
A	Superior Progress	90-100	4.0
B+	Outstanding Progress	87-89	3.5
B	Commendable Progress	80-86	3.0
C+	Above Average Progress	77-79	2.5
C	Average Progress	70-76	2.0
D+	Below Average Progress	67-69	1.5
D	Lowest Acceptable Progress	60-66	1.0
F	Failure	0-59	0.0
I	Incomplete	N/A	0.0

2) A grade of Incomplete ("I") is given as an opportunity for students to make up incomplete class work, a statewide, standardized EOC assessment, or for students who require additional time to demonstrate mastery of course standards.

i. Class work should be made up prior to the end of the next marking period.

ii. If the work remains incomplete or unsatisfactory at the end of this marking period, the “I” will convert to an “F” grade. The principal may extend the deadline.

3) Letter grades displaying plus (+) signs shall be used in the calculation of the District’s weighted grade point average for the purpose of determining class rank.

i. Plus grades are not included in the GPA calculations for determining athletic eligibility, meeting graduation requirements (F.S. 1003.437), or the Florida Bright Futures Scholarship Program.

ii. Students should consult the GPA calculation methodologies for the respective program to determine if that institution recognizes plus grades.

b. Changes to student grades shall be properly documented using a Change of Grade Form to be signed by the principal and the teacher of record and stored in the student’s cumulative record.

1) The appropriate grade change code shall be documented in TERMS.

2) When the teacher of record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson.

3) Changes to a student grade may be made for the following reasons:

i. When an EOC assessment retake impacts the EOC course final grade,

ii. Technical/input error,

iii. Incomplete grade changed to the appropriate letter grade,

iv. When, to reflect an accurate final course grade, an “F” grade earned in semester 1 must be change to allow for averaging of semesters as required by F.S. 1003.43 and described in this policy under “Grade Averaging”, or

v. Unforeseen extenuating circumstances.

c. Semester Course Grades

1) When credit is granted on a semester basis, one-half credit is given for passing a semester’s work in a course.

2) The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination.

3) For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time.

4) For schools on a seven period schedule, one semester is equivalent to an 18-week period of time.

5) To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

   i. Both quarter grading periods, or

   ii. One quarter grading period and the semester examination.

6) The weight of each quarter grade is 37.50% of the final semester grade.

7) The weight of the semester examination is 25% of the final semester grade.

d. Full-Year Course Grades

1) For high school courses in which the statewide, standardized EOC assessment is calculated as 30% of the student's final course grade, one credit (1.0) may only be granted after the student attempts the EOC.

2) For schools implementing a 4x4 block schedule, one full year is equivalent to 18-weeks instruction.

3) For schools on a seven period schedule, one full year is equivalent to 36-weeks of instruction.

4) The weight of each quarter grade is 15% of the final course grade.

5) The weight of the midterm examination is 10% of the final course grade.

6) The weight of the EOC is 30% of the final course grade.

e. Grade Averaging (F.S. 1003.436)

1) For the purpose of graduation, grade averaging of the two semesters for a year-long course will be permitted when one is a failing grade and the other grade is "C" or higher.

2) A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.

3) A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided the student:

i. Receives a grade of “C” or better on the semester examination in the semester failed and meets district policies for attendance (applied to the class in question for the purpose of grade averaging), homework, participation, and other indicators of performance, and

ii. The final grade remains at a passing level after any state-required EOC assessment grade is calculated into the final grade with the required 30% weighting.

f. Grade Forgiveness

1) For high school students, forgiveness for required courses shall be limited to replacing a grade of “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course.

2) For high school students, forgiveness for elective courses shall be limited to replacing a grade of “D”, “F”, or “I” with a grade of “C” or higher earned subsequently in another course (F.S. 1003.43).

3) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA; however, all forgiven courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement.

i. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).

4) The Forgiveness Rule shall be applied only one time per course.

5) For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of “D” (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation.

g. Grading Formulas

1) Appendix C outlines the specific grading formulas for the various types of high school courses.

h. Make-Up Work

1) Make-up work is allowed for full credit and grade for excused absences.

2) Make-up work is allowed for unexcused absences. Teachers may, at their discretion, record a 10% reduction in the grade for tests and major projects that meet standards or proficiency. Teachers may also, at their discretion, record the lowest passing grade (e.g., “D” or “60”) for homework, unless less than 50% of the work was successfully completed.

3) All make-up work must be submitted within two days, not including the day of return, for each day of an absence. Previously assigned work is due the day of return. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

2. Statewide, Standardized Assessments (F.S. 1008.22)

   a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.

   b. EOC assessments for Algebra I, Geometry, Algebra II, Biology I, and United States History shall be administered to students enrolled in such courses as specified in the Course Code Directory.

   c. Students enrolled in a course, as specified in the Course Code Directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment.

   d. The statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.

   e. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).

      i. Parents of students with disabilities must also be provided with information about required state assessments and EOC waivers.

   f. Students with disabilities for whom the IEP committee determines that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

      i. This waiver shall be limited to performance on an assessment that is waived for the purpose of receiving a course grade or standard high school diploma, as applicable.

   g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A-6.09091 to enable them to fully participate in all assessments.

   h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).

   i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments.

3. Universal Screening
    a. As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).
        i. The school's Collaborative Problem Solving Team (CPST) shall monitor universal screening data at regular intervals.
        ii. Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.
4. Suspension of Curriculum
    a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide, standardized assessment (F.S. 1008.22(3)(g)).
    b. However, a school may engage in the following test-preparation activities for a statewide assessment:
        i. Distributing to students sample test books and answer keys published by the Florida Department of Education,
        ii. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
        iii. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,
        iv. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
        v. Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.
5. Legislative Changes

a. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

6. Semester Examinations and Exam Exemptions

a. Semester examinations for a course shall be scheduled and administered in accordance with the guidelines provided by the District.

b. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33(2)).

c. A student may be exempt from the midterm and/or final exams in a high school course under the following criteria:

i. The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.

ii. The student may waive eligible midterms or final exams for up to one-half all high school or higher level courses on the student's regular school day schedule,

iii. AP/IB/AICE midterm exams cannot be exempted; however, the student may exempt the final exam.

1) Teachers are encouraged to give an alternative assessment in lieu of a traditional final exam.

iv. Dual enrollment midterm and final exams may not be exempted.

v. The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.

vi. Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

D. PROMOTION

1. Grade designation for high school students will be determined as:

a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.

b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.

c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.

d. Following completion of one year designated as an 11th grader, the student will be designated as a 12th grader.

e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in

a “performance-based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

2. Social Promotion
   a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
   b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).
3. Credits
   a. Definition of Credit
      i. One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.
      ii. One full credit is defined as a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards in a school that has been authorized to implement block scheduling (F.S. 1003.436(1)(a)).
      iii. One-half credit is defined to be one-half of the requirement for a full credit.
      iv. Students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (e.g., Credit Acceleration Program (CAP), credit validation, dual enrollment, early admission, or other mechanisms described in ACCEL legislation (F.S. 1002.3105), adult education, and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).
      v. Any school that uses alternative scheduling must employ a district-approved mechanism to determine successful mastery of student performance standards.
      vi. The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436).
         1) Courses that are exceptions are defined in the State Course Code Directory/Dual Enrollment Equivalency List.
   b. Uniform Transfer of High School Credits

1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted on face value subject to validation if required by the receiving school's accreditation.

2) The school shall accept and classify transfer credits for the purpose of credits that meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education.

3) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI) is the District's accrediting agency and, as such, district schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:

   a) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI)

   b) Middle States Association of Colleges and Schools (MSACS)

   c) New England Association of Colleges and Schools (NEACS)

   d) AdvancED/North Central Association of Colleges and Schools (NCACS)

   e) Northwest Association of Accredited Schools (NAAS)

   f) Western Association of Colleges and Schools (WACS)

   g) National Council on Private School Accreditation (NCPSA) member agencies and other accepted agencies, including:

      i. Alabama Independent School Association

      ii. American Montessori Society

      iii. Association of Christian Schools International (AISA)

      iv. Association of Christian Teachers and Schools (ACTS)

      v. Christian Schools International (CSI)

      vi. Christian Schools of Florida (CSF)

      vii. Council of Islamic Schools in North America (CISNA)

      viii. Florida Catholic Conference (FCC)

      ix. Florida Council of Independent Schools (FCIS)

      x. Florida League of Christian Schools (FLOCS)

      xi. Independent School Association of Central States (ISACS)

      xii. International Center for Integral Formation (ICIF)

xiii. International Christian Accrediting Association (ICAA)

xiv. Lutheran Schools of Florida-Georgia District (FLGA-LCMS)

xv. National Christian School Association (NCSA)

xvi. National Independent and Private School Association (NIPSA)

xvii. National Lutheran School Accreditation (NLSA)

xviii. Ohio Catholic School Accrediting Association (OCSAA)

xix. South Carolina Independent School Association (SCISA)

xx. Southern Association of Independent Schools (SAIS)

xxi. Tennessee Association of Christian Schools (TACS)

xxii. Texas Catholic Conference (TCC)

4) If validation of the official transcript is deemed necessary, or if the student does not possess and official transcript, or is a home education student, credits shall be validated through performance during the first grading period at the receiving school.

   a. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period.

   b. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outline in this rule.

5) Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

   a) Portfolio evaluation by the superintendent or designee,

   b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,

   c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,

   d) Demonstrated proficiencies on nationally-normed, standardized subject area assessments,

   e) Demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22), or

   f) Written review of the criteria utilized for a given subject provided by the former school.

6) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this rule, if required (F.A.C. 6A-1.09941).

7) If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Algebra II, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.

8) Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out-of-country, out-of-state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C.F.S. 6301.

9) If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.

10) Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.

11) Graduation requirements for transfer students shall be based upon those SBBC requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student.

12) Students who enter SBBC at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring.

    a. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the assessment requirements under F.S. 1008.22.

13) Students who are not in attendance at a regular high school (grades 9-12) but attend alternative programs that have been approved by the District may re-enroll in a high school program and

receive credit for all courses successfully completed in the alternative progam(s) after evaluation of the transcript.

a. For purposes of this policy, an adult secondary education credit program may be considered as an educational alternative pursuant to F.A.C. 6A-6014, if approved by the District.

14) Co-Enrollment

a. High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may co-enroll in adult secondary education programs for a maximum of two credits under the following conditions:

1. The student must be deficient in the credits required for graduation.
2. The student must be attempting a full load of required credits at the traditional high school during the co-enrollment period.
3. The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
4. The student's credit deficiencies have not resulted from an intentional, willful neglect of students as determined by the principal or designee.
5. Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
6. The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.

15) Level 1 Courses

a. Students with an Individual Educational Plan (IEP) who entered the 9th grade prior to the 2013-14 school year, may be granted core academic credit toward a standard high school diploma (including elective credit) for a Level 1 course, if the IEP team determined and documented, in accordance with F.S. 1003.43(7)(d), that a rigorous course of study would be inappropriate.

b. Students with disabilities pursuing a special diploma, in accordance with F.S. 1003.438, who successfully completed a Level 1 course, may receive credit towards a special diploma in accordance with the district's student progression plan.

16) Compensatory or Remedial Programs

a. Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S. 1003.43(7)(a)).

17) Exploratory Vocational Courses

a. Students cannot use more than one credit in an exploratory vocational course to meet graduation requirements (F.S. 1003.43(7)(b)).

18) Credit Acceleration Program (CAP)

a. Students who earn passing scores on statewide, standardized EOC assessments, Advanced Placement (AP) examinations, or the College Level Examination Program (CLEP), shall receive credit for the corresponding course (F.S. 1003.4295).

b. Students who are not enrolled in the course or who have not completed the course may take the assessment and receive credit if the student earns a passing score (F.S. 1003.4295(3).

19) Course Substitutions

a. One credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics, or up to one credit of the science requirement, with the exception of Biology I or higher-level science, for high school graduation (F.S. 1007.2616(3)(a)).

b. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit.

1. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry (F.S. 1003.4282(b)).

c. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I (F.S. 1003.4282(c)).

E. GRADUATION

1. The graduation requirements for each cohort and diploma option are outlined in Appendix B.

2. Each year, the District must provide students in grades six through nine and their parents, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.

3. Selection of one of the graduation options is exclusively up to the student and parent.
    a. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year, 24-credit high school graduation option (F.S. 1003.428 and F.S. 1003.4285).
4. A student may be awarded a standard diploma at which time he/she meets all graduation requirements.
5. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, will continue to be ranked with this cohort, and shall be included in all awards and honors with his/her cohort.
    a. Students who have graduated early shall comply with School Board rules regarding access to school facilities and grounds during normal operating hours.
6. Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age.
7. Diploma Options
    a. Standard Diploma (24-Credit Option)
        i. The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart in Appendix B.
        ii. Students enrolled in special magnet programs may only select this diploma option.
    b. ACCEL Diploma (18-Credit Option)
        i. Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:
            1. Physical Education is not required.
            2. Online Learning course is not required.
            3. Only three elective credits are required.
            4. Service Learning hours are not required.
    c. International Baccalaureate (IB) Diploma
        i. Please refer to the IB Organization website for the most current diploma requirements for this graduation option.
    d. Advanced International Certificate of Education (AICE) Diploma
        i. Please refer to the AICE Organization website for the most current diploma requirements for this graduation option.
    e. Certificate of Completion

i. A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts in Appendix B, but is unable to meet one or more of the following:

1. Passing score on the required statewide, standardized assessments (F.S. 1008.22) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessments (F.S. 1008.22).
2. Cumulative unweighted GPA of 2.0.

ii. A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies (F.S. 1003.43(10)(b)).

iii. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

f. Special Diploma

i. Students who entered the ninth grade before the 2014-2015 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

1. Option 1 is based primarily upon mastering state standards and earning credits.
2. Option 2 is based primarily on demonstrating competency in employment.
3. Service Learning hours are not required for a special diploma.

ii. The graduation charts in Appendix B summarize the graduation prerequisites and requirements for each special diploma option.

1. The charts include references to “notes” that are applicable to specific diploma options.
2. The notes include additional requirements as well as options for meeting some of the requirements and are an essential component of the graduation requirements.

iii. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements through the access course specified for each required core course, through more rigorous ESE courses in the same content area or

through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments.

1. Eligible CTE courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.
2. Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, III, Algebra I, Geometry, Algebra II, Biology I, and United States History.
3. A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
4. For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

iv. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student

must meet all of the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

1. Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
2. Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.
3. Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.

v. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

vi. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S

1. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.

a. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

b. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

c. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

2. In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22).

g. Special Certificate of Completion

i. A special certificate of completion will be awarded to students who entered the ninth grade before the 2014-15 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma and earned the required 18 or 24 credits required for graduation, but did not achieve the required GPA or did not pass required assessments unless a waiver of the results has been granted or participation in a statewide assessment has been exempted.

h. Adult Standard Diploma

i. The graduation requirements for an Adult Standard Diploma are the same as for a Traditional, 24-Credit Standard High School Diploma, except the following are not required:

1. Physical Education,

2. Fine/Performing Arts, and

3. Service Learning.

ii. The Adult Education graduation charts in Appendix B summarize the graduation requirements with additional information noted.

1. No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school in accordance with their selected graduation option except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.

2. Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.

3. Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.

i. Adult Certificate of Completion

i. A student may receive an Adult Certificate of Completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.

1. Passing score on the Grade 10 statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (F.S. 1008.228).

2. Cumulative unweighted grade point average of 2.0.

j. Alternative Education Programs

i. Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the High School Equivalency Exam or Performance-Based Option, which include:

1. Earning a passing score on the tenth grade statewide, standardized assessment (F.S. 1003.43).

2. Completing an employability and postsecondary portfolio as prescribed by the District.

3. Achieving the required score on the High School Equivalency Exam.

8. Florida Comprehensive Assessment Test (FCAT)

a. Students entering 9th grade in 2009-2010 and prior must earn passing scores in reading and mathematics on the Grade 10 FCAT or scores

on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT).

b. Students entering 9th grade in 2010-2011 must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT).

c. A student who has not earned passing scores on the Grade 10 FCAT must participate in each retake of the assessment until the student earns passing scores or achieves scores on a standardized assessment, which are concordant with passing scores.

d. The requirement for a passing score on the FCAT may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations.

i. The IEP committee must provide supporting documentation that the student has mastered the 10th grade standards adopted by the State Board of Education (F.S. 1003.43(11)(b)).

ii. Information about the FCAT waiver must be provided to parents of students with disabilities.

9. Grade Point Average (GPA)

a. The Grade Point Average is calculated by dividing the quality points earned by the credits attempted.

i. A quality point is the numerical value assigned to the letter grade (i.e., A=4, B=3, C=2, D=1, F=0).

b. All high school courses, including those taken in the middle grades, shall be counted as attempts for credit when calculating all grade point averages, except when the grade forgiveness rule or course validation (e.g., transfer credit from home education) is applied.

c. Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

F. REMEDIATION

1. Progress Monitoring Plans (PMP)

a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

b. A student who is not meting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

i. A federally required student plan such as an Individual Educational Plan (IEP);

ii. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

iii. An individualized progress monitoring plan.

c. Each year a student scores below proficiency on the statewide, standardized English Language Arts (ELA) and district-determined criteria, the following year the student must be enrolled in and complete an intensive remedial course with a teacher who is reading certified or endorsed or be placed in a content area course that includes remediation of skills not acquired by the student with a teacher who is content area certified and reading endorsed, certified or completed a FLDOE-approved Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD) program.

d. Utilizing the school's Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to meet State and District expectations for proficiency (F.S. 1008.25(4)(b)).

e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.

f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.

g. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

h. Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and mathematics must continue remedial instruction with supplemental support until expectations are met (F.S. 1008.25(4)(c)).

i. Remedial instruction provided during high school may not be in lieu of English and/or mathematics credits required for graduation.

j. Remedial instruction will include an intensive program different from the previous year's program.

k. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.

l. For students attending Schools of Choice, the learning contract will serve as the student's PMP.

2. Postsecondary Preparatory Support

   a. High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and EOC assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

3. Extended Learning Opportunities

   a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day.

   b. Extended learning opportunities will be determined on an annual basis.

G. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

   a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).

   b. Each high school will include at a minimum (F.S. 1002.3105(1)(b)):

      i. Whole-grade promotion;

      ii. Midyear promotion;

      iii. Subject-matter acceleration;

      iv. Virtual instruction in higher grade level subjects, and

      v. The Credit Acceleration Program (CAP).

   c. Additional ACCEL options may include, but are not limited to (F.S. 1002.3105(1)(b)):

      i. Enriched science, technology, engineering, and mathematics coursework;

      ii. Enrichment programs;

      iii. Flexible grouping;

      iv. Advanced academic courses;

      v. Combined classes;

      vi. Self-paced instruction;

      vii. Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and F.S. 1008.44;

      viii. Curriculum compacting;

      ix. Advanced-content instruction; and

x. Telescoping curriculum.

d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.

e. Eligible students and their parents may request student participation in ACCEL options, including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and F.S. 1003.57)

a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.

b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).

c. Each student identified as being eligible for gifted services in grades K-12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.

d. All students identified as gifted must have a current EP.

i. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.

ii. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.

iii. For more information, consult the Procedural Guide For Gifted Education.

3. Dual Enrollment

a. Dual enrollment is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion, a career certificate, or an associate or baccalaureate degree (F.S. 1007.271(1)).

b. The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, industry certification, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.

c. Dual enrollment will be open to students in grades 6-12 as specified in Florida statutes and agreed upon in an approved inter-institutional articulation agreement with the local college.

d. To be eligible for dual enrollment in college credit courses, students must:

   i. Have a 3.0 cumulative, unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise.

   ii. Meet the minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).

   iii. Obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment.

      1. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post-secondary institution.

e. To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average.

f. Students who are disruptive will lose the privilege of participating in the dual enrollment program.

g. Dual enrollment-eligible students may dually enroll in coursework for those courses listed in the approved interinstitutional articulation agreement with the post-secondary institution or for those post-secondary institutions with which the District has no interinstitutional articulation agreement those courses approved by the state for dual enrollment.

h. Vocational-preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program, as specified in F.S. 1007.271.

i. Students who elect to participate in dual enrollment (which includes technical coursework) may do so during regular school hours, after regular school hours, and during the college/university/technical college summer terms as allowed by the post-secondary institution.

j. Any student in approved dual enrollment with a State of Florida public post-secondary institution offering dual enrollment, shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271).

k. Dual enrollment career certificate programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career courses.

l. To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Colleges, students must:

   i. Have a 2.0 cumulative, unweighted high school grade point average, inclusive of any college courses the student has taken.

   ii. Pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program.

   iii. To continue in technical dual enrollment through Broward Technical Colleges, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.

m. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number.

4. Early Admission

   a. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) or a postsecondary program leading to industry certifications, as listed in the Industry Certification Funding List (F.S. 1008.44) in order to shorten the time necessary to complete requirements for a certificate, diploma, associate, or baccalaureate degree.

   b. To be eligible for early admission, students must:

      i. Have a 3.0 cumulative, unweighted high school grade point average, inclusive of Dual Enrollment courses taken.

      ii. Meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).

   c. Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.

   d. Participation in the career early admission program is limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in ninth grade.

   e. Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement.

   f. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and calculated into the student's cumulative grade point average.

g. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(10)).

   i. Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses.

h. In order to graduate from a public high school under the Early Admission Program, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework.

   i. The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent.

   ii. This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts.

   iii. A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.

5. Credit from Other Postsecondary Institutions

   a. Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with SBBC.

   b. In order to receive high school credit, students must complete these requirements:

      i. Be enrolled as a high school student,

      ii. Have a 3.0 cumulative, unweighted grade point average,

      iii. Obtain approval from the school administrator,

      iv. Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and

      v. Provide the school administrator with an official transcript delineating course title, number of college credit hours earned, and grade (F.A.C. 6A-1.09941).

   c. For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit.

d. All dual enrollment courses completed with a grade of “C” or better will earn two additional quality points toward the District’s weighted GPA.

6. Weighted Quality Points

   a. All courses, which are clearly labeled as “Honors”, consistent with State Frameworks and/or district guidelines and coded as such in the Course Code Dictionary, shall carry one additional quality point toward the District’s weighted GPA if the grade received is a “C” or above.

   b. Courses may be designated as “Local Honors” because they contain rigor that supports the awarding of one additional quality point toward the District’s weighted GPA.

      i. These courses are not considered “Honors” for the State University System (SUS), NCAA, or Bright Futures.

      ii. Local Honors courses are designated as “-LH” in the course title.

   c. A grade in a course that is Level 3 or above and leads to an industry certification must be weighted the same as an Honors course.

   d. All classes that are clearly labeled “Pre-Advanced International Certificate of Education” or “Pre-International Baccalaureate” shall receive one additional quality point toward the District’s weighted GPA, if the grade received is “C” or above.

   e. All classes that are clearly labeled as AP, AICE, IB, or DE shall receive two additional quality points toward the District’s weighted GPA, if the grade received is “C” or above.

      i. Students will be required to take the AP, AICE, and/or IB examination (cost of the examination to be paid by the District) in order to receive two additional quality points.

      ii. If a student elects not to take the AP, AICE, and/or IB examination, he/she will only receive one additional quality point toward the District’s weighted GPA for a grade of “C” or higher.

7. Class Rank

   a. Class rank shall be computed based upon the student’s cohort.

      i. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, high school courses completed in middle grades, and transfer credit.

      ii. Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

8. Graduation Recognitions

   a. Diplomas and Graduation Exercises

i. High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the State and School Board's rules.

ii. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.

iii. Graduation exercises for the public high schools of the district shall be scheduled by the District.

iv. Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.

v. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.

vi. A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).

vii. Only students who achieve a Certificate of Completion, standard diploma, or special education high school diploma may participate in graduation ceremonies.

viii. Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.

b. State Scholar Diploma Designation

i. In addition to the standard diploma requirements, the student must meet the following criteria:

1. Earn one credit in Algebra II,
2. One credit in statistics or an equally rigorous mathematics course,
3. Pass the statewide, standardized Algebra II EOC assessment,
4. Pass the statewide, standardized Biology I EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
5. Earn one credit in chemistry or physics,
6. Earn one credit in a course equally rigorous to chemistry or physics,
7. Pass the statewide, standardized United States History EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
8. Earn two credits in the same world language, and

9. Earn at least one credit in an AP, IB, AICE, or dual enrollment course.

c. State Merit Diploma Designation

i. In addition to the standard diploma requirements, the student must attain one or more industry certifications from the list established under F.S. 1003.492.

d. Honor Cords

i. For students entering 9th grade in 2013-14 and prior, Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:

1. Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.

2. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.

3. Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.

ii. Beginning with students entering 9th grade in 2014-15 and thereafter, Honor Cords shall be issued to those students who graduate with a standard diploma under the following conditions:

1. Honors

a. Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.

b. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive Honors recognition.

c. Graduating students utilizing course validation shall not displace any of the top 10% Honors students in rank order listing.

2. High Honors

a. Graduating students shall be in the top 5% of the entire senior class by rank order established by the District's weighted grade point average.

b. Graduating students utilizing course validation shall not displace any of the top 5% High Honors students in rank order listing.

3. Highest Honors

a. Graduating students shall be in the top 2% of the entire senior class by rank order established by the District's weighted grade point average.

b. Graduating students utilizing course validation shall not displace any of the top 2% Highest Honors students in rank order listing.

e. Silver Cords

i. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:

1. Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.

2. Students must obtain prior approval from the school principal or designee.

3. Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

f. Valedictorian/Salutatorian

i. To be selected as valedictorian or salutatorian, a high school senior shall have completed at least the last two full years of high school in any SBBC public school.

ii. Students transferring from one SBBC high school to another in the last 2 semesters (or 4 quarters for block schools) shall not displace, for class ranking purposes, including valedictorian/salutatorian, any other student.

g. Seal of Biliteracy

i. The Seal of Biliteracy recognizes graduating high school students who have attained a high level of competency in listening, reading, speaking, and writing in one or more languages, in addition to English.

ii. The Seal of Biliteracy is differentiated between two levels of competency. The State will identify specific criteria for each level:

1. Gold – The highest level of competency certified by the Florida Seal of Biliteracy Program.

2. Silver – The second-highest level of competency certified by the Florida Seal of Biliteracy Program.

iii. To qualify for the Seal of Biliteracy, a student must meet the following requirements:

1. Earn a standard high school diploma;

2. Demonstrate proficiency in English by earning a passing score on the statewide, standardized English Language Arts assessment or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (e.g., ACT or SAT); and
3. Demonstrate proficiency in a world language by earning:
    a. A score of three (3) or higher on an Advanced Placement (AP) assessment in a world language.
    b. A score of four (4) or higher on an International Baccalaureate (IB) assessment in a world language.
    c. A score of three (3) or higher on an Advanced International Certificate of Education (AICE) assessment in a world language.
    d. An average score or higher for college-bound seniors in the year the assessment was taken according to the College Board on a SAT II subject area assessment in a world language.
    e. Four (4) world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale.
    f. A score demonstrating proficiency on an alternative, district or state-approved world language assessment

iv. Students, including those with disabilities, may not waive out of any of the requirements to earn the Seal of Biliteracy.

H. REPORTING PROGRESS

1. The reporting of student progress to parents shall follow procedures established by the District and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and School Board adopted policies, rules, and regulations. (F.S. 1008.25 and F.S. 1003.33).
2. Report Cards
    a. Report cards are issued at the end of each marking period and cover a period of approximately 45 school days.
    b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
    c. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
    d. Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardiness (F.S. 1003.33(b-c)).

e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.

f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.

g. There are several grade point averages included on the report card:

   i. The Semester Weighted GPA is the weighted average of the courses taken in any one semester (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).

   ii. The Cumulative Weighted GPA is the District's GPA used for class rank and is the weighted average of all high school courses (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).

   iii. The Core GPA is the average of all academic college core courses completed using an additional 0.5 quality point for each full credit course.

   iv. The State GPA is the cumulative, unweighted average of grade points earned in all high school courses, including high school courses taken in middle school, that are not forgiven.

      1. For graduation purposes, students must meet the minimum GPA requirements of their chosen program.

      2. No additional quality points are awarded for rigorous coursework.

3. Interim Reports

   a. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:

      i. a grade of D or F,

      ii. a drop of two or more grades,

      iii. unacceptable behavior, and

      iv. excessive absences.

   b. In schools with an automated system for record keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.

4. Parental Notification

   a. Any student with a cumulative, unweighted GPA below 2.5 shall have their parent or guardian notified that improved achievement is necessary to ensure that high school graduation requirements are met.

b. These students will be assisted in meeting requirements through a variety of options, which may include, but are not limited to:
    i. Grade forgiveness, as specified in this policy
    ii. Extended learning
    iii. Special counseling
    iv. Volunteer and/or peer tutoring
    v. School-sponsored help sessions
    vi. Homework hotlines
    vii. Study skills classes
    viii. Co-enrollment

5. Acceleration Mechanism Notification
    a. At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.
    b. Students shall also be advised of early graduation options under F.S. 1003.4281.
6. Alternative Report Card
    a. A district-approved alternative report card may be used for:
        i. students with disabilities whose progress cannot be appropriately reported using the standard report cards, or
        ii. other district-approved programs that the standard report card does not address adequately.
7. Individual Educational Plan (IEP) Annual Goals
    a. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.
8. Educational Plan (EP) Goals
    a. The EP Goals Progress Report must be completed and sent home with each report card for all students who are eligible for gifted services.
9. English Language Learner (ELL) Plan Goals
    a. An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

J. HIGH SCHOOL COUNSELING SERVICES

1. All schools shall ensure access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.
2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District.
    a. The plan will support the School Improvement Plan and be based upon national school counseling standards.
    b. The ASCP will ensure that every student is given an opportunity to participate in a face-to-face activity with a school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans.
3. High school counseling services will include:
    a. Advisement to parents and students of the early and accelerated graduation options under F.S. 1003.4281 and F.S. 1003.429 (F.S. 1008.25).
    b. An exit interview shall be conducted with any student who drops out of school.
        1) The interview shall be conducted to determine the student's decision to drop out of school and to what actions could be taken to keep the student in school.
        2) The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and High School Equivalency Exam preparation.
        3) The student will complete a survey in the format prescribed by the Florida Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (F.S. 1003.21(1)(2)(c)).

K. STUDENT DAY

1. A high school student day shall consist of a minimum of:
    a. High Schools 360 minutes
    b. ESE Centers 360 minutes

    (Exceeds state requirements defined in F.S. 1011.61)
2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

IV. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)(1))

A. The School Board will annually publish on the district website and in the local newspaper the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing below proficiency on the statewide, standardized assessments.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district School Board's policies and procedures on student retention and promotion from the prior year.

APPENDIX A

PROMOTION CRITERIA – ELEMENTARY GRADES (K-5)

Students should be afforded the opportunity to meet all of the promotion criteria listed in the following charts; however, once one of the criteria is achieved, no additional criteria must be met.

Appendix A: SBBC Policy 6000.1 Elementary Procedural Guide

2016-2017 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

KINDERGARTEN PROMOTION CRITERIA	
Criterion #1:	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Phonemic Awareness, Phonics, High-Frequency Words, Blending Words, and Listening Comprehension sections (pages 59-73).
Criterion #3: Alternative Assessment	Recognizes 48 of 52 Letter Names **AND** Distinguishes 20 of 26 Letter Sounds **AND** Understands 15 of 21 Concepts of Print
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

RFA Award # U165A170021

Appendix A: SBBC Policy 6000.1 Elementary Procedural Guide

2016-2017 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

FIRST GRADE PROMOTION CRITERIA	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-15, pages 81-91).
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-1.
Criterion #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

2016-2017 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

SECOND GRADE PROMOTION CRITERIA	
Criterion #1:	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-20, pages 133-150).
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-2.
Criterion #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

2016-2017 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

THIRD GRADE PROMOTION CRITERIA	
Criterion #1:	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on the state-approved achievement test in reading comprehension.
Criterion #3: Portfolio Assessment	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/Alternative Assessment	Scores acceptable level of performance on the state-approved reading assessment (administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).
Criterion #5: Mid-Year Assessment/Alternative Assessment	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-3.

Appendix A: SBBC Policy 6000.1 Elementary Procedural Guide

2016-2017 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FOURTH GRADE PROMOTION CRITERIA	
Criterion #1:	**READING:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	**READING:** Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion #3: Alternative Assessment	**READING:** Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 147-169).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-4.
Criterion #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

Appendix A: SBBC Policy 6000.1 Elementary Procedural Guide

2016-2017 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5

Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FIFTH GRADE PROMOTION CRITERIA	
Criterion #1:	**READING:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	**READING:** Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Florida Standards End-of-Year Test.
Criterion #3: Alternative Assessment	**READING:** Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 151-178).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-5.
Criterion #9: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

APPENDIX B

HIGH SCHOOL GRADUATION REQUIREMENTS (GRADES 9 – 12)

Students Entering Grade Nine in 2014-2015 or Thereafter	
	STANDARD DIPLOMA
English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC or concordant score
Computer Competency	Not required
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required

Students Entering Grade Nine in 2014-2015 or Thereafter Diploma Designations & ACCEL 18-Credit Option	
Scholar Designation	In addition to meeting the standard high school diploma requirements: - Algebra II and pass the EOC - Pass the Geometry EOC - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: - Attain one or more industry certifications from the list established
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: - Physical Education not required - Online course not required - 3 elective credits only - Service hours are not required

Students Entering Grade Nine in 2013 - 2014	
	STANDARD DIPLOMA
English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE) Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS
Electives	8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC or concordant score
Computer Competency	Not required
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required

Students Entering Grade Nine in 2013-2014 Diploma Designations & ACCEL 18-Credit Option	
Scholar Designation	In addition to meeting the standard high school diploma requirements: - Algebra II - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: - Physical Education not required - Online course not required - 3 elective credits only - Service hours are not required

Students Entering Grade Nine in 2012 - 2013	
	STANDARD DIPLOMA
English	4 Credits
Mathematics	1 Credit Algebra 1 Credit Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) 2 Credits Additional Math
Science	1 Credit Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) 2 Credits Additional Science
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE) Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS
Electives	8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or concordant SAT/ACT score. Students who took Algebra after school year 2010-2011 must earn a passing score on the Algebra 1 EOC or concordant score
Computer Competency	Not required
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required

Students Entering Grade Nine in 2012-2013 Diploma Designations & ACCEL 18-Credit Option	
Scholar Designation	In addition to meeting the standard high school diploma requirements: - Algebra II - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: - Attain one or more industry certifications from the list established
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: - Physical Education not required - Online course not required - 3 elective credits only - Service hours are not required

Students with Disabilities Entering Grade Nine in 2014 – 2015 and Thereafter In accordance with F.S. 1003.4282(11)	
	STANDARD DIPLOMA
English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't and .5 Credit Economics
World Languages	Not required for graduation
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History. A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S. For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
On-Line Course	Requires a full course to be completed *May be waived
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)

Service Hours	40 hours required *May be waived
Access Points and FAA (F.S. 1003.4282(11)(b)(1))	Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C, and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
Employment Competencies (F.S. 1003.4282(11)(b)(2))	Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives. Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.

Students entering AHS in 2013-2014 (2010-2011 9th grade cohort) must complete the following graduation requirements:	
Subject Area	**Students Entering AHS in 2013-2014 (1)(2)**
English	4 Credits with major concentration in composition, reading for information, and literature
Mathematics	1 Credit Algebra 1 Credit Geometry (4) 2 Credits Additional Math
Science	3 Credits science
Social Studies	1 Credit World History 1 Credit US History .5 Credit U.S. Govt. .5 Credit Economics with Financial Literacy
World Languages	Not required for adult high school graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships
Fine/Performing Arts	Not required, substitute with elective credits
Physical Education	Not required, substitute with elective credits
Electives	10 Credits
Total	24 Credits
Grade point average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
State Assessment Requirements (6)	Passing scores on Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) (1)(2) Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3) Beginning in 2013-2014, EOC assessment results count at 30% or the student's final grade for students who take Geometry, Biology 1, and US History (4)(5)

Notes:

1. Students entering AHS, whose 9th grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9th grade.

2. Students whose cohort group has graduated must follow the graduation requirements as listed in the preceding chart. Students entering AHS after their 9th grade cohort has graduated, or who are not part of a 9th grade cohort (from another country, never entered high school, etc.), must meet the 12th grade cohort graduation requirements that are in effect for the year they enter AHS.

3. Students who enter AHS in 2013-2014 are not required to take the EOC assessment for Algebra I if credit for this course was earned and documented on their transcript prior to 2010-2011.

4. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Biology I and/or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.

5. Students entering AHS in 2013-2014 and thereafter who do not have U.S. History documented on their transcript are required to take the EOC for U.S. History.

6. Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for a statewide, standardized assessment (e.g, ELA or EOC) waiver. However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE.

Students entering AHS in 2014-2015 (2011-2012 9th grade cohort) must complete the following graduation requirements:

Subject Area	Students Entering AHS in 2014-2015 (1)(2)
English	4 Credits with major concentration in composition, reading for information, and literature
Mathematics	1 Credit Algebra 1 Credit Geometry (4) 2 Credits Additional Math
Science	3 Credits science, one of which must be Biology 1, or an equivalent course or a series of courses (3)
Social Studies	1 Credit World History 1 Credit US History .5 Credit U.S. Govt. .5 Credit Economics with Financial Literacy
World Languages	Not required for adult high school graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships
Fine/Performing Arts	Not required, substitute with elective credits
Physical Education	Not required, substitute with elective credits
Electives	10 Credits
Total	24 Credits
Online Course	Requires a full course to be completed
Grade point average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
State Assessment Requirements (6)	• Passing scores on Grade 10 statewide, standardized ELA assessment or scores on a standardized test that is concordant with passing scores on the Grade 10 statewide, standardized ELA assessment (ACT or SAT) (1)(2) • Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3) • Must take and pass Algebra I EOC assessment or earn the PERT Math comparative score for graduation • Must take the Biology 1 and Geometry EOC to receive a final grade (4) • Beginning in 2013-2014, EOC assessment results count at 30% or the student's final grade for Geometry, Biology 1, and US History (4)(5)

Notes:

1. Students entering AHS, whose 9th grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9th grade.

2. Students whose cohort group has graduated must follow the graduation requirements as listed in the preceding chart. Students entering AHS after their 9th grade cohort has graduated, or who are not part of a 9th grade cohort (from another country, never entered high school, etc.), must meet the 12th grade cohort graduation requirements that are in effect for the year they enter AHS.

3. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Algebra I if credit for this course was earned and documented on their transcript prior to 2010-2011.

4. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Biology I and/or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.

5. Students entering AHS in 2013-2014 and thereafter who do not have U.S. History documented on their transcript are required to take the EOC for U.S. History.

6. Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for a statewide, standardized assessment (e.g, ELA or EOC) waiver. However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE

St
f

Special Diploma Option I Graduation Requirements*

	Students Entering Grade Nine in 2010-2011 and Prior	Students Entering Grade Nine in 2011- 2012 and After	Additional Information
English	4 Credits	4 Credits	Credits may include a combination of English and Reading.
Mathematics	3 Credits	4 Credits	
Science	2 Credits	3 Credits	For students who entered 9th grade in 2010 and prior, the following courses may be used in lieu of science courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Agriculture Ed., Health Science Ed., Family and Consumer Science, Supported Employment, Industrial
Social Studies	2 Credits	2 Credits	For students who entered 9th grade in 2010 and prior, the following courses may be used in lieu of social studies courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Marketing Education, Supported Employment, Industrial Education
Vocational	6 Credits	4 Credits	Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.
Physical Education	1 Credit	1 Credit in physical education to include the integration of health or .50 Credit physical education and .50 credit in health/lms	Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a "C" or better will satisfy the Physical Education requirement.
Life Mgmt. Skills	1 Credit		
Electives	5 Credits	6 Credits	
TOTAL	**24 Credits	24 Credits	
State Assessments			Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma
Grade Point Average		2.0 Unweighted	
Service Hours	None	None	Not required, but students have the option to participate

* Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.

** Total credits required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to technical centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.

Special Diploma Option II Graduation Requirements

	Students Entering Grade Nine in 2010-2011 and Prior	Students Entering Grade Nine in 2011-2012 until 2013-2014	Notes
Prerequisites	1. At least 16 years of age 2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II 3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. 5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.	1. At least 16 years of age 2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II 3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. 5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.	Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/ Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.
English	0	2 Credits	
Mathematics	0	2 Credits	
Science	0	0	
Social Studies	0	0	
Vocational	See Above	4 Credits	
Physical Education	0	0	
Electives	See Above	0	
TOTAL	3 Credits- See Above	8 Credits	
State Assessments			Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma
Grade Point Average		2.0 Unweighted	
Other			Documented Mastery of the academic, employment and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the fair Labor Standards Act for 200 days.

Students entering AHS in 2014-2015 (2011-2012 9th grade cohort) must complete the following graduation requirements:

Notes for Special Diploma, Option II

a. The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.

b. The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.

c. Student must be employed in the community at a site where the employer:

(1) Has a Federal Employer Identification Number;

(2) Provides opportunities for the student to interact with non-disabled co-workers;

(3) Adheres to child labor laws and the Fair Labor Standards Act; and

(4) Provides an opportunity for advancement.

d. The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.

e. Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by com- pleting the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).

APPENDIX C

HIGH SCHOOL GRADING CALCULATIONS

Semester Grades

Courses are broken down into parts called semesters. Each semester grade is made up of: three (3) grades: two-quarter grades and the exam grade. To receive a passing grade for the semester, the student must earn a passing grade in:

a. Both quarter grading periods, or

b. One quarter grading period and the semester examination.

The weight of each quarter grade is 37.5% of the final semester grade. The weight of the final examination is 25% of the final semester grade.

Follow the chart to calculate the semester grade:

Letter Grade	Quarter Points (Non-Block)	Quarter Points (Block)	Semester Exam Points
A	12.0	24.0	8.0
B+	9.3	18.6	6.2
B	9	18	6
C+	6.3	12.6	4.2
C	6	12	4
D+	3.3	6.6	2.2
D	3	6	2
F	0	0	0
I	0	0	0

The semester grade is assigned as follows:

Total Points	Final Semester Grade
28.00 or above points	A
24.50 through 27.99	B+
20.00 through 24.49	B
16.50 through 19.99	C+
12.00 through 16.49	C
8.50 through 11.99	D+
5.00 through 8.49	D
Below 5.00 points	F

Year-long Courses With an EOC Counting as 30% Prior to 2014-2015
For courses that require the EOC to count as 30% of the final course grade, a student's final course grade will consist of the:

- 1st semester grade (35%)
- 2nd semester grade (35%)
- Grade earned on the EOC (30%)

Add the Points from Semester 1 + Semester 2 + EOC Exam then refer to the Total Points for Final Grades chart below. If the Total Points are greater than 12.49, the course will receive 1.00 credit.

Grading Scale		
Letter Grade	Semester Points	EOC Exam Points
A	28	24
B+	22.4	n/a
B	21	18
C+	15.4	n/a
C	14	12
D+	8.4	n/a
D	7	6
F	0	0

Total Points for Final Grades	
Letter Grade	Total Points
A	70.00 and above
B+	61.25 through 69.99
B	50.00 through 61.24
C+	41.25 through 49.99
C	30.00 through 41.24
D+	21.25 through 29.99
D	12.50 through 21.24
F	12.49 and below

Year long Courses with a State EOC Counting as 30% Beginning in 2014-2015
For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)						
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	3rd Qtr Points	4th Qtr Points	EOC Points
1st Quarter grade= 15% 2nd Quarter grade= 15% Midterm Exam= 10% 3rd Quarter grade= 15% 4th Quarter grade= 15% Grade for the EOC= 30%	A	.60	.60	.40	.60	.60	1.2
	B+	.525	.525	.35	.525	.525	N/A
	B	.45	.45	.30	.45	.45	.90
	C+	.375	.375	.25	.375	.375	N/A
	C	.30	.30	.20	.30	.30	.60
	D+	.225	.225	.15	.225	.225	N/A
	D	.15	.15	.10	.15	.15	.30
	F	.00	.00	.00	.00	.00	N/A

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schools will consist of:

	Grading Scale (Block)				
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	EOC Points
1st Quarter grade= 30% 2nd Quarter grade= 30% Midterm Exam= 10% Grade for the EOC= 30%	A	1.20	1.20	.40	1.2
	B+	1.05	1.05	.35	N/A
	B	.90	.90	.30	.90
	C+	.75	.75	.25	N/A
	C	.60	.60	.20	.60
	D+	.45	.45	.15	N/A
	D	.30	.30	.10	.30
	F	.00	.00	.00	N/A

Total Points for Final Grades	
Letter Grade	Total Points
A	3.70-4.00
B+	3.39-3.69
B	2.68-3.38
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	0.64-1.34
F	0.30-0.63

Year long Courses with a State EOC that is NOT Counting as 30% Beginning in 2014-2015
For year long courses that require a student to take an EOC, but the EOC is not to count as 30% of the final course grade (Algebra 1, Geometry or Algebra 2 for school year 2014-2015 ONLY), a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)					
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points	3rd Qtr Points	4th Qtr Points
1st Quarter grade= 22.5% 2nd Quarter grade= 22.5% Midterm Exam= 10% 3rd Quarter grade= 22.5% 4th Quarter grade= 22.5%	A	.9000	.9000	.40	.9000	.9000
	B+	.7875	.7875	.35	.7875	.7875
	B	.6750	.6750	.30	.6750	.6750
	C+	.5625	.5625	.25	.5625	.5625
	C	.4500	.4500	.20	.4500	.4500
	D+	.3375	.3375	.15	.3375	.3375
	D	.2250	.2250	.10	.2250	.2250
	F	.00	.00	.00	.00	.00

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schools will consist of:

	Grading Scale (Block)			
	Letter Grade	1st Qtr Points	2nd Qtr Points	Midterm Points
1st Quarter grade = 45% 2nd Quarter grade= 45% Midterm Exam= 10%	A	1.800	1.800	.40
	B+	1.575	1.575	.35
	B	1.350	1.350	.30
	C+	1.125	1.125	.25
	C	.900	.900	.20
	D+	.675	.675	.15
	D	.450	.450	.10
	F	.00	.00	.00

Total Points for Final Grades	
Letter Grade	Total Points
A	3.7-4.0
B+	3.39-3.69
B	3.38-2.68
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	.64-1.34
F	0-.63

Grade Point Average (GPA)
Grade Point Average is calculated by dividing the quality points by the credits attempted for all courses not forgiven. A quality point is the numerical value assigned to the letter grade.

Unweighted (State GPA): The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework. This is the GPA used for Graduation purposes (2.0) and for Athletic Eligibility.

Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.0	4.0
B+	87-89	1.5	3.0
B	80-86	1.5	3.0
C+	77-79	1.0	2.0
C	70-76	1.0	2.0
D+	67-69	.5	1.0
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Weighted (District GPA): The cumulative, weighted average of grade points earned in all high school courses earned and not forgiven. This GPA is used to determine class ranking. Additional quality points are given for honors, Advanced Placement, International Baccalaureate, AICE and dual enrollment courses, including technical dual enrollment for students entering 9th grade in 2007-2008.
High School courses taken in Middle School were first included in this GPA beginning with courses taken in the 2012-13 school year. This grade point average is our LOCAL GPA and used for class ranking. This GPA includes +'s.

Semester Weighted GPA: The weighted average of the courses taken in any one semester (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment.

Cumulative Weighted GPA: The weighted average of all courses taken in high school not forgiven (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment.

Class Rank: Class rank shall be computed based upon the student's cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.
Honors Courses to Receive Quality Points: All courses, which are clearly labeled as "honors", and/or "advanced", and/or "gifted", consistent with State Frameworks and/or District guidelines and coded as such in Broward Course Code Dictionary, shall carry one additional quality point per full credit. Academic foreign languages above the second year are included in this category. Classes labeled "conversational" are not included in this category. An additional quality point may not be earned in honors class if the grade received is below a C.

Honors Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.5	5
B+	87-89	2.25	4.5
B	80-86	2.0	4.0
C+	77-79	1.75	3.5
C	70-76	1.5	3.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Dual Enrollment Courses to Receive Quality Points (F.S. 1007.271): Effective for dual enrollment courses taken in 2007-08 and thereafter, all college level courses and career certificate dual enrollment courses completed with a grade of C or better shall receive two quality points. College level courses are defined by approved articulation agreements between The School Board of Broward County, Florida and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student's academic record using the course number and title used by the postsecondary institution.

Advanced Placement (AP) Courses, Advanced International Certificate of Education (AICE), And International Baccalaureate (IB) to Receive Quality Points: All classes that are clearly labeled "Pre-Advanced International Certificate of Education" or " Pre-International Baccalaureate" shall receive one quality point, if the grade received is C or above. All classes that are clearly labeled "Advanced Placement" (AP), "Advanced International Certificate of Education" (AICE) or "International Baccalaureate" (IB) shall receive two quality points if, the grade received is C or above. Students will be required to take the AP, AICE, and/or the IB examination in order to receive two quality points. If a student elects not to take the AP, AICE, and/or IB examination, he/she will receive one quality point for a grade of C or higher which will be reflected by adding a "J" flag to the A13 record.

AP, AICE, IB, Dual Enrollment Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	3.0	6.0
B+	87-89	2.75	5.5
B	80-86	2.5	5.0
C+	77-79	2.25	4.5
C	70-76	2.0	4.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Academic Core GPA: The average of all academic college core courses completed using an additional .5 quality point for each full credit course for honors, AP, IB, AICE, or DE. Starting in school year 2014-15, local honors courses will not be given extra weight in the Academic Core gpa. No extra weight is given to plusses. English, Mathematics, Science, Social Studies and World Languages are included in this Grade Point Average. A core course is designated with a "Y" flag on the course record.

Academic Core Points for Core GPA					
Letter Grade	Numerical	Quality Points Per ½ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per ½ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit Honors, AP, AICE, IB, DE
A	90-100	2.0	4.0	2.25	4.5
B+	87-89	1.5	3.0	1.75	3.5
B	80-86	1.5	3.0	1.75	3.5
C+	77-79	1.0	2.0	1.25	2.5
C	70-76	1.0	2.0	1.25	2.5
D+	67-69	.5	1.0	.75	1.5
D	60-66	.5	1.0	.75	1.5
F	0-59	0	0	0	0
I	N/A	0	0	0	0

Bright Futures GPA: A weighted scale is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards). That is, 0.5 additional quality points for each full credit and .25 additional quality points for each half-credit is awarded for courses that are more challenging. An unweighted scale is applied to career preparatory courses (Florida Gold Seal Vocational Scholars Award). All courses can be found in the Bright Futures Comprehensive Course Code Table at www.floridastudentfinancialaid.org/SSFAD/bf.

Local Honors courses do not receive additional quality points. Also, the (+) grade is not recognized by Bright Futures.

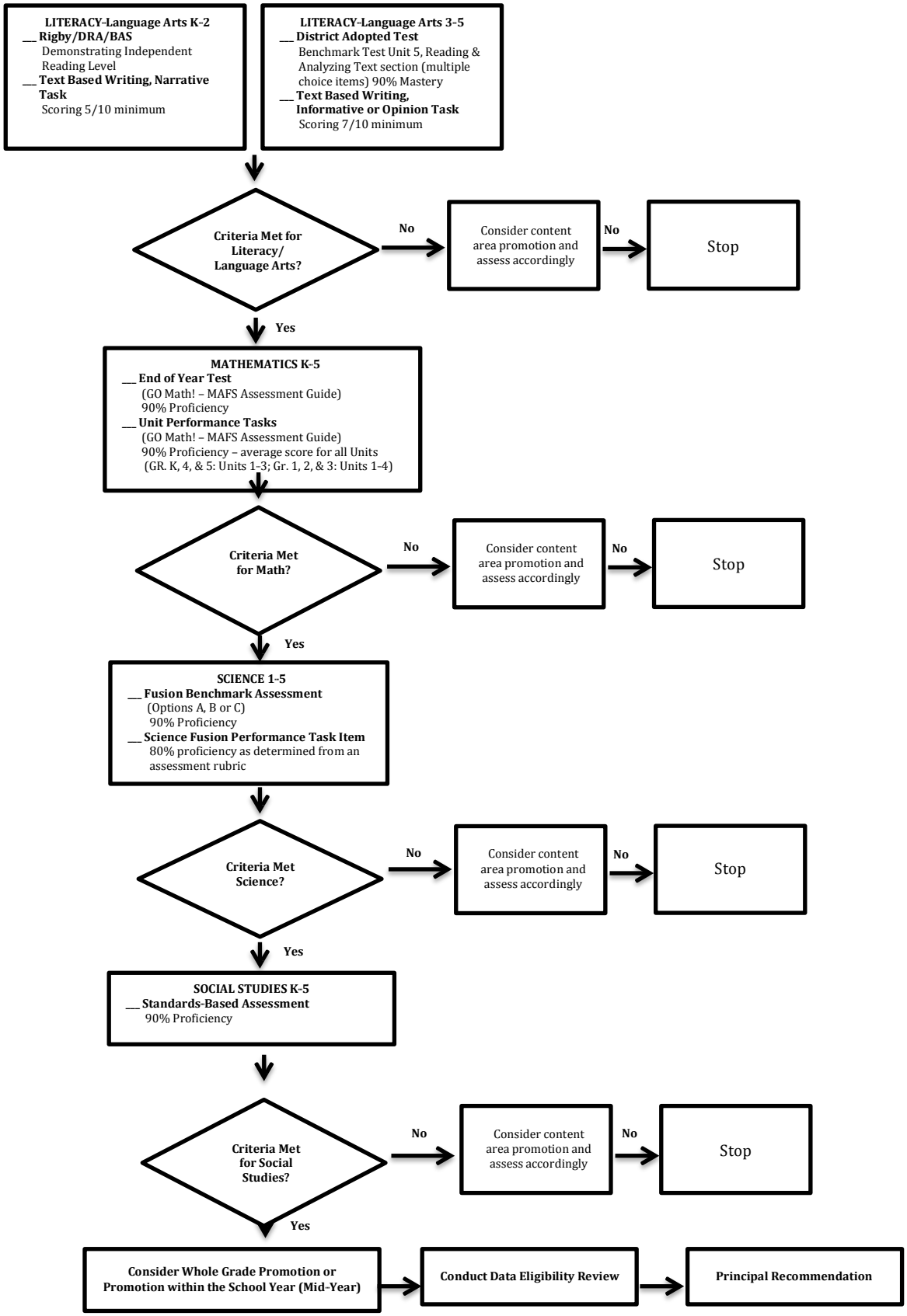
Bright Futures Eligible Courses					
Letter Grade	Numerical	Quality Points Per ½ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per ½ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit Honors, AP, AICE, IB, DE
A	90-100	2.0	4.0	2.25	4.5
B+	87-89	1.5	3.0	1.75	3.5
B	80-86	1.5	3.0	1.75	3.5
C+	77-79	1.0	2.0	1.25	2.5
C	70-76	1.0	2.0	1.25	2.5
D+	67-69	.5	1.0	.75	1.5
D	60-66	.5	1.0	.75	1.5
F	0-59	0	0	0	0
I	N/A	0	0	0	0

APPENDIX D

ACCEL Criteria

ACCEL Eligibility Criteria (Grades K-5)

Whole Grade, Within the School Year (Mid-Year), and Subject Area Promotion Requirements:



AUTHORITY: F.S. 1001.41; F.S. 1008.25
Rules Adopted: 2/12/70
Rules Amended: 5/30/73; 9/5/74;
7/21/77; 10/1/96 7/6/78; 12/11/79;
4/2/81; 5/6/82
Emergency Rule #82-13: 10/21/82;
11/18/82; 4/20/83; 5/17/84
Emergency Rule #84-10: 10/4/84;
11/1/84; E
Emergency Rule #84-17: 3/12/85;
4/18/85; 5/16/85; 5/15/86
Emergency Rule #85-86-24: 8/7/86
Emergency Rule #86-87-13: 4/14/87;
6/3/87; 9/3/87; 4/12/88; 3/14/89; 6/22/89;
2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93;
12/7/93; 5/2/95
Amended Rules Approved: 09/02/97; 6/25/08; 12/16/08

AUTHORITY: F.S.
1001.41; F.S.
1008.25 RULES
ADOPTED: 7/8/76
RULES AMENDED: 4/14/77;
3/16/78; 3/1/79; 4/19/79; 3/6/80;
4/23/81; 5/17/83; 8/4/83; 6/21/84;
5/16/85; 8/7/86;
6/3/87; 8/20/87; 4/12/88; 3/14/89; 9/19/89; 2/20/90; 10/2/90;
2/23/91; 8/4/92; 9/15/92; 9/21/93; 12/7/93; 7/18/95; 5/7/96;
8/20/96; 9/2/97; 8/18/98
POLICY ADOPTED: 03/16/99; 06/15/99;
10/05/99; 05/07/00; 09/12/00; 6/18/02;
8/20/02; 10/15/02; 6/17/03; 9/16/03;
11/17/03;
4/20/04; 8/17/04; 12/21/04; 4/12/05; 1/17/06; 11/14/06; 06/05/07;
10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10; 5/18/10; 11/09/10; 6/7/2011;
02/22/2012; 08/21/2012; 08/06/13; 09/16/14; 12/08/15; 06/21/16

FORMERLY POLICY 5104

*Integrated Career & College Network (**iCAN**): District Logic Model*
2017 Application

Resources → Activities → Outputs → Short-term Outcomes → Long-term Outcomes

Resources

District Resources In-Kind
- IPO Staff
- Marketing Support
- Transportation
- Choice Process
- Policies: 5004.1, 6000.1, 5000
- Partnerships
- District Dept. Support

MSAP Grant Resources
- 3 full-time district staff
- $14.7 million in MSAP funds
- Management Plan – Development of Career Pathways – Curriculum, Student Activities
- Professional Development Stipends and Substitutes
- Industry Experts and Consultants
- Supplies/Materials
- Instructional & Training Resources
- Technology
- Equipment
- CNT Support

Magnet Schools Resources In-Kind

Teachers and Staff
School Magnet Budgets at 5 schools
Transportation
Partnerships

MSAP Grant Resources

2 Staff ***iCAN*** Advisors
Professional Development
Marketing
Curriculum/Pathways/PBL
Personalized Learning
Equipment, Technology, Materials/Supplies
Student Activities

Activities

District
- Marketing and Recruitment
- Educate community about magnet school themes and strengthened matriculation paths
- Implement student application database system
- Develop Professional Development
- Develop partnerships & networks with universities/business/industry
- Personalized Learning
- CNT Meetings bi-annually

Magnet Schools
- School Improvement Plan Alignment
- Marketing/Recruitment
  i.e. Open Houses Tours, Shadowing, Presentations in community, schools at organizations, special promotional events, parent/community events, printed materials, website information, social media and parent link calls
- Develop the Master Schedule around personalized learning
- Big Picture Learning School (HS) and Summit Learning (MS),
- Social Emotional Learning Program – 2-week summer programs
- Project-Based Learning Development
- Professional Development – PLC's
- Theme-based interdisciplinary curriculum
- Develop competency-based student performance measures
- Select industry certifications aligned with academic networks
- Develop academic and career related student events and projects
- Redesign classroom space
- Exploratorium Lab
- Internships for Students/Teachers
- Advanced course summer programs
- Parental and Community Engagement
- Development of Partnerships

Outputs

District
- Develop marketing plan
- Create marketing materials
- One Choice application process implemented
- Participate in PD of PBL, and SEL and credentialing throughout school year
- Establish partnerships to develop internships for students and teachers
- Redesigned whole-school ***iCAN*** magnet themes at five schools to reflect personalized learning
- One new whole-school ***iCAN*** magnet theme
- Host the CNT Meetings to develop the sustainability and increase partnerships with the ***iCAN*** schools

Magnet Schools
- Ensure the Master Schedule aligns with ***iCAN*** Networks and personalizing learning for students
- Increase community involvement due to the marketing/recruitment efforts
- Develop Big Picture Learning models of personalized learning, mentoring, advising and parent engagement (HS) and Summit (MS)
- Teachers develop personalized learning and project based learning strategies
- Teachers design and plan interdisciplinary lessons, coursework and strategies
- Teachers secure industry credentials
- Organize mentorships for students and internships for teachers and students
- Establish partnerships with Career/Industry and Academic Networks to collaborate in college & career-related student events and projects
- Students participate in PBL and Exploratorium Lab (Naviance/Canvas/personalized/blended learning platforms)
- Plan & organize 2-week SEL summer program & advance courses
- Plan & organize the ***iCAN*** parent/community engagement events

Short-term Outcomes

District
- Increase in the number of applications to the i***CAN*** Programs
- Increase the access to the magnet programs – Policy 5004.1 revise
- Increase in the number of students enrolled in the ***iCAN*** magnet programs
- Professional Development designed and implemented for teachers and staff
- Secure resources including technology, equipment, materials and supplies to support the schools.
- Collaborate with the CNT to support and sustain the magnet programs
- Develop a district-wide sustainability plan to support the six schools

Magnet Schools
- ***iCAN*** theme align to School Improvement Plan
- On-going marketing/recruitment efforts year-round
- Teachers implement personalized learning, and PBL, and organize mentoring, advising and parental engagement events
- Teachers and Administrators participate in Big Picture National Conference: *Big Bang* and on-going participation in college/career-related and PBL/SEL professional development
- On-going securement of industry credentials for teachers
- On-going securement of the college/ career/industry partnerships/networks
- Professional development for teachers and administrators , i.e. career networks/CTE personalized and blended learning, SEL and PBL
- On-going implementation of college/career-related readiness student activities/experiences
- Develop a school-based sustainability plan

Long-term Outcomes

District
- Matriculation of students from middle to high
- Reduce minority group isolation
- Increase the number of students graduating with industry certifications
- Increase the number of students with relevant internship experiences
- Increase academic performance of high needs students in ELA and Math
- Increase number of MS and HS students exposed to career-related experiences
- All students participate in career and college readiness activities
- Sustain the ***iCAN*** Magnet Programs

Magnet Schools
- Student academic performance improvements through personalized learning environments
- Teachers accrue 120 professional development in-service credits by the end of the grant
- Reduce and/or eliminate minority group isolation
- Increase proficiency and achievement in academics, career readiness, and employability skills
- Access to a highly rigorous thematic interdisciplinary curriculum
- Increase the employability of low-socioeconomic status African-American and Hispanic students, students with disabilities, and English Language Learners in each ***iCAN*** schools
- Build capacity of ***iCAN s***chools through a continuous improvement process
- Increase enrollment at the middle and high school levels
- Increase graduation rates
- Sustainability beyond the grant with resources, partnerships & enrollment

CONTEXT

- Reduce or eliminate minority group isolation among Black and Hispanic students at the ***iCAN*** Magnet Schools
- Increase the number of major racial and ethnic groups in the ***iCAN*** Magnet Schools that are proficient or above on the State assessments in ELA and Math
- Program redesign and creation of a whole school magnet model at the six schools and increase matriculation of students from middle to high
- Provide teachers and staff with professional development leading to increased instructional capacity to delivering curriculum aligned with college and career readiness
- Increase and improve family and community engagement and participation at the six ***iCAN*** Magnet Schools

*Integrated Career & College Network (**iCAN**): New River Middle to Stranahan High Logic Model*
2017 Application

Resources

Staff
- MS and HS career and academic advisors
- Funding for stipends, substitutes, and supplements

External
- Integrated Career & Academic Networks/Consultants
- Post-secondary education partners
- Virtual Enterprise International -VEI for HS and VEjv for MS
- Linking Experiences to Educational Outcomes (LEEO)
- Networking for Teaching Entrepreneurship (NFTE)
- School Improvement Plan

Transportation
- Student activities transportation

Professional Development/Resources
- Big Picture/Buck Institute (HS) and Summit (MS)
- Socio-Economic Learning- Check and Connect (HS) and Life Skills Training (MS)
- SEL Naviance District Management System
- Personalized and Blended Learning- Canvas
- PBL and Career and Academic Networks
- Instructional strategies & master plan redesign and other theme-related professional development

Supplies/Materials
- Industry specific classroom equipment
- Business Incubator Entrepreneurial
- **Program equipment and furniture**
- Exploratorium furniture/equipment (retrofit)

Technology/Resources
- Software and hardware
- Career and Academic Network/Employability Skills/Entrepreneurship Curriculum
- Coding & Engineering Curriculum
- MATE & Sea Perch resources
- Robotics & Drones resources
- Video & Photography Production resources

Activities

- Marketing and Recruitment
- Master Schedule personalization & student personalized schedule
- Big Picture Learning School Success Evaluation (HS) and Summit (MS)
- Teachers and administrators participate in implementation of theme-based interdisciplinary curriculum, SEL, PBL and resource specific Professional Learning Communities (PLCs), i.e. VEI, career readiness, LEEO, Big Picture and Summit Learning, STEM-engineering
- Develop competency-based student performance measures
- Select industry certifications aligned with academic networks
- Reconfigure classroom space into Exploratorium Lab and install the Naviance (college & career readiness) and Canvas (personalized & blended learning) platforms; utilize the career & academic network models/real-world situations
- Internships (HS) for juniors and seniors
- Mentorship/Capstone projects implemented (HS) and Stepping Stone (MS)
- Advanced course summer programs
- School Success Study & Designed personalized each year with 9th graders
- Partnerships as resources and joint activities, i.e, post-secondary institutes, STEM-related organizations, Maritime Professional Training (MPT) and Marine Industries Association of South Florida (MIASF)

Events
- Develop academic and career related student events, i.e.
  Entrepreneurship Colloquium
  Industry Connections
  Summer 2-week program-Life Skills Training(MS) & Check and Connect (HS)
  Career Network Showcase/Demo Day
  Robotics, Remotely Operated Vehicle (ROV), Sea Perch & MATE, Gliders/Drones and SECME Competition
  Family Nights/Parent University/Guest Speakers/Award Ceremony

Outputs

- Master Schedule aligns with iCAN Networks
- Student personalized schedules
- Big Picture Learning Assessment and School-based Proposals (HS) and Summit (MS)
- Implement Big Picture Learning models of personalized learning, mentoring, advising and parent engagement (HS) and Summit Learning (MS); student-led conference and one-on-one mentoring with career/business/industry advisors and teachers
- Teachers develop personalized learning and project based learning strategies
- Teachers design/implement interdisciplinary lessons, coursework and strategies/career & academic curriculum
- Teachers obtain industry credentials/students secure career/workforce certificates
- Mentorship/Internship/Capstone implemented (HS) and mentorship/Stepping Stone (MS)
- Partnerships established and Career & Academic Networks
- Students participate in PBL and Exploratorium Lab (Naviance & Canvas platforms)
- Continue development of career networks, i.e. job shadowing, off-campus real-world experiences, mentoring time with business/industry stakeholders and other career-related experiences
- Evaluation- i.e. data driven evaluation process, continuous improvement (stakeholders), partnerships/stakeholders round table/CNT, Opportunity U (Parent University)

Short-term Outcomes

- Teacher and Administrator participation in Big Picture National Conference: *Big Bang*
- Teachers implement personalized learning and project based learning strategies
- Establish the career networks
- Professional development for teachers
- Implement student activities
- Create a seamless transition from MS to HS
- Develop partnerships with business community/networking
- Offer mentorship (HS & MS) and internship opportunities (HS)
- Create capacity through professional development
- Increase academic achievement
- Integrate students with diverse socioeconomic status
- Increase parental involvement in the targeted schools
- Increase enrollment at the HS level
- SEL and PBL Curriculum
- Workplace Skills/Entrepreneur curriculum
- Hardware and Software
- Knowledge about evidenced-based instructional strategies, Interdisciplinary curriculum development and implementation
- Industry specific equipment/tools and materials needed for the career academic classes
- Develop a school-based sustainability plan

Long-term Outcomes

- Reduce and/or eliminate minority group isolation
- Increase proficiency and achievement in academics, career readiness, and employability skills
- Access to a highly rigorous thematic interdisciplinary curriculum
- Build capacity of iCAN schools through a continuous improvement process
- Increase enrollment at the middle and high school levels
- Align Workplace Employability Readiness skills to content standards
- Create a cohort of students that will be prepared for college and career options
- Transform teaching and learning for real-world application
- Sustainability beyond the grant with resources, partnerships, and enrollment

CONTEXT

- Reduce or eliminate minority group isolation among Black and Hispanic students at the ***iCAN*** Magnet Schools
- Increase the number of major racial and ethnic groups in the ***iCAN*** Magnet Schools that are proficient or above on the State assessments in ELA and Math
- Program redesign and creation of a whole school magnet model at the six schools and increase matriculation of students from middle to high
- Provide teachers and staff with professional development leading to increased instructional capacity in delivering curriculum aligned with college and career readiness
- Increase and improve family and community engagement and participation at the six ***iCAN*** Magnet Schools

*Integrated Career & College Network (**iCAN**): Olsen Middle to South Broward High School Logic Model*
2017 Application

Resources

Staff
- MS and HS career and academic advisors
- Funding for stipends, substitutes, and supplements

External
- Integrated Career & Academic Networks/Consultants
- Post-secondary education partners
- Virtual Enterprise International -VEI for HS and VEjv for MS
- Linking Experiences to Educational Outcomes (LEEO)
- National Academy Foundation (NAF)
- Networking for Teaching Entrepreneurship (NFTE)

School Board Policies
- 6000.1 Pupil Progression
- 5004.1 School Choice
- 5000 Adequate Facilities
- School Improvement Plan

Transportation
- Student activities transportation

Professional Development/Resources
- Big Picture/Buck Institute (HS) and Summit (MS)
- Socio-Economic Learning- Check and Connect (HS) and Life Skills Training (MS)
- SEL Naviance District Management System
- Personalized and Blended Learning- Canvas
- PBL and Career and Academic Networks
- Instructional strategies & master plan redesign and other theme-related professional development

Supplies/Materials
- Business Incubator Entrepreneurial Program

Equipment and Furniture
- Industry specific classroom equipment
- Exploratorium furniture/equipment (retrofit)

Technology/Resources
- Software and hardware
- Career and Academic Network/Employability Skills/Entrepreneurship Curriculum
- Coding & Engineering Curriculum

Activities

- Marketing and Recruitment
- Master Schedule personalization & student personalized schedule
- Big Picture Learning School Success Evaluation (HS) and Summit (MS)
- Teachers and administrators participate in implementation theme-based interdisciplinary curriculum, SEL, PBL and resource specific Professional Learning Communities (PLCs), i.e. VEI, career readiness, LEEO, Big Picture and Summit, STEM-engineering
- CNT Meetings bi-annually
- Develop competency-based student performance measures
- Select industry certifications aligned with academic networks
- Reconfigure classroom space into Exploratorium Lab and install the Naviance (college & career readiness) and Canvas (personalized & blended learning) platforms; utilize career & academic models/real-world situations
- Internships (HS) juniors and seniors
- Mentorship/Capstone projects implemented (HS) and Stepping Stone (MS)
- Advanced course summer programs
- School Success Study & Designed personalized each year with 9th graders
- Partnerships as resources and joint activities, i.e. Junior Achievement, post-secondary institutes, STEM-related organizations

Events
- Develop academic and career related student events, i.e.
  Shark Tanks
  Entrepreneurship Colloquium
  Industry Connections
  Summer 2-week program-Life Skills Training (MS) & Check and Connect (HS)
  Career Network Showcase/Demo Day
  Robotics, Remotely Operated Vehicle (ROV), Sea Perch & MATE, Gliders/Drones and SECME Competition, Olympiad
  Family Nights/Parent University/Guest Speakers/Award Ceremony

Outputs

- Master Schedule aligns with iCAN Networks
- Student personalized schedules
- Big Picture Learning Assessment and School-based Proposals (HS) and Summit (MS); student-led conferences and one-on-one mentoring with educational/career/business/industry advisors and teachers
- Implement Big Picture Learning models of personalized learning, mentoring, advising and parent engagement (HS) and Summit (MS)
- Teachers develop personalized learning and project based learning strategies
- Teachers design/implement interdisciplinary lessons, coursework and strategies/career & academic curriculum
- Teachers obtain industry credentials/students secure career/workforce certificates
- Mentorship/Internship/Capstone Projects implemented (HS) and mentorship/Stepping Stone (MS)
- Partnerships established and Career & Academic Networks
- Students participate in PBL and Exploratorium Lab (Naviance & Canvas platforms)
- Continue development of career networks, i.e. job shadowing, off-campus real-world experiences, mentoring time with educational/business/industry stakeholders and other career-related experiences
- Evaluation- i.e. data driven evaluation process, continuous improvement (stakeholders), partnerships/stakeholders round table/CNT, Opportunity U (Parent University)

Short-term Outcomes

- Teacher and Administrator participation in Big Picture National Conference: *Big Bang*
- Teachers implement personalized learning and project based learning strategies
- Establish the career networks
- Professional development (PD) for teachers
- Implement student activities
- Create a seamless transition from MS to HS
- Develop partnerships with business community/networking
- Offer mentorship (HS & MS) and internship opportunities (HS)
- Create capacity through PD
- Increase academic achievement
- Integrate students with diverse socioeconomic status
- Increase parental involvement in the targeted schools
- Increase enrollment at the HS level
- 2 full-time staff
- Industry specific equipment/tools
- Collaborative furniture
- SEL and PBL Curriculum
- Workplace Skills/Entrepreneur curriculum
- Hardware and Software
- Knowledge about evidenced-based instructional strategies, Interdisciplinary curriculum development and implementation
- Align Workplace Employability Readiness skills to content standards
- Reduce minority group isolation
- Integrate students with diverse socioeconomic status
- Increase parental involvement in the targeted schools
- Increase enrollment at the high school level
- Develop a school-based sustainability plan

Long-term Outcomes

- Reduce and/or eliminate minority group isolation
- Increase proficiency and achievement in academics, career readiness, and employability skills
- Access to a highly rigorous thematic interdisciplinary curriculum
- Build capacity of iCAN schools through a continuous improvement process
- Increase enrollment at the middle and high school levels
- Create a cohort of students that will be prepared for college and career options
- Transform teaching and learning for real-world application
- Sustainability beyond the grant with resources, partnerships and enrollment

CONTEXT

- Reduce or eliminate minority group isolation among Black and Hispanic students at the ***iCAN*** Magnet Schools
- Increase the number of major racial and ethnic groups in the ***iCAN*** Magnet Schools that are proficient or above on the State assessments in ELA and Math
- Program redesign and creation of a whole school magnet model at the six schools and increase matriculation of students from middle to high
- Provide teachers and staff with professional development leading to increased instructional rigor and curriculum aligned with college and career readiness
- Increase and improve family and community engagement and participation at the six ***iCAN*** Magnet Schools

*Integrated Career & College Network (**iCAN**): Pompano Beach Middle to Blanche Ely High School Logic Model*
2017 Application

Resources → Activities → Outputs → Short-term Outcomes → Long-term Outcomes

Resources

Staff
- MS and HS career and academic advisors
- Funding for stipends, substitutes, and supplements

External
- Workforce Employability Academic Support Team
- Integrated Career & Academic Networks/Consultants
- Post-secondary education partners
- Virtual Enterprise International -VEI for HS and VEjv for MS
- Buck Institute for HS and Summit for MS Networks
- Linking Experiences to Educational Outcomes (LEEO)
- National Academy Foundation (NAF)
- Networking for Teaching Entrepreneurship (NFTE)

School Board Policies
- 6000.1 Pupil Progression
- 5004.1 School Choice
- 5000 Adequate Facilities
- School Improvement Plan

Transportation
- Student activities transportation

Professional Development/Resources
- Big Picture/Buck Institute (HS) and Summit (MS)
- Socio-Economic Learning- Check and Connect (HS) and Life Skills Training (MS)
- SEL Naviance District Management System
- Personalized and Blended Learning- Canvas
- PBL and Career and Academic Networks
- National Academy Foundation
- Instructional strategies & master plan redesign and other theme-related professional development

Supplies/Materials
- Business Incubator Entrepreneurial Program

Equipment and Furniture
- Exploratorium furniture/equipment (retrofit)
- Industry specific classroom equipment

Technology/Resources
- Software and hardware
- Career and Academic Network/Employability Skills/Entrepreneurship Curriculum
- Coding & Engineering Curriculum
- VEI (HS) and VEjv (MS)

Activities
- Marketing and Recruitment
- Master Schedule personalization & student personalized schedules
- Big Picture Learning School Success Evaluation (HS) and Summit (MS)
- Teachers and administrators participate in implementation theme-based interdisciplinary curriculum, SEL, PBL and resource specific Professional Learning Communities (PLCs), i.e. VEI, career readiness, LEEO, Big Picture and Summit, STEM-engineering
- CNT Meetings bi-annually
- Develop competency-based student performance measures
- Select industry certifications aligned with academic networks
- Reconfigure classroom space into Exploratorium Lab and install the Naviance (college & career readiness) and Canvas (personalized & blended learning) platforms; utilize the career and academic network models/real-world situations
- Internships (HS)
- Mentorship/Capstone projects implemented HS) and Stepping Stone (MS)
- Advanced course summer programs
- School Success Study & Designed personalized each year with 9th graders
- Partnerships as resources and joint activities, i.e. FAU, FIU, NSU, UM, Junior Achievement, post-secondary institutes, STEM-related organizations

Events
- Develop academic and career related student events, i.e.
  Entrepreneurship Colloquium
  Industry Connections
  Summer 2-week program-Life Skills Training(MS) & Check and Connect (HS)
  Career Network Showcase/Demo Day
  Robotics, Remotely Operated Vehicle (ROV), SECME Competition
  Family Nights/Parent University/Guest Speakers/Award Ceremony

Outputs
- Master Schedule aligns with iCAN Networks
- Student personalized schedules
- Big Picture Learning Assessment and School-based Proposals (HS) and Summit (MS)
- Implement Big Picture Learning models of personalized learning, mentoring, advising and parent engagement (HS) and Summit (MS); student-led conference and one-on-one mentoring with educational/business/industry advisors and teachers
- Teachers develop personalized learning and project based learning strategies
- Teachers design/implement interdisciplinary lessons, coursework and strategies/career & academic curriculum
- Teachers obtain industry credentials/students secure career/workforce certificates
- Mentorship/Internship/Capstone Projects implemented (HS) and mentorship/Stepping Stone (MS)
- Partnerships established and Career & Academic Networks
- Students participate in PBL and Exploratorium Lab (Naviance and Canvas platforms)
- Continue development of career networks, i.e. job shadowing, off-campus real world experiences, mentoring with educational/business/industry stakeholders and other career-related experiences
- Evaluation- i.e. data driven evaluation process, continuous improvement (stakeholders), partnerships/stakeholders round table/CNT, Opportunity U (Parent University)

Short-term Outcomes
- Teacher and Administrator participation in Big Picture National Conference: *Big Bang*
- Teachers implement personalized learning and project based learning strategies
- Establish the career networks
- Professional development (PD) for teachers
- Implement student activities
- Create a seamless transition from MS to HS
- Develop partnerships with business community/networking
- Offer mentorship (HS & MS) and internship opportunities (HS)
- Create capacity through PD
- Increase academic achievement
- 2 full-time staff
- Industry specific equipment/tools
- Collaborative furniture
- SEL and PBL Curriculum
- Workplace Skills/Entrepreneur curriculum
- Hardware and Software
- Knowledge about evidenced-based instructional strategies, Interdisciplinary curriculum development and implementation
- Align Workplace Employability Readiness skills to content standards
- Reduce minority group isolation
- Integrate students with diverse socioeconomic status
- Increase parental involvement in the targeted schools
- Develop a school-based sustainability plan

Long-term Outcomes
- Reduce and/or eliminate minority group isolation
- Increase proficiency and achievement in academics, career readiness, and employability skills
- Access to a highly rigorous thematic interdisciplinary curriculum
- Build capacity of iCAN schools through a continuous improvement process
- Create a cohort of students that will be prepared for college and career options
- Transform teaching and learning for real-world application
- Sustainability beyond the grant with resources, partnerships and enrollment

CONTEXT
- Reduce or eliminate minority group isolation among Black and Hispanic students at the ***iCAN*** Magnet Schools
- Increase the number of major racial and ethnic groups in the ***iCAN*** Magnet Schools that are proficient or above on the State assessments in ELA and Math
- Program redesign and creation of a whole school magnet model at the six schools and increase matriculation of students from middle to high
- Provide teachers and staff with professional development leading to increased implementation of engaging curriculum aligned with college and career readiness
- Increase and improve family and community engagement and participation at the six ***iCAN*** Magnet Schools

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** MSAP iCAN Budget Narrative and Indirect Rate.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT12384558 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 10, 2017 01:16:48 PM EDT

iCareer & Academic Networking (*iCAN*)

5 YEAR BUDGET

DRAFT

Cost Description	FTE	Year 1	Year 2	Year 3	Year 4	Year 5	Total
PERSONNEL							
District-level Magnet ***iCAN*** Coordinator @ $64,719 per year, plus 3% projected salary increase: will assist the four iConnection Magnet Schools with integrating theme concepts across core academic subject areas, conducting staff training, working with evaluation benchmarks/plans, and integrating technology across the curriculum. The coordinator will be responsible for assisting with the planning, designing, and implementing of the new magnet programs; assisting in the professional development and ongoing in-service workshops of teachers; and meeting with parents and community leaders regularly to market and recruit students at open houses and other district marketing events. This individual will also collect and assist in evaluation activities of the iConnection Magnet Schools. In addition, this person will provide ongoing technical assistance including: implementation of evidence-based instructional strategies, development rubrics, monitoring tools, professional learning communities, reporting tools and reports.	1	64,719.00	66,661.00	68,660.00	70,720.00	72,842.00	343,602.00
Career Advisor @ $58,727 per year, plus 3% projected salary increase: will be responsible for serving as the liaison for the school and Exploratorium, providing career and outreach opportunities to students and teachers. In addition, this individual will work with the following activities: develop partnerships with local, state, and national businesses, organizations, agencies, and community groups to provide internships and mentoring opportunities for students and teachers, conduct regular career & college readiness presentations to classes, student clubs and organizations, build collaborative relationships between middle & high school faculty, post-secondary institutions to support the seamless matriculation of students, develop and maintain a student portfolio system with career assessment tools, support faculty in professional development through "Teachers in the Workplace" summer opportunities aligned with business & industry and other workplace experiences, secure guest speakers for classes, arrange field trips for students & teachers, develop the Exploratorium website with integrated technology tools supporting career and college research.	6	352,362.00	362,933.00	373,821.00	385,035.00	396,587.00	1,870,738.00
Curriculum Advisor @ $58,727 per year, plus 3% projected salary increase (1 for each of the 6 schools): will provide instructional guidance and support with the development and implementation of STEM education, utilizing the District and State's curriculum models. This individual will assist teachers with curriculum development at each of the four schools, work with teachers to ensure integration of relevant STEM problem-solving/project-based learning activities at all grade levels, serve as the coordinator for middle school teachers & students in the regular use of the high school STEM Lab, will oversee the resources and equipment in the STEM Lab, will serve as a resource in identifying relevant and research-based instructional interventions to improve student achievement in STEM education, will support classroom instruction and oversee the programming for the post-secondary engineering mentors, will assist in securing partners related to STEM education, and will maintain logs and documentation of school-wide STEM implementation	6	352,362.00	362,933.00	373,821.00	385,035.00	396,587.00	1,870,738.00
Budget Support Specialist @ $50,240 per year, plus 3% projected salary increase will be responsible for the day-to-day budget management of the MSAP grant. Position will process salary and non-salary expenses, reconcile overall budget, process amendments, and maintain budget reports accordingly, ensuring budgeting compliance and providing full and accurate fiscal reports to the School Board of Broward County as well as the U.S. Department of Education.	1	50,240.00	51,747.00	53,300.00	54,899.00	53,300.00	263,486.00
Clerk Specialist IV @ $35,894 per year, plus 3% projected salary increase. This district-based person will assist the District MSAP management team and six schools with the daily clerical operations of the entire project. This includes development forms, correspondance, documentation systems, working with parents applying to the schools via phone & email, assisting with reports and documents.	1	40,614.00	41,832.00	43,087.00	44,380.00	43,087.00	213,000.00
Micro-Tech District @ $44,211 per year, plus 3% projected salary increase. This district-based person will assist the District MSAP Management Team and six schools with the acquistion of technologyequipment, installation of computers, software/web-based programs, classroom support for teachers and students.	1	50,193.00	51,699.00	53,250.00	54,847.00	53,250.00	263,239.00
School-level Magnet iCAN Coordinator @ $58,727 per year, plus 3% projected salary increase: will assist with integrating theme concepts across core academic subject areas, conducting staff training, working with evaluation benchmarks/plans, and integrating technology across the curriculum. The coordinator will be responsible for assisting with the planning, designing, and implementing of the new magnet programs; assisting in the professional development and ongoing in-service workshops of teachers; and meeting with parents and community leaders regularly to market and recruit students at open houses and other district marketing events. This individual will also collect and assist in evaluation activities of the iConnection Magnet Schools. In addition, this person will provide ongoing technical assistance including: implementation of evidence-based instructional strategies, development rubrics, monitoring tools, professional learning communities, reporting tools and reports.	1	58,727.00	60,489.00	62,303.00	64,173.00	62,303.00	307,995.00

iCareer & Academic Networking (*iCAN*)

5 YEAR BUDGET

DRAFT

Cost Description	FTE	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Curriculum writers - **YEAR 1** (9) teachers per school (60 hrs. per teacher at $37.96) will work together to produce a collection of curriculum that integrates hands-on activities for 6th - 12th grade students. These projects will be ongoing for all students, aligned with the annual menu of student activities and projects. All activities will be integrated throughout core content areas and electives. This curriculum will include the authentic assessment tools; **YEAR 2** - (9) teachers per school (80 hrs. per teacher at $39.10); **YEAR 3** - (9) teachers per school (60 hrs. per teacher at $40.27); **YEAR 4** - (9) teachers per school (60 hrs. per teacher at $41.48); **YEAR 5** - (9) teachers per school (60 hrs. per teacher at $42.72)		20,498.00	28,151.00	21,747.00	22,399.00	23,071.00	115,866.00
5 Substitute teacher days per teacher to provide the classroom teachers the opportunity for release time to participate in model classroom visits, collaborate with peers on theme integration and instructional strategies. In addition, substitutes enable teachers to coordinate/oversee student activities including field trips, competitions and industry/research project. YEAR 1 - 38 teachers, YEAR 2 - 53 teachers, YEAR 3 53 teachers, YEAR 4 53 teachers, YEAR 5 53 teachers		16,150.00	22,525.00	22,525.00	22,525.00	22,525.00	106,250.00
Stipends - teachers at each magnet school to receive staff development in academic and career technical education, performance standards and assessment methods and theme area training. Salaries for teachers to participate in essential training related to the academic and career technical projects and student achievement. All trainings will align with the academic performance standards, assessment methods, researched-based instructional pedagogies, and personalized learning concepts. The trainings will use PLC's and align with each individual teacher's professional development plan. After-school training and summer training for 498 teachers,coaches and guidance counselors at $15 per hour, 24 hour for each school. In addition, $25 per hour for an additional hour for 64 hours per school for 3 middle schools to conduct student enrichment program that provides social and emotional support, academic achievement, and activities to enhance the students in their career network.		184,080.00	184,080.00	184,080.00	184,080.00	184,080.00	920,400.00
TOTAL PERSONNEL		**1,189,945.00**	**1,233,050.00**	**1,256,594.00**	**1,288,093.00**	**1,307,632.00**	**6,275,314.00**
FRINGE BENEFITS							
District Level Magnet ***iCAN*** Coordinator Variable cost 17.6%, Fixed $8,088		19,479.00	19,820.00	20,172.00	20,535.00	20,908.00	100,914.00
Career Advisor Variable cost 17.6%, Fixed $8,088		110,544.00	112,404.00	114,320.00	116,294.00	118,327.00	571,889.00
Curriculum Advisor Variable cost 17.6%, Fixed $8,088		110,544.00	112,404.00	114,320.00	116,294.00	118,327.00	571,889.00
Budget Support Specialist Variable cost 17.6%, Fixed $8,088		16,930.00	17,195.00	17,469.00	17,750.00	17,469.00	86,813.00
Clerk Specialist IV Variable cost 17.6%, Fixed $8,088		15,236.00	15,450.00	15,671.00	15,899.00	15,671.00	77,927.00
Micro-Tech District Variable cost 17.6%, Fixed $8,088		16,922.00	17,187.00	17,460.00	17,741.00	17,460.00	86,770.00
School Level Magnet ***iCAN*** Coordinator Variable cost 17.6%, Fixed $8,088		18,424.00	18,734.00	19,053.00	19,382.00	19,053.00	94,646.00
Curriculum Writers Variable cost 17.6%		3,608.00	4,955.00	3,827.00	3,942.00	4,060.00	20,392.00
Substitutes Variable cost 17.6%		2,842.00	3,964.00	3,964.00	3,964.00	3,964.00	18,698.00
Stipends (Variable cost 9.6%)		17,672.00	17,672.00	17,672.00	17,672.00	17,672.00	88,360.00
TOTAL FRINGE BENEFITS		**332,201.00**	**339,785.00**	**343,928.00**	**349,473.00**	**352,911.00**	**1,718,298.00**
TRAVEL							
Out-of-County Travel - costs will cover district staff (2) to attend the MSAP Project Director Mtgs, MSA & theme-related conferences and school visits. School level staff will attend theme related conferences/trainings including; Big Picture Learning (BPL) & Summit Learning Conferences and site visits to BPL and Summit schools.		50,380.00	25,000.00	25,000.00	50,380.00	25,000.00	175,760.00
Student Events & Competitions - Career Network programs for all six schools, to enable 6th - 12th grade students to attend special events & competitions. Examples include: VEI & VEIJV, US FIRST Robotics, Global Logistics, Early Childhood, Entreprenuership, First Lego Leagues, EPICS Engineering, Immersion/Hospitality, Drone, Debate, and other related competitions and events. Each high school will receive $10,000 per year and the middle schools will receive $5,000 per year to provide students the opportunity to participate in their Network events and competitions.		74,500.00	74,500.00	74,500.00	74,500.00	74,500.00	372,500.00
In-County travel is $0.535 per mile/mileage for the grant coordinator to travel throughout the district to ensure quality project implementation. This is important to maintain communication, attend events/meetings, establish business/community partnerships, and implement the iCAN program. .(Estimated travel miles is 600 per person for one district grant coordinator)		321.00	321.00	321.00	321.00	321.00	1,605.00
TOTAL TRAVEL		**125,201.00**	**99,821.00**	**99,821.00**	**125,201.00**	**99,821.00**	**549,865.00**

iCareer & Academic Networking (*iCAN*)

5 YEAR BUDGET

DRAFT

Cost Description	FTE	Year 1	Year 2	Year 3	Year 4	Year 5	Total
SUPPLIES							
1 Poster Maker for 3 schools in Year 4 & 3 schools in Year 5 - to use for student projects, competitions, activities and marketing of the magnet programs. The cost is $4,500 per poster maker.					13,500.00	13,500.00	27,000.00
Classroom equipment to expand and create the Career/College Networks at the middle and high schools.This will include the creation of collaborative learning spaces for the following: Summit Learning Classrooms, VEI & VEIJV labs,TV Production, Urban Teacher Academy, Marine/Maritime, Science/Engineering, Medical Sciences, Hospitality/Immersion, Aerospace, Medical Sciences, Engineering includes: classroom tables/desks, chairs, flexible shelving, to provide students with the abilitiy to participate in collaborative and project-based learning projects. Years 1-5 provide $20,000 for 6 schools per year.		120,000.00	120,000.00	120,000.00	120,000.00	120,000.00	600,000.00
The College/Career Networks will require materials and supplies to support the academic and theme curriculum of the magnet program at each of the six schools. The instructional materials will be purchased to develop, enrich, and enhance classroom instruction for all students. All six schools will receive the following: Year 1- $25,000 per school, Year 2 -$27,500 per school, Year 3 $22,500 per school, Year 4 - $4,000 per school and Year 5 - $3,000 per school.		150,000.00	165,000.00	135,000.00	24,000.00	18,000.00	492,000.00
Training materials & supplies will include; teacher references, study guides, textbooks, curriculum and supporting material for themes, student/teacher guides, lab supplies, and other project-based items to assist teachers to implement strategies that directly impact student achievement by integrating the ***iCAN*** Magnet Theme. Years 1-5 all 6 schools $4,800 per school, each year.		28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	144,000.00
Development of the Summit Learning Classrooms at 3 middle schools, includes 25 student learning stations, chairs, storage for grades 6-8 over 3 years. $60,000 per middle school.		-	180,000.00	180,000.00	180,000.00	-	540,000.00
1 Projector Elmo per school in Year 1 and Year 2 @ $1,645 per projector for the Exploratorium and a ***iCAN*** Network Classroom.		9,870.00	9,870.00	-	-	-	19,740.00
1 47" TV per school in Year 1 and Year 2, @ $763 per television, for the Exploratorium and for Magnet Program Communication and Marketing in general public area for parents and other stakeholders.		4,578.00	4,578.00	-	-	-	9,156.00
3D Printers - Year 1, 1 printer for the 6 schools ($2,900 each), Year 2, 2 printers for the 3 middle schools, and 3 for each of the 3 high schools. This is to be used by students for such activities as their "Stepping Stone & Capstone projects".		17,400.00	43,500.00	-	-	-	60,900.00
Exploratorium Student Learning Lab for 6 schools - To create a unique learning environment serving all students as a collaborative workspace with focus on career and college exploration/preparation, entrepreneurial/soft skill development, and problem-solving/project-based learning activities. Items include high-top computer tables w/chairs, student seating, portable shelving. $37,500 per school in Year One for all six schools, Year 2 - $12,500 each school for all six schools.		225,000.00	75,000.00	-	-	-	300,000.00
iCAN focused instruction/curriculum will require materials and supplies to support the academic and theme areas of the magnet program and schools. Instructional materials will be purchased to develop, enrich, and enhance classroom instruction for all students. Year 1 - $15,000 for each of 3 Middle and 3 High Schools. This will include kits, lab supplies, and theme-specific workshop & summer program supplies. Year 2 - $12,500 each of the 6 schools, program materials and expansion of the high school programs such as aerospace, immersion along with additional supplies to support the program, Year 3 - $10,000, each of the 6 schools will include program materials and will add additional modules for the middle schools curriculum and the materials & supplies needed. Year 4 - $7,500, each of the 6 schools will include program materials and will add additional modules for the middle schools curriculum and the materials & supplies needed Year 5- $5,900, each of the 6 schools will include program materials and will add additional modules for the middle schools curriculum and the materials & supplies needed.		90,000.00	75,000.00	60,000.00	45,000.00	35,400.00	305,400.00
Year 1 Laptop computers for (3) District Grant Staff ($834 per person), 12 laptops (4 per school) Summit Learning Teachers @ 3 middle schools ($834 per person). Year 2 - 5: 30 students laptops for Summit Learning for each of the 3 middle schools.		12,510.00	21,510.00	21,510.00	21,510.00	21,510.00	98,550.00
Printer for the District Grant Staff @ $1,057 and 5 printers at each 6 schools @ $1,057 each for Exploratorium and classrooms.		32,767.00	-	-			32,767.00
Desktop computers for Exploratorium; 30 computers for each of the 6 schools @ $739 each. Desktop computer will provide accessibility to teachers and students for development of STEM projects and presentations, developing a global innovative environment for all student		133,020.00		-			133,020.00
On-Line Enrollment and School Choice Software System to provide greater access and equity to parents and students to select the magnet program as part of the annual application process. This will provide an management system for the application process		-	-	185,000.00	185,000.00	185,000.00	555,000.00
Desktop Computers for 6 schools - Years 1-5 (10 per school) $539 per computer to be used in ***iCAN*** Network classrooms. To create a unique learning environment serving all students as a collaborative workspace with focus on career and college exploration/preparation, entrepreneurial/soft skill development, and problem-solving/project-based learning activities.		32,340.00	32,340.00	32,340.00	32,340.00	32,340.00	161,700.00
TOTAL SUPPLIES		**856,285.00**	**755,598.00**	**762,650.00**	**650,150.00**	**454,550.00**	**3,479,233.00**

iCareer & Academic Networking (*iCAN*)

5 YEAR BUDGET

DRAFT

Cost Description	FTE	Year 1	Year 2	Year 3	Year 4	Year 5	Total
CONTRACTUAL							
iCAN theme-related instructional consultants and curriculum development to work with schools to develop a personalized learning environment for students, develop project-based learning instructional strategies, provide business/industry professionals related to the ***iCAN*** networks. Examples include: Big Picture Learning and Summit Learning for development of a personalized learning environment, Virtual Enterprise International, Post-Secondary Institutions such as: Broward College, Florida International University and Florida Atlantic University to provide professional development for teachers, summer academy, student enrichment programs and parental outreach.		133,000.00	121,000.00	121,000.00	97,500.00	97,500.00	570,000.00
MSAP Evaluation. The METIS staff will provide the essential evaluation tools, conduct both formative and summative evaluations, and provide recommendations for adjustments, and building of capacity for the MSAP project.		65,000.00	65,000.00	65,000.00	105,000.00	105,000.00	405,000.00
TOTAL CONTRACTUAL		**198,000.00**	**186,000.00**	**186,000.00**	**202,500.00**	**202,500.00**	**975,000.00**
TRANSPORTATION							
Transportation for middle and high school students to particpate in field experiences, related activities,advance courseswork, attend competitions and theme-related events. Year 2 - 5 $50,000 per year for the six schools. Transportation for these activities will be maintained after the grant ends through expansion of activity bus support.			50,000.00	50,000.00	50,000.00	50,000.00	200,000.00
TOTAL TRANSPORTATION		**-**	**50,000.00**	**50,000.00**	**50,000.00**	**50,000.00**	**200,000.00**
OTHERS							
Registration/Admissions for students, teachers and staff including; field trips to related businsess/industries, student summer programs, student competitions such as: VEI, First Lego League, Southeastern Consortium of Minorities in Engineering (SECME), CTE competitions, Debate and conferences such as: Big Picture Learning, Magnet Schools of America, Career Technical Conferences, and other related events.		29,500.00	29,500.00	29,500.00	29,500.00	29,500.00	147,500.00
Industry Certification Fees for new/expanded Career Networks for middle and high school students. Approximate cost per certification is $50 per student. Funds allocated for the five years of the grant to support the initial costs for 330 students to participate, It is anticipate that the costs for additional students will be supported by the funding provided by the State, that is given to the schools for students passing industry certifications.		16,500.00	16,500.00	16,500.00	16,500.00	16,500.00	82,500.00
Marketing: The ***iCAN*** Magnet schools will require extensive marketing to both internal and external stakeholders. Funds will be utilized to ensure parents/students are aware of the choice option to attend one of the newly developed iConnections Magnet programs/schools. Allocations include: the development of strategic three-year marketing plan, printing, production of promotional materials (brochures, retractable banners, media packets, and informational flyers) mass media advertisements, countywide fair, promotional DVDs, podcasting, e-blasts, creation of theme website and screen ads. Postage will be needed for targeted and mass mailings.		55,000.00	55,000.00	55,000.00	60,000.00	60,000.00	285,000.00
Licenses/Subscriptions: Web-Based programs to support student achievement. Examples include: Gizmos, Reflex, Achieve 3000, Final Cut Pro, and Microsoft Office Suite.		64,000.00	97,000.00	64,000.00	92,000.00	75,000.00	392,000.00
TOTAL OTHERS		**165,000.00**	**198,000.00**	**165,000.00**	**198,000.00**	**181,000.00**	**907,000.00**
TOTAL DIRECT COST		**2,866,632.00**	**2,862,254.00**	**2,863,993.00**	**2,863,417.00**	**2,648,414.00**	**14,104,710.00**
TOTAL INDIRECT COST		**131,292.00**	**131,091.00**	**131,171.00**	**131,144.00**	**121,297.00**	**645,995.00**
TOTAL BUDGET		**2,997,924.00**	**2,993,345.00**	**2,995,164.00**	**2,994,561.00**	**2,769,711.00**	**14,750,705.00**

State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

April 4, 2017

Mr. I. Benjamin Leong
Broward County School District
600 SE 3rd Ave, 10th Floor
Ft. Lauderdale, Florida 33301-3125

Mr. Leong,

Your indirect cost proposal for fiscal year 2017-2018 has been reviewed and the restricted rate of 4.58% and unrestricted rate of 17.63% is approved with an effective date of July 1, 2017 through June 30, 2018.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

Matt Kirkland

Matt Kirkland
Chief Comptroller, Bureau of the Comptroller

PR/Award # S165A170021
Page e917

DISTRICT SCHOOL BOARD OF BROWARD COUNTY

CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE

PLAN B

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 4.58%	Federal Programs - Unrestricted with Carry Forward 17.63%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2015-2016, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

Robert W. Runcie	
Signature of District Superintendent	Signature of Finance Officer
3/16/17	MAR 15 2017
Date Signed	Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 4.58 %	**Federal Programs - Unrestricted with Carry Forward** 17.63 %

These rates become effective ***July 1, 2017, and remain in effect until June 30, 2018***, and will apply to all eligible federally assisted programs as

	4/4/17
Signature of Comptroller, Florida Department of Education	Date Signed

FA 469

2017 MAR 27 AM 6:56
BOE CONTROLLER'S OFFICE