

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**2011 CSP 84.282A (SEA) APPLICATIONS
CFDA # 84.282A
PR/Award # U282A110004
Grants.gov Tracking#: GRANT10828888**

Closing Date: MAR 18, 2011

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
6. ED 80-0013 Certification	e11
7. Dept of Education Supplemental Information for SF-424	e12

Narratives

1. Project Narrative - (Abstract Narrative...)	e13
Attachment - 1	e14
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e90
Attachment - 1	e91
Attachment - 2	e105
4. Budget Narrative - (Budget Narrative...)	e151
Attachment - 1	e152

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.).

Application for Federal Assistance SF-424

Version 02

*** 1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

*** 2. Type of Application:**

- New
- Continuation
- Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify)**

*** 3. Date Received:**

03/17/2011

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 Florida Department of Education

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

59-3474751

*** c. Organizational DUNS:**

7853199630000

d. Address:

*** Street1:**

325 West Gaines Street

Street2:

*** City:**

Tallahassee

County:

*** State:**

FL: Florida

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

32399

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mr.

*** First Name:**

Adam

Middle Name:

*** Last Name:**

Miller

Suffix:

Title:

Organizational Affiliation:

*** Telephone Number:**

850-245-0998

Fax Number:

*** Email:**

Adam.Miller@fldoe.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-012511-002

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): State Educational Agencies CFDA Number 84.282A

13. Competition Identification Number:

84-282A2011-1

Title:

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

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

Florida Charter Schools Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="24,211,868.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="24,211,868.00"/>

*** 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.)**

- Yes
- No

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:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 The Florida Department of Education

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	\$ 216,000	\$ 221,401	\$ 226,936	\$ 232,609	\$ 238,424	\$ 1,135,370
2. Fringe Benefits	\$ 73,202	\$ 75,033	\$ 76,908	\$ 78,831	\$ 80,802	\$ 384,776
3. Travel	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
4. Equipment	\$ 10,000	\$ 5,000	\$ 2,000	\$ 0	\$ 0	\$ 17,000
5. Supplies	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 35,000
6. Contractual	\$ 23,775,000	\$ 23,750,000	\$ 23,725,000	\$ 21,725,000	\$ 21,725,000	\$ 114,700,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 175,000
9. Total Direct Costs (lines 1-8)	\$ 24,166,202	\$ 24,143,434	\$ 24,122,844	\$ 22,128,440	\$ 22,136,226	\$ 116,697,146
10. Indirect Costs*	\$ 45,666	\$ 45,471	\$ 45,648	\$ 46,019	\$ 46,762	\$ 229,566
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 24,211,868	\$ 24,188,905	\$ 24,168,492	\$ 22,174,459	\$ 22,182,988	\$ 116,926,712

***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: 7/1/2010 To: 6/30/2013 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (3) 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)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 The Florida Department of Education

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 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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Adam Miller</p>	<p>* TITLE</p> <p>Commissioner of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>The Florida Department of Education</p>	<p>* DATE SUBMITTED</p> <p>03/17/2011</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Florida Department of Education

* Street 1: 325 W. Gaines Street * Street 2: _____

* City: Tallahassee * State: FL: Florida * Zip: 32399

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: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA 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: Adam Miller

* Name: Prefix Dr. * First Name Eric Middle Name J
* Last Name Smith Suffix _____

Title: Commissioner of Education Telephone No.: _____ Date: 03/17/2011

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

View Attachment

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 Florida Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Eric Middle Name:
* Last Name: Smith	Suffix:
* Title: Commissioner of Education	
* SIGNATURE: Adam Miller	* DATE: 03/17/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Mr. Adam Miller

Address:

* Street1: 325 West Gaines Street

Street2:

* City: Tallahassee

County:

* State: FL: Florida

* Zip Code: 32399

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

850-245-0998

Email Address:

adam.miller@fldoe.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract_Florida_CSP_2011.pdf**

Abstract

2011-2016 Florida Charter Schools Program Project Application

Florida Department of Education
325 West Gaines Street, Suite 522
Tallahassee, FL 32399

Adam Miller, Charter Schools Director
Office of Independent Education and Parental Choice
850-245-0998 Adam.Miller@fldoe.org

The mission of the Florida Department of Education (Department) is twofold: 1) to increase the proficiency of all students within one seamless, efficient system, allowing them to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities; and 2) to maintain an accountability system that measures student progress.

In support of this mission, the Department has developed a bold and innovative plan to increase student academic achievement by increasing the number of high quality charter schools across the state, with a special focus on educationally and economically disadvantaged students. The Department is requesting approximately \$23 million for each year of the five year grant period, for a total amount of almost \$117 million. These funds will allow the Department to achieve the following ambitious objectives proposed in this application:

- (1) Increase access to high-quality charter schools for educationally disadvantaged students.
- (2) Improve the authorizing practices and capacity of Local Education Agency Authorizers.
- (3) Increase the number of high-quality charter schools in Florida.
- (4) Increase the academic achievement of charter school students.

The Department has developed a comprehensive management strategy, including a detailed five year work plan and timeline, to achieve each of the project objectives, and

has the capacity to successfully implement the strategy. Florida is at the forefront of the educational reform movement, and strongly believes charter schools must play an integral role in our efforts. The Department's proposed activities demonstrate our commitment to supporting the growth and expansion of a high-quality charter school sector in Florida.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-Narrative_Florida_CSP_2011.pdf**

Competitive Preference Priority 1— Periodic Review and Evaluation (up to 10 points).

Florida statute provides for periodic review and evaluation by the authorized public chartering agency for each charter school at least once every five years to determine whether the charter school is meeting the terms of the school's charter and is meeting or exceeding the student achievement requirements and goals of the charter school. Florida meets and exceeds this competitive preference priority through a series of regulations found both in state statute and State Board of Education rule.

Charter schools in Florida are subject to rigorous evaluation and are held to the highest standards of accountability. Florida statute requires that all charter school contracts contain specific and measurable academic outcomes including the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the methods of measurement to be used (§1002.33(7)(a)3., F.S.). This same statute requires that all charter contracts include a description of how the baseline student achievement levels and prior rates of academic progress will be established and how future student achievement data will be collected, monitored and evaluated.

The Florida Department of Education developed a model contract that includes each of the above requirements and Florida statute (§1002.33(21)(a), F.S.) and State Board of Education Rule (6A-6.0786, F.A.C.) require that all charter schools and sponsors utilize the model contract.

Newly approved charter schools are eligible for a contract not to exceed five years (§1002.33(7)(a)12., F.S.). Charter schools that meet the requirements of student performance included in the charter, meet generally accepted standards of fiscal management, participate in the state's academic accountability system, and comply with the terms of their contracts are eligible for contract renewal at the expiration of their contract (§1002.33(8), F.S.).

Districts typically begin their formal contract renewal process nine to twelve months before the end of the contract. The renewal process includes a thorough review of the school's record of student academic achievement, financial performance, and contractual obligations. At least 90 days prior to the expiration of a charter contract, the sponsor must notify the charter school in writing of the sponsor's proposed action to renew or non-renew the contract (§1002.33(8), F.S.). A sponsor may choose to non-renew a charter (or terminate an existing charter school prior to contract expiration) for (1) failure to participate in the state's education accountability system or failure to meet the requirements for student performance stated in the charter, (2) failure to meet generally accepted standards of fiscal management, (3) violation of law, or (4) other good cause shown (§1002.33(8)(a), F.S.).

Upon receipt of the sponsor's proposed action to non-renew, the charter school may request and receive an informal hearing before the sponsor. If the sponsor moves forward with proposed action to non-renew, the sponsor must hold a public meeting at which time they will officially vote to non-renew the charter. All meetings in which a sponsor takes official action must be public meetings pursuant to Florida law (§286.011, F.S.). Failure by the sponsor to take official action on an expiring charter contract would result in the school's closure (charter school has due process rights that would allow for appeal of such non-action).

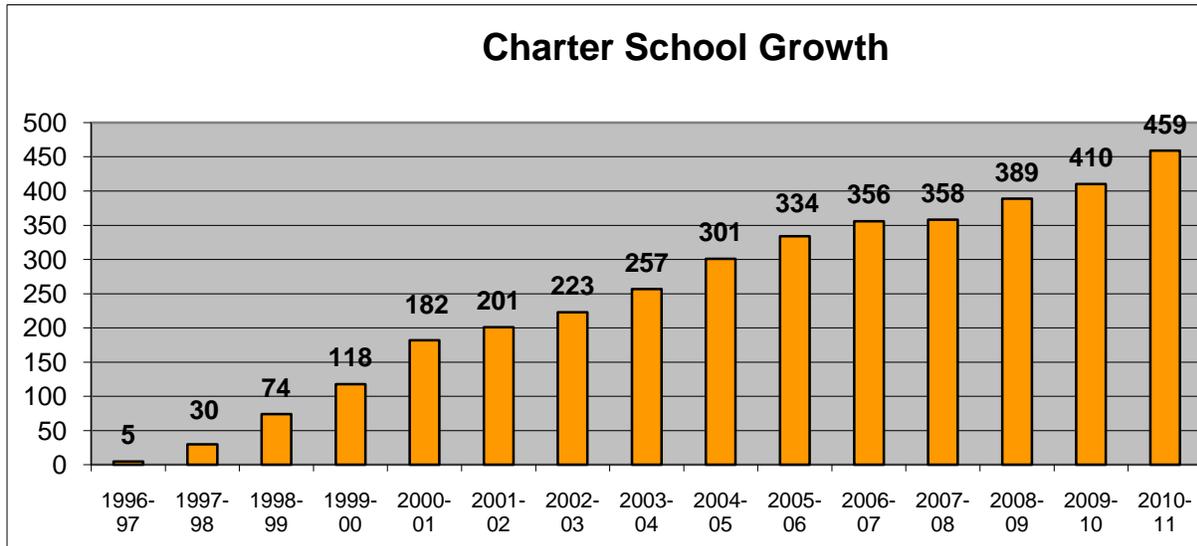
Florida statute further requires that sponsors must review and evaluate each charter school's progress on an annual basis (§1002.33(9)(k), F.S.). The annual review, referred to as the charter school annual accountability report, must include at a minimum: student achievement performance data that links baseline student data to the school's performance projections identified in the charter, financial status of the charter school, documentation of the facilities in current use, and descriptive information about the charter school's personnel (§1002.33(9)(k),

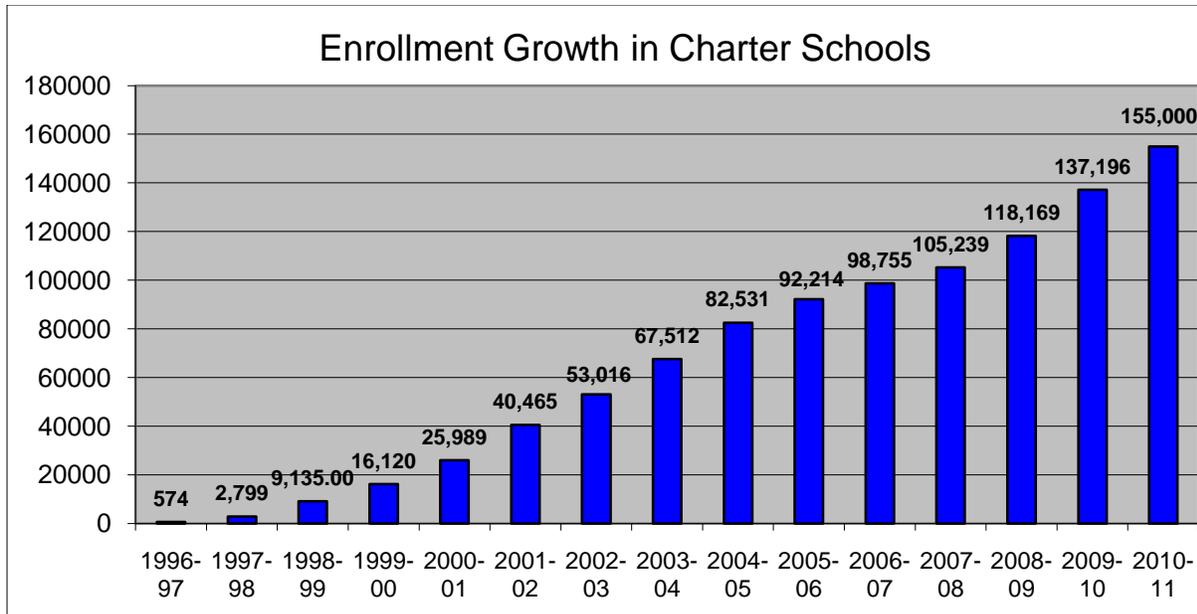
F.S). Upon completion of the annual reviews, the reports are forwarded to the Commissioner of Education for review.

All charter contracts are subject to termination at any point in the life of the contract if the sponsor can show “insufficient progress has been made in attaining the student achievement objectives of the charter and if it is unlikely that such objectives can be achieved before the expiration of the charter.” (§1002.33(7)(a)12., F.S.)

Competitive Preference Priority 2— Number of High-Quality Charter Schools (up to 8 points).

As illustrated below, Florida has witnessed significant increases in the number of high-quality charter schools across the state. Florida currently has 459 operating charter schools with an enrollment of almost 156,000 students. The charter school sector has seen steady growth over the last decade and a half.





The Florida Legislature created a statutory framework that codifies high-quality standards for every charter school. Section 1002.33(2), Florida Statutes requires that all charter schools meet the following three guiding principles:

- (1) Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.
- (2) Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.
- (3) Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the school.

The statute further defines the State’s definition of high-quality charter schools by prescribing the following purposes for every charter school:

- (1) Improve student learning and academic achievement.

- (2) Increase learning opportunities for all students with a special emphasis on low-performing students and reading.
- (3) Encourage the use of innovative learning methods.
- (4) Require the measurement of learning outcomes.

Through its statutory framework the Legislature has ensured that charter schools in Florida, in exchange for high degrees of autonomy and flexibility, are held to exceptionally high degrees of accountability. The system of accountability has functioned as designed, evidenced by the closure of over 60 charter schools, for academic performance-related issues, in the last five years. Charter schools in Florida that do not meet the State's standards for quality are closed.

Beginning in 1999, the Florida Legislature required the Department of Education to develop an assessment and accountability system for all public schools, including charter schools that would result in schools receiving an annual grade of "A" through "F". The school grade is based on both student proficiency and learning gains in mathematics, reading, science, and writing. Florida recently revised the school grading system for high schools to include participation and completion rates of accelerated learning options such as advanced placement, dual enrollment, and International Baccalaureate. In addition, graduation rates, industry certifications, and college readiness as measured by performance on the SAT, ACT, and CPT are now included in the annual high-school grading system.

Florida's charter school statute directs the Florida Department of Education to annually produce an analysis and comparison of the overall performance of charter students with comparable traditional public school students. The Department produces the report (Student Achievement in Florida's Charter Schools: A Comparison with Achievement in Traditional

Public Schools) which is subsequently delivered to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

The most recent Student Achievement Report for the 2009-2010 school year includes 95 overall comparisons of student achievement in charter schools versus traditional public schools. The report includes data on aggregate proficiency rates in reading, mathematics, and science, as well as proficiency rates among five subgroups (White, African-American, Hispanic, economically disadvantaged, and Exceptional Education), achievement gaps, and learning gains. The 2008-2009 report showed charter school students outperforming traditional public school students in 73 of the 86 (84.8%) comparisons (with one tie), while the 2009-2010 report showed charter school students outperforming traditional public school students in 83 of the 95 (87.3%) comparisons (with one tie). Importantly, in 2009-10, economically disadvantaged, African-American, Hispanic, and students with disabilities enrolled in Florida's public charter schools outperformed their traditional public school peers in reading, mathematics, and science at every grade level (elementary, middle, high). The full report can be viewed at https://www.floridaschoolchoice.org/pdf/Charter_Student_Achievement_2010.pdf.

The report also includes longitudinal data on charter school performance spanning a period of eight years. The data shows steady improvements in student achievement both in reading and mathematics, with charter school students outperforming their traditional public school counterparts in reading and mathematics at every grade level for two consecutive years. Over the past eight years, the percentage of charter schools receiving an "A" or "B" has increased from 53% to 71%. The report clearly shows a growing charter school sector that is increasing student academic achievement.

Competitive Preference Priority 3— One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (5 points).

Florida meets this competitive preference priority through the establishment of a statutorily created appeal process that allows charter schools to appeal the decision of an LEA to deny a charter school application (schools may appeal terminations and/or non-renewals as well.)

Florida's original charter school legislation was enacted in 1996 and provided local school boards and select state universities with the authority to sponsor public charter schools. In 2006, the Florida Legislature passed a bill creating the Florida Schools of Excellence Commission (FSEC) to act as a state-wide chartering authority. However, in 2008, the First District Court of Appeals invalidated the statute that created the FSEC, stating that the law was in fatal conflict with Florida's Constitution.

While Florida only allows its LEAs and select state universities to authorize charter schools, Florida Statute (§1002.33(6)(c), F.S.) includes a comprehensive and fair appeal process for charter schools. The appeal process defined in Florida Statute allows charter schools that have had an application denied, a contract terminated, or a contract non-renewed to appeal that decision to the Florida State Board of Education.

The appeal is brought before the Charter Schools Appeal Commission (CSAC) which is comprised of nine members appointed by the Commissioner of Education (4 members representing LEAs, 4 members representing operating charter schools, and the Commissioner or his designee). The CSAC holds a public meeting at which both the charter school and the LEA are provided the opportunity to present their case. After reviewing the record and

hearing both parties, CSAC members vote, and a written recommendation to either uphold or overturn the decision of the LEA is submitted by the CSAC to the Commissioner of Education. The Commissioner forwards the CSAC recommendation to the State Board of Education. The State Board of Education, at a public meeting, and after offering the charter school and the LEA an opportunity to speak, vote to approve or deny the appeal. The decision of the State Board of Education is considered a final agency action and is binding on the LEA. Over the last five years, approximately 20% of the appeals for charter school application denials brought forward have been granted by the State Board of Education.

Competitive Preference Priority 4— High Degree of Autonomy (up to 5 points).

Florida meets this competitive preference priority through a statutory and regulatory framework that guarantees charter schools a high-degree of autonomy over their budgets and expenditures.

External independent reviews have consistently ranked Florida’s charter school law among the strongest in the nation. The National Alliance of Public Charter Schools recently ranked Florida’s charter school law as the second strongest in the United States (<http://www.publiccharters.org/charterlaws/state/FL>). The Center for American Progress, in its annual *Leaders and Laggards (2009)* report, stated that Florida has an “above average charter school law,” and awarded Florida a gold star. The Center for Education Reform’s (CER) recent report stated that Florida’s law is one of only 13 state charter school laws that do not require significant revisions in order to meet the criteria for Race to the Top. A separate study published in the *American Journal of Education* titled Charter Ranking Roulette: An Analysis of Reports that Grade States’ Charter School Laws (2007) ranked Florida’s law as one of the ten strongest charter school laws in the United States. By codifying its principles into statute, the Florida

Legislature has fully embraced the concept of increased autonomy for charter schools in exchange for increased accountability.

Charter schools in Florida are exempt from the entirety of the state education code (sections 1000-1013) with the following exceptions: (1) statutes specifically dealing with charter schools; (2) statutes pertaining to the student assessment program and school grading system; (3) statutes pertaining to the provision of services to students with disabilities; (4) statutes pertaining to civil rights, including discrimination; and (5) statutes pertaining to student health, safety, and welfare (§1002.33(16)(a), F.S.). In addition, charter schools must abide by statutes relating to public meetings of the governing board, public records, and Florida’s constitutional maximum class-size requirements, except that charter schools are evaluated using the school-wide average instead of by the individual classroom.

Florida’s charter school statute guarantees charter school autonomy over its budget and expenditures by explicitly stating that the governing board of the charter school is responsible for annually adopting and maintaining the school’s operating budget (§1002.33(9)(h), F.S.).

Overall autonomy is further assured in statute by explicitly exempting the charter school from the policies and procedures of the LEA (§1002.33(5)(b)1.d., F.S.), and that the governing board of the charter school “shall exercise continuing oversight” over the operations of the school (§1002.33(9)(i), F.S.).

Competitive Preference Priority 5— Improving Achievement and High School Graduation

Rates (up to 12 points).

The Department’s CSP application includes a comprehensive set of strategies and activities designed to increase graduation rates and college readiness across the state. These activities are aligned with the Department’s Strategic Plan Area of Focus #3 to improve career

and college readiness and Florida's Race to the Top initiative to increase college and career readiness by increasing the high-school graduation rate, college enrollment, and college credit attainment.

The Department has committed, throughout this application, to focus its resources on assisting educationally disadvantaged students, and has set specific outcome measures (Outcome Measures 4.4, 4.5) related to increasing graduation rates for each of the targeted populations. The following strategies and activities are proposed to have a consequential impact on improving academic achievement, increasing graduation rates, and improving college readiness.

1. The Department will incentivize, through preference points and additional funding, the creation and operation of 25 new high-quality charter schools in the feeder zones or neighborhoods of the state's persistently lowest achieving (PLA) schools. These schools have disproportionately high percentages of students living in poverty (free and reduced-priced lunch), English Language Learners, and students with disabilities. Through its Race to the Top initiative, the Department has partnered with the Charter School Growth Fund (CSGF) to build the capacity of charter school management organizations and operators so that they are prepared to open high-quality schools within the highest need neighborhoods. This effort will increase student achievement, graduation rates, and college readiness. (see Objective 1, Process Measure 1.A, 1.B)
2. The Department will engage in an aggressive and sustained outreach effort designed to reach students, families, community leaders, and professionals in rural and low income school districts. The outreach will focus on increasing awareness related to charter

schools and the CSP program, and will result in increased enrollment of students in high-need areas in high-quality charter schools. (see Objective 1, Process Measure 1.D)

3. The Department proposes to fund two dissemination grants to eligible schools for the purpose of disseminating unique, innovative and highly effective instructional practices. The Department will focus on instructional practices that have proven effective with educationally and/or economically disadvantaged students. This dissemination grant will result in improved instructional practices, increased student academic achievement, increased graduation rates, and improved college readiness (see Objective 4, Process Measure 4.A).
4. The Department proposes to fund one dissemination grant to an eligible charter school that has demonstrated high levels of success in improving graduation rates, especially among economically disadvantaged students, English learners, students with disabilities, and/or students in rural areas. The Department will create a graduation task force comprised of teachers, school leaders, professionals, and policy advisors to provide recommendations to the Department in the development of the dissemination RFP. The dissemination grant will provide funds to a highly successful school to develop and implement a plan to disseminate to charter schools across the state the strategies and activities that have resulted in the school's success in graduating students on time. This dissemination grant is expected to result in increases in the graduation rate (see Objective 4, Process Measure 4.C).
5. The Department proposes to fund one dissemination grant to an eligible charter school that has demonstrated success in offering accelerated learning options such as dual-enrollment and/or advanced placement through a partnership with a college or university.

The dissemination grant will provide funds to the charter school for the purposes of supporting the creation of new charter schools that will partner with colleges and universities and offer accelerated learning options. This dissemination grant will result in increased options for accelerated learning, improved student achievement, and increased graduation rates (see Objective 4, Process Measure 4.E).

Competitive Preference Priority 6— Promoting Diversity (up to 5 points).

Florida’s public charter schools have had great success in providing new educational opportunities for its diverse student population. Florida state statute requires that all charter school contracts include a description of steps that the charter operator will take to ensure that the school achieves a racial/ethnic balance that is reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district (§1002.33(7)(a)8., F.S.).

Florida’s charter schools have historically achieved a racial/ethnic balance that is similar to the demographic composition of the state. The demographic data in the table below represents the breakdown of all public school students for the 2009-2010 school year

	Charter	Traditional
Student Membership	137,196	2,557,222
Gender		
Male	50%	52%
Female	50%	48%
Race		
White	39%	45%
African-American	22%	23%

Hispanic	33%	26%
Asian	2%	3%
American Indian	1%	<1%
Multi-Racial	3%	4%

The Department will continue its efforts to promote student diversity, including racial and ethnic diversity, in its charter schools. The Department has a multi-pronged strategy for achieving this objective.

First, the Department will continue to provide technical support and assistance to all new charter school applicants to ensure that they fully understand their statutory obligations related to student diversity. This information will be presented at all new applicant training sessions (See Process Measure 3.C).

The Department will create and disseminate a technical assistance paper providing guidance and strategies for schools to assist them in their marketing and recruitment efforts with the end goal of enrolling a student body that is demographically representative of the community.

The Department will implement an aggressive outreach effort designed to provide parents with information about their school choice options. This effort will target those parents with children from typically underserved communities, including rural and low income school districts and neighborhoods surrounding the Florida’s persistently lowest achieving public schools. The outreach effort will be coordinated with the Department’s Voluntary Public School Choice Grant infrastructure, which includes seven regional School Choice Parent Resource Centers (PRC), a mobile PRC and a virtual web-based PRC complete with on-line chat functionality.

Finally, the Department will provide preference points in the CSP sub-grant to charter school developers that propose to open and operate high-quality charter schools in rural and low-income school districts.

The Department has laid the foundation for these efforts. In 2010, the Department worked closely with the Office of the Governor to have January designated as School Choice Month for the State of Florida. Following that proclamation, the Department organized and hosted the first annual School Choice Expo in Hillsborough County. The Expo was designed to provide parents with information about their school choice options, including public charter schools. With over 450 parents attending the one-day event, plans are underway for next year's Expo. The Department will continue to increase its efforts to provide all families with public school choice options, with an emphasis on families from underserved communities.

Competitive Preference Priority 7—Improving Productivity (up to 5 points).

The Department's plan includes several strategies to improve productivity, including an open educational resource. The first strategy, which is aligned with Florida's Race to the Top Initiative is incorporated into Objective 3. Specifically, the Department will use CSP funds to incentivize and support both new and existing charter schools to adopt rigorous, fair, and comprehensive teacher evaluation systems that are primarily based on student achievement. The Department is committed to ensuring that every public school has highly effective teachers and the activities proposed under Objective 3 represent a strong effort to implement this agenda in Florida's public charter schools.

To further enhance productivity Florida proposes to use CSP grant funds to provide dissemination grants to extend the dissemination of a technology project that began during our last CSP cycle. More specifically, The Villages Charter School (VCS) dissemination grant

project resulted in the development of an open educational resource, created as a web-based system that includes a data warehouse and data dashboard for teachers. For more detailed information on the VCS dissemination grant, please refer to the executive summary in the appendices.

The tools created through the dissemination grant will be made available to every charter school in the state, free of charge. The Department has requested a waiver from the provision in §5202(d)(2), ESEA, which prohibits eligible charter schools from receiving more than one dissemination grant authorized under §5204(f)(6)(B), ESEA. If granted the waiver, the Department proposes to work with VCS to assist in the distribution of these tools, and any training necessary to fully implement.

The distribution and use of these tools will allow charter schools to further develop teacher evaluation systems based on student performance and will greatly improve productivity across Florida's charter school sector.

Further, the Department will work with the Florida Association of Charter School Authorizers to develop an online charter school monitoring system (OMS). The OMS will provide for the automation of many of the compliance related monitoring responsibilities that LEAs are required to perform. The system will create efficiencies for both charter schools and authorizers, and allow both to spend more time focused on analysis of student academic achievement.

Application Requirements

(i) Describe the objectives of the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program;

Please see Selection Criteria I beginning on page 21.

(ii) Describe how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate;

Please see Selection Criteria IV beginning on page 46.

(iii) Describe how the SEA will ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly;

Please see Selection Criteria IV beginning on page 46.

(iv) Describe how the SEA will disseminate best or promising practices of charter schools to each LEA in the State;

The Department will increase our dissemination of best or promising practices of charter schools to each LEA in the state through a number of strategies and activities. Each year, the Department hosts an annual statewide charter school conference which brings together school leaders from charter schools and LEAs. The 2010 annual conference was attended by over 600 people and featured over 30 breakout sessions, the majority of which were focused on best and promising practices, including a day-long pre-conference workshop on authorizing best practices. The conference also featured a school showcase that allowed a small number of Florida's highest achieving charter schools the opportunity to present information and materials about their successful practices. The Department actively recruits LEAs to the conference and over the last two years has waived the conference registration fee for LEAs. The Department develops a monthly newsletter that includes stories and articles about successful charter schools,

as well as a monthly CSP newsletter that focuses on fiscal administration issues. Both newsletters are electronically distributed to every LEA in the state.

(v) If an SEA elects to reserve part of its grant funds (no more than 10 percent) for the establishment of a revolving loan fund, describe how the revolving loan fund would operate;

The Department will not establish a revolving loan fund.

(vi) If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the State;

Waiver Request #1: The Florida Department of Education (FDOE) requests a waiver from the provision in §5202(c)(1) that limits project periods for grants to State Education Agencies (SEA) to no more than three (3) years, and requests authorization for a five (5) year project period for Florida.

Justification: The FDOE has developed a bold and ambitious plan to improve student academic achievement by dramatically increasing access to high-quality charter schools across the state, with a special emphasis on educationally disadvantaged students. Florida's plan will also increase the number of high-quality charter schools, increase student academic achievement, and strengthen the authorizing practices across the state. The size and scope of Florida's plan requires more than the 36 months authorized under §5202(c)(1), ESEA. The waiver will provide Florida with the time to effectively and responsibly implement the strategies and activities described herein. The waiver will also allow for a more comprehensive external evaluation, providing the Department with valuable recommendations for improvement.

Waiver Request #2: The Florida Department of Education (FDOE) requests a waiver from the provision in §5202(d)(2), ESEA, which prohibits eligible charter schools from receiving more than one dissemination grant authorized under §5204(f)(6)(B), ESEA.

Justification: The FDOE has developed an aggressive plan to use dissemination grants to allow our highest performing charter schools the opportunity to play an active role in building capacity, increasing efficiency, increasing quality, and raising student achievement across the state. The greatest barrier to successfully implementing this plan is the relatively small number of highly successful charter schools that are interested in pursuing dissemination grants.

Florida has experienced the same difficulties identified by Public Impact (2006) in the report they prepared for WestEd and USED titled, “Assessment of Charter Schools Program Dissemination Funding.” The report concluded that many states, “struggled to find qualified schools interested in applying for dissemination grant funds” and that few states, “had a large number of charter schools that met the minimum eligibility requirements to receive a dissemination grant.” (p.3)

Florida’s waiver request mirrors the recommendation offered by Public Impact to, “allow schools to apply for more than one dissemination grant. Once schools have completed a dissemination project, they will have increased capacity to develop and implement another project.”

If granted this waiver, FDOE will set additional eligibility criteria, above and beyond the criteria found in §5204(f)(6)(A), ESEA. Specifically, Florida’s dissemination grant RFPs will provide language for any school seeking a second dissemination grant to include substantive evidence that the school successfully met the project objectives and was in full compliance with all requirements of its first dissemination project.

Waiver Request #3: The Florida Department of Education (FDOE) requests a waiver from the provision in §5202(d)(1), ESEA, that prohibits charter schools from receiving more than one grant for program, planning, and implementation.

Justification: The FDOE requests this waiver for the purpose of encouraging and supporting significant expansion efforts of our highest performing charter schools. The provision in §5202(d)(1), ESEA, that prohibits charter schools from receiving more than one CSP grant significantly hampers the ability of the Department to increase access to high-quality charter schools for educationally disadvantaged students by reducing the pool of high-quality applicants. The Department wishes to support the expansion efforts of our most successful schools.

If granted the waiver, the Department will set specific eligibility criteria for schools seeking a second CSP grant. The eligibility criteria will include:

- (1) During each of the three previous years, the school received a school grade of “A” under Florida’s Assessment and Accountability system.
- (2) During each of the three previous years the school received an unqualified financial audit, pursuant to §218.39, Florida Statutes.
- (3) Demonstrable evidence of a need to significantly expand.

The school can meet the significant expansion requirement by meeting one of the following criteria: (1) increasing enrollment by 50% from the previous year, or (2) increasing enrollment by at least 100 students. This waiver will provide the Department with additional flexibility as we work to achieve our CSP project objectives and outcomes.

Waiver Request #4: The Florida Department of Education requests a waiver from the provisions in §5202(c)(2)(C), ESEA, that limits project periods for dissemination grants to two

(2) years. The Department requests authorization to extend dissemination project periods to thirty-six months.

Justification: The FDOE has developed an aggressive plan to use dissemination grants to allow our highest performing charter schools the opportunity to play an active role in building capacity, increasing efficiency and increasing quality, while raising student achievement across the state. Many of the dissemination projects proposed in this application involve complex issues, such as teacher evaluation, and will require more time than is permitted under existing regulation.

The Department has funded a number of dissemination grants during our last two CSP awards. A common request from dissemination sub-grantees is for additional time. They frequently cite constrained project periods, coupled with rigid school schedules, as their greatest challenge to responsibly completing their project and accomplishing their objectives. Another challenge facing dissemination sub-grantees is the size of Florida and the large number of charter schools across the state. Developing and implementing a dissemination program that has genuine statewide impact takes time. Restricting the project period to 24 months has greatly reduced the ability of the sub-grantees to effectively fulfill their project objectives.

(vii) Describe how charter schools that are considered to be LEAs under State law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

Charter schools in Florida are considered public schools within the LEA. Florida statute explicitly requires all public schools, including charter schools, to comply with the provisions of the Individual with Disabilities Education Act (IDEA). Section 1008.31, Florida Statutes, requires that Florida's K-20 education performance accountability system comply with the

requirements of the No Child Left Behind Act of 2001, Pub. L No. 107-110, and the Individuals with Disabilities Education Act. Further, Section 1002.33(16)(a)3., Florida Statutes, requires that charter schools comply with statutes pertaining to the provision of services to students with disabilities.

Florida's model charter school application includes an entire section on Exceptional Student Education and requires applicants to provide a detailed plan for: (1) how they will ensure that students with disabilities have an equal opportunity to be selected for enrollment through their lottery process; (2) how the school will provide services in the least restrictive environment; and (3) how the school will evaluate its effectiveness in educating students with disabilities.

In carrying out its oversight role, the Department is required to oversee the performance of every LEA in the state to ensure the effectiveness of each district's efforts to educate students with disabilities. In fulfilling this requirement, the Bureau of Exceptional Education and Student Services examines and evaluates procedures, records, and ESE services pursuant to IDEA 2004 within all LEAs. By extension, charter schools are required to adhere to the extensive monitoring and compliance guidelines established both in state and federal regulations.

Selection Criteria

(i) The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students in meeting State academic content standards and State student academic achievement standards (20 points).

Overview

The Florida Department of Education (Department) has developed a bold and innovative plan to use the federal Charter School Program (CSP) grant to increase student academic achievement across the state, with a special focus on educationally disadvantaged students. The

Department has aligned its CSP and Race to the Top efforts to ensure that every student in Florida has access to a high-quality school, and that high-quality charter schools play an integral role in the state's education reform initiatives.

The charter school movement in Florida began in 1996 when the Legislature passed the state's first charter school law. Charter schools were envisioned as an innovative and effective vehicle for increasing parental choice, improving student learning, fostering innovative instruction practices, and influencing the traditional public school system. The Legislature created a framework for Florida's charter school sector by codifying in statute a set of guiding principles and purposes, as described below.

Section 1002.33, Florida Statutes

(2) GUIDING PRINCIPLES; PURPOSE.—

(a) Charter schools in Florida shall be guided by the following principles:

- 1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*
- 2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.*
- 3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

(b) Charter schools shall fulfill the following purposes:

- 1. Improve student learning and academic achievement.*

2. *Increase learning opportunities for all students, **with special emphasis on low-performing students and reading.***
3. *Encourage the use of innovative learning methods.*
4. *Require the measurement of learning outcomes.*

The charter school sector has grown from 5 schools in 1996 to 459 schools today. Over 155,000 students are currently enrolled in charter schools, and more importantly, those students are performing at higher levels than are students enrolled in traditional public schools. The following is a sample of findings from the most recent Student Achievement Report in Florida's Charter Schools (2010).

- Charter school students outperformed traditional public school students in reading at the elementary, middle, and high school levels.
- Charter school students outperformed traditional public school students in mathematics at the elementary, middle, and high school levels.
- African-American students enrolled in charter school outperformed African-American students in traditional public schools in reading and mathematics at the elementary, middle, and high-school levels.
- Hispanic students enrolled in charter school outperformed Hispanic students in traditional public schools in reading and mathematics at the elementary, middle, and high-school levels.
- Economically disadvantaged students enrolled in charter school outperformed economically disadvantaged students in traditional public schools in reading and mathematics at the elementary, middle, and high-school levels.

- Exceptional education students enrolled in charter school outperformed Exceptional education students in traditional public schools in reading and math at the elementary, middle, and high-school levels.

The full report can be viewed at:

https://www.floridaschoolchoice.org/pdf/Charter_Student_Achievement_2010.pdf.

In addition, the achievement gap in reading and mathematics between white and African-American students and white and Hispanic students is smaller in charter schools than in traditional public schools at each grade level (elementary, middle, high).

As demonstrated by the data in the Student Achievement Report (2010), Florida's charter schools are performing at high levels and are meeting the needs of Florida's students. The Department is strongly committed to an education reform agenda that builds upon this success by continuing to provide technical, programmatic, and financial assistance to our existing charter schools and fostering an environment that encourages and supports the creation of new high-quality charter schools. The CSP grant is critical to this effort.

PROJECT OBJECTIVES

The Department's CSP application is driven by our commitment to achieve the following four project objectives:

1. Increase access to high-quality charter schools for educationally disadvantaged students.
2. Improve the authorizing practices of Local Education Agency authorizers.
3. Increase the number of high-quality charter schools in Florida.
4. Increase the academic achievement of charter schools students in Florida.

Successfully achieving these project objectives will accomplish the primary purpose of the CSP by expanding the number of high-quality charter schools available to students, with a special emphasis on increasing access to high-quality charter schools for educationally disadvantaged students. Specific and measurable process and performance outcomes are provided at the conclusion of this section. For a detailed work plan, please refer to Selection Criteria IV and the management plan.

The Department has a long history of supporting quality charter schools, most recently evidenced by the State's Race to the Top application which included specific and substantial support for charter schools. Florida continues to demonstrate its strong commitment to the expansion of high-quality charter schools in a number of ways. The Florida Legislature has consistently enabled the creation and support of high-quality charter schools by drafting and passing legislation that ensures charter school autonomy and flexibility while demanding high levels of accountability. Florida's policy makers have worked to continually improve the statutory and policy framework that governs our charter school sector, as evidenced by The National Alliance of Public Charter Schools' (2011) recent ranking of Florida's charter school law as the second strongest in the nation (<http://www.publiccharters.org/charterlaws/state/FL>), up from the ranking of 11th just one year ago.

OBJECTIVE 1

Increase access to high-quality charter schools for educationally disadvantaged students

In 2009, the Department identified 71 of the state's persistently lowest achieving (PLA) public schools (<http://flbsi.org/pdf/Persistently%20Low%20Performing%20Schools.pdf>). The Department proposes to use CSP funds to support the development and operation of 25 high-quality charter schools within the neighborhoods of our PLA schools.

Florida's winning Race to the Top application included a bold and innovative partnership with the Charter School Growth Fund (CSGF) to build statewide capacity by identifying, recruiting, and supporting the creation and development of charter management organizations (CMO) that will open high-quality charter schools in high-need neighborhoods.

Accordingly, the Department and the CSGF plan to identify a small number of existing high performing charter school operators in Florida, who are capable of developing additional schools and build the capacity of these organizations to launch new schools, over the next several years. The team will also approach a small number of high-performing CMOs nationally about the prospects of launching new schools in Florida. In addition, partnerships will be developed with one or two school incubator organizations to develop a small number of new stand-alone, college preparatory charter schools in high-need communities. Finally, CSGF and the Department will support several entrepreneurs developing next-generation school models that "blend" learning by combining online learning with the key practices of successful brick-and-mortar charter schools.

The partnership between the Department and the CSGF will result in a pipeline of exceptional charter school developers and operators that have the capacity to open and operate high-quality charter schools to serve our most educationally disadvantaged students. The Department's CSP application is closely aligned with Florida's Race to the Top efforts and the state's overall education reform initiatives.

Through the CSP grant, the Department will give both preference points and additional funds to up to five sub-grantees a year that are granted charters to operate high-quality charter schools within the feeder patterns of one of Florida's persistently lowest achieving (PLA) schools. In order to be eligible for the additional funds the charter school must meet the following criteria:

- Located within the feeder zone of one or more of Florida's Persistently Lowest Achieving (PLA) schools.
- Utilizes a weighted lottery system that gives preference to students wishing to transfer from a PLA school. Weighted lottery must, at a minimum, provide two lottery entries for each student seeking to transfer from a PLA school (as permitted under USED CSP Non-Regulatory Guidance, July 2004).
- Initial enrollment of at least 75 students, with realistic and timely plans to expand to a minimum of 200.
- Successfully enrolls and retains a substantial number of students currently attending or zoned for a PLA school. (Minimum of 60% of enrollment must be students previously enrolled in or zoned for a PLA school. Sixty percent must be maintained for both October and February FTE survey); and,
- Demonstrate capacity to improve student achievement, either through partnership with national charter school funding organization, or by a strong record of raising student achievement in demographically similar schools.

In addition to the collaboration with the CSGF, and the preference points and additional funding, the Department will conduct at least three training activities across the state to assist new charter school applicants. The trainings will be conducted in areas with high concentrations of PLA schools. The trainings will serve multiple functions. First, the trainings provide potential applicants with the technical support necessary to submit a charter school application to their local public chartering agency. A secondary function of the trainings is to disseminate and share information about the unique opportunities and benefits of the charter school model.

The Department will also engage in an aggressive and sustained outreach effort designed to reach students, families, community leaders, and professionals in PLA zones. The outreach activities will focus on increasing awareness related to charter schools and the CSP program. Over the last two years, the Charter School Office (CSO) has increased the size of its list-serve from 500 contacts to over 1,400. This increase was the result of active efforts by CSO staff to identify people and organizations that may be interested in either opening or supporting a charter school and included state college and university Departments of Education, Historically Black Colleges and Universities, Chambers of Commerce, and local, regional, and state non-profit organizations.

The Department has also set a goal of increasing the number of high-quality charter schools in Rural and Low Income Schools Districts (as defined in Title VI, Part B, NCLB). The Department will implement a strategy consisting of both preference points through the CSP grant, and outreach and technical assistance, similar to the strategies described above.

Each of the project activities described has the end goal of increasing access to high-quality charter schools for educationally disadvantaged students and increasing the academic achievement of those students.

OBJECTIVE II

The Department is committed to assisting and supporting our Local Education Agency (LEA) authorizers. We believe that quality authorizing is the foundation of a strong charter school system. The Legislature and the Department have already taken a number of steps to improve the consistency and quality of charter school authorizing in Florida. Over the last two years the Department, at the direction of the Legislature, worked with charter operators and authorizers to create a model charter school application, model application evaluation

instrument, and model charter school contract. The required use of these model forms has brought a new level of consistency to authorizing in Florida. The Department plans to build upon this collaborative effort by arranging additional and ongoing training and support to LEA authorizers to ensure that the forms are being used appropriately and effectively, to analyze if the forms are allowing authorizers to better assess and evaluate charter school applications for quality, and to determine if revisions to the model forms are necessary.

The Department has made a significant commitment in this project application to improve the practices and capacity of LEA authorizers. Over the last two years the Department has established a positive and productive working relationship with our LEA authorizers. The Department plans, through this grant, to build upon and strengthen that relationship. The Department will partner with the Florida Association of Charter School Authorizers (FACSA) to conduct a comprehensive needs assessment of authorizers statewide. The needs assessment will focus on issues related to the authorizers' capacity to effectively monitor the academic achievement of charter schools within their portfolios and to provide the required services and supports, including the equitable distribution of federal funds. The Department will then develop a comprehensive training plan that will include a minimum of four trainings a year focused on high-quality authorizing practices.

The Department will also partner with FACSA to create a set of principles and standards for high-quality authorizing in Florida. Upon the completion of the principles and standards, FACSA and the Department will work with authorizers across the state to provide training and support to ensure that each authorizer adopt and implement policies and procedures consistent with the new principles and standards. FACSA is seeking \$100,000 in grant funding from the National Association of Charter School Authorizers, and has stated their plan to allocate a

portion of those funds to this effort, demonstrating their commitment to improving authorizing practices across Florida.

Standardizing the authorizing practices across the state will provide consistency for authorizers and allow for a more focused approach to ongoing professional development. It will also provide much needed consistency for charter operators as they work to replicate high-quality charter schools across the state.

Looming budget cutbacks and the inevitable workforce reductions facing authorizers, combined with Florida's continued expectation of strict accountability for charter schools will require authorizers to do more with less. To address this issue, the Department will work with FACSA to develop an online charter school monitoring system (OMS). The OMS will provide for the automation of many of the compliance related monitoring responsibilities that LEAs are required to perform. The system will create efficiencies for both charter schools and authorizers, and allow both to spend more time focused on analysis of student academic achievement. The Department will provide access to the OMS to authorizers that have demonstrated a commitment to the principles and standards for high-quality authorizing established by FACSA and the Department.

The Department understands the importance of high-quality authorizing and has made a significant commitment, through the CSP grant, to improve the practices and capacity of our LEA authorizers, which will result in positive outcomes for students.

Objective III

A primary objective of the CSP grant is to increase the number of high-quality charter schools. Florida has demonstrated its capacity and willingness to accomplish this goal. Florida has experienced dramatic growth in our charter school sector and now has 459 charter schools

enrolling over 155,000 students. The increase in quantity has been matched by an increase in quality, as evidenced by the Student Achievement in Florida's Charter Schools (2010) report, which can be found at:

https://www.floridaschoolchoice.org/pdf/Charter_Student_Achievement_2010.pdf.

The Department is committed to providing the support and resources necessary to continue this growth of high-quality charter schools. Florida expects to support the creation of 250 new high-quality charter schools over the five year grant period. Of these 250 new charter schools, at least 25 will organize and operate within the feeder pattern of Florida's persistently lowest achieving traditional public schools. In addition, 10 new high-quality charter schools will organize and operate in rural school districts (districts that are eligible for Rural and Low Income School Program authorized under Title VI, Part B, ESEA).

To accomplish this goal, the Department will implement a multi-pronged approach that focuses equally on development, monitoring, and support.

Development

The Department has described through this application a number of outreach strategies that will be employed to increase the pool of potential charter school applicants and operators. One part of the outreach strategy is to inform parents, teachers, and professionals about the opportunities related to the CSP grant and the funding available for program planning and implementation.

The Department will annually conduct a competitive grant cycle to award 50 CSP sub-grants to high-quality charter school applicants. The RFP process, including the peer-review, is explained in detail in selection criteria III. This process is carefully designed to ensure that only

those applicants that possess the capacity and ability to operate a high-quality school are selected for funding.

Monitoring

The Department carefully monitors its sub-grantees. Over the last two years, the Charter School Office (CSO) designed a comprehensive CSP sub-grant monitoring rubric, which can be viewed at:

http://www.floridaschoolchoice.org/information/charter_schools/files/Site_Visit_Monitoring.pdf

f). The CSO will conduct site visits to at least 50% of charter schools receiving CSP funds, and will conduct desk audits for 100% of charter schools receiving CSP funds.

There are several purposes of the monitoring protocol. First, the monitoring process allows the CSO to ensure that sub-grantees are complying with all applicable rules and regulations. For example, all CSP sub-grant recipients are required to adopt and implement enrollment lottery policies consistent with federal regulations, and during site visits CSO staff will review enrollment records, board minutes, and the schools policies to ensure compliance.

Compliance monitoring is only one of the purposes of the site visits. Site visit monitoring also provides CSO staff the opportunity to assess if the school is making progress towards its educational goals and objectives. If CSO staff determine that the school is not making progress toward educational goals, a corrective action plan is required, and additional funding is contingent upon the school taking the steps necessary to change its academic trajectory.

Finally, the monitoring visits allow CSO staff to better understand the needs of sub-grantees. The sub-grant process can seem complicated and difficult for new charter school

operators, and site visits give CSO staff valuable feedback on how to improve the process in the future.

Support

The Department's CSP plan provides for comprehensive and ongoing support for charter schools across the state. The Department plans to utilize a number of delivery methods to provide training and technical support to charter schools, including site-based training, webinars, technical assistance papers, newsletters, and dissemination grants. The CSO annually conducts a statewide training needs assessment (April) and uses the results to develop an annual training plan. Each year, the Department will conduct a minimum of five training activities with a goal of having at least 1,000 attendees. The majority of our training activities include a pre and post assessment to allow CSO to monitor the effectiveness of trainings.

To ensure the delivery of exceptional training and support, the Department actively seeks content experts and professionals to assist us in our efforts, including partnerships with other state agencies. One example of such a partnership is the work CSO has done with the Florida Department of Environmental Protection.

In collaboration with experts from the Florida Department of Environmental Protection (DEP) Office of Environmental Education, the CSP office coordinated numerous staff development opportunities for charter school teachers during the Summer of 2010. Essentially, this effort focused on providing K-12 interdisciplinary curricular workshops using Florida's fragile environment as a theme to enhance student learning of the Next Generation Standards in the core content areas. These programs included:

K-12 interdisciplinary staff development workshops sponsored by CSP (Summer 2010)

- Project WET (Water Education for Teachers)/Healthy Water: Healthy People

- Schoolyard Habitat/Outdoor Classrooms (Environmental communities)
- Project Wild/Aquatic Wild (Terrestrial, marine and fresh water wildlife)
- Project Learning Tree (Forests)
- Project GLOBE (GPS, meteorology)
- The Everglades

The CSO plans to extend this collaboration with the DEP in 2011, offering more workshops to charter school teachers. These projects bring to bear many new technologies, internet resources, curriculum guides, student engagement activities, ideas for student projects and integrating environmental concepts across many subject areas, and can be offered free of charge to charter school teachers and at a minimal cost to the Department.

The Department also plans to use dissemination grants to provide training and support to charter schools across the state. Florida is fortunate to have a number of highly successful charter school operators that are willing and capable of sharing their expertise with other Florida charter schools and LEAs. For a detailed description of planned dissemination activities, please see selection criteria VI.

Objective IV

The primary goal of any CSP grant is to increase student academic achievement. Florida's CSP application demonstrates our unwavering commitment to this goal. The strategies and activities to accomplish this goal are dispersed throughout the entire CSP application. Essentially, every activity proposed in this application is designed to increase academic achievement. Based on information gathered through needs assessments, our prior experience with the CSP, and workshops with stakeholders, the Department proposes the following specific activities.

Charter schools are most likely to fail within their first several years of operation. These failures are, often times, the result of deficiencies that are correctable if addressed early. As a strategy to address this issue, the Department proposes to create a Charter Support Unit (CSU). The CSU will be comprised of four to five regional teams of charter school leaders and professionals who have made a commitment to provide short-term, intensive, and targeted support for new charter schools. Each team will have members with expertise in curriculum, instruction, finance, governance, and leadership, and will be available on short notice to conduct a site-based assessment and provide recommendations to the charter school. The Department will develop and implement a communications plan to ensure that charter schools and authorizers are aware of this resource. The CSU activities and reports will also assist the Department in identifying potential statewide training activities.

The Department also proposes to develop a competitive dissemination RFP for the development of an online learning community (OLC) to provide a forum for charter school leaders and teachers to share best practices among charter schools and local education agencies.

The proposed OLC is envisioned as an innovative K-12 multidisciplinary project that will support all charter school teachers and leaders in the areas of curriculum, instruction, and assessment for the purpose of increasing student achievement in the core content areas evaluated through the state's *A+ Accountability Plan*. This dissemination project will develop a central "social-academic" website using commercially available software that continually employs a formal and rigorous peer review process through strong collaborations with a Florida Institution of Higher Education (IHE). The project's activities and deliverables will be internally guided and evaluated by an Advisory Board that consists of a variety of experts representative of charter

schools in Florida. The functionalities envisioned on this website would include (but not be limited to):

- Blogs (w/archives) from outstanding charter school teachers, principals, research professors, and educational leaders;
- Discussion Forums (w/archives) - ESE issues, classroom management, assessment, fundraising/partnerships, teacher evaluation, charter school governance;
- On-line Polls - using questions related to educational best practices in charter schools to stimulate discussion (that teachers/educators have a strong interest in);
- Digital Lesson Studies - short videos of teachers teaching, inviting comments that are constructive and include ideas for improvement;
- Virtual Tours of charter schools led by students and parents;
- Student Artifacts section--photos, art, videos, portfolios, documents, classroom designs, bulletin boards, and other student work products of all kinds in all subjects;
- Resources section - thematic/integrated units, curriculum maps, plus a comprehensive compendium of categorized links to charter school best practices; and
- Announcements section - trainings/professional development, grant opportunities, conferences, and rules/regulations/policy issues.

The Department proposes to fund several other dissemination activities that will have a direct impact on student achievement. For a detailed description of the dissemination activities, please see selection criteria VI.

OBJECTIVE 1:

Increase access to high-quality charter schools for educationally disadvantaged students.

PROCESS PERFORMANCE MEASURES

- 1.A** Each year, the Department will release an RFP that provides preference points and increased funding for charter school developers that plan to open high-quality charter schools in the feeder patterns of Florida's persistently lowest achieving (PLA) public schools and/or in rural low-income school districts.
- 1.B** The Department will coordinate its CSP efforts with Florida's Race to the Top initiative focusing on identifying, recruiting, and supporting high-quality charter school management organizations to open charter schools in the feeder zones of Florida's persistently lowest achieving schools.
- 1.C** Each year, the Department will offer a minimum of three new charter school application trainings to potential charter school operators.
- 1.D** Each year, the Department will conduct outreach activities targeting teachers, families, and professionals in at least 5 rural districts and distribute information on charter school options and the CSP grant.

OUTCOME PERFORMANCE MEASURES

- 1.1** By the end of the project period, 25 new high-quality charter schools will be operating within the feeder patterns of Florida's persistently lowest achieving (PLA) public schools.
- 1.2** By the end of the project period, students attending the 25 new high-quality charter schools will outperform students attending demographically matched traditional public schools in reading and mathematics.
- 1.3** By the end of the project period, 10 new charter schools will be operating in rural school districts (eligible for Rural and Low Income School program authorized under Title VI, Part B, NCLB).
- 1.4** By the end of the project period, students attending the 10 new rural charter schools will outperform students attending traditional public schools in their district in reading and mathematics.

OBJECTIVE 2:

Improve the authorizing practices and capacity of Local Education Agency Authorizers

PROCESS PERFORMANCE MEASURES

- 2.A** Each year, the Department will conduct a minimum of four training activities related to authorizing best practices, including timely distribution of federal funds to charter schools, and monitoring academic performance of charter schools.
- 2.B** The Department will annually conduct a minimum of two workshops for authorizers on using the model charter school application evaluation instrument.
- 2.C** The Department will partner with the Florida Association of Charter School Authorizers to create a set of principles and standards for high-quality authorizing in Florida.
- 2.D** Each year, the Department will provide every charter school and LEA in the state information relating to Title I regulations, eligibility, and allocations.
- 2.E** The Department will partner with the Florida Association of Charter School Authorizers to create an online charter school monitoring tool to be accessible to high-quality authorizers.

OUTCOME PERFORMANCE MEASURES

- 2.1** No charter school that has received a state performance grade of “F” for 2 consecutive years will be permitted to continue operation.
- 2.2** Each year of the grant period, there will be fewer than 3% of charter school application denials that are overturned by the State Board of Education. (baseline: 20% average over last 5 years)
- 2.3** For each year of the grant, 100% of Title I eligible charter schools will receive their full Title I allocation and 100% of new and/or expanding charter schools will receive their Title I allocation within 5 months of opening or expansion.
- 2.4** By the end of the fourth year of the project, 90% of active authorizers will adopt the principles and standards of high-quality authorizing model developed by the Department and FACSA.
- 2.5** By the end of the project, 80% of active authorizers will fully implement the recommendations included in the principles and standards of high-quality authorizing model developed by the Department and FACSA.

**OBJECTIVE 3:
Increase the number of high-quality charter schools in Florida.**

PROCESS PERFORMANCE MEASURES

- 3.A** During each year of the five-year grant, the Department will operate a rigorous peer review process resulting in the awarding of funds to 50 high-quality charter schools.
- 3.B** During each year of the five-year grant, Department staff will conduct at least one monitoring site visit to at least 50% of charter schools receiving CSP implementation subgrants and will conduct desk-audits for 100% of charter schools receiving CSP subgrants.
- 3.C** During each year of the five-year grant, the Department will provide at least three new charter school applicant training activities to potential charter school operators.
- 3.D** During each year of the grant, the Department will conduct a training needs assessment and develop an annual training plan based on the results.
- 3.E** During each year of the five-year grant, the Department will conduct a minimum of five training activities reaching a minimum of 1,000 people.
- 3.F** By the third year of the five-year grant the Department will fund at least one dissemination grant related to teacher evaluation systems, one related to instructional improvement systems, and one related to teacher recruitment and retention.

OUTCOME PERFORMANCE MEASURES

- 3.1** Fund 50 new high-quality charter schools during each year of the five-year grant period.
- 3.2** Statewide charter school enrollment will increase every year of the five year grant period.
- 3.2** At least 75% of new charter schools that receive CSP funds will earn and maintain a state performance grade of “B” or higher by their second year of operation.
- 3.3** By the end of the five year project period, a minimum of 90% of CSP funded charter schools will implement a teacher evaluation system that is primarily (at least 50%) based on student achievement data.
- 3.4** By the end of the five year project period, a minimum of 80% of all charter schools will implement and utilize a local instructional improvement system that meets or exceeds state minimum standards.
- 3.5** Each year of the grant, students attending charter schools will perform at a higher level than their traditional public school peers in reading and mathematics as measured by the Department’s annual Student Achievement Report and Florida’s statewide assessment system.

**OBJECTIVE 4:
Increase the academic achievement of charter school students.**

PROCESS PERFORMANCE MEASURES

- 4.A** The Department will fund at least two dissemination grants to high-performing charter schools for the purpose of disseminating information statewide related to highly-effective instructional practices.
- 4.B** The Department will create and support a Charter Support Unit (CSU) comprised of proven leaders in instruction, leadership, and finance that will provide support to newly formed charter schools.
- 4.C** The Department will fund a minimum of one dissemination grant designed to distribute best and promising practices for increasing graduation rates for all students, with a special emphasis on at-risk students (ESE, ELL, FRL).
- 4.D** The Department will fund one dissemination grant for the development of an online learning community to provide a forum for charter school leaders and teachers to share best practices amongst charter schools and local education agencies.
- 4.E** The Department will fund a minimum of one dissemination grant designed to disseminate information about accelerated learning options, such as advanced placement and dual enrollment.
- 4.F** The Department will conduct a minimum of three annual trainings related to highly-effective instructional practices.

OUTCOME PERFORMANCE MEASURES

- 4.1** For each year of the five-year grant period, the release of FCAT data will show the percentage of charter school students who are achieving at or above Achievement Level 3 in mathematics will be higher than the previous year.
- 4.2** For each year of the five-year grant period, the release of FCAT data will show the percentage of charter school students who are achieving at or above Achievement Level 3 in reading will be higher than the previous year.
- 4.3** By the end of the five-year grant period, the percentage of charter high school students passing Advanced Placement exams will be higher than the percentage of traditional public school students passing Advanced Placement exams.
- 4.4** By the end of the five year-grant period, the percentage of charter school students that graduate on time, as measured by the Federal Uniform Graduation Rate (FUGR), will increase by 5% from the baseline established in 2010-2011.
- 4.5** By the end of the five-year grant period, the graduation rate for each subgroup of charter school students (rural and low income districts, students with disabilities, English language learners, students in high-poverty schools) that graduate on time as measured by the FUGR will increase by 5% from the baseline established in 2010-2011.

(ii) The degree of flexibility afforded by the SEA to charter schools under the State’s charter school law (20 points).

As defined in statute, Florida charter schools are independent public schools of choice and are guaranteed high levels of autonomy and flexibility. This freedom from regulation is given to charter schools in exchange for a high standard of accountability.

External independent reviews have consistently ranked Florida’s charter school law as one of the strongest in the nation. The National Alliance of Public Charter Schools recently ranked Florida’s charter school law as the second strongest in the nation (<http://www.publiccharters.org/charterlaws/state/FL>). The Center for American Progress (2009), in its annual “Leaders and Laggards” report, stated that Florida has an “above average charter school law,” and awarded Florida a gold star. The Center for Education Reform’s (CER) recent report stated that Florida’s law is one of only 13 state charter school laws that does not require significant revisions in order to meet the criteria for RTTT. A separate study published in the American Journal of Education titled “*Charter Ranking Roulette: An Analysis of Reports that Grade States’ Charter School Laws*” (2007) ranked Florida’s law as one of the ten strongest laws in the United States.

Florida statute establishes a clear administrative relationship between charter schools and sponsors, including a defined set of responsibilities for both entities (§§1002.33(5), 1002.33(9), 1002.33(20), F.S.). This administrative relationship has at its foundation the guarantee of autonomy in exchange for accountability.

Florida statute provides this flexibility and autonomy in a number of ways. The following statutory language provides clear evidence of the Legislature’s commitment to affording charter schools flexibility and autonomy.

- *A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. (§1002.33(16)(a), F.S.)*
- *A sponsor's policies shall not apply to a charter school unless mutually agreed to by both the sponsor and the charter school. (§1002.33(5)(b)1.d., F.S.)*
- *The terms and conditions for the operation of a charter school shall be set forth by the sponsor and the applicant in a written contractual agreement, called a charter. The sponsor shall not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals. (§1002.33(6)(h), F.S.)*
- *The Department of Education, after consultation with school districts and charter school directors, shall recommend that the State Board of Education adopt rules to implement specific subsections of this section. Such rules shall require minimum paperwork and shall not limit charter school flexibility authorized by statute. (§1002.33(26), F.S.)*
- *A charter school shall select its own employees. (§1002.33(12)(a), F.S.)*
- *The governing body of the charter school shall annually adopt and maintain an operating budget. (§1002.33(9)(h), F.S.)*
- *The governing board of the charter school shall exercise continuing oversight over charter school operations. (§1002.33(9)(i), F.S.)*
- *Charter school applications must include "a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards." (§1002.33(6)(a)2., F.S.)*

- *Charter school applications must include “goals and objectives for improving student learning and measuring that improvement.” (§1002.33(6)(a)3., F.S.)*

As evidenced by the cited statutory references, the Florida Legislature created a legal framework that provides charter schools with a high degree of autonomy and flexibility. Each charter school has a governing board that is responsible for the operations of the school and has the authority and responsibility to oversee all operations of the school. The charter school is free to select its own employees, select its curricula, develop and implement its schedule, and select faculty, staff, and other personnel.

(iii) The number of high-quality charter schools to be created in the State (20 points).

The charter school sector in Florida has experienced dramatic growth over the last 15 years, growing from only 5 schools in 1996 to 459 schools today. Florida’s most recent data shows charter school enrollment of over 155,000 students. Florida’s 2008-2011 CSP grant allowed the state to award planning and implementation grants to 131 new charter schools. This five-year CSP project will allow the Department to continue its efforts to increase the number of high-quality charter schools across the state.

A high-quality charter school is one that sets high expectations, delivers quality instruction, and improves student academic achievement as measured by Florida’s statewide assessment and accountability system. Florida expects to support the development and operation of 250 new high-quality charter schools over the five-year grant period. Of these 250 new charter schools, at least 25 will organize and operate within the feeder pattern of Florida’s persistently lowest achieving (PLA) public schools. In addition, 10 new high-quality charter schools will organize and operate in rural school districts (districts that are eligible for Rural and Low Income School Program authorized under Title VI, Part B, ESEA).

Over the last six years, the Department has reviewed, analyzed, and revised our CSP sub-grant application and review process. This practice of continuous improvement has resulted in a comprehensive, rigorous, fair, and transparent sub-grant process. The CSP sub-grant application and review process is described below.

Through formal collaboration with several Bureaus within the Department, the initiation of the CSP sub-grant application begins with the development of a Request for Proposal (RFP). The RFP is developed with the goal of ensuring that only high-quality applicants will be eligible for funding. The RFP is divided into seven sections (abstract, project need, project design, evaluation, strategic plan, dissemination, and budget), with the project design section further divided into five sub-sections: (1) Governance; (2) Curriculum, Instruction, Assessment, and Accountability; (3) Business, Finance, and Accounting; (4) School Leadership and Management; (5) Special Populations. The RFP includes the scoring rubric that will be used by peer reviewers.

The RFP development process is centrally coordinated by professional staff in the Charter Schools Office (CSO), with input and review from offices across the Department and stakeholders representing both charter school operators and authorizers. The RFP is designed to elicit the information reviewers will need to assess the overall quality of the school as well as the likelihood that it will be successful in terms of student academic achievement.

The next step of the process is the public release of the RFP. The RFP is distributed electronically to the more than 1,400 contacts on our Charter School list-serv. The RFP is also distributed through the Department's paperless communication system, and is posted on the Florida Charter Schools web site.

Approximately two weeks after the public release of the RFP, the Department conducts two pre-application technical assistance calls. These calls are for the purpose of reviewing the

technical requirements of the RFP and to answer any technical questions from potential applicants about the sub-grant application process.

Sub-grant applicants may also submit questions in writing, with a deadline for sending questions typically set for approximately three weeks after the RFP release (deadline is included in the RFP). The Department collects the questions and provides written answers in a published FAQ document, which is posted on the website and distributed to our list-serv clients.

During the application period, the Department initiates the process of identifying and recruiting peer reviewers. A call-for-reviewers is electronically distributed, instructing interested reviewers to submit a cover letter and resume describing their educational, charter school, and grant reviewing experience. CSO staff review their submitted information and select the best qualified reviewers. All selected peer reviewers are required to participate in a grant reviewer training, and to review and sign conflict of interest forms indicating that they will not review any CSP sub-grant applications which may pose a real or apparent conflict of interest.

At the conclusion of the RFP application period, sub-grant applications are electronically scanned and coded with a unique identifier. The applications are then distributed to our approved peer reviewers, along with the scoring rubric. Every application is reviewed by five (5) reviewers and scored on a 100 point scale. The highest and lowest score for each application is dropped and the middle three (3) scores are averaged (to the second decimal), resulting in the application's final score. All sub-grant applications with a final score below 70 are automatically rejected.

The remaining sub-grant applications are reviewed by Department staff to determine if the application is eligible for preference points (as described in the RFP). After preference points are assigned, the applications are sorted by highest score to lowest score and are placed on

a prioritized funding list in that order. The Department allocates funding to the schools, starting at the top of the list and allocating funds down the list until funding for that cycle is exhausted (projected at 50 schools per year). This rigorous and competitive process has been established to ensure that only the highest quality charter schools are eligible to receive CSP support.

During Florida's most recent CSP sub-grant cycle (2010), the Department received 101 sub-grant applications with 13 applications rejected due to receiving final scores below 70. The remaining 88 applicants were rank ordered on the prioritized funding list with 68 schools receiving awards. (Due to a no-cost extension on our 2005-2008 CSP award, the Department was required to administer our 2008-2011 award over the course of two years instead of three, resulting in the ability to award more than 50 schools per sub-grant cycle.)

(iv) Quality of the management plan.

The Charter School Office (CSO), organizationally housed within the Office of Independent Education and Parental Choice (OIEPC), will have primary responsibility for administering, managing, and overseeing the CSP program. The CSO is currently comprised of 11 full-time staff and is lead by Charter Schools Director Adam Miller. The staff includes the following positions:

Charter Schools Director: Adam Miller

CSP Grant Director: Helen Giraitis

CSP Grant Specialist: Charlene Burke

CSP Grant Specialist: Laura Pond

CSP Grant Specialist: Heather Harrell

CSP Budget Analyst: Vacant

Training Coordinator: Tera Teders

Outreach/Special Projects: Julia Somers-Arthur

Policy Director: Dr. Chris Muire

Policy Director: Lacreth McCary

Communications Director: Karen-Hines Henry

Program Specialist: Jacqueline Hitchcock

The four CSP positions work exclusively on CSP projects, while the Training Coordinator, Outreach Specialist, and one Policy Director are assigned CSP related responsibilities for 50% of their time. The Charter Schools Director is ultimately responsible for the oversight and administration of the CSP grant. A resume or curricula vita for each staff is included in the Appendices.

OIEPC has been fortunate to maintain a stable workforce within its CSO. All but one of the staff has been working in the charter school office for at least two years, with the most senior staff member having 14 years in the CSO. The CSO team is fully capable of effectively and efficiently administering the CSP grant as is demonstrated by our most recent monitoring visit by WestED.

WestED conducted an extensive audit of the Department's 2005-2008 CSP grant in 2007, prior to the current CSO staffing. The 2005-2008 WestED monitoring resulted in a report that highlighted a number of areas in need of improvement. Immediately following the WestED report, the CSO developed and implemented a comprehensive corrective action plan. The corrective action plan included strategies and formal steps to address every deficiency noted in the 2007 WestED monitoring report, resulting in dramatic improvements.

In January of 2011, WestED monitored the Department's administration of the 2008-2011 CSP grant. In preparation for the monitoring visit the CSO staff collected and organized

over 6,000 pages of documentation demonstrating full and complete compliance with CSP rules and regulations, as well as substantial progress toward meeting all of our project objectives. The documentation provided to WestEd is posted on the Department's CSO website and can be viewed at http://www.floridaschoolchoice.org/information/charter_schools/SEA_Monitoring.asp.

The Department has not yet received the monitoring report, but is expecting a very positive report that acknowledges the Department's intensive and successful efforts to improve internal processes and procedures necessary to administer the CSP grant in a highly effective manner. This expectation is supported by our most recent Annual Progress Report to USED which demonstrated substantial progress toward meeting all project objectives.

The Department is committed to continuing our effective and efficient administration of the CSP grant. The Department's work plan clearly demonstrates a high-quality management strategy that will allow the Department to achieve the objectives of the proposed project on time and within budget. The following work plan chart is provided to graphically illustrate clearly defined responsibilities, timelines, and milestones for accomplishing project objectives for the 2011-2016 CSP project.

Objective 1: Increase access to high-quality charter schools for educationally disadvantaged students				
Activity	Lead Staff	Timeline	Artifact	Process Measure
Develop CSP Start-Up RFP with preference points	Helen Giraitis	Annually- Oct.	Approved CSP RFP	1.a
Release CSP Start-UP RFP	Helen Giraitis	Annually- Nov	Published RFP	1.a
Complete peer review and select 50 charter schools for funding	Helen Giraitis	Annually- Mar	Prioritized Funding List	1.a
Award letters distributed to selected schools	Helen Giraitis	Annually- April	DOE 200A letters	1.a
Partner with Charter School Growth Fund (CSGF)	Adam Miller	July 2011	Contract with CSGF	1.b
Quarterly discussions with CSGF	Adam Miller	Quarterly	Contact Logs	1.b
Review/Revise/Improve charter school applicant training	Tera Teders	Annually after Legislative Session (May)	Training Packet	1.c
Schedule, organize, conduct 3-5 charter applicant trainings	Tera Teders	Annually- July	Attendance Logs	1.c
Develop/update comprehensive list of community support organizations- focus on Rural and Low Income School (RLIS) Districts	Julia Somers-Arthur	Ongoing	List-serv	1.d
Participate in Florida School Choice Expo	Julia Somers-Arthur	Annually- Jan		1.d
Develop outreach activities plan with focus on RLIS Districts	Julia Somers-Arthur	Annually- Aug	Annual Plan	1.d
Schedule, organize, conduct outreach activities in RLSI Districts	Julia Somers-Arthur	Ongoing	Attendance Logs	1.d
Objective 2: Improve the authorizing practices of Local Education Agency authorizers				
Activity	Lead Staff	Timeline	Artifact	Process Measure
Partner with Florida Association of Charter School Authorizers (FACSA)	Adam Miller	August 2011	Signed Agreement	2.a, 2.b, 2.c
Survey all charter schools and authorizers	Adam Miller	Annually- Feb	Survey Results	2.a, 2.b.,2.c

on authorizing activities				
Develop and conduct needs assessment for authorizers	Tera Teders	September 2011	Assessment Report	2.a, 2.b, 2.c
Develop with FACSA a framework and timeline for creation of Authorizing Best Practices Model	Adam Miller	January 2012	Framework Document	2.c
Complete final draft of Authorizing Best Practices Model	Adam Miller	June 2012	Draft Model	2.c
Publish Authorizing Best Practices Model statewide	Adam Miller	August 2012	Final Document	2.c
Organize, schedule, conduct trainings on best practices in authorizing based on survey and needs assessment (does not require completion of model)	Tera Teders	Ongoing	Attendance Logs	2.a
Organize, schedule, and conduct 3 workshops on use of model charter school evaluation instrument	Tera Teders	Annually- July	Attendance Logs Training Packet Pre-post evaluations	2.b
Distribute information to all LEAs and Charter Schools related to Title I	Tera Teders	Annually- May and August	Correspondence	2.d
Analyze Title I allocations to ensure all eligible charter schools received allocations	Tera Teders	Annually- October	Report	2.d
Objective 3: Increase the number of high-quality charter schools in Florida				
Activity	Lead Staff	Timeline	Artifact	Process Measure
Develop CSP Start-Up RFP with preference points	Helen Giraitis	Annually- Oct.	Approved CSP RFP	3.a
Release CSP Start-Up RFP	Helen Giraitis	Annually- Nov	Published RFP	3.a
Complete peer review and select 50 charter schools for funding	Helen Giraitis	Annually- Mar	Prioritized Funding List	3.a
Award letters distributed to selected schools	Helen Giraitis	Annually- April	DOE 200A letters	3.a
Complete desk audits for 100% of sub-	Helen Giraitis	Annually- Feb	Desk Audit Report	3.b

grantees				
Complete site visits for 50% of CSP sub-grantees	Helen Giraitis	Annually- May	Annual Site Visit Report	3.b
Complete all monitoring follow-up requirements (for schools with monitoring deficiencies)	Helen Giraitis	Annually- July	Annual Monitoring Report	3.b
Schedule, organize, conduct 3-5 charter applicant training events	Tera Teders	Annually- July	Attendance Logs	3.c
Conduct charter school training needs assessment	Tera Teders	Annually- April	Survey Results	3.d
Develop annual training plan	Tera Teders	Annually- June	Training Plan	3.d
Schedule, organize, conduct a minimum of five training activities based on needs assessment results	Tera Teders	Ongoing	Attendance logs Training Packets Evaluation results	3.e
Develop Dissemination RFP focused on highly effective teacher evaluation systems	Adam Miller	Jan. 2013	Approved RFP	3.e
Publish teacher evaluation system RFP	Adam Miller	Feb 2013	Published RFP	3.e
Complete peer-review process, select school(s) for funding, distribute award	Helen Giraitis	July 2013	Prioritized funding list	3.e
Monitor teacher evaluation dissemination sub-grantee	Helen Giraitis	Ongoing	Monitoring Reports	3.e
Develop Dissemination RFP focused on instructional improvement systems	Adam Miller	Jan. 2012	Approved RFP	3.e
Publish instructional improvement system RFP	Adam Miller	Feb 2012	Published RFP	3.e
Complete peer-review process, select school(s) for funding, distribute award	Helen Giraitis	July 2012	Prioritized funding list	3.e
Monitor instructional improvement dissemination sub-grantee	Helen Giraitis	Ongoing	Monitoring Reports	3.e
Develop Dissemination RFP focused on teacher recruitment/retention	Dr. Chris Muire	July 2011	Approved RFP	3.f
Publish recruitment/retention RFP	Adam Miller	August 2011	Published RFP	3.f
Complete peer-review process, select	Dr. Chris Muire	June 2011	Prioritized Funding	3.f

school(s) for funding, distribute award			List	
Monitor recruitment/retention dissemination sub-grantee	Dr. Chris Muire	Ongoing	Monitoring Reports	3.f
Objective 4: Increase the academic achievement of charter school students				
Activity	Lead Staff	Timeline	Artifact	Process Measure
Develop Dissemination RFP focused on highly-effective instructional practices	Adam Miller	Mar. 2012	Approved RFP	3.e
Publish instructional practices RFP	Adam Miller	April 2012	Published RFP	3.e
Complete peer-review process, select school(s) for funding, distribute awards	Helen Giraitis	August 2012	Prioritized funding list	3.e
Monitor instructional practices dissemination sub-grantee	Helen Giraitis	Ongoing	Monitoring Reports	3.e
Develop framework for Charter Support Unit (CSU)	Dr. Chris Muire	Dec 2011	Framework Document	4.b
Identify CSU members	Dr. Chris Muire	Feb. 2012	Database of CSU members	4.b
Distribute information related to purpose of CSU	Dr. Chris Muire Karen Hines-Henry	March 2012	Correspondence	4.b
Support CSU in efforts to provide support to newly formed charter schools	Dr. Chris Muire	Ongoing	Correspondence	4.b
Create "Graduation Task Force" to develop recommendations for graduation improvement dissemination RFP	Dr. Chris Muire	March 2012	Member List Conference Call Notes Recommendations	4.c
Develop graduation RFP	Adam Miller	June 2012	Approved RFP	4.c
Publish graduation RFP	Helen Giraitis	July 2012	Published RFP	4.c
Complete peer-review process, select school(s) for funding, distribute award	Helen Giraitis	December 2012	Prioritized funding list	4.c
Monitor graduation dissemination RFP	Helen Giraitis	Ongoing	Monitoring Reports	4.c
Convene Instructional Leader task force for recommendations for Charter School Online Learning Community (CSOLC)	Dr. Chris Muire	August 2011	Meeting Minutes Recommendations	4.d

Develop and release CSOCL RFP	Dr. Chris Muire	December 2011	Published RFP	4.d
Review, select, and award CSOCL dissemination grant	Adam Miller	April 2012	Executed contract	4.d
Disseminate information about CSOLC	Julia Somers-Arthur	Ongoing	Correspondence	4.d
Go live with CSOLC	Dr. Chris Muire	TBD	Live version of CSOLC	4.d
Ongoing support of CSOLC	Dr. Chris Muire	Ongoing		4.d
Develop Dissemination RFP focused on highly effective instructional practices	Adam Miller	March 2012	Approved RFP	4.a
Publish instructional practices dissemination RFP	Adam Miller	April 2012	Published RFP	4.a
Complete peer-review process, select school(s) for funding, distribute award	Helen Giraitis	August 2012	Prioritized funding list	4.a
Monitor Dissemination Sub-grantee	Helen Giraitis	Ongoing	Monitoring Reports	4.a
Create list-serv of charter school instructional personnel	Julia Somers-Arthur Tera Teders	October 2011	List-serv	4.f
Develop and distribute training needs assessment to instructional personnel	Tera Teders	February 2012	Survey Results	4.f
Schedule, organize, conduct a minimum of three annual training activities based on needs assessment results	Tera Teders	Ongoing	Attendance logs Training Packets Evaluation results	4.f
Develop Dissemination RFP focused on accelerated learning options	Dr. Chris Muire	May 2012	Approved RFP	4.e
Publish accelerated learning dissemination RFP	Helen Giraitis	June 2012	Published RFP	4.e
Complete peer-review process, select school(s) for funding, distribute award	Helen Giraitis	September 2012	Prioritized Funding List	4.e
Monitor Dissemination Sub-grantee	Helen Giraitis	Ongoing	Monitoring Reports	4.e
Project Evaluation				
Activity	Lead Staff	Timeline	Artifact	Process Measure
Create detailed 5-year project work plan	Tera Teders	August 2011	Gantt Chart	All
Schedule and conduct quarterly internal	Adam Miller	August 2011	Meeting Notes	All

meetings				
Develop Request for Assistance (RFA) for external evaluator	Dr. Chris Muire	August 2011	Published RFA	All
Execute contract with University of South Florida for external evaluation	Dr. Chris Muire	December 2011	Executed Contract	All
Receive, review, and approve detailed work plan from external evaluator	Dr. Chris Muire	January 2012	Signed Plan	
Receive and review quarterly reports from external evaluator	Adam Miller	Ongoing- quarterly	Reports	All
Receive and review annual reports from external evaluator	Adam Miller	Annually	Report	All
Conduct annual meeting with external evaluator to discuss progress	Adam Miller	Annually	Attendance Logs Meeting Minutes	All
Submit Annual Progress Report to USED (after validation by external evaluator)	Adam Miller	Annually	APR	All
Implement process and procedure changes based on findings from external evaluator	Adam Miller	Ongoing	Updated processes and procedures	All
Overall Project Management				
Activity	Lead Staff	Timeline	Artifact	Process Measure
Develop comprehensive 5 yr work plan	Adam Miller	August 2011	Work plan	All
Lead staff will provide monthly reports to Director on each assigned activity	Lead Staff	Monthly	Report	All
Lead staff will convene quarterly meetings to discuss progress toward Performance Outcomes, obstacles, and necessary changes in strategy	Adam Miller	Quarterly	Attendance Report	All
Submit Annual Report to USED	Adam Miller	Annually- June	APR	All

Federal Funds

The Florida Legislature has given the Department and LEAs clear and unambiguous direction related to the distribution of federal funds to charter schools, as evidenced by the following statutory provisions:

- *The Department of Education shall offer or arrange for training and technical assistance to charter school applicants in developing business plans and estimating costs and income. This assistance shall address estimating startup costs, projecting enrollment, and identifying the types and amounts of state and federal financial assistance the charter school may be eligible to receive. (§1002.33(6)(f)1., F.S.)*
- *If the district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in charter schools in the school district shall be provided federal funds for the same level of service provided students in the schools operated by the district school board. Pursuant to provisions of 20 U.S.C. 8061 s. 10306, all charter schools shall receive all federal funding for which the school is otherwise eligible, including Title I funding, not later than 5 months after the charter school first opens and within 5 months after any subsequent expansion of enrollment. (§1002.33(17)(c), F.S.)*
- *Charter schools shall be included by the Department of Education and the district school board in requests for federal stimulus funds in the same manner as district school board-operated public schools, including Title I and IDEA funds and shall be entitled to receive such funds. Charter schools are eligible to participate in federal competitive grants that are available as part of the federal stimulus funds. (§1002.33(17)(d), F.S.)*

- *District school boards shall make timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special state and federal funding for which they may be eligible. The district school board may distribute funds to a charter school for up to 3 months based on the projected full-time equivalent student membership of the charter school. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year. The payment shall be issued no later than 10 working days after the district school board receives a distribution of state or federal funds. If a warrant for payment is not issued within 10 working days after receipt of funding by the district school board, the school district shall pay to the charter school, in addition to the amount of the scheduled disbursement, interest at a rate of 1 percent per month calculated on a daily basis on the unpaid balance from the expiration of the 10 working days until such time as the warrant is issued. (§1002.33(17)(e), F.S.)*

The Department does not rely solely on statutory provisions to ensure that charter schools receive their commensurate share of federal funds. Each year, every charter school is required to submit an annual report to their authorizer and to the Commissioner of Education. The Department recently added to the annual report a section that allows charter schools to evaluate the performance of their authorizer, including performance related to the allocation and distribution of federal funds.

The Department has also recently created and distributed a Title I Handbook for Charter Schools

http://www.floridaschoolchoice.org/information/Charter_schools/files/Title_1_Manual_TOC.pdf

f). The Department also provides information on Title I eligibility through multiple new applicant trainings (provided at least three times per year) and in the Department's recently published "How to Start A Charter School in Florida" manual

http://www.floridaschoolchoice.org/information/charter_schools/files/How_to_Start_Charter_School_in_Florida.pdf).

In addition, the Department has specific performance measures (2.d) and outcome measures (2.3) related to ensuring that charter schools are informed of their eligibility to receive federal funds and that federal funds are distributed to eligible charter schools in a timely manner.

Title I funds are allocated to traditional public schools and charter schools in the same manner. Each year the Department collects Title I eligibility data for every public school in the state, including percentage of students eligible for free and reduced lunch (FRL). The Department requires Districts to submit their Title I allocation plans which must be based on FRL rates. The Department then publishes on its website the list of schools with a Title I allocation. The CSO will annually review this list to ensure that all eligible charter schools received the appropriate allocation. If an eligible charter school has not received an allocation, CSO staff will coordinate with the Department's Title I office to correct the error. The Department will follow the same process for new or significantly expanding charter schools.

(v) The SEA's plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development program, which may include providing authorized public chartering agency staff with training and assistance on planning and systems development, so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter schools

(20 points). Consolidated Appropriations Act, 2010, Division D, Title III, Public Law 111–117.

The Florida Department of Education will hold accountable public chartering agencies as well as provide technical assistance, professional development, and support, with the end goal of improving the authorizing practices and capacity of Local Education Agency authorizers (see Objective II).

The Department holds authorizers accountable in a number of ways. In Florida, Local Education Agencies (LEA), with the exception of two State Universities, are the only public chartering agencies. In 2006, the Florida Legislature created the Florida Schools of Excellence Commission (FSEC) to act as an independent statewide charter authorizer. However, Florida's First District Court of Appeals found the law establishing the FSEC to be unconstitutional and struck it down, leaving Florida with LEAs as the only authorizers.

While the current language in Florida's Constitution prohibits a statewide charter authorizer, the Florida Legislature has created a robust authorizer accountability system. This accountability system is comprised of the Charter School Appeals Commission and the Charter School Review Panel.

Under Florida statute, charter schools may appeal an LEA's decision to deny a charter school application, non-renew an existing charter school, or terminate an existing charter school (§1002.33(6)(e), F.S.). The appeal is brought before the Charter Schools Appeal Commission (CSAC) which is comprised of nine members appointed by the Commissioner of Education (4 members representing LEAs, 4 members representing operating charter schools, and the Commissioner or his designee). The CSAC holds a public meeting at which both the charter school and the LEA are provided the opportunity to present their case. After reviewing the

record and hearing both parties, a written recommendation to either uphold or overturn the decision of the LEA is submitted by the CSAC to the Commissioner of Education. The Commissioner forwards the CSAC recommendation to the State Board of Education. The State Board of Education, at a public meeting, and after offering the charter school and the LEA an opportunity to speak, vote to approve or deny the appeal. The decision of the State Board of Education is considered a final agency action and is binding on the LEA. Over the last five years, approximately 20% of the appeals for charter school application denials brought forward have been granted by the State Board of Education.

The Charter School Review Panel (CSRP) is a legislatively created body tasked with reviewing issues, practices, and policies regarding charter schools (§1002.33(22)(a), F.S.). The CSRP is comprised of nine members appointed by the Commissioner of Education, Senate President, Speaker of the House, and the Governor. The CSRP, “shall make recommendations to the Legislature, to the Department of Education, to charter schools, and to school districts (LEA) for improving charter school operations and oversight and for ensuring best business practices at and fair business relationships with charter schools.” (§1002.33(22)(a), F.S.)

The Department has made a significant commitment in this project application to improve the practices and capacity of LEA authorizers (see Objective 2). Over the last two years the Department has established a positive and productive working relationship with our LEA authorizers. This relationship was instrumental in the creation of three standardized model forms (model charter school application, model charter school application evaluation instrument, and model contract) that have been accepted and embraced by authorizers and charter school operators.

The Department plans, through this grant, to build upon and strengthen that relationship. The Department will partner with the Florida Association of Charter School Authorizers (FACSA) to conduct a comprehensive needs assessment of authorizers statewide. The needs assessment will focus on issues related to the authorizers' capacity to effectively monitor the academic achievement of charter schools within their portfolios and to provide the required services and supports, including the equitable distribution of federal funds. The Department will then develop a comprehensive training plan that will include a minimum of four trainings a year focused on high-quality authorizing.

The Department will also partner with FACSA to create a set of principles and standards of high-quality authorizing in Florida. Upon the completion of the principles and standards, FACSA and the Department will work with authorizers across the state to provide training and support to ensure that each authorizer adopt and implement policies and procedures consistent with the principles and standards. FACSA is seeking \$100,000 in grant funding from the National Association of Charter School Authorizers, and has stated their plan to allocate a portion of those funds to this effort, demonstrating their commitment to improving authorizing practices across Florida.

Standardizing authorizer practices across the state will provide consistency for authorizers and allow for a more focused approach to ongoing professional development. It will also provide much needed consistency for charter operators as they work to replicate high-quality charter schools across the state.

Looming budget cutbacks and the inevitable workforce reductions facing authorizers, combined with Florida's continued expectation of strict accountability for charter schools will require authorizers to do more with less. To address this issue the Department will work with

FACSA to develop an online charter school monitoring system (OMS). The OMS will provide for the automation of many of the compliance related monitoring responsibilities. The system will create efficiencies for both charter schools and authorizers, and allow both to spend more time focused on student academic achievement.

The Department understands the importance of authorizing and has made a significant commitment, through the CSP grant, to improve the practices and capacity of our LEA authorizers, which will result in a number of positive outcomes (see Objective 2 Outcome Measures). Stronger authorizers will result in a stronger charter school sector and improved student achievement in our charter schools.

(vi) In the case of SEAs that propose to use grant funds to support dissemination activities under section 5204(f)(6)(B) of the ESEA, the quality of the dissemination activities (5 points) and the likelihood that those activities will improve student academic achievement (5 points).

The Department plans to fund at least seven dissemination grants designed to improve student academic achievement. The Department uses a focused approach to awarding dissemination grants, typically funding projects that will achieve a set of objectives determined by the Department. The seven proposed dissemination grants are described below.

Teacher Evaluation Systems: The Department proposes to fund one dissemination grant to an eligible charter school to assist and support charter schools across the state in adopting and implementing teacher evaluation systems that are primarily based on student growth and achievement. This dissemination grant will result in more effective teacher workforce in our charter schools and increased student academic achievement.

Local Instructional Improvement Systems (LIIS): The Department proposes to fund one dissemination grant to an eligible charter school to assist and support charter schools across the state in implementing a Local Instructional Improvement System. The Department envisions a student-centered school environment where every charter school in Florida has access to or is equipped with a Local Instructional Improvement System that meets stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school or across a system of schools, and research. Using a collaborative process with districts and charter schools, the Florida Department of Education identified nine component areas of a Local Instructional Improvement System and specific requirements for each. The key requirements are published as the Minimum Standards for a Local Instructional Improvement System. The Minimum Standards establish a baseline of features and functionality the system must have to meet Florida's vision for a student-centered environment.

The Department is requesting a waiver to the regulations that prohibit a school from receiving more than one dissemination grant. The purpose of this waiver request is to allow a previous dissemination sub-grantee to apply for the LIIS dissemination grant. The Villages Charter School, through a previous dissemination grant, created an LIIS that will meet the minimum requirements set by the state and is available for free to any charter school in Florida. If awarded a second dissemination grant, the Villages Charter School would be able to provide the support and technical assistance necessary to charter schools across the state to adapt the LIIS to their unique needs and fully take advantage of its functionality. This dissemination grant will allow schools to operate more efficiently, have access to real time data, make data based decisions, and increase student academic achievement.

Increasing Graduation Rates: The Department proposes to fund one dissemination grant to an eligible charter school that has demonstrated high levels of success in improving graduation rates, especially among economically disadvantaged students, English learners, students with disabilities, and students in rural areas. The Department will create a graduation task force comprised of teachers, school leaders, professionals, and policy advisors to provide recommendations to the Department in the development of the dissemination RFP. The dissemination grant will provide funds to a highly successful school to develop and implement a plan to disseminate to charter schools across the state the strategies and activities that have resulted in the school's success in graduating students on time. This dissemination grant will result in increased graduation rates (see Outcome measure 4.4, 4.5).

Online Learning Community: The Department proposes to fund one dissemination grant to an eligible charter school to develop an Online Learning Community (OLC). The proposed online learning community is envisioned as an innovative K-12 multidisciplinary project that will support all charter school teachers and leaders in the areas of curriculum, instruction, and assessment for the purpose of increasing student achievement in the core content areas evaluated through the state's *A+ Accountability Plan*, and improving graduation rates and college readiness. This dissemination project will develop a central "social-academic" website using commercially-available software that continually employs a formal and rigorous peer review process through strong collaborations with a Florida Institution of Higher Education (IHE). The project's activities and deliverables will be internally guided and evaluated by an Advisory Board that consists of a variety of experts representative of charter schools in Florida. The functionalities envisioned on this website would include (but not be limited to):

- Blogs (w/archives) from outstanding charter school teachers, principals, research professors, and educational leaders;
- Discussion Forums (w/archives) - ESE issues, classroom management, assessment, fundraising/partnerships, teacher evaluation, charter school governance;
- On-line Polls - using questions related to educational best practices in charter schools to stimulate discussion (that teachers/educators have a strong interest in);
- Digital Lesson Studies - short videos of teachers teaching, inviting comments that are constructive and include ideas for improvement;
- Virtual Tours of charter schools led by students and parents;
- Student Artifacts section--photos, art, videos, portfolios, documents, classroom designs, bulletin boards, and other student work products of all kinds in all subjects;
- Resources section - thematic/integrated units, curriculum maps, plus a comprehensive compendium of categorized links to charter school best practices; and
- Announcements section - trainings/professional development, grant opportunities, conferences, and rules/regulations/policy issues.

This dissemination grant will improve the effectiveness of charter school teachers and leaders thereby improving student achievement and improving graduation rates and college readiness.

Instructional Best Practices: The Department proposes to fund two dissemination grants to eligible schools for the purpose of disseminating unique, innovative and highly effective instructional practices to charter school teachers across the state. The Department will focus on

instructional practices that have proven effective with educationally and/or economically disadvantaged students. This dissemination grant will result in improved instructional practices and increased student academic achievement.

Recruitment and Retention of Highly-Effective Teachers: The Department proposes to fund one dissemination grant to an eligible charter school for the purpose of disseminating policies, procedures, and practices that are aimed at recruiting and retaining highly-effective teachers. The Department is interested in charter schools that have developed relationships with Institutions of Higher Education and take advantage of the alternative certification system to identify and hire teachers that are highly effective. This dissemination grant will result in increased student academic achievement.

Accelerated Learning Options: The Department proposes to fund one dissemination grant to an eligible charter school that has demonstrated success in offering accelerated learning options such as dual-enrollment and/or advanced placement through a partnership with a college or university. The dissemination grant will provide funds to the charter school for the purposes of supporting the creation of new charter schools that will partner with colleges and universities and offer accelerated learning options.

Previous Dissemination Grants

The Department has funded dissemination grants in each of its last two CSP award periods. As described above, one of the dissemination grants resulted in the development of an impressive Local Instructional Improvement System that is available to charter schools statewide. The Department is currently funding three active dissemination grants focused on allowing three highly successful charter schools to partner with and mentor low-performing

charter and/or traditional public schools. These three grants are ongoing and data is not yet available on the impact.

The Department has had great experience with past dissemination grants and believes that they have contributed to the growing body of knowledge on charter school best practices and have improved student academic achievement. However, it has been difficult to support that belief with data. For that reason the Department proposes to include in the contract with our external evaluator the responsibility to conduct academic quality research on the impact of each of the proposed dissemination grants.

The process will be similar to the process used by USED for the CSP project. The external evaluator, the University of Florida, College of Education (UFCOE), will work with each approved dissemination sub-grantee to ensure that the project's objectives are reasonable and measurable (SMART goals) and to set up a data reporting and collection system. Each sub-grantee will be required to cooperate with UFCOE and provide all necessary data to allow UFCOE to conduct a full and thorough evaluation of the project and determine its impact on student achievement. The evaluation of the impact of the dissemination grant on student achievement will be in addition to the evaluation of the Department's process to select and award dissemination grants (as describe in selection criteria seven), and will result in a final report for each dissemination grant.

Peer Review Process for Dissemination Grants

The Department typically funds only the top one or two applicants for dissemination grants and follows the same peer review process as described in selection criteria III.

(vii) Quality of the project evaluation. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of

objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data (10 points).

The purpose of the CSP, as defined by Congress, is to “increase understanding of the national charter school model (1) by expanding the number of high quality charter schools... (2) by evaluating the effects of charter schools...” (Section 5201, ESEA). The Department’s project evaluation structure is aligned with the stated purpose of the CSP.

The Department has developed, and is prepared to implement, a robust and thorough project evaluation plan that will measure, analyze, and report on (1) the impact of Florida’s CSP project on (a) student achievement and (b) the strength and quality of Florida’s charter school sector, and (2) the rigor and quality of the Department’s CSP sub-grant application and review process. The Department’s evaluation plan is comprised of both internal and external evaluation components.

INTERNAL EVALUATION PLAN

The Department’s internal evaluation plan is designed as a formal ongoing evaluation process that will guide the Department in its administration of the project and seek to answer the following questions:

- (1) Is the Department conducting the activities as described in the management plan?
- (2) Is the Department meeting, or making substantial progress toward meeting, the proposed outcome measures for the project?

The steps to implement the internal evaluation plan are included in the management plan and will include the creation of a Gantt chart that fully illustrates the five-year CSP project schedule including benchmarks, persons responsible, timelines, and interim data elements. The internal evaluation plan will also include monthly reports that provide an overview of activities

completed, progress toward outcomes, obstacles encountered and strategies to overcome those obstacles. All artifacts created through the internal evaluation will be provided to the external evaluators.

The internal evaluation plan will also include an annual summary that reports on the status of the project's annual outcome measures. The findings of the CSO staff in the internal evaluation process will be validated by the external evaluators prior to submission of the Department's annual report to USED.

EXTERNAL EVALUATION

In order to facilitate a rigorous, high-quality project evaluation and further contribute findings regarding the effectiveness of the CSP, the Department has obtained agreement from the University of Florida's College of Education (UFCOE) to conduct the external review. The external review team will be lead by Professor and Associate Dean of Academic Affairs, Dr. Tom Dana (Please see curriculum vitae in appendices.)

Based on the Department's experience with the external evaluation process designed and implemented for our current (2008-2011) CSP grant, a decision was made to change the focus of the external evaluation. The Department developed this CSP project around a set of objectives and outcome measures that are specific, measureable, attainable, realistic, and timely. As such, 16 of the 20 outcome measures can be measured using descriptive statistics that the Department's data specialists and CSO staff can collect and analyze, such as comparing baseline graduation rates to graduation rates at the end of the project. The Department believes that contracting with a team of respected educational researchers for such a task is not a prudent use of resources.

Instead, the Department will task the team from the UFCOE to conduct a thorough assessment and evaluation to answer a set of broader questions aimed at determining if the Department has the appropriate systems in place to sustain and grow a high-quality charter school sector. The external evaluation will answer the following questions:

1. What are the strengths and weaknesses in the Department's CSP sub-grant application and review process?
2. How can the Department improve its CSP application and review process to better screen for quality?
3. What is the impact of CSP funding on student achievement?
4. What is the impact of each of the dissemination grants funded by the Department?

Types of Data

The majority of the outcome measures are based on quantitative data related to student achievement. Florida is recognized nationally as a leader in education data collection and management. The Department maintains statewide automated student and staff databases that provide users with extensive data elements which are collected and reported regularly by all public school districts. Once reported, quantitative data and trends for numerous reporting elements can be extracted through school, district, and state level codes. In addition to current school year data, the Department's K-20 Education Data Warehouse (EDW) can integrate and crosswalk existing data extracted from multiple sources that are available at the state level. It provides a single repository of data concerning students served in the K-20 public system as well as educational missions, facilities, certifications, curriculum and personnel involved in instructional activities.

The EDW provides individual student and school data that are longitudinal from 1995, which will be of particular importance in establishing baseline data for the CSP project. This functionality allows for the tracking of charter school students over time, thus indicating when a student enters a charter school, his/her movement within the school system until he/she graduates, and students' transitions to postsecondary education or entry into the workforce.

In addition to quantitative data, the evaluation will rely upon qualitative data. The Department and UFCOE will develop surveys to be distributed electronically and questionnaires to be used in structured interviews by the evaluators. All data collection instruments developed will be maintained and archived with the Department.

Data Collection Schedule

Data will be collected on an ongoing basis. The Department will collect activities related data on a monthly basis. Student performance data will be collected annually with the release of statewide assessment results, AP results, and graduation rates. UFCOE will develop a data collection timeline based on the design of their research and will report on a quarterly basis to the Department.

The Department will conduct quarterly meetings to review the monthly updates from CSO staff and quarterly reports from UFCOE (see management plan). These meetings allow the Department to regularly analyze progress toward goals and objectives and assess the general trajectory of the project, thereby providing the Department with the information necessary to determine if mid-course corrections are needed.

Methods and Instruments to be Used

On a recurring basis, the Charter Schools Office at the Florida Department of Education will place specific data requests and receive reports derived from data surveys sent to the state's

public schools and school districts. To facilitate comparisons between charter schools and traditional public schools, the data will be maintained in a manner consistent the state's staff and student database, including but not limited to common layouts, formats, identifiers, demographics, and course information. The CSP project external evaluators will design and manage a data system to collect and store their collected data.

Supplementing the statistical data, the CSO staff and external evaluator will conduct site visits of charter schools to collect artifacts, observational descriptions, and interview data from district and charter school staff and faculty, as well as develop and distribute electronic surveys. The external evaluator will also develop or adapt instruments and surveys to gather qualitative information from key stakeholder groups, such as CSP sub-grantees, CSO staff, LEA authorizer staff, or others.

Data Analysis

The research question and the type of data will drive the type of data analysis used. As indicated earlier, most of the proposed outcome measures can be evaluated using simple descriptive statistical methods, such as comparing the baseline graduation rate against the graduation rate at the conclusion of the project. A small number of outcome measures will require a mixed approach relying on both quantitative and qualitative methods (e.g. what percentage of authorizers have adopted and implemented the principles and standards of high-quality authorizing).

The broad systemic issues to be studied by UFCOE will require a more sophisticated analytical approach that will likely require a mixed-methods approach.

Reports and Results

The following chart details the reporting schedule for all evaluation activities, both internal and external:

Party Responsible	Report Information	Delivered To	When
CSO staff	Work plan update, data collected, barriers	Charter Schools Director	Monthly
External Evaluator	Work plan update, data collected, instruments created, interim findings, barriers	Charter Schools Director	Quarterly
Florida Department of Education (validated by external evaluator)	Annual Progress Report- all project objectives and outcome measures	USED	Annually
External Evaluator	Work plan update, annual summary, interim findings, recommendations	Charter Schools Director	Annually
External Evaluator	Final Report includes findings and recommendations	Charter Schools Director	30 days after end of project
Florida Department of Education (validated by external evaluator)	Final Project Report	USED	90 days after project ends

A detailed and specific work plan will be developed by the external evaluator and submitted within 30 days of contract execution, which will include annual face-to-face meetings to review annual report findings and recommendations. The Department will use both internal and external reports to continuously evaluate its progress toward achieving project objectives.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Appendix_CSO Resumes.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1237-Resume_Evaluator .pdf**

VITA

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I. Background

Education

- Ph.D. 1981, University of California, Los Angeles
Major: Educational Research Methods and Evaluation
- M.A. 1978, University of California, Los Angeles
Major: Educational Research Methods and Evaluation
- B.A. 1977, University of California, Los Angeles
Majors: Mathematics and Psychology

Professional History

- 8/96 – **Professor**
Educational Psychology (renamed from Foundations of Education)
University of Florida
- 7/98 – 7/05 **Department Chairperson**
Educational Psychology
University of Florida
Ranked 20 by *U. S. News and World Report* for 2004

- 8/91 - 8/96 **Associate Professor**
 Foundations of Education
 University of Florida
- 8/87 - 8/91 **Assistant Professor**
 Foundations of Education
 University of Florida
- 8/84 - 8/87 **Research Associate**
 Center for Educational Testing and Evaluation
Adjunct Assistant Professor
 Department of Educational Psychology and Research.
 University of Kansas
- 10/82 - 8/84 **Data Analyst**
 Second International Mathematics Study
Adjunct Assistant Professor
 Department of Educational Psychology
 University of Illinois
- 1/82 – 10/82 **Post-Doctoral Fellowship**
 Department of Psychology
 Northwestern University

II. Research

Publications (Refereed)

Schleble, J., Franks, B.A., & Miller, M.D. (2010). Emotion dysregulation and academic resilience in maltreated children. *Child and Youth Care Forum, 39 (4), 289-303.*

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Crocker, L., Miller, M. D., & Franks, E. A. (1989). Quantitative methods for assessing the fit between test and curriculum. *Applied Measurement in Education, 2*(2), 179-194.

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Publications (Non-Refereed)

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Miller, M. D. (2010). School Standards. In C. S. Clause-Ehlers (Ed.), *Encyclopedia of Cross Cultural School Psychology*, pp. 849-852. New York: Springer.

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Jacksonville Children's Commission Evaluation. Jacksonville Children's Commission, 2009, \$111,725.

Establishment of Evaluation Center (CAPES). University of Florida, Division of Sponsored Research, 2008-2009, \$83,593.

Gainesville Reads at Pleasant Place. The Governor's Family Literacy Initiative for Florida, 2002-2003, \$43,222 (with J Tragash).

America Reads Challenge – Gainesville Reads. City of Gainesville, 2002, \$6,900 (with J. Tragash).

America Reads Challenge – Gainesville Reads. Bank of America, 2002, \$3,500 (with J. Tragash).

America Reads Challenge – Gainesville Reads. Jessie Ball duPont Foundation, 2000-2002, \$173,330 (with J. Tragash).

The evaluation of early career teachers. Florida State University System, 2000, \$20,000 (with A. E. Seraphine).

Study of the acquisition, maintenance, and generalization of a cognitive-behavioral intervention to prevent or remediate disruptive and aggressive behaviors in inclusive school settings. Office of Special Education, U.S. Department of Education, 1999-2002, \$540,000 (with S. W. Smith and A. P. Daunic).

Validation of performance-based assessments. Council of Chief State School Officers, 1995-1996, \$105,000.

Research on a school-wide conflict resolution program with peer mediation: Preventing serious emotional disturbance. Office of Special Education, U.S. Department of Education, 1995-1999, \$703,820 (with S. W. Smith).

The development of an assessment design for Florida's education goals #1, 2 and 4. Florida Department of Education, 1994, \$75,495 (with S. M. Legg).

Teachers' attitudes toward the implementation of authentic assessment in Florida. Florida Educational Research Council, Inc., 1994, \$1,700 (with A. E. Seraphine).

Mathematics self-efficacy and mathematical problem-solving: Implications of using varying forms of assessment. Florida Educational Research Council, Inc., 1994, \$1,500 (with M. F. Pajares).

Investigation of special education teacher attrition in Florida. Office of Special Education, U.S. Department of Education, 1992-1995, \$493,506 (with S. W. Smith).

Indices of differential item functioning based on item response theory. Institute for Student Assessment and Evaluation, University of Florida, 1990, \$10,052.

Exploratory and confirmatory factor analysis of dichotomous data. Institute for Student Assessment and Evaluation, University of Florida, 1989, \$6,650.

Development of instructional materials for district personnel on standardized tests. Institute for Student Assessment and Evaluation, University of Florida, 1989, \$40,260.

Developing an assessment item bank for the Southeastern states. Institute for Student Assessment and Evaluation, University of Florida, 1988, \$6,528.

Use of psychometrics to enhance the quality of testing programs. Division of Sponsored Research, University of Florida, 1988, \$2,281. (Matching funds from the College of Education, \$2,300).

An investigation of a two stage procedure for detecting item bias. Division of Sponsored Research, University of Florida, 1988-1989, \$7,311.

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Miller, M. D., & Burstein, L. (1980). *The utility of multilevel methods for analyzing and interpreting achievement test data*. Presented at the Annual Meeting of the National Council on Measurement in Education.

Burstein, L., & Miller, M. D. (1979). *The use of within-group slopes as indices of group outcomes*. Presented at the Annual Meeting of the American Educational Research Association.

Burstein, L., Fischer, K., & Miller, M. D. (1978). *Social policy and school effects: A cross national comparison*. Presented at the IXth World Congress of Sociology Meeting, Uppsala, Sweden.

Burstein, L., & Miller, M. D. (1978). *Alternative analytical models for identifying educational effects: Where are we?* Presented at the Annual Meeting of the American Educational Research Association.

Published Instruments

Miller, M. D., Poggio, J. P., Glasnapp, D. R., & Burry, J. A. *Kansas Minimum Competency Tests in Reading and Mathematics: Grades 2, 4, 6, 8, and 10*. Kansas State Department of Education, Topeka, Kansas, 1985, 1986, 1987.

Miller, M. D., Poggio, J. P., Glasnapp, D. R., Burry, J. A. *Administration Manual for the Kansas Minimum Competency Tests in Grades 4, 6, 8 and 10*. Kansas State Department of Education, Topeka, Kansas, 1985, 1986, 1987.

Miller, M. D., Poggio, J. P., Glasnapp, D. R., & Burry, J. A. *Administration Manual for the Kansas Minimum Competency Test in Grade 2*. Kansas State Department of Education, Topeka, Kansas, 1985, 1986, 1987.

Miller, M. D., Poggio, J. P., Glasnapp, D. R., & Burry, J. A. *Interpretation Manual for the Kansas Minimum Competency Tests*. Kansas State Department of Education, Topeka, Kansas, 1985, 1986, 1987.

III. Awards

Scholarship of Engagement, College of Education, University of Florida, 2010.

Distinguished Reviewer, Buros Institute, 2008

American Psychological Association (Division 16) *School Psychology Quarterly* Article of the Year Award, 1999, for Kranzler, Miller, and Jordan (1999).

American Pharmaceutical Association Best Published Paper Award for Economic, Social and Administrative Sciences, 1999, for Obedina, Hepler, Segal, & Miller (1997).

University of Florida Research Foundation Professor, 1997-2000.

University of Florida Superior Accomplishment Award, 1990.

University of Florida Teaching Improvement Program Award, 1995.

IV. Teaching

Courses Taught

Quantitative Research Methods (Overview of Research Methods and Statistics, Design through Repeated Measures and Nested ANOVA)

Test Theory

Exploratory Factor Analysis

Generalizability Theory

Item Response Theory

Evaluation of Educational Products and Systems

Advanced Quantitative Foundations (Multiple Regression)

Structural Equation Modeling

Accountability and High Stakes Assessment

Student Committees

As a research methodologist, I have continuously served on a large number of committees since coming to the University of Florida. Since arriving at Florida, I have been on more than 200 doctoral and 25 master's committees that have *graduated*. The students that I have chaired, their degrees and completed thesis or dissertation are:

Ang, Cheng	Ph.D. Estimating unidimensionality with Stout's procedure (simulation)
Bergeron, Jennifer	Ph.D. Self-serving bias: A possible contributor of construct-irrelevant variance in high-stakes testing
Cooper, Lou Ann	Ph.D. The impact of nonnormality on the asymptotic confidence interval for an effect size measure in multiple regression (simulation)
Cooper, Lou Ann	M. A. Empirical methods for establishing content representation: A multidimensional scaling analysis
Elizondo, Stewart	M. A. Accountability and the Florida Comprehensive Assessment Test: Effects of item format on low performing students in measuring one year's growth
Harrison, Jay	M.A. Estimating generalizability coefficients under different conditions of missing data (simulation)
MacInnes, Jann M.	Ph.D. The Mantel-Haenszel method for detecting differential item functioning in dichotomously scored items: A multilevel approach (simulation)
Miller Jeffrey M.	Ph.D. Comparing Poisson, ZIP, and Hurdle model fit under varying degrees of zero-inflation (simulation)
Miller, Jeffrey M.	M.A. Susceptibility to survey item order effects as a function of perceived control over content
Pacheco, Miriam	M.A. The relationship between grading according to academic standards and year-end mathematics achievement

Paez, Doris	Ph.D. Parental support of Hispanic students
Pajares, M. Frank	Ph.D. A path analysis of the mediating effects of self-efficacy on mathematics achievement
Seraphine, Anne E.	Ph.D. Comparing multiple indices of unidimensionality (simulation)
Spence, Patricia D.	Ph.D. Multidimensional equating (simulation)
Taylor, Kelli	M. A. Teacher perceptions of diagnostic information provided by standards-based testing
Yuen, Hon	Ph.D. The impact of multiple imputations on the estimation of coefficient alpha (simulation)
Zuo, Youzhen	M.A. A multivariate generalizability analysis of the SSQ scale

V. Service

Professional Organization Memberships

American Educational Research Association
 American Educational Finance Association
 American Evaluation Association
 Florida Educational Research Association
 Florida Educational Research Council
 National Council on Measurement in Education

Professional Organization Service

NCME Technical Award Committee, 2007-2008.
 NCME Dissemination Award Committee, 2006-2007.
 Florida Educational Research, President, 2005-2006.

Chair of *Journal of Educational and Behavioral Statistics* Management Committee, 2003-2005.

Publications Committee, American Educational Research Association, 2003-2005.

Publications Committee, American Statistical Association, 2003-2005.

Publications Committee, National Council on Measurement in Education, 2003-2008.

Dissertation Award Committee for the National Council on Measurement in Education, 2002-2005.(Chair for first year)

E. F. Lindquist Award Committee, 2001-2003. (Chair for second year)

Chair of Graduate Student Seminar Committee for Division D of the American Educational Research Association, 1998-2000.

Florida Educational Research Association Board Member, 2001-2004.

Florida Educational Research Association Membership Chair, 2001-2005.

Florida Educational Research Association, Distinguished Paper Award Committee, 2001.

Editor

National Council on Measurement in Education website, 2003-present.

Editorial Boards

<i>Applied Measurement in Education</i>	2001-present
<i>Educational Considerations</i>	1995-2003
<i>Educational Measurement: Issues and Practices</i>	1995-1997
<i>Death Studies</i>	1991-1997

Ad Hoc Reviewer

Journals

American Educational Research Journal

Applied Measurement in Education

Educational Assessment

Educational Evaluation and Policy Analysis

Educational Measurement: Issues & Practice

Florida Journal of Educational Research

Journal of Educational Measurement

Journal of School Health

Journal of Teacher Education

Psychological Bulletin

Psychological Methods

Review of Educational Research

Organizations (annual meeting review)

American Educational Research Association

American Evaluation Association

Florida Educational Research Association

National Council on Measurement in Education

Expert Testimony

Florida – Deposed and Testified in Bookstore Trade Name suit for the University of Florida Bookstore examining survey methods and results about name identification

Georgia – Deposed in Georgia Teacher Certification Tests (TCTs) suit for the Georgia Department of Law examining validation methods and results for TCTs

Montana – Deposed and Testified in Educational Finance suit for the Montana Attorney General examining the distribution of funding to public schools

Kansas - Deposed in Educational Finance suit for the Newton Unified School District Examining the distribution of funding to public schools

Missouri – Deposed and Testified in Educational Finance suit for the Missouri Attorney General examining standardized test results

South Dakota - Deposed and Testified in Educational Finance suit for the South Dakota Attorney General examining the distribution of funding to public schools

School Consultation – State Level

Alabama – Consultant on *Margaret T. Allen v. Alabama State Board of Education, et al.* (Teacher Certification litigation)

California – Served on committee to develop RFP for statewide assessment (K-12)

Florida – Served on multiple committees examining the psychometric properties of Statewide assessments (K-12)

Georgia – Served on international evaluation team, examining the validity of the Georgia Teacher Certification Tests

Kansas – Served on multiple committees examining the psychometric properties of the Kansas Minimum Competency Tests (2-10) and the Kansas Teacher Certification Tests

Kentucky – Serve on National Technical Advisory Panel for Assessment and Accountability (TAC)

Minnesota – Serve on Technical Advisory Committee (TAC)

Montana – Served on evaluation team to examine the distribution of funds to public schools

South Dakota - Served on evaluation team to examine the distribution of funds to public schools

School Consultation – District Level

- Alachua County - Student Assessment – Standardized test selection and development of Curriculum-Based Assessments
- Safe and Drug Free Schools Needs Assessment
- Economic Diversity and Achievement
-Head Start evaluation
- Broward County - School Improvement Evaluation
- Student Assessment – High School Algebra Assessment
- Clay County - Teacher In-Service Needs Assessment
- Hillsborough County - Evaluation of School-Based Management Training
- Lake County - Teacher In-Service Needs Assessment
- Marion County - Evaluation of Distance Learning Program
- Polk County -Evaluation of Drug Prevention/Intervention Program
- Volusia County - Evaluation of School Transition Project
- Evaluation of Computerized Reading and Mathematics Programs
- Evaluation of Severe Emotional Disturbance Programs
- Evaluation of Drug Prevention/Intervention Program
- Evaluation of Parenting Program
-Evaluation of Bullying Program
-Evaluation of Second Step Violence Prevention Program
- Northeast Florida Educational Consortium (NEFEC: representing 12 districts)
- Evaluation Planning for *Goals 2000*
- Evaluation of Best Practices in Teaching Reading
-Evaluation of Florida Reading Initiative

University Service

Institutional Review Board, 1991-present.

University Council on Teacher Education, 1998-2005.

University Library Committee, 1995-1999.

Faculty Senate, 1990-1992.

Northeast Regional Data Center (NERDC), Instruction and Research Users' Committee (Recommending Computing Policies), 1987-1990.

College of Education Service

Faculty Policy Council, 2007-2009.

Ad Hoc committee to rewrite Tenure and Promotion Guidelines, 2006-2007.

Associate Dean Evaluation Committee, 2003.

Long Term Planning Committee, 2001-2003.

Graduate Education Planning Committee, 1997-1998.

College Curriculum Committee, 1997-1999.

Tenure and Promotion, 1995-1996.

Research Advisory Council, 1995-1996.

Search Committee for Department Chairperson, 1994-1995.

Graduate Research Review Panel, 1992-1997.

Committee on Faculty Evaluation and Grading Practices, 1991-1992.

Department Service

Director Search Committee, Chair, 2009-2010.

Section Head, Research Methods and Evaluation, 2007-2008.

Research Methods Search Committee, 2006-2007.

United Way Department Representative, 1993.

Educational Research Search Committee, Chairperson, 1992.

Research Methods, Section Chair, 1987-1995.

Research Methods Admissions Committee, 1987-present.

Community Based Service

Evaluation of Jacksonville Children's Commission, Jacksonville, Florida, 2009- present.

Evaluation of United Way's Success by Six Program, North Central Florida, 2007-2008.

Evaluation of Homeless and Dually Diagnosed (substance abuse and mental illness) Project, Gateway Community Services, Jacksonville, Florida, 2002-2005, 2006-2010.

Evaluation of Development of Ecstasy and Club Drug Educational Materials Project, Gateway Community Services, Jacksonville, Florida, 2002-2007.

Evaluation of Family Ties Project, Gateway Community Services, Jacksonville, Florida, 2004-2008.

THOMAS M. DANA

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Tom Dana is Professor of Education and Associate Dean for Academic Affairs in the College of Education at the University of Florida. He previously served as director of the School of Teaching and Learning at UF. He helped usher in the college's programs for working professionals into the era of distance education, and was instrumental in bringing UF Teach – a effort to increase the quality and quantity of science and mathematics teachers – to UF. He led the COE's accreditation teams during site visits by the Florida Department of Education and the National Council for the Accreditation of Teacher Education. Dana came to UF from Penn State, where, from 1998-2003, he held the Henry J. Hermanowicz Professorship in Education and served as Coordinator of Teacher Education programs. He has a Ph.D. in science education from Florida State University, and B.S. and M.S. degrees in science education from State University of New York-Oswego.

PROFESSIONAL EXPERIENCE

- 2008-present Associate Dean for Academic Affairs, College of Education, University of Florida, Gainesville, FL
- 2003-2008 Director (Chair), School of Teaching and Learning, College of Education, University of Florida, Gainesville, FL
- 2001-2003 Henry J. Hermanowicz Professor of Teacher Education, Pennsylvania State University, University Park, PA. Professorship awarded to provide leadership and scholarly creativity to Penn State's teacher education mission
- 2001-2003 Coordinator for Teacher Education Programs, Department of Curriculum and Instruction, The Pennsylvania State University, University Park, PA
- 1999-2000 Visiting Lecturer. Sabbatical leave visitor to University of Sydney, Queensland University of Technology, and Curtin University, Australia
- 1998-2003 Associate Professor of Education, Department of Curriculum and Instruction, The Pennsylvania State University, University Park, PA
- 1992-1998 Assistant Professor of Education, Department of Curriculum and Instruction, The Pennsylvania State University, University Park, PA
- 1989-1992 Teaching Assistant/Research Assistant, Mathematics Education and Science Education Program, The Florida State University, Tallahassee, FL
- 1989-1990 University School Science Instructor, Middle School Physical Science and High School Physics, FSU Developmental Research School ("Florida High"), Tallahassee, FL
- 1986-1989 Middle and High School Science Teacher, earth sciences and physical sciences, Mexico, NY, Public Schools
- 1985-1989 Grades 3-7 Science and Computer Teacher, Sheldon Institute for the Gifted and Talented, Oswego, NY
- 1985-1987 Research Assistant, Classroom Interaction Research Laboratory, NSF-funded "wait time" projects, State University of New York, Oswego, NY

EDUCATION AND CERTIFICATION

Doctor of Philosophy, The Florida State University, Tallahassee, FL 1992
Major: Science Education
Concentrations: Qualitative Research, Teacher Education

T.M. Dana -3/2011 - p.1

Dissertation: Achieving comprehensive curriculum reform: An analysis of the implementation of a mathematics, science, and technology education policy.

Adviser: Ken Tobin

Master of Science, State University of New York, Oswego, NY 1987

Major: Affective Education/Science Education

Thesis: The persistent effects of training in wait time: Case studies of two earth science teachers

Adviser: J. Nathan Swift

Bachelor of Science, State University of New York, Oswego, NY 1985

Major: Secondary/Earth Sciences Education

Concentrations: physics, planetarium operations

New York State Permanent Teaching Certificates in Physics, Earth Sciences, General Science

AWARDS AND HONORS

Innovations in Teaching Science Teachers, The Association for the Education of Teachers in Science, 2003

Provost's Award for Collaboration, Penn State, 2000.

College of Education Outstanding Faculty Award, Penn State University, 1996

Harvard-Smithsonian Center for Astrophysics Recognition Award, 1996

Project P.I.A.G.E.T. Distinguished Contribution Award, 1995

Faculty Recognition Award, Florida State University, 1992

RESEARCH AND SCHOLARLY PUBLICATIONS

My scholarly life is dedicated to understanding issues of teacher quality in order to improve schooling for all learners. I am interested in understanding how teachers learn to teach and what they learn in high-quality, field-based, reform-minded teacher preparation programs. Specifically, I have studied how prospective teachers develop reform-oriented, subject-specific pedagogical knowledge and practices for supporting students' meaningful science learning and scientific inquiry.

Articles in Refereed Journals

Dana, T. M. & Park, S. (accepted pending approval of revisions). Impact of a science methods course on the science teaching self-efficacy beliefs of Korean prospective elementary teachers. Journal of Science Teacher Education.

McLoughlin, A.M., Dana, T.M., & Freeman, T.J. (accepted pending approval of revisions). Creating dissonance in prospective teachers' conceptions of learning and teaching science. Science Education.

Hakverdi, M., & Dana, T. (submitted). Factors influencing exemplary science teachers' levels of computer use. Journal of Research in Science Teaching.

Friedrichsen, P.M. & Dana, T.M. (2005). Using a card-sort task to elicit and clarify science teaching orientations. Journal of Science Teacher Education, 14(4), 291-309.

Friedrichsen, P.M. & Dana, T.M. (2005). Substantive-level theory of highly regarded secondary biology teachers' science teaching orientations. Journal of Research in Science Teaching, 42(2), 218 – 244.

Zemba-Saul, C., Haefner, L., Avraamidou, M., & Dana, T. (2004). Integrating technology in elementary preservice teacher education: Orchestrating scientific inquiry in meaningful ways. Journal of Science Teacher Education, 13(4), 303-329

Sillman, K.A., Dana, T.M. & Miller, M. (2003). Fifth-Year Teacher: From Mentored to Mentoring. Pennsylvania Teacher Educator, 2,

Taylor, J. & Dana, T.M (2003). Secondary school physics teachers' conceptions of scientific evidence: A collective case study. Journal of Research in Science Teaching, 40(8), 721-736.

T.M. Dana - 3/2011 - p.2

- Taylor, J. A., & Dana, T. M. (2003). An illustration of the complex nature of subject matter knowledge: A case study of secondary school physics teachers' evaluation of scientific evidence. *Journal of Physics Teacher Education Online*, 1, (4), 3-13.
- Taylor, J. A., Lunetta, V. N., Dana, T. M., & Tasar, M. F. (2002) Bridging science and engineering: an integrated course for non-science majors. *Journal of College Science Teaching*, 31(6), 378-383.
- Taylor, J. A., & Dana, T. M. (2002). Physics teachers' concepts of statistical significance. *Journal of Physics Teacher Education Online*, 1(2), 3-9. Available: <http://www.phy.ilstu.edu/jpteo/>.
- Friedrichsen, P. J., Dana, T. M., Zembal-Saul, C., Munford, D., & Tsur, C. (2001). Learning to teach technology model: Implementation in secondary science teacher education. *Journal of Computers in Mathematics and Science Teaching*, 20(4), 377-394.
- Sillman, K.A., & Dana, T.M. (2001). Metaphor: A tool for promoting prospective elementary teachers' participation in a science teacher learning community. *Journal of Science Teacher Education*, 12(2), 87-106.
- Taylor, J. A., Dana, T. M., & Tasar, M. F. (2001). An integration of simple materials and complex ideas: Description of an instructional sequence in statics. *International Journal of Engineering Education*, 17(3), 267-275.
- Sillman, K. A., Dana, T. M., & Miller, M. (2000). The first year of teaching science: Ready or not? *Action in Teacher Education*, 23(3), 56-63.
- Sillman, K.A., Zembal-Saul, C., & Dana, T. M. (2000). STEPS into learning: Prospective teachers explore use of classroom technologies through a unique school-university program. *Science and Children*, 38(3), 42-5.
- McLoughlin, A. & Dana, T. M. (1999). Making science relevant: The experiences of prospective elementary school teachers in an innovative science content course. *Journal of Science Teacher Education*, 10(2), 69-91.
- Tippins, D., Nichols, S., & Dana, T. M. (1999). Exploring novice and experienced elementary teachers' science teaching and learning referents through video cases. *Research in Science Education*, 29(3), 331-52.
- Dana, T. M., Lunetta, V. N., Fonseca, J. M. B., & Campbell, L. M. (1998). A formacao de professores de ciencias e a reforma: perspectiva internacional e a realidade Portuguesa. *Revista de Educacao*, 3(2), 115-128.
- Dana, T. M., Campbell, L., & Lunetta, V.N. (1997). Theoretical bases for reform of science teacher education. *The Elementary School Journal*, 97(4), 419-432.
- Dana, N. F., Dana, T. M., & Hernandez, D. (1997). Stages in the evolution of a school-university collaborative -- The Matternville Elementary School experience. *Pennsylvania Educational Leadership*, 17(1), 30-37. (Reprinted in *Missouri Educational Leadership*, 8(2), 32-39, Spring 1998.)
- Koul, R. & Dana, T. M. (1997). Contextualized science for teaching science and technology. *Interchange*, 28(2&3), 121-144.
- Koul, R., & Dana, T. M. (1997). School science in India: Curriculum developers/textbook authors' perspectives. *Electronic Journal of Science Education [Online]*, 2(2). Available: <http://unr.edu/homepage/jcannon/ejse/kouldana.html> [1997, December 1].
- Rye, J. & Dana, T. M. (1997). Teaching beliefs and practices of a research faculty member engaged in Science-Technology-Society (STS) instruction. *Electronic Journal of Science Education*, [On-line], 1(4). Available: <http://unr.edu/homepage/jcannon/ejsev1n4.html> [1997, September 1]
- Dana, T. M., Campbell, L. M. & Lunetta, V. N. (1997). Elementary science teacher education: Theoretical bases for reform. *Elementary School Journal*, 97(4), 419-432

- Bradford, C. & Dana, T. M. (1996). Exploring science teacher metaphorical thinking: A case study of a high school science teacher. Journal of Science Teacher Education, 7~3), 197-211.
- Dana, T. M. & Lunetta, V. N. (1994). Science teacher education. Science Education. 78 (3), 209-211.
- Collins, A. & Dana, T. M. (1993). Using portfolios with middle grades students. Middle School Journal, 25(2), 14-19.
- Dana, T. M. & Tippins, D. J. (1993). Considering alternative assessments for middle level learners. Middle School Journal, 25(2), 3-5.
- Dana, T. M., Perkins, R., Ledford, K. & St. Pierre, M. (1993). Fun-filled physics. Science and Children, 30(7), 28-31.
- Dana, T. M. (1990). The history and philosophy of science: What does it mean for the science classroom? The Australian Science Teachers Journal, 36(1), 21-26.

Articles Published in Non-Refereed Journals

- Dana, T. & Zembal-Saul, C. (2001, March). Learning to teach with technology. Proceedings of the 2001 Meeting of the Society for Information Technologies in Teacher Education (SITE), Orlando, FL.
- Zembal-Saul, C. & Dana, T.M. (2001, March). Argument and evidence in web-based teaching portfolios. Proceedings of the 2001 Meeting of the Society for Information Technologies in Teacher Education (SITE), Orlando, FL.
- Zembal-Saul, C., Boardman, L., & Dana, T.M. (2000). Using web-based portfolios to support elementary science teacher learning. In P. Rubba, J. Rye, P. Keig, & W. DiBiase (Eds.), Proceedings of the 2000 Annual International Conference of the Association for the Education of Teachers in Science. (ERIC document Reproduction Service No. ED 438191).

Books/Parts of Books

- Emihovich, C., Dana, T., Vernetson, T., & Colon, E. (2011). Changing standards, changing needs: The gauntlet of teacher education report. In P.M. Early, D.G. Imig, & N.M. Michelli (Eds.), Teacher Education Policy in the United States (pp. 47-75). New York: Routledge. (236 pages).
- Dana, T. M. & Ferdig, R. E. (2007). The virtual science classroom. In R. Bell, J. Gess-Newsome, and J. Luft (Eds.), Technology in the Secondary Science Classroom (pp. 83-90). Arlington, VA: National Science Teachers Association.
- Dana, T. M., & Taylor, J. A. (2002). Truss troubles. In D. Tippins, T. Koballa, & B. Payne (Eds.), Learning from Cases: Unraveling the Complexities of Elementary Science Teaching (pp. 61-65). Boston: Allyn and Bacon.
- Dana, T. M., & Tippins, D. J. (1998). Portfolios, reflection and educating prospective teachers of science. In K. Tobin & B. Fraser (Eds.), International Handbook of Research in Science Education (pp. 719-732). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Committee for Portfolios in Pennsylvania, PA Department of Education. (1996). A Guide for Portfolios. [On-line]. Available: http://www.ed.psu.edu/dept/CI/portfolio/Portfolio_Guide.html. (Dana was primary author and publisher.)
- Dana, T. M., & Davis, N. T. (1993). Considering constructivism for improving mathematics education and science education. In K. G. Tobin (ed.), The Practice of Constructivism in Science Education (pp. 325-335), American Association for the Advancement of Science, Washington, DC. (solicited chapter)
- Rubba, P., Campbell, L., & Dana, T. (Eds.). (1993). Excellence in educating teachers of science: 1993 yearbook of the Association for the Education of Teachers in Science. Columbus, OH: ERIC Clearinghouse for Science, Mathematics and Environmental Education.

- Dana, T. M. (1991). A grade three teacher's journey in learning to use computers in her classroom. In A. Lorsbach (ed.), Hot Topic: Using Technology to Enhance Mathematics and Science Learning. Tallahassee, FL: Florida Department of Education.
- Dana, T. M., Lorsbach, A. W., Hook, K. S., & Briscoe, C. (1991). Showing what they know: Student assessment in a new age of science education. In S. Malcolm & G. Kulm (eds.), Science Assessment in the Service of Instruction (pp. 331-337), American Association for the Advancement of Science, Washington, DC.
- Dana, T. M. (1992). The Florida science, mathematics, and computer education report card. Tallahassee, FL: Florida State University and Florida Department of Education.

Sample Technical and Research Reports

- Dana, T.M., & Zembal-Saul, C. (2000, September). Teaching science using technology. Link-to-Learn: Integrating Technology into Teacher Preparation (ITTP) Program, Pennsylvania Department of Education.
- Dana, T. M. The Pennsylvania Junior Science and Humanities Symposium: A report to the Academy of Applied Science. University Park, PA: The Pennsylvania State University. (reports submitted each year 1994-2002).
- Dana, N. F (1996). Powerful partners: Evaluation of the partnership between State College schools and Penn State's Department of Curriculum and Instruction.
- Dana, N. F., & Dana, T. M. (1993). Prospective elementary teachers' construction of science pedagogical content knowledge using the case study approach: Project Report. Submitted to the College of Education Alumni Society, October 1993.
- Dana, T. M., Tobin, K., Engler, P., & Shaw, K. (1992). Evaluating the implementation of Florida's Comprehensive Plan for Improving Mathematics, Science, and Computer Education: Final Report. Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Dana, T. M. (1991). How we are doing? A report card on mathematics~ science, and computer education in Florida (Technical Report #13). Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Nichols, S. E., & Dana, T. M. (1991). What teachers say about mathematics, science, and computer education: Quotes and vignettes to support the evaluation of policy implementation Technical Report #12. Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Dana, T. M., & Nichols, S. E. (1991). Science and computer education in Florida high schools (Technical Report #5) Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Dana, T. M., & Nichols, S. E. (1991). Science and computer education in Florida middle schools (Technical Report #4) Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Dana, T. M., & Nichols, S. E. (1991). Mathematics and computer education in Florida high schools (Technical Report #3) Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Dana, T. M., & Nichols, S. E. (1991). Mathematics and computer education in Florida middle schools (Technical Report #2). Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.
- Dana, T. M., & Nichols, S. E. (1991). Mathematics, science, and computer education in Florida elementary schools (Technical Report #1). Tallahassee, FL: Florida State University, Mathematics and Science Education Program. Submitted to the Florida Department of Education, Office of Policy, Research, and Improvement.

SAMPLE CONFERENCE PAPERS AND PRESENTATIONS

I have presented over 75 papers at international, national, and state conferences.

- Adams, A., Boynton, S., Bondy, E., Castaneda, M., Dana, N. F., Dana, T., Elliot, S., Ovalle, R., Packer, C., Ross, D., Thomas, C., Timmons, C., & Wolkenhauer, R. (2011). The Teacher Leadership for School Improvement Program. Special invited Distinguished Program in Teacher Education Finalist Award session presented at the Association on Teacher Educators annual meeting, Orlando, FL. (winner)
- Colón, E., Dana, T., Vernetson, T., & Gaddis, J. (2010, February). Beyond Skill Development: Fostering Candidate "Stance" Toward P-12 Learning. Presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA
- Dana, T.M., Dira-Smolleck, L., & Amond, M.B. (2003, February). Simultaneous renewal through teacher inquiry: Penn State's partnerships for improving education. Poster presented at the annual meeting of the Holmes Partnership, Washington, DC
- Dana, T.M. (2003, January). Using candidate work samples to think about P-12 student learning. Paper presented to the Alliance for Learning and Teaching at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans.
- Friedrichsen, P., & Dana, T. (2002, April). A substantive-level theory of highly-regarded secondary biology teachers' science teaching orientations. National Association for Research in Science Teaching, New Orleans, LA.
- Tasar, M.F., Dana, T.M., Taylor, J.A., Lunetta, V.N. (2002, April). Authentic Instruction and Non-Trivial Physical Science for Non-Majors. National Association for Research in Science Teaching, New Orleans, LA.
- Tasar, M.F., Dana, T.M., Lunetta, V.N. (2002, April). What It Takes to Understand: One College Student's Mental Model of Force, Acceleration and Velocity. National Association for Research in Science Teaching, New Orleans, LA
- Friedrichsen, P. & Dana, T. (2002, January). Using a card sorting task to elicit prospective science teachers' science teaching orientations. Paper presented at the annual meeting of the Association for the Education of Teachers in Science (AETS), Charlotte, NC. (Paper won Innovations in Education Teachers of Science Award, 2002)
- Dana, T.M., Zemal-Saul, C., & Frazier, M. (2001, October). Preparing elementary teachers to support children's scientific inquiry. Presented at the Invitational Forum: Exemplary Practices and Challenges in Teacher Preparation, Association of American Universities (AAU), Cambridge, MA.
- Dana, T.M. (2001, June). An engineering course for prospective elementary school teachers. In T. Regan (Chair), ECSEL NSF 10-year best practices summary. Symposium paper presented at the annual meeting of the American Society for Engineering Education, Albuquerque, NM.
- Dana, T. M. & Zemal-Saul, C. (2001, March). Learning to teach with technology. Paper presented at the annual meeting of the Society for Information Technologies in Teacher Education (SITE), Orlando, FL.
- Zemal-Saul, C., & Dana, T.M. (2001, March). Argument and evidence in web-based teaching portfolios. Paper presented at the annual meeting of the Society for Information Technologies in Teacher Education (SITE), Orlando, FL.
- Dana, T. & Zemal-Saul, C. (2001, January). Supporting science teacher learning using web-based portfolios. Preconference workshop at the annual meeting of the Association for the Education of Teachers in Science (AETS), Costa Mesa, CA.
- Sillman, K. Zemal-Saul, C., Friedrichsen, P. & Dana, T. (2001, January). The learning to teach science with technology project: An overview. Paper presented at the annual meeting of the Association for the Education of Teachers in Science (AETS), Costa Mesa, CA.
- Dana, T., M. & Zemal-Saul, C. (2000, April). A pedagogical knowledge base for supporting student scientific inquiry. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), New Orleans, LA.
- Tasar, M. F., Dana, T. M., & Lunetta, V. N. (2000, April). Learning concepts and solving problems in simple machines. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), New Orleans, LA.

PROJECTS, GRANTS AND CONTRACTS

UFTeach: An Initiative to Increase the Quality and Quantity of Mathematics and Science Teachers, National Mathematics and Science Initiative and Exxon/Mobil, \$1,400,000 plus \$1,000,000 endowment at conclusion. Raised \$1,000,000 endowment match from Helios Foundation and additional \$178,000 in private contributions. 2007-2012

Florida PROMiSE: Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida. Mathematics and Science Partnership (MSP), Florida Department of Education, 2007-2010. Year 1 subcontract \$1,367,405 (total award Year 1: \$5,900,000).

Project SOAR: Science – Optimizing Academic Results. A Mathematics and Science Partnership from Florida Department of Education, subcontract from the Panhandle Area Educational Consortia, \$164,908, 8/1/07 – 6/30/08.

Interdisciplinary Center for Ongoing Research/Education Partnership Program, UF, Howard Hughes Medical Institute, \$675,000, 2007-2009, co-PI

Graduate Research and Education in Advanced Transportation Technology (GREATT), Penn State, National Science Foundation, GK-12 Track 2. \$2,146,642. Awarded in 2003, co-PI, Award Number 0338240.

Integrating the Pennsylvania Academic Standards for Environment and Ecology and Effective Environmental Pedagogy into the Teacher Preparation Program at The Pennsylvania State University – University Park. Conservation/Education Organization Teacher Preparation Track, \$10,000, Pennsylvania Department of Environmental Protection, 7/1/03-6/30/04. Dana serves as co-PI.

Teaching Science Using Technology. Link-to-Learn: Integrating Technology into Teacher Preparation Program, Pennsylvania Department of Education, \$311,100, February 1999-June 2000. Dana served as co-PI.

Supporting Science Teacher Learning through a Virtual Science Education Community. Fund for Excellence in Learning and Teaching (FELT), \$3500, Penn State, 1999-2000. Dana served as co-PI.

The Pennsylvania Junior Science and Humanities Symposium. The Academy of Applied Science and the United States Army Research Office, \$20,000 for FYs1994-1998 and \$25,000 FYs1999-2003. Dana served as the Director and competed for and received internal PSU funding to support additional aspects of this project.

Goals 2000: Teacher education partnership activities with the State College Area School District. Proposal prepared by Rubba, P., Dana, N., Myers, J., Opendhoff, W. to Pennsylvania Department of Education, August 1995 - August 1996, \$50,000. Dana provided support for project activities and conducted research on prospective teacher and practicing teacher professional development.

Integrated Science for Elementary Education Majors. Proposal prepared by Bernlohr, R., Graetzer, R., Keiser, J., and Dana, T. Eberly College of Science and College of Education, May 1995-August 1995, \$14,000.

Goals 2000 Project: Planning for the development of professional practice schools. August 1994 -August 1995, Pennsylvania Department of Education, \$25,000. Dana was a planning participant.

Prospective Elementary School Teachers' Construction of Science Pedagogical Content Knowledge: The Case Study Approach. 1992 - 1994, College of Education Alumni Association, \$600. Prepared with N. Dana. Dana was a co-principal investigator.

Excellence in Educating Teachers of Science: 1993 AETS Yearbook. June 1992 - January 1993, ERIC Clearinghouse for Science, Mathematics and Environmental Education, \$2,500. Prepared by P. Rubba. Dana served as a co-editor of the yearbook and had editorial responsibility for 6 of the 15 chapters.

Evaluation of the Implementation of Florida's Comprehensive Plan for Improving Mathematics Science and Technology Education. September 1990 - January 1992, Florida Department of Education, \$26,250. Proposal was written by Dana. K. Tobin and K. Shaw were principal investigators. Dana was the Project Director.

Participation in Other Funded Research Projects:

Science for Life, Howard Hughes Medical Institute, Member of core lab curriculum committee, science education minor, UF, 2006-present

T.M. Dana -3/2011 - p.7

Commonwealth K12, National Science Foundation, Math-Science Partnership, Penn State, 2003. Member of proposal preparation team.

ATE Regional Center for Nanofabrication Manufacturing Education, Penn State, National Science Foundation/Materials Development, \$1,700,000, June 2001, S. Fonash, PI. Member of K-12 committee and project evaluation team.

ECSEL: Engineering Coalition of Schools for Excellence and Leadership, National Science Foundation, 10/95-9/00. Dana served on the Penn State K-12 Team. One result of this project was a collaboratively designed and delivered engineering course for prospective elementary teachers focusing on important physical science concepts and engineering design.

BISCITS: Biotechnology Initiative for Systematic Change in the Teaching of Science, Clarion University, funded by the National Science Foundation, \$1,400,000, 1996-2000. External Evaluator.

Case Studies of Science Education Reform, Harvard-Smithsonian Center for Astrophysics. Dana was selected as one of three researchers/consultants for this video-based project sponsored by the Annenberg CPB Foundation and the Harvard-Smithsonian Center for Astrophysics to document science teacher efforts at learning and implementing classroom-based reform. Dana has served the project as a Researcher/Strategist and as a member of the Advisory Panel. August 1994 - August 1996.

Alternative Assessment in Science, 1995, University of Georgia. Dana was advisory board member and designer of "science backpacks."

Learning to Lead from Lead Teachers, 1992-1994, College of Education Alumni Association, \$600. Prepared by J. D. Marshall. Dana was one of four researchers on this project.

Professional Practice Schools: Sabal Palm Elementary School, Florida State University School, and Nims Middle School, 1990-92, National Science Foundation and Florida State University.

Science Teacher Learning and Change, 1990-92, National Science Foundation

Tracing Uranium-series Isotopes in Florida's Groundwater, 1989-91, Florida State University

Wait Time and Higher Level Thinking in Science, 1984-86, National Science Foundation

GRADUATE STUDENT SUPERVISION

I have advised 34 doctoral dissertations, master's theses, and undergraduate research theses.

SAMPLE OF SPEAKING ENGAGEMENTS AND CONSULTING

Dana, T.M. (2003, July). Giving priority to evidence and explanation: Some thoughts on teaching science. Keynote presentation to the M3 Hybrid Electrical Vehicles teacher workshop,

Dana, T.M. (2003, February). Using candidate work samples to think about P-12 student learning. Professional Certification Coordination Council, Penn State University.

Dana, T. M. (2002, April). Advances and limitations in studies of teacher beliefs. Prepared comments delivered as a discussant on a paper set at the annual meeting of the American Educational Research Association, New Orleans.

Dana, T. M. (2002, February). Science Teacher Education: Examining the Research Base for Policy and Practice. Penn State University.

Dana, T.M. (2001, October). Nanofabrication at the secondary school level. Presentation to the Pennsylvania Nanofabrication Manufacturing Technology Partnership, State College, PA.

Dana, T. M. (2001, July). Fostering inquiry in science teaching. Presentation to the participants of a summer workshop on Hybrid Electrical Vehicles, Penn State College of Engineering.

Dana, T. M. (2001, July). Fostering inquiry in science teaching. Presentation to the participants of the Nuclear Science & Technology Workshop, Penn State College of Engineering.

Zemal-Saul, C., DiBiase, D., & Dana, T. (2001, June). Web-based learning portfolios. A workshop presented as part of the Teaching and Learning Consortium (TLC) Summer Teaching Academy, Penn State.

Zemal-Saul, C., & Dana, T. (2001, June). Assisting teachers in constructing technology-rich learning environments. A presentation to the School of Information Sciences and Technology Faculty Academy, Penn State.

T.M. Dana - 3/2011 - p.8

- Dana, T. (2000, July). Promoting science in early childhood settings. Presentation to the Better Kids Care Project, Bellefonte, PA.
- Zemal-Saul, C., Boardman, L., & Dana, T (1999, October). Web-based portfolios in teacher education: Supporting learning and assessing understanding. An invited presentation to the Teaching and Learning Consortium, Penn State.
- Fueyo, J & Dana, T (1996, October) Beyond portfolio basics: Creating a portfolio culture. Action lab presented to State College Area School District Teachers, State College, PA
- Dana, T M (1996, September) What might a teacher's portfolio look like? Presentation to C I 295 students, Penn State (repeated 1/97 and 9/97)
- Dana, N, F., & Dana, T. M. (1995, July). Qualitative research: An Overview. Invited speaker for the McNair Scholars Program for Minorities. The Pennsylvania State University University, Park, PA.
- External evaluator of BISCITS - a biotechnology education initiative. Served as consultant to E. Zielinski and D. Smith, Clarion University of Pennsylvania. Dana coordinated the evaluation of a \$3 million project on biotechnology in education funded by the National Science Foundation. 1995 – 2000.

SAMPLE OF SERVICE TO PROFESSIONAL AND GOVERNMENTAL ASSOCIATIONS

American Association for Colleges of Teacher Education (AACTE)

- Institutional Representative (1994-present), Program reviews
- Working Group Member, Alliance for Learning and Teaching Project (2002-2007)
- Attended Academy for Leadership Development, New Dean's Institute, 2002
- Participated in yearly "Day on the Hill" advocacy efforts in Washington DC to promote role of colleges of education in school reform and STEM education leadership

American Educational Research Association

- Program Co-Chair, SIG Constructivist Theory and Practice
- Conference program proposal reviewer, Divisions C & K
- Discussant

Association of Mechanical Engineers (ASME)

- K-12 Education Initiative (2004-2006)

Association for the Education of Teachers of Science

- Co-Editor, AETS-sponsored Science Teacher Education Section (STES) of the journal Science Education (1993-1996) and co-chair of STES committee
- Member, Publications Committee (1993-1996)
- Conference proposal reviewer

Florida Association of Colleges for Teacher Education

- Institutional member, panelist, collaborator on various Florida teacher education concerns

Florida Department of Education

- Teacher Preparation Program Approval folio and onsite reviewer

National Association for Research in Science Teaching

- Proposal Reviewer, Program Committee, Strand Coordinator, paper discussant,
- Distinguished Contribution to Science Education through Research Award, Committee Member, 1993-1996

National Science Teachers Association

- Member, Research Committee (1997-1999)
- Consultant, Teacher Preparation Committee (2002-2003)
 - Co-authored NSTA position paper on professional teacher preparation
- NSTA/NCATE Review Team additional member (

Northeastern Region of the Association for the Education of Teachers in Science

T.M. Dana -3/2011 - p.9

- Elected member of the Board of Directors (1994-1996)

Pennsylvania Association of Colleges for Teacher Education

- Institutional Representative
- Reviewer for journal, *The Pennsylvania Teacher Educator*

Pennsylvania Science Teachers Association

- Convention Planning Committee Member (1994)

Southeastern Association of the Education of Teachers in Science

- Program Committee member for January 1992 annual meeting, Wakulla Springs, FL
- Presider at annual meetings (1991, 1992)

OTHER PROFESSIONAL SERVICE

Editorial Commitments

Regularly review book proposals and books, as well as articles for refereed journals such as *Science Education*, *Journal of Elementary Science Education*, *Journal of Teacher Education*, and *Journal of Research in Science Teaching*.

Promotion and Tenure Credential Reviewer: 11 reviews

Grant Proposal Review Panel

- National Institutes of Health (NIH) and National Center for Research Resources (NCRR), Science Education Partnership Program
- National Science Foundation
- American Association for the Advancement of Science, AAAS Women's International Science Collaboration Program (WISC), 2003

T.M. Dana -3/2011 - p.10

Biographical Sketch

THOMAS M. DANA

Dr. Thomas M. Dana is currently Professor of Education and Director of the School of Teaching and Learning at the University of Florida, Gainesville. Dr. Dana joined UF in 2003 and has lead the School in furthering its mission to tackle pressing problems related to gaps in education achievement and teacher quality. He has promoted a focus on educating exemplary teachers, preparing engaged researchers, and growing teacher educators who are disposed to improving schooling for all students. Through Dr. Dana's leadership, the School institutionalized online distance education programs, eventually providing a model and support system for expansion of distance education throughout the entire College of Education. Closely working with UF's Lastinger Center for Learning, he was instrumental in creating job-embedded graduate programs for educators in some of the most challenging school settings in Florida.

Prior to his appointment at UF, Dr. Dana was a member of the faculty at The Pennsylvania State University since 1992. While at Penn State, he served as Coordinator of Teacher Education and held the Henry J. Hermanowicz Professorship in Teacher Education in recognition of his leadership and creativity scholarly contributions to Penn State's teacher education mission. He is credited with supporting innovations in field-based teacher education, launching web-based and blended instructional options, initiating joint projects with faculty in engineering, sciences, and agriculture, and providing leadership for NCATE and state program reviews. Dr. Dana earned a B.S. in Earth Sciences Education and a M.S. in Science Education from the State University of New York at Oswego, and a Ph.D. in Science Education from The Florida State University. He holds New York State teacher certification in earth science, physics, and general science and taught middle and high school earth science and physical science in Mexico, NY, and physics and physical science in Tallahassee, FL.

For most of his career, Dr. Dana's research agenda centered on learning to teach science, particularly the development of subject-specific pedagogical knowledge. He has explored the use of multi-media, hyper-media, and web-based environments for supporting teacher learning and change. With colleagues from UF's College of Liberal Arts & Sciences and College of Medicine, he has been engaged in partnerships to create new and systemic approaches to improving science education and increasing the quality and quantity of mathematics and science teachers in Florida.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget_Narrative_Florida_CSP_2011.pdf**

Budget Narrative

The Florida Department of Education is requesting an award of more than \$24.2 million for the first year of a five year grant. Over \$21.2 million of the funds requested under this application will be used to expand the number of high-quality charter schools through sub-grants to new charter schools, with an additional \$2 million for dissemination sub-grants. The project budget reflects Florida's strong commitment to improving student academic achievement through the expansion of high-quality charter schools.

The Department proposes to fund a number of positions with CSP funds. The CSP Project Director, two CSP grant specialists, and a CSP budget analyst will be funded at 100%. The Department projects the funding of 250 new schools, and these positions are essential to ensuring a rigorous peer review process, timely funding of the applicants, and implementation of a rigorous monitoring protocol.

The Department proposes to fund two additional positions at 50%. The training coordinator, Tera Teders, is responsible for the following activities: conducting an annual needs assessment; creating an annual training plan; organizing, scheduling, and conducting a variety of trainings throughout the year; and collecting and analyzing training data. The Policy Director, Dr. Chris Muire, will be responsible for a number of the dissemination grants, including the development of an Online Learning System and coordination of the external peer review process.

Travel costs included in our proposed budget allow staff to participate in conferences and workshops, to receive and deliver training, and conduct on-site monitoring visits for 50% of all CSP funded schools. The National Charter School

Conference is being held in Atlanta in 2011, and the Department proposes to send 6 members of the CSO team to the conference. Travel funds will also cover the cost of travel for the Charter Support Unit (CSO) members, and travel for collaborative partners such as the Florida Association of Charter School Authorizers. Florida is a large state, covering over 58,000 square miles, and travel expenses out of Tallahassee are considerably higher than those out of Florida's larger cities. Travel is performed and reimbursed only as provided by law (Section 112.061, Florida Statutes), the Rule of the Department of Financial Services (Chapter 3A-42, FAC.), State Comptroller Memorandums and Department of Education policies and procedures.

The Department proposes to contract with the University of Florida for an external evaluation. The external evaluation plan developed by the Department is complex and thorough, and requires the services of accomplished educational researchers. The Department believes the investment in a quality evaluation is a prudent use of resources.

The Department proposes to contract with a variety of vendors to provide critical services, training, and support to charter schools across the state. The Department previously contracted with the Center for Research on Educational Outcomes (CREDO) at Stanford to provide Performance Management Institute (PMI) training to a small number of new charter schools, and will continue to pursue such contracts.

The budget developed and proposed by the Department is a reasonable and responsible budget that will provide the resources necessary to accomplish the bold objectives set forth in this application. The Department respectfully requests that the budget be approved as submitted.

Florida 2011-2016 CSP Budget

Budget Item	Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel-Salary	Years 2 through 5 reflect annual 2.5% increase						\$1,135,370
CSP Director (1.0 FTE)	Director: The person in this position will manage the CSP grant, including the RFP process. This position is also responsible for implementing the Department's sub-grantee monitoring protocol.	\$56,000	57,400	58,835	60,306	61,814	
Program Specialist (2.0 FTE)	Program Specialist (2): These staff members provides technical assistance regarding grant requirements and allowable expenditures; responds to questions from sub-grantees; communicates with LEAs regarding CSP grant;; reviews all sub-grant documentation; conducts on-site visits to sub-grantees. Each specialist is assigned a portfolio of approximately 50 schools.	70,000	71,750	73,544	75,382	77,267	

CSP Budget Specialist (1.0 FTE)	CSP Budget Specialist: This staff member is responsible for working with sub-grantees, post-award, to ensure timely processing of budget requests. This includes budget pre-reviews to ensure all items are reasonable, allowable, and allocable. Training Coordinator: Training Coordinator will conduct annual needs assessment, create annual training plan, schedule all CSP funded training activities, track attendance, track pre and post assessments.	30,000	30,750	31,519	32,307	33,114	
Training Coordinator (.5 FTE)		17,500	17,938	18,386	18,846	19,317	
Outreach Coordinator (.5 FTE)		17,500	17,938	18,386	18,846	19,317	
Policy Director (.5 FTE)		25,0000	25,625	26,266	26,922	27,595	

	<p>outreach activities, collect, analyze, and report data on activities.</p> <p>Policy Director: This Policy Director will coordinate all dissemination grant efforts to ensure alignment with Florida's Race to the Top initiatives. Position will also be responsible for providing curriculum support and leadership support to the Charter School Support Unit.</p>						
Fringe Benefits (5.5 FTE)	Retirement, social security, health insurance, life insurance, and disability insurance calculated at 33.89% of base salary	52, 868	54,190	55,545	56,933	58,357	\$384,776
Travel	<p>National Travel- Staff: CSP Project Directors Conference, National Charter School Conference, National Authorizers Conference.</p> <p>State Travel- Staff: Minimum of 25 site-based monitoring visits (implementation grants), Dissemination grant</p>	50,000	50,000	50,000	50,000	50,000	\$250,000

	<p>monitoring visits, 15 training activities per year</p> <p>State Travel- Other: Travel expenses for Charter Support Unit (CSU), state conference for select authorizers</p> <p>Travel is subject to all applicable rules and rates imposed by the State of Florida, and is performed and reimbursed only as provide by law (Section 112.061, F.S.)</p>						
4. Equipment	Computer hardware, software, and office equipment upgrade or replacement as required for the implantation of project activities	10,000	5,000	2,000	0	0	\$17,000
5. Supplies	Supplies are approximately \$1250 per person per year at 5.5FTE	7,000	7,000	7,000	7,000	7,000	\$35,000
Contractual	FDOE plans to award an average of \$400,000 to 45 applicants each year for 5 years.	18,000,000	18,000,000	18,000,000	18,000,000	18,000,000	\$90,000
	FDOE plans to award an average of \$650,000 to 5 schools (operating in high-	3,250,000	3,250,000	3,250,000	3,250,000	3,250,000	\$16,250,000

	<p>need neighborhoods) per year for 5 years.</p> <p>FDOE plans to award up to 8 dissemination grants for a total of 6,000,000.</p> <p>Project Evaluator: FDOE plans to enter into a contract with the University of Florida to collect and analyze data, as described in Section VII of selection criteria</p> <p>Contracted Services: To contract for the delivery of support services and technical assistance to charter schools across the state. This includes contracts with national experts on authorizing, curriculum and instruction, governance, legal issues, exceptional student education, and highly effective practices for educationally disadvantaged students</p>	2,0000	2,0000	2,0000			\$6,000,000
		175,000	175,000	175,000	175,000	175,000	\$875,000
		350,000	325,000	300,000	300,000	300,000	\$1,575,000

7. Construction		0	0	0	0	0	0
8. Other	Office expenses include items such as telephone, postage, shipping, freight, printing, reproduction services, copier use, equipment repairs, maintenance contracts, rent, and subscriptions	35,000	35,000	35,000	35,000	35,000	\$175,000
Total Direct Costs		\$24,166,202	\$24,143,434	\$24,122,844	\$22,128,440	\$22,136,226	\$116,697,146
Indirect Costs	Indirect cost negotiated rate for FLDOE is currently 17.7%	\$45,666	\$45,471	\$45,648	\$46,019	\$46,762	\$229,566
11. Training Stipends		0	0	0	0	0	0
Total Costs		\$24,211,868	\$24,188,905	\$24,168,492	\$22,174,459	\$22,182,988	\$116,926,712