

Charter Application for . . .

**Polk Community College
Collegiate Charter High
School**

Submitted to Polk County School Board on or before September 2, 2003,
by the Founding Board of PCC Collegiate Charter High School.

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Executive Summary

I. Academic Design

Mission: The purpose of the PCC Collegiate Charter High School is to provide academic and technical education for serious high school juniors and seniors who desire to undertake college-level study. Our mission is to enable students to complete a high school diploma and many of the requirements for a certificate or associate degree program.

Target Population: The PCC Collegiate Charter High School will serve students in grades eleven (11) and twelve (12). During the first year, between 150 and 200 students will be admitted to the charter high school. By the third year enrollment is anticipated to be approximately 250 students.

Educational Program: The PCC Collegiate Charter High School will offer a program of high school and college courses to meet high school diploma requirements. At the same time students will be given the opportunity to take dual-enrolled courses toward a certificate program in the Information Technology or Allied Health areas, or degrees in any of the AS, AAS or AA degree programs at Polk Community College. For students who do not qualify for dual-enrollment courses, the Pre-Collegiate Program will offer high school courses and remedial/enrichment courses through our CHART lab facility. The goal with these students is to help them attain the educational level needed to qualify for dual-enrollment. The PCC Collegiate Charter High School will apply a variety of instructional delivery and learning styles, a technology-across-the-curriculum approach and incorporation of an integrated, academic seminar series at each grade level in both high school and college level programs.

Student Assessment: The PCC Collegiate Charter High School will work with representatives of the Polk County School District to plan the alignment of testing for the district's high school level grades, which will include the Florida Comprehensive Assessment Test (FCAT). All students will be assessed on an individual basis in terms of math, reading and writing skills, physical or learning disabilities and language ability. Emphasis will be placed on the College Placement Test (CPT) to determine student's eligibility for dual-enrollment classes.

II. Governance and Management

Founding Board: The founding board of the PCC Collegiate Charter High School is comprised of a group of community representatives and parents who are dedicated to education and the philosophy of this charter school. They embody all facets of the community including the fields of education, finance, business and community service programs. They are all leaders in their fields and are totally committed to the mission and purpose of the PCC Collegiate Charter High School.

School Governance: The PCC District Board of Trustees (DBOT) will serve as the governing board for the PCC Collegiate Charter High School and will take full responsibility for all operations of the school. The Director, who reports directly to the Dean of Workforce Development, who in turn reports to the Vice President for Academics and Instruction, who in turn reports to the college President, will administer the PCC Collegiate Charter High School.

Length of Contract and Implementation of Timetable: PCC Collegiate Charter High School requests a charter term of five years. A complete implementation timetable is included in the proposal. It is anticipated that in August of 2003, the PCC Collegiate Charter High School will be ready to open with appropriate staff, facilities, and support to meet the needs of enrolled students.

Recruiting and Marketing Plan: Polk Community College will initiate an aggressive campaign to publicize the PCC Collegiate Charter High School to a broad audience in order to foster a student body that is representative of the local community. Marketing methods used will be public meetings, full color brochure, parent/student meetings, advertising, press releases and a PCC Collegiate Charter High School web site as a link on the Polk Community College home page.

III. Finance, Facilities and Risk Management

Facilities: The charter school will be housed on the Lakeland Campus of Polk Community College, located at 3425 Winter Lake Road, Lakeland, Florida, in the LAC Building. The LAC Building is the heart of the Lakeland campus, adjacent to classroom facilities, student services and the cafeteria.

Finance: Accountability for sound financial management and internal accounting procedures shall be the responsibility of the DBOT. Existing Polk Community College financial management and accounting policies will comprise the basic procedures of the PCC Collegiate Charter High School. The finance department of PCC will establish a separate internal accounting system for the PCC Collegiate Charter High School to meet the requirements of Florida Statutes and Department of Education regulations and comply with all state and federal financial reporting requirements.

Risk Management: The PCC Collegiate Charter High School as a component of Polk Community College, a public entity governed by the DBOT will be provided liability insurance, property insurance and workers' compensation insurance under the requirements of the standard operations governing the college. The PCC Collegiate Charter High School will comply with all applicable Florida Statutory requirements. Appropriate coverage will be provided as required, including accident insurance on the students at the appropriate level through a private insurer with an A rated carrier or better as rated by A.M. Best Rating Service.

IV. Operations

Admissions and Registration Plans: Students will be considered for admission without regard to race, religion, national origin, gender or physical disability. The school will be open to any student in grades eleven (11) and twelve (12) in Polk County and any student covered in an inter-district agreement with the School Board of Polk County. The PCC Collegiate Charter High School will work with the Office of School Choice to create a fair and impartial admission plan to ensure that all students will have an equal opportunity, through random lottery, to attend this school. The PCC Collegiate Charter High School will seek to achieve a racial/ethnic balance comparable to the racial/ethnic balance of Polk County.

Human Resources: PCC has existing personnel policies and procedures, which will serve as the framework for the charter school policies and procedures. As an established public employer and public education institution these policies and procedures meet appropriate legal and practical standards. All employees will be chosen, interviewed and recommended for appointment by the director of the charter school. The President will make hiring recommendations to the DBOT. The DBOT will have final approval concerning hiring of personnel.

Transportation: The PCC Collegiate Charter High School in conjunction with the Polk County School Board will plan the transportation of PCC Collegiate High School students. As an option, the PCC Collegiate Charter High School, a current charter school and the county transit system are in the final stages of negotiating an agreement to ensure that transportation is not a barrier to equal access for all students residing throughout our service area. At the discretion of the governing board, transportation will be contracted with and/or be provided to the students through a charter educational provider who meets all applicable safety and transportation standards with funds allocated by the State for student transportation.

TABLE OF CONTENTS

ACADEMIC DESIGN

Core Philosophy & Mission	2
Guiding Principles	2
Prescribed Purposes	4
Target Population	5
Curriculum	8
Reading Curriculum	17
Goals and Objectives	19
Instructional Strategies	20
Exceptional Education & Limited English Proficiency Students	33
Measurement of Goals and Objectives	35
Baseline Data, Outcomes and Measurements	36
Identification of Student Strengths and Needs	40
Evaluation and Comparison of Student Progress	40
Statewide Assessment & Graduation Requirements	41

GOVERNANCE AND MANAGEMENT

Description of Application Group	43
Continuity Between Boards	43
Retained Consultants & Expertise to Be Acquired	44
Partnerships	44
Legal Entity Description	46
Governance and Management Structure	47
Employer Status	47
Governing Board Selection & Roles and Responsibilities	48
Conflict Resolution	48
Parent Involvement	48
Public Records and Meetings	49
Charter Term and Implementation Timetable	50
School Publicity	51
Racial and Socioeconomic Diversity	52

FINANCE, FACILITIES & RISK MANAGEMENT

Facilities Description & Site Suitability	55
Acquisition of Facility and Financing Plans	56
5-Year Budgets	See Attachment D
Financial Management & Internal Accounting	57
Accounting Format	58
Projected Enrollment Budgets	58
Annual Audit	58
Storage of Student Records	59
Financial Reporting	59
Identification of Risks and Loss Impact Approach	60
Safety and Security of Students and Staff	60
Plans Addressing Violent or Disruptive Student Behavior	60
Insurance	60
Disaster Plan	61

OPERATIONS

Admissions Procedures	62
Admissions Timetable	62
Racial/Ethnic Balance	64
Compliance with Class Size Amendment	65
Code of Conduct	65
Discipline and Dismissal Procedures	65
Safety Plan	66
Employment Standards for Qualified Staff	67
Human Resource Plan	69
Description of Teacher Qualifications	70
Staffing Plan	71
Transportation & Reasonable Distance	72
Equal Access & Desegregation	72

APPENDIX

Founding Board Resumes	Attachment A
District Board of Trustees Resumes	Attachment B
Letters of Support	Attachment C
Budget Information	Attachment D

The following supplementary documents are available for review from the Office of School Choice:

Polk Community College 2003-04 Catalog
Polk Community College Schedule Terms 1&2 2003-04
Current PCC Collegiate High School Brochure

I. Academic Design

Overview

Polk Community College (PCC) serves the Polk County region of central Florida. Polk is Florida's fourth largest county in land and the ninth largest in population. In the 2002-2003 academic year, PCC had a total credit headcount enrollment of 8,957. The Polk County School Board (PCSB) oversees all K-12 education in the region and serves approximately 82,000 students. Additionally, Census data indicates that Polk had 21,900 persons 16 to 19 years of age. Of this total, 4,098 were not enrolled in school and were not high school graduates.

PCC and the PCSB have been partners in the Polk County Tech Prep Consortium since 1992. During the 2000-01 school year, 5,266 Polk County high school students identified themselves as tech prep students, choosing among 53 programs-of-study. PCC also serves high school students through dual enrollment programs. During the fall term of 2002, 417 students were enrolled in dual enrollment classes.

The PCC Collegiate Charter High School on the PCC campus will build upon existing initiatives and will enroll approximately 200 students a year in a rigorous program-of-study leading to high school graduation and an Associate of Science (A.S.), Associate of Applied Science Degree (A.A.S.) or Associate of Arts Degree (A.A.).

Prospective students will be recruited from all of Polk County. Interested students will submit an application. Selection will target students who are self-motivated and have an unrealized potential for success. All students will be assessed individually in terms of math, reading, and writing skills, physical or learning disabilities, language ability, and the need for financial aid.

1. MISSION

A. Core Philosophy

The purpose of the PCC Collegiate Charter High School is to provide academic and technical education for serious high school students who desire to undertake college-level study. The two-year curriculum will enable students to complete a high school diploma and many of the requirements for an associate degree, simultaneously, in either academic transfer or technical education options. The combined high school and college educational programs will be distinguished by an application of varied instructional delivery and learning styles, a technology-across-the-curriculum approach and incorporation of an integrated, academic seminar series at each grade level.

B. 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.

To meet this guiding principle, PCC Collegiate Charter High School will focus on four essential educational principles that will provide the foundation on which the charter school is based:

- Students will develop the capacity to think critically, solve problems, and communicate effectively through a mastery of academic courses with emphasis on language and mathematics;
 - Students will learn about themselves, their heritage, and the interdependent world through academic courses;
 - Students will prepare for further education and work through elective academic and technical courses;
 - Students will learn to fulfill their civic obligations through school and community service.
2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.
 - The Florida Legislature has endorsed and encouraged accelerated instructional opportunities for high school students and has empowered community colleges to implement such programs in educational partnerships.
 - The Florida Legislature has mandated that the mission of the community colleges should reflect a commitment to be responsive to local educational needs and challenges.
 - PCC has a successful history of early admission, dual enrollment, and concurrent enrollment programs for high school students. As a result,

thousands of individuals have already earned high school and college credits by attending classes on the college campus.

- The PCC Collegiate Charter High School combines the qualities of the Dual Enrollment program with a small school atmosphere to produce a setting that allows motivated students to earn high school and college credit simultaneously.
 - High school age students in Polk County will benefit from the opportunity to obtain guaranteed admission to the Florida State University System upon graduation from the PCC Collegiate Charter High School with both the high school diploma and the AA degree.
 - High school age students in Polk County will benefit from the opportunity to enter a high skill - high wage technical career upon graduation from the PCC Collegiate Charter High School with both the high school diploma and one of PCC's AS or AA degree options.
 - PCC has a proven track record as a financially sound institution of higher learning and this application demonstrates the commitment of current PCC finance officers to support a charter school that demonstrates 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.
- The school is committed to implementing a number of research-based reading instruction strategies that will enhance reading instruction across the curriculum for all of our students: those who read below, at, or above grade level.
 - Based on pre- and post-testing of students' reading mastery as demonstrated by spring-to-spring test results from the FCAT SAT-9, we are confident that our students will demonstrate at least a year's growth for each academic year.
 - We are committed to informing parents of their children's progress in reading via an attachment to the final report card or a separate letter mailed home over the summer, depending on availability and timing of reading results.

C. Prescribed 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. Create new professional opportunities for teachers, including ownership of the learning program at the school site.
4. Encourage the use of innovative learning methods.
5. Require the measurement of learning outcomes.

The rationale listed below addressed the prescribed purposes as identified in Florida charter statute.

- The Florida Legislature has endorsed and encouraged the creation of charter schools as a means of educational choice in each Florida school district.
- This country's higher education system has a long and successful history of providing K-12 instruction through lab schools, research schools, and charter schools. Nationwide, at least 50 colleges in 32 states and the District of Columbia currently have official involvement with approximately 200 different K-12 charter schools.¹
- PCC and the Polk County School District have an extensive history of exemplary educational partnerships, including dual enrollment, Tech Prep, School-to-Work, and other cooperative efforts.
- The faculty and staff of PCC comprise a highly educated cadre of subject area and pedagogical experts experienced not only with the instruction of high school-aged students, but also with the instruction of future K-12 teachers enrolled in the freshman and sophomore years of Florida's teacher education program.
- When given the challenge, opportunity and support, high school age students will work to succeed at the college level.
- High school age students will benefit from the small classroom environment of PCC to reach their academic potential.
- High school age students will benefit from access to high school classes across multiple discipline areas, all of which conform to the Florida Department of Education Course Code Directory numbering and content standards.
- High school age students in Polk County will benefit from the opportunity to complete a customized program of study that meets the transfer prerequisites of over 200 bachelor's degree programs in the Florida State University System.

- Students who graduate from the PCC Collegiate Charter High School with both the high school diploma and the AA degree will benefit from a guaranteed admission for upper division study in the Florida State University System.
- The PCC Collegiate Charter High School has a proven track record in providing instructional options for Polk County High School students enrolled in the current partnership with Lakeland Sr. High School.
- Many students have successfully completed dual enrollment courses that have led to industry certifications and credits toward their associate degree.
- Each district school board shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the 18 or 24 minimum academic credits required for graduation. District school boards shall annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand.¹

E. Target Population

The PCC Collegiate Charter High School will serve students in grades eleven (11) and twelve (12) in a program of study that satisfies high school graduation requirements and meets the requirements of an associated degree in a college transfer or technical program. During the first year, between 150 and 200 students will be admitted to the charter high school. By the third year, PCC Collegiate Charter High School anticipates up to 250 students enrolled.

The PCC Collegiate Charter High School consists of two programs. The first is the dual enrollment and tech-prep program and the second is the pre-collegiate program. Regardless of the program initially selected, the primary goal of the charter school is to provide an academic environment that enables all qualified students to successfully and simultaneously complete the high school diploma and an associate degree. Admission to each program is on a first come, first served basis. If the number of applicants exceeds the capacity of a program, class, grade level, or building, however, all applicants shall have an equal chance of being admitted through a random selection process. The pre-collegiate program is offered to assist high school students who do not initially qualify for the dual enrollment program. The pre-collegiate program will assist students in qualifying for the dual enrollment program.

The target population is high school students who have demonstrated the ability to perform at the college level, who have reached a maturity level sufficient for college level work, and who are serious students committed to academic success or who

¹ As stated in Florida Statute 1007.271

possess the above traits but need some skill development in order to enter the dual enrollment program. While any student is eligible to apply, the charter school will rely on students and parents exercising self-selection when considering and choosing to attend the school.

DUAL ENROLLMENT PROGRAM

The PCC Collegiate Charter High School dual enrollment program will offer many benefits beyond the existing program. Some of these benefits include...

- More flexible scheduling of college classes within the day.
- Easier access to comprehensive learning support services.
- Access to a wider selection of college credit courses.

The criteria for the dual enrollment program will conform to Florida law for accelerated placement dual enrollment students as follows:

- Polk County public, private or home school students who are currently enrolled in grades 11 or 12, or enrolled in grade 10 and eligible for advancement to grade 11 in August 2003, and who have passed required sections of the Florida College-Level Entry Placement Test (FCEP);

and

- have an **unweighted** grade point average of (3.0);
- students entering the IT tech-prep program are required to have an unweighted grade point average of (2.5)

and

- have completed **all** application forms, including the Agreement of Participation, in a timely fashion (see admissions section for all applicable deadlines); and

PRE-COLLEGIATE PROGRAM

Students who do not meet the criteria of the dual enrollment program are eligible for admission to the pre-collegiate program. The pre-collegiate program is designed to assist those students who aspire to participate in the dual enrollment program but do not meet the eligibility requirements established by law. The faculty and staff of the PCC Collegiate Charter High School are committed to assisting such students so that they, too, can participate at the dual enrollment level. Depending upon placement scores and academic background, students in the pre-collegiate program may be enrolled in high school only credits or a combination of high school only and dual credits. Students who meet the following conditions are eligible for the pre-collegiate program:

- Polk County public, private or home school students who are currently enrolled in grades 11 or 12, or enrolled in grade 10 and eligible for advancement to grade 11 in August 2004;

and

- Have completed **all** application forms, including the Agreement of Participation, in a timely fashion (see admissions section for all applicable deadlines).

The regular PCC Collegiate Charter High School zone will correspond to the boundaries of the School District of Polk County, Florida. The school shall also be open to students who elect to attend via specific inter-district agreement. Students residing in Polk County shall have first priority to attend this charter school.

2. EDUCATIONAL PROGRAM

A. Curriculum Overview

The charter school curriculum will consist of two programs, the Pre-collegiate Program and the Dual Enrollment Program. Both programs lead to the standard Florida High School diploma, however, the former focuses on technical instruction and the latter combines high school and college level study in a traditional dual enrollment configuration which leads to an associate degree as well. Dual Enrollment students will complete the majority of their high school credits dually enrolled in college credit classes.

The PCC Collegiate Charter High School will meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. The high school components of both programs will encompass the full range of skills and content contained in *Blueprint 2000* (Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability). Specifically, by conforming to the course content and numbering specified in the Florida State Course Code Directory, the courses offered for high school credit in the PCC Collegiate Charter High School will include the Sunshine State Standards for core curriculum. The high school curriculum will include a sufficient array of courses to allow all students to meet the general requirements of the law as listed below.*

**Including credits earned in 9th & 10th grad (1 semester = 3 credit hours = ½ Carnegie unit unless otherwise designated.*

High School Graduation Options

Four-year standard graduation requirements (minimum of 24 credits – no change from current requirements including flexibility for completion of additional requirements prescribed by district school board):

- 4 credits in English (major concentration in composition and literature)
- 3 credits in math (must include Algebra I)
- 3 credits in science (two of which must include a lab component)
- 1 credit in American history
- 1 credit in world history
- .5 credit in economics
- .5 credit in American government
- 1 credit in practical arts career and technical education or performing fine arts; or .5 credit each in practical arts career and technical education and performing fine arts
- .5 credit in life management skills
- 1 credit in physical education
- 8.5 credits in electives

Three-year standard college preparatory program (18 credits):

- 4 credits in English (major concentration in composition and literature)
- 3 credits in math (Algebra I or higher)
- 3 credits in science (two of which must include a lab component)
- 3 credits in social sciences
- 2 credits in same second language or demonstrated proficiency in another language
- 3 credits in electives

Three-year career preparatory program (18 credits):

- 4 credits in English (major concentration in composition and literature)
- 3 credits in math (must include Algebra I)
- 3 credits in science (two of which must include a lab component)
- 3 credits in social sciences
- 2 credits in same second language or demonstrated proficiency in another language
- 3 Credits in electives

In addition to completing the specified curriculum for graduation for high school, each student will complete the following:

- Florida Writes
- FCAT (Florida Comprehensive Assessment Test)
- An overall grade point average of at least a 2.0 based on the college standard of :

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

These graduation requirements will be accomplished by dual enrollment course offerings when students developmental plan permits.

Tentative IT Program of Study

Fall Semester Junior Year

* HS Academic (1 HS)
* HS Academic (1 HS)
CET 1173C Computer Maintenance and Repair A+ (4) (.5 HS)
CGS2561 Operating System Technology (4) (.5 HS)
CET1556C Structured Cabling Systems (3) (.5 HS)

Spring Semester Junior Year

* HS Academic Course (1 HS)
* HS Academic Course (1 HS) or PSC 1121 or GLY 1001(5) (.5 HS 1 cr. For both)
SLS1101 College Success (3) (.5 HS)
CET 1600C Network Fundamentals (4) (.5 HS)
CGS 2263 Telecommunications and LANS (3) (.5 HS)
CET 2175 Customer Support Fundamentals (3) (.5 HS)

Summer

CET 2940C Practicum (3) (.5 HS)

Fall Semester Senior Year

Eng. IV (1HS)
or ENC1101 (.5HS)
Gov. & Econ. (1HS) or POS 2041 and EOC 2000, 2023, or 2013 (3) (.5 HS)
HLP 1081 Wellness Concepts (2) (.5 HS)
CEN 1304C Supporting Microsoft Windows XP Pro (4) (.5 HS)
Cen 1301C Supporting Microsoft NET Server (4) (.5 HS)

Spring Semester Senior Year

DE option - ENC 1102 (3) (.5 HS)
EOC 2000, 2023, or 2013
PSY 2012 Gen Psych. (3) (.5 HS)
CEN 1320C Admin. Microsoft Win 2000 Directory Services (3) (.5 HS)
CEN 1305C Supporting a Network Infrastructure (3) (.5HS)

Summer Senior Year

Microsoft Elective (3) (.5 HS)
CEN 1327C Designing a Microsoft Win 2000 Network Infrastructure (3) (.5 HS)
CEN 1321C Designing a Microsoft Win 2000 Directory Services (3) (.5 HS)
CET 2744C LAN Implementation (4) (.3HS)

Tentative Allied Health Program of Study

Fall Junior Year

English III (1 HS)

HS Science Anat & Phys (1 HS)

HUM2020 Humanities (3) (.5 HS)

DEP2004 Human Growth & Dev.
(3) (.5 HS)

SLS1101 College Success (3) (.5 HS)

PSY2012 Psychology (3) (.5 HS)

Spring 2003

HS Math – Alg. II or
College Math Course

HS Social Studies

BSC2085C Anat. & Phys I
(5) (1HS)

ENC1101 College Comp I (3) (.5HS)

Elective College Course

Summer

Elective Course (3) (.5 HS)
Elective Course (3) (.5 HS)

Fall Senior Year

Eng IV or College Comp II
(3) (.5HS)

HS Social Studies Gov. & Econ. Or
POS 2041(3) (.5HS)

MAC1105 College Algebra or
Higher (3) (1HS)

BSC2085C Anat. & Phys I
(5) (1HS)

Spring 2004

DE track for Gov & Econ
EOC 2000, 2023, or 2013 (3) (.5HS)

Nursing I (8) (1HS)

NUR1142C Pharmacology (3) (.5HS)

Requirements for the Collegiate Charter High School program will include the basic requirements listed above with some specific additions.

- Four credits in English (with 3 in writing)
- Three credits in mathematics (Algebra and above)
- Three credits in science (2 with lab)
- One credit in American History
- One credit in World History
- One-half credit in economics
- One-half credit in American government
- One credit in practical arts career education *or* performing fine arts
- One-half credit in life management skills
- One-half credit in physical education
- One-half credit in personal fitness
- Two credits in foreign language
- Eight and one-half credits in electives

Tentative Collegiate High School Program of Study

Junior Year Fall Semester

English Honors III (1 HS)

MAT1033 (3) (1 HS) or
MAC1105 Col. Algebra (3) (1 HS)

HUM2020 Intro to Hum. (3) (.5 HS)

PSY201 General Psychology (3) (.5 HS)

Option Course

1st year College Spanish I (5) (1 HS)
Wellness Concepts (2) (.5 HS)

IDS 2900 full year course

1st term Summer

ENC 1102 Col. English (3) (.5 HS)

Fall Senior Year

AAC1114 Trig. (3) (1HS) Or
MAC1140 Pre Calculus (3) (1HS)

Intro to Literature (3) (.5HS)

Am. Nat. Gov. (3) (.5HS)

College Sci. with Lab. (4 or 5) (1 HS)

General Elective (3) (.5HS)

Junior Year Spring Semester

US History (HS)

MAC1105 Col. Algebra (3) (1 HS) or
AAC1114 Trig. (3) (1 HS)

ENC1101 Col. Fresh English (3) (.5 HS)

AM. Nat. Government (3) (.5 HS)

Option Course

College Spanish II (5) (1 HS)
Humanities elective (3) (.5 HS)

IDS 2900 full year course

2nd term Summer

General Elective Course (3) (.5HS)

Spring Senior Year

MAC2311 Calc. I (5) (1 HS) or
MAC2234 Applied Calc. (3) (1HS)

Prin. of Macro Economics (3) (.5 HS)

College Science with Lab (4 or 5) (1 HS)

General Elective (3) (.5HS)

General Elective (3) (.5HS)

In addition to completing the specified curriculum for graduation from high school, each student will complete the FCAT (Florida Comprehensive Assessment Test) and maintain an overall grade point average of at least a 2.0.

The Dual Enrollment Program

Students enrolled in the Dual Enrollment Program will be simultaneously enrolled in high school and college courses, with the goal of completing an associate degree. Students will receive credits and a grade in each course. A full range of college courses in communications, humanities, English, mathematics, social sciences, natural sciences and fitness/wellness will be available to students. In addition, exploration and specialization opportunities will be available in numerous areas including dance, art, computer science, music, and other subject areas.

All high school courses will be taught in the context of the Florida State Sunshine Standards designed to promote student success in academic learning as measured by the FCAT, and Stanford 9, as well as by SAT and ACT results.

Specialization and Exploration may be any credit course.

The one-hour Seminar Course could be added to each fall and spring

* Specialization areas include computer information systems, electronics, graphic arts, performing arts, fine arts, and wellness/physical education. These may be used to satisfy required high school credit for fine and performing arts (1 credit), physical education/personal fitness (.5 credit), practical arts career education (1 credit if not taken in 9th grade)

In meeting the requirements for the A.A. and A.S. Degrees, students will be held accountable for the credits required for all college students at PCC at the time of acceptance into the PCC Collegiate Charter High School.

Course requirements are college level and will not be compromised. In order to assist students in meeting the high academic standards, the PCC Collegiate Charter High School will provide a strong counseling component through student service specialists dedicated to the program and its students. Student progress will be monitored on a weekly basis by the staff, and students will be supported and coached through the entire program.

The Pre-Collegiate Program

Depending upon their placement scores, students in the Pre-collegiate Program will enroll either in high school-only courses or in a combination of high school courses and dual enrollment courses. The pre-collegiate student will follow an individualized program of study leading to the standard high school diploma. Depending upon the student's rate of progress, the pre-collegiate student may qualify for the Dual Enrollment Program and complete both the high school diploma and an associate degree. Other pre-collegiate students may complete a proportionate number of college credits without completing the full associate degree requirements.

In order to assist students in meeting the high academic standards, the PCC Collegiate Charter High School will provide a strong counseling component through student service specialists dedicated to the program and its students. Student progress will be monitored on a weekly basis by the staff, and students will be supported and coached through the entire program.

Technology-Across-the-Curriculum

In recognition of the growing importance of information technology skills in school, career, and life itself, the PCC Collegiate Charter High School educational program includes an innovative technology-across-the-curriculum component. In the tradition of the highly effective writing-across-the-curriculum model, technological skills will be interwoven into multiple classes and activities rather than taught as a single, stand-alone area. Selected projects quizzes, tests and simulations in the natural sciences will be conducted on computer. Algebra and high-level mathematics classes will be taught using graphing calculators. The integrated academic seminars will involve Internet research and include graded assignments using presentation software. In addition, all PCC Collegiate Charter High School faculty and staff will be accessible by e-mail and students will be expected to use such as one of the means of communication with their instructors.

Teaching Learning Computing Center

In an effort to ensure that students in both the dual and pre-collegiate curriculum have sufficient access to computers to develop proficiency, the charter school will provide access to the TLCC computer labs while at the school, throughout the student's participation in the PCC Collegiate Charter High School. Microsoft Office and other appropriate software will be installed on the computers. The TLCC lab will offer Internet connectivity so that students may have access to the web and to high quality printers or simply to use as an alternative to the regular lab computer stations.

College Success

Both pre-collegiate and dual enrollment students will take part in the College Success. The seminars will be developed and taught in individual and team format by the senior faculty members of the college. The seminars will be designed to help students relate their studies to the real world and to learn the interconnectivity of the subjects and topics presented. Seminar content will be structured in an interdisciplinary format to reinforce the complexity of the world and to illustrate that life is more than a series of segmented, stand-alone topics. Typical of the seminar themes under consideration are: "History, Art and Literature of the Viet Nam Era", "Law, Science and Society", and "Twenty-First Century Careers".

Computer Lab

The Collegiate High School Academic Remediation and Tutoring Lab (CHART) will be included as an integral part of a student's educational experience. The lab will be housed in dedicated space adjacent to the PCC Collegiate Charter High School staff offices and will be staffed by professionals at all times. The lab will house individual study stations, group study areas, video monitors and viewing stations, individual computer stations and high quality printers, as well as tutorial resources and support materials for the PCC Collegiate Charter High School. For many students it will serve as the instructional hub of the PCC Collegiate Charter High School.

The primary objective of the CHART lab will be to help students achieve success in a college environment and be able to make informed decisions about career and other life choices. Basic services of the lab will be to provide students with computer access with Internet, opportunities for career exploration, space for quiet study, access to educational advisors and tutors, and participation in co-curricular activities.

B. Reading

The PCC Collegiate Charter High School will provide parents with sufficient information on whether their child is reading at grade level and is gaining at least a year's worth of learning for every year spent in the charter school. An integrated focus of the curriculum in all academic areas will be intense reading skill instruction. A higher level of reading comprehension will be gained through application, analysis, synthesis, and evaluation in the content areas. Collegiate Charter High School curriculum will also utilize multiple genres in literature to teach strategies and demonstrate reading and writing skills in all content areas. Not only will reading and writing be taught as to the importance in gaining information and knowledge, but reading for pleasure and expansion of the imagination will be encouraged. Developing a rich vocabulary will also be an essential element in reading and writing instruction. Vocabulary growth will be demonstrated through verbal and drama presentations, role-playing and public speaking. Students will become familiar with and utilize various software programs and technology such as SAT and ACT preparation, and Learning 100 to complete assignments, create short stories and learn to work more effectively.

The PCC Collegiate Charter High School's Reading Program is designed for all students. Students whose reading and comprehension skills are below grade level will be determined by the use of SAT-9 Scores, GATES-McGinnity reading test scores, and teacher recommendation. These students will be placed in a reading class as an elective.

Students who are assigned to reading classes are further evaluated by a multitude of reading assessments. These diagnostic tests help determine each student's individual level of comprehension, vocabulary, speed, fluency, and decoding skills. After a complete evaluation, students will be placed in small flexible learning groups.

We propose using the Learning 100 System by Steck-Vaughn to address the needs of students that do not demonstrate appropriate reading and comprehension skills. The Learning 100 is a proven instructional program that accelerates mastery of reading and language arts skills for life. This program is tailored to meet the needs of below grade level readers from K-Adult. Learning 100 employs a combination of seeing, hearing, touching, and writing. This unique system of software, print, and audio materials motivates all types of learners, especially those who don't respond well to traditional lectures and textbook exercises. Learners begin with diagnostic assessments that indicate any skill deficiencies and determine the appropriate level for beginning Learning 100 instruction. Through print materials, software, or a combination of the two, learners start the cycles of instruction, reinforcement, and evaluation.

Students that demonstrate at or above grade level reading skills will participate in coursework to continue reading mastery. Our goal is that all PCC Collegiate Charter High School students will graduate with acceptable reading scores allowing them to enroll in college level coursework. Students that are at grade level and have not passed the College Placement Test will be enrolled in a fundamental reading course that will

develop vocabulary, comprehension, learning strategies and study skills presented through a wide range of interdisciplinary readings.

This course will be designed to enhance basic reading skills and to develop higher level vocabulary and comprehension skills, textbook reading techniques and learning strategies needed for success in college.

The PCC Collegiate Charter High School reading curriculum will focus on reading as an active process. Developing and applying higher order thinking abilities are incorporated to help students achieve the reading flexibility necessary for academic reading and study as well as career success. An approach of integrating vocabulary as well as critical reading comprehension techniques and strategies are used. These are based on relevant content from the college and high school curriculum. This course will provide an excellent way to prepare for the reading portion of the Florida CLAST exam.

C. Goals and Objectives

- At least 85% of the students shall demonstrate a year's progress as measured by pre-and post-testing in the area of mathematics. Assessment will be based on FCAT SAT-9 results with a spring-to-spring comparison or a fall norming window comparison to spring for those students who did not participate in the previous spring's testing.
- At least 85% of the students shall demonstrate a year's progress as measured by pre-and post-testing in the area of reading. Assessment will be based on FCAT SAT-9 results with a spring-to-spring comparison or a fall norming window comparison to spring for those students who did not participate in the previous spring's testing.
- Based on pre- and post-testing, more than 85% of the students will demonstrate at least a year's progress in the area of science.
- Based on pre- and post-testing, more than 85% of the students will demonstrate at least a year's progress in the area of social studies.
- 80% or more of the students will have an increased attendance rate when compared to their prior year's attendance rates.
- 85% of the students will have a decreased instance of tardies when compared to their prior year's records of tardies.
- The average daily attendance rate for students at the Collegiate Charter High School will be higher than the average daily attendance rate of comparable student populations within Polk County.
- 85% of the students enrolled at the Collegiate Charter High School will have fewer discipline referrals for major infractions this school year when compared to the previous school year.
- Discipline referrals resulting in in-school suspension at the Collegiate Charter High School will be fewer than the number of discipline referrals resulting in in-school suspensions at comparable student populations within Polk County.
- Discipline referrals resulting in out-of-school suspension at the Collegiate Charter High School will be fewer than the number of discipline referrals resulting in out-of-school suspensions at comparable student populations within Polk County.
- More than 85% of the teaching staff at the Collegiate Charter High School will be in attendance for more than 93% of their contracted days of service.
- More than 85% of the students surveyed at the Collegiate Charter High School will rate their overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by student surveys.
- More than 85% of the parents surveyed at the Collegiate Charter High School will rate their child's overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by parent surveys.
- More than 85% of the teachers surveyed at the Collegiate Charter High School will rate their overall employment experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by teacher surveys.

D. Instructional Strategies

The primary goal of the Collegiate Charter High School at Polk Community College is student success. The major objective of the instructional design is to create a non-duplicative academic and vocational and technical program-of-study that spans two years each at the secondary and postsecondary levels and leads to an associate degree in a high skill, high wage career. This will all be accomplished within a climate of success which, in turn, will lead to increased retention, graduation, and employment of PCC Collegiate Charter High School students. These ideals encompass all performance, process, and outcome goals and strategies, which are designed to meet student needs. Though ambitious, these goals are attainable through supportive activities, and performance will be demonstrated through measurable outcomes associated with each goal.

The strength of the PCC Collegiate Charter High School is the comprehensive team approach to foster student success. Students will interact frequently with faculty, support staff, and employers throughout their Collegiate Charter High School experience. The full complement of goals addressed by this curriculum design provides a holistic approach to helping students achieve success in their academic and vocational/technical program-of-study and transition to postsecondary education and the workplace.

Alternative Assessment

To make assessment meaningful it must be aligned with the objectives of the curriculum and directly related to the actual instruction in the classroom. Authentic assessment not only measures the learning of the students, it is also a tool to assess the instructional techniques and materials being used in the classroom. Further, it serves as a guide to future instruction. If educators are to increase the application of real-world content, the assessment must be directly related to real-world problems and practices.

Newmann and Wehlage define authentic achievement as consistent with the following three criteria:

- Students construct meaning and produce knowledge.
- Students use disciplined inquiry to construct meaning.
- Students aim their work toward production of discourse, products and performances that have value or meaning beyond success in school.

Alternative assessment can be easily integrated into regular classroom activities. It can also be used for formative purposes – to change instructional materials, methods or student activities before the completion of a unit. This may in turn increase the amount of instructional time for the teacher and the amount of actual learning and application of skills by the student.

Project Based Instruction

Research indicates students retain information longer and at a higher rate when content is taught with connections to real-world concepts. As adults, individuals have no need to separate cognitive tasks into separate academic disciplines. Integrating academic and vocational information is one way to connect the academic skills to life skills. Project based learning is a way to help students realize the connection between academic content and the accomplishment of complex, real-world tasks.

Because students are naturally creative and curious, hands on projects will be integrated throughout the curriculum to reinforce and enrich the students' learning experiences. The faculty of Collegiate Charter High School will employ simulations, independent study, projects and other approaches to shift away from the classroom practices of short, isolated teacher-centered lessons. Instead, they will emphasize learning activities that are long-term, interdisciplinary, student-centered and integrated with real world issues and practices. Four advantages to using project-based learning include . . .

- Adaptive: Project-based learning activities allow students with different learning speeds and learning styles to acquire skills in a timely manner with more appropriateness to their need.
- Open-ended: Students generally learn skills when they are necessary to complete a task. Project-based learning helps students to develop their skills as they recognize the need to learn the skill, rather than simply learning procedures by rote memory.
- Supportive: Project-based learning provides students with the opportunity to teach each other, thereby increasing the education resources available to each student.
- Team Learning: This type of environment encourages student cooperation and provides a cooperative framework for solving problems and learning skills, rather than having students compete against one another for their grades.

Each project has specific skills and goals embedded in the curriculum with student and teacher components clearly defined. Students will be required to exercise, refine or acquire needed skills to complete the project. As long as the outcomes are met, creativity and persistence will be encouraged and rewarded. This allows learning to become less abstract and more connected to students' experiences. This also encourages learning in an interdisciplinary context, rather than separation of subjects into isolated topics. Project-based learning is assessed through the use of specific rubrics designed for each project. The rubric is a scoring guide that will differentiate, on an articulated scale, among a group of student samples that respond to the same project and range from excellent responses to ones that need.

Cognitive Flexibility Learning Theory

The PCC Collegiate Charter High School is well suited for implementation of the Cognitive Flexibility Learning Theory. Both the Information Technology and Allied Health programs currently incorporate principles of the theory. Providing multiple representations of content occur everyday in our IT and AH classes. Instructors verbalize the concept; students assimilate the material not just by listening but also by hands on manipulation. Whether on a computer or in a science lab, the students then build on the concept by applying a different representation of the content given.

Our students learn by knowledge construction. Instructors use classroom lecture formats, hands-on lab experiences and actual field studies. Whenever possible, our students are placed in short internship positions in their field of study. This assures that instruction is case-based and knowledge sources are highly connected rather than compartmentalized. The student comes away with a holistic view of their chosen field along with a specific range of knowledge in that field.

Multiple Intelligences

For many years secondary schools throughout the country have taught, measured and evaluated in just two primary intelligence areas: visual/linguistic and mathematic. Although these two areas are extremely important, they do not comprise all of the identified areas of intelligence. According to a Harvard University study completed by Howard Gardner, there are nine separate and distinct types of intelligence. The staff at Collegiate Charter High School will receive training in identifying these nine areas of multiple intelligences and how to use this research to enhance learning for all students. Teachers and students will work together to identify each student's multiple intelligence strength(s) and the attributes of each type of intelligence. More importantly, students will come to not only appreciate their own strengths and those of their classmates; they will learn specific strategies to help them be successful in other intelligence areas. These strategies will be based on their current multiple intelligence strength and will assist students in transferring these strengths to other areas. For example, a student who has strong spatial skills will learn to visualize the pictorial appearance of hard-to-remember spelling or vocabulary words.

Another key component of the program will be to assess and instruct students according to their individual learning style. Research indicates that information may be learned by a predominate style such as visual, auditory, or tactile as well as via a multi-sensory approach. The instructors at Collegiate Charter High School will assist students in recognizing their own learning styles strengths and weaknesses. Teachers will also present materials in a variety of learning modalities to ensure that students have an opportunity to learn materials in their predominant learning style.

An integral part of learning style education involves assisting students in not only recognizing their own style, but in learning to link their primary learning style with those styles that are less dominant. The goal at Collegiate Charter High School is for students to function equally well in all learning modalities.

Cooperative Learning

Cooperative learning is a methodology in which teachers can structure the interactions of students. The application of specific cooperative learning concepts provides teachers with invaluable strategies that assist them in dealing with the many differences they face in student ability levels, motivation, prior knowledge and educational backgrounds. This leads to greater cooperation and academic achievement, improved ethnic relations, enhanced self-esteem, a more harmonious classroom climate and a wider range of social skills. Collegiate Charter High School realizes that the diversity of learners in the classroom has contributed to instructional challenges and therefore the emphasis must be placed on how the content is modified and delivered. This assures that maximum learning takes place for all students.

Cooperative learning provides a range of proven methods for altering instruction to accommodate diverse learning settings. Flexible groupings within the classrooms and the skilled use of cooperative learning techniques correlated to students' multiple intelligences are important aspects in meeting the needs of each student. Cooperative learning activities are enjoyable for students to implement as they produce positive outcomes. Different activities are designed for different outcomes, including

- Enhanced mastery of subject matter,
- Improved thinking skills,
- Teambuilding,
- Class building,
- Development of social character and social skills,
- Communication skills,
- Classroom management,
- Classroom discipline and
- Development of and engagement of each of the multiple intelligences.

Collegiate Charter High School believes that students can “learn it today; use it tomorrow; apply it for a lifetime”. Our school will train their staff to utilize various methods of implementing cooperative learning. Cooperative learning focuses instruction on the different strengths and styles and multiple intelligences of each child.

Critical and Creative Thinking Skills

Excellence in thought must be systematically cultivated. Students need experiences in thinking critically: examining situations, exchanging ideas, generating alternatives and testing conclusions. The critical thinking classroom shifts the emphasis from a content/process orientation to a problem-solving approach.

Creativity is multidimensional, characterized by the following traits:

- Fluency –producing numerous ideas,
- Flexibility – producing unusual ideas,
- Originality - producing unique ideas, and
- Elaboration – adding details to the ideas. Both critical and creative thinking are complementary.

Other learning styles include Learning Modalities, Left Brain/Right Brain Styles, Social Learning, Environmental Learning, Emotional Learning, Concrete/Abstract Learning, and Global/Analytic Learning. Learning styles are a vital instructional tool to encourage each student to reach their full academic and social potential. At The Collegiate Charter High School, the staff will strive to meet the changing needs of each of our learners.

Brain-Based Research

The Brain-based curriculum will be integrated throughout the learning activities developed for students at Collegiate Charter High School. These brain-based strategies include a number of applications that acknowledge that students learn differently and provides teachers with specific well-researched and tested techniques designed to meet the needs of all students. A key component of this research is current work within both the medical and educational communities to discover the various ways in which the brain learns, stores and retrieves new information. This information allows educators to develop specific strategies designed to strengthen the synapse connections, thereby making the storing and retrieval of information faster and easier. By creating multiple synapse connections, students learn new information in a variety of ways (ie. visual, tactile, via movement and color, teaching others, oral repetition).

The following are included in the brain based education process:

- Provide a balance of right/left brain instructional activities by honoring the whole mind – In applying right/left brain instructional activities, teachers will focus on activities designed to bring creativity, oral response and hands on learning opportunities into the traditional classroom setting. All students will be assessed as to their dominant learning style and a range of “choice activities” will be designed to meet the various characteristics of the student learning population.
- Classroom design to enhance multiple intelligences – This classroom technique creates a re-ordered classroom with specific areas and opportunities for the integration of multiple intelligence learning stations and areas. Students at each of these areas may be learning the same concept but will be engaged in differing activities.
- Learning centers will be used to individualize instruction – Learning centers will be used not only to offer various applications of multiple intelligence research, providing different learning opportunities around the same academic content, they will also be used as re-teaching and enrichment areas. Learning centers are one technique to integrate technology into the classroom without the necessity for individual computers for each student.
- Properly diagnosing students – A number of diagnostic tools developed by the leading researchers in the area of brain based learning will be utilized to determine how, when and within what environment students learn best. To

assure that all students are accurately assessed and an initial diagnosis will be made at the beginning of the school year and then students will be periodically re-assessed to determine if placement was accurate. Initial research in this area indicates that a series of three or four assessments completed over a six to nine month period are the best indicators for accurate placement.

- Motivate students through the integration of multiple intelligences and content – An overlooked but important technique used in the brain-based education philosophy is to not only teach the content but also educate students so that they can understand the concept of multiple intelligences, thereby helping students learn how to create their own learning environment and re-teaching techniques to ensure mastery of the content.

The Collegiate Charter High School is committed to the evaluation of students to determine continuous growth. This commitment will result in the use a variety of evaluation tools. These tools may include technology-based evaluation, portfolio-based evaluation, teacher observation and more traditional forms of evaluation to create a visual representation of each student's progress.

Character Education

Character education at the PCC Collegiate Charter High School will be the deliberate effort to help our students understand, care about, and act upon core ethical values. It is based on the following premises:

1. Destructive youth behaviors such as violence, dishonesty, drug abuse, and sexual promiscuity have a common core: the absence of good character.
2. People do not automatically develop good character. Intentional and focused efforts must be made -- by families, schools, faith communities, youth organizations, government, and the media -- to foster the character development of the young.
3. Good character consists of moral knowing, moral feeling, and moral action. Understanding core ethical values, caring about them, and acting upon them. These values include respect, responsibility, trustworthiness, fairness, diligence, self-control, caring, and courage.
4. These core ethical values are not mere subjective preferences like taste in music or clothes. They have objective worth (they are good for us whether or not we know it), universal validity, and a claim on our personal and collective conscience. They are affirmed by religious traditions around the world and transcend religious and cultural differences. They are rooted in our human nature and express our common humanity.

The core ethical values that will comprise the character education component will be based on the Character Education Partnership *Eleven Underlying Principles*:

1. Character education promotes core ethical values as the basis of good character.
2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.
3. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
4. The school must be a caring community.
5. To develop character, students need opportunities for moral action.
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
7. Character education should strive to develop students' intrinsic motivation.
8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of their students.
9. Character education requires moral leadership from both staff and students.
10. The school must recruit parents and community members as full partners in the character-building effort.
11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Integration of Academic, Occupational and Technical Instruction

The integration of academic, occupational, and technical learning will be infused throughout the PCC Collegiate Charter High School through course sequences as reflected in the programs-of-study and through instructional strategies applied in individual courses. Additionally, each student will complete a work-based learning experience prior to high school graduation. Worksite learning will be addressed through on-site instruction, summer internships and expanded work-based learning activities.

Examples of integration, work-based learning and worksite learning activities are listed below.

- Each of the Collegiate Charter High School's A.S degree programs-of-study includes rigorous academic and occupational and technical courses. They

are sequenced so that the competencies taught in the academic courses support the skills needed for success in the occupational and technical classes. Additionally, each occupational and technical class will provide for the application of academic skills and competencies.

- Business partners along with secondary and postsecondary instructors will identify the academic, occupational and technical, and workplace competencies to be addressed across the curriculum.
- The PCC Collegiate Charter High School will be organized by program teams made up of both academic and occupational and technical instructors. Each team will meet weekly and will create instructional units, which will insure the direct instruction and reinforcement of academic skills in the occupational and technical classroom.
- Since academic teachers will work in more than one program team, students will have the opportunity to work with academic skills applied in the context of multiple occupational and technical programs.
- Contextual teaching and learning strategies will be used across the curriculum. Examples of strategies will include the following:
 - *Problem Based Learning* activities will provide simulated or real problems to students, and students will use critical thinking skills and a systemic approach to inquiry to address each problem. These problems will be created in individual classes and in interdisciplinary units in which students are addressing different aspects of a problem in different classes.
 - *Multiple Contexts for Learning* will require students to address different aspects of an issue as they approach it from different angles moving from class to class. This will be achieved through interdisciplinary units.
 - *Cooperative Learning* activities will draw upon the skills of the diverse group of students that will make up every classroom in the PCC Collegiate Charter High School. Students will be required to address academic problems while working in teams. They will leverage the academic and occupational and technical skills of all members of the group.
 - *Authentic Assessment* will require students to integrate academic and occupational and technical learning as they address “real life” issues and create an analysis or, if appropriate, a solution.
 - *Worksite instruction* will be hosted by business sites. These activities will take academic and occupational and technical instruction into the environment of the workplace.
 - Completion of the *Junior/Senior Project* will be a graduation requirement for all PCC Collegiate Charter High School students. The components of the project are as follows:

○

Junior Year

1. Each student will research a problem specific to his/her anticipated career major and complete a research paper in his or her Language Arts courses. An example of an issue is “ethical implications of assisted suicide” for someone contemplating a career in medicine. A component of the paper will be the student’s impression of the career field opportunities and challenges related to the research.
2. The research paper will be scored by the student’s English teacher and by at least one career and technical teacher (may or may not be the student’s advisor)

Technical Career Preparation

The technical programs offered through the PCC Collegiate Charter High School lead to a high skill, high wage career upon graduation. The Information Technology programs are designed for students seeking careers in computer networking technologies, computer applications, and Internet technologies. The coursework will provide students with the ability to plan, design, and administer complex computer networks as well as utilize applications appropriate for each program-of-study. Students completing the coursework will have acquired the skills to sit for industry recognized certification exams where appropriate.

The Allied Health programs are designed to prepare students for admission into the PCC programs to include Nursing, Radiological Technology, Occupational Therapy Assisting, Physical Therapy Assisting, Health Information Technology and Emergency Medical Services.

All academic courses taught in the PCC Collegiate Charter High School will be categorized as pre-collegiate or dual enrollment coursework. The sample programs-of-study previously referenced demonstrate a coherent sequence of courses that build the competencies required for success in each career and technical program area.

Additionally, business partners along with secondary and postsecondary instructors, will identify the academic, career/technical, and workplace competencies to be addressed across the curriculum. Workplace competencies will be infused into the academic and career/technical coursework.

Academic instruction will be delivered through the use of contextual teaching and learning strategies. Students will apply academic skills and competencies in researching, analyzing, solving and reporting real or simulated workplace problems.

The identified programs-of-study meet the requirements that lead to a standard Florida High School diploma and combine high school and college level study which also leads

to an associate degree. A.S. and A.A.S. degrees offered to Collegiate Charter High School students include the following: Nursing, Radiological Technology, Occupational Therapy Assisting, Physical Therapy Assisting, Health Information Technology, Emergency Medical Services, Network Engineering Technology, Computer Information Systems Analysis, and Internet Technology.

The careers for which students at the PCC Collegiate Charter High School are being prepared are recognized locally and at the state level as high skill, high wage occupations in great demand. Statistics compiled by the Polk Workforce Development Board (Polk Works) indicate that there are currently a significant number of unfilled Nursing and Information Technology positions in the region. Careers linked to each of the program areas offered by the Collegiate Charter High School are currently identified on the Polk Targeted Occupations List.

Education Technology and Distance Learning

Business and educator partners in Polk County are using an e-group to coordinate planning activities related to the design of the Collegiate Charter High School. An extension of the current e-group will link instructors, mentors, business partners, students and parents. It will provide a platform for exchanging information, designing new ideas, reporting Collegiate Charter High School events, addressing instructional issues related to individual students, creating curriculum, etc.

Students and parents will have e-mail access to instructors.

In 1990 PCC developed a college technology blueprint, which is updated annually and drives instructional technology activities at PCC. Technology training is a component of the blueprint.

PCC instructional technology personnel currently provide the following training components related to the use and application of technology:

Peer Tutoring

Research conducted by Roberge (1995) indicates that successful retention programs provide personalized support. The main objectives of supporting activities will be to develop the following among the student population: a sense of belonging, identification and membership within the school community, the ability to demonstrate mastery in the selected curriculum, the skills necessary to progress in the world of work, the ability to achieve independence, and an appreciation for the value of further education. Accomplishing the goals of the PCC Collegiate Charter High School will be facilitated by the Director, the Advisors, the Assistant, peer tutors, mentors, and the college faculty.

The design of the PCC Collegiate Charter High School is developed around a student-centered approach to services. Using students' own strengths, interests, and goals as the beginning point for learning, the program will tap into the students' intrinsic motivation for learning. Students will be given a physically and psychologically safe

structured environment in which to express opinions, make choices, problem solve, master course content, and work with and help peers. Strategies for creating such an environment are incorporated in the activities of peer tutoring, advising, interaction with mentors, and supplemental instruction described below.

Peer tutoring is built on the premise that often the best way to learn how to do something is to try to teach another person to do it. The tutoring process is viewed as developmental, where all tutors will have had the experience of being learners as part of their apprenticeship for becoming tutors. The peer tutor facilitators will be currently enrolled PCC students with a GPA of 3.0 or higher with an interest in the success of the project participants. In the tutor-centered model, participants will learn the subject matter being tutored; how to tutor; how to listen and communicate effectively; and they will learn about learning.

Learners benefit from the tutor-centered program in a number of ways: motivation to learn improves through participatory sharing with tutors; well trained tutors heighten the students learning; and the value of being tutored as preparation for tutoring increases self-esteem. In addition, students recognize their importance as an educational resource.

Individual and small group tutoring assistance will be provided to program students. The Director, who will be responsible for making needs assessment, continuing on-going documentation, monitoring tutoring, and altering procedure when necessary, will assign tutors.

Key goals in the peer tutoring component include. . .

- Developing confidence
- Instructing a new topic
- Tutoring students in the first year
- Helping students new to the school
- Assisting disenfranchised students
- Public speaking
- Leading a discussion
- Speaking in front of a group
- Learning to listen and respond
- Organizing a presentation

As well as, study and time management skills such as . . .

- Planning time efficiently
- Developing effective study skills
- Critical thinking skills
- Understanding the reading and writing process
- Understanding and planning for different learning styles
- Observing and practicing different teaching styles
- Demonstrating different leadership styles

Tutors are employed through the Teaching, Learning, Computing Centers (TLCC) and are available to students from 7:30 am – 9:30 pm Monday – Thursday, 7:30 am – 3:30 pm Fridays and Saturdays during the term.

The Collegiate Charter High School Tutors will have the following qualifications:

- A demonstrated success in the tutoring area is required.
- Knowledge of the PCC faculty including teaching methods, terminology, goals, and special emphasis is preferred.
- A desire to assist the high school student is required.
- An attitude of respect and dignity of the student at all times using patience and understanding is required.
- A demonstrated ability to communicate effectively with individuals from all backgrounds is required.
- A demonstrated commitment to the integration of academic and vocational and technical instruction coupled with work-based learning is required.

Mentoring

The Collegiate High School will continue to partner with Junior Achievement to offer the JA Success Skills program to all of our students. This is a program which develops students' interpersonal effectiveness and problem-solving skills necessary for the workplace. Junior Achievement educates young people to value free enterprise, business and ethical conduct in the workplace. The program is presented by volunteers from the community who have experience in the business field. The presenters conduct the 10 hour program over a schedule of several days and use a variety of teaching methods.

The most important part of this program is the mentoring factor which takes place over the duration of the presentations. The community members, in our case most of who are employed by GEICO, act as role models for the students. They teach not only from the Junior Achievement curriculum but by also relying on their own experience in the workplace. Students begin to understand that these volunteers are not just teaching a lesson but living it as well. The world of work takes on a much more personal meaning as they begin to interact and form relationships with the presenters. Junior Achievement studies tell us that the students who participate use higher levels of thinking to synthesize and integrate information and are better than traditional students in taking on leadership roles.

Employment Placement Activities

The PCC Collegiate Charter High School and its supporting business community partners will provide for effective employment placement activities including the following:

- Each student will be required to create an “employment portfolio” to be used in interview and job seeking activities.
- Each student will have a faculty “mentor” from his/her career department (Allied Health or Information Technology) who will monitor portfolio development.
- Each student will participate in job search workshops focusing on resume writing, interviewing, proper dress, research of prospective employers and careers etc.
- Every student will be trained in the use of the Internet as an integral tool in the employment search process.
- Every student will be made aware of the resources and professional assistance available thru the One Stop Centers of Polk County.
- Every student will be provided data from economic development agencies, the Workforce Development Board, ERISS, etc detailing job openings in the local workforce market.
- Every student will be provided a list of Polk County businesses, separated by SIC code related to Allied Health and Information Technology, to assist in identification of specific career areas.
- A mini-“career fair” will be conducted each fall by business partners representing the career clusters of Allied Health and Information Technology to provide all students at the PCC Collegiate Charter High School with a broad based look at careers available in each cluster.

Employment Opportunities

A training component will address information made available through Polk Works-sponsored labor market survey. Conducted by ERISS Corporation, this web-based data bank of occupational, wage, training and other data for Polk County is invaluable to educators and to individuals seeking work. The ERISS system will provide counselors and advisors with a greater awareness of employment opportunities for students. During the next year, the data will be made available for the entire high tech corridor, reaching beyond the bounds of this consortium’s region.

E. & F. Exceptional Education and Limited English Proficiency Students

The PCC Collegiate Charter High School will work with the Polk County School District to identify the special needs of students and to meet all applicable state and federal requirements including Section 504 of the Rehabilitation Act of 1973 and the Individuals With Disabilities Education Act (IDEA).

Needs of ESE and ESOL students will be met through individualized programs of study (IEP's). The PCC Collegiate Charter High School will work with the Polk School District ESE Department to provide appropriate placement for students who can benefit from the program offered at the PCC Charter High School.

When preparing the personalized educational plan for a student of limited proficiency in the English language, faculty of the PCC Collegiate Charter High School and the parent(s) of the student will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas.

In cases of extreme impairment or disability whereby the student cannot be served appropriately by a typical public school's resources, the PCC Collegiate Charter High School will discuss options for that student with the Polk County School District and the student's parents.

ESE and ESOL Students will be served at the PCC Collegiate Charter High School. If contract services are not negotiated with the School Board, appropriate certified individuals, or companies, will be contracted to serve our ESE and/or ESOL student population.

The 1998 reauthorization of the Carl Perkins legislation defines special populations as including the following:

- Individuals with disabilities
- Individuals from economically disadvantaged families (including foster children)
- Individuals preparing for nontraditional training and employment
- Single parents (including single pregnant women)
- Displaced homemakers
- Individuals with other barriers to education achievement, including individuals with limited-English proficiency.

The PCC Collegiate Charter High School will provide equal access to special populations students. It is anticipated that at least 15% of the students will be representative of special populations. Polk Works has endorsed the creation of the Collegiate Charter High School and has made a commitment to work with PCC staff to support recruitment and support services to special populations youth. These students will be recruited from the population of in and out-of-school youth.

Collegiate Charter High School students will have access to the full range of support services available to PCC students. Those services will include tutoring activities through the (TLCC) and English as a Second Language (ESL) courses.

In addition to general recruitment, special efforts will be made to enroll students from the County's most economically disadvantaged neighborhoods. Specifically, the PCC Collegiate Charter High School's recruitment will include a high poverty area located in the northwest section of Lakeland. This high poverty area is situated approximately 6 miles north of the proposed campus. The overall median income for this area is below 50% of the City's median income. 78% of residents in this area are African American, 19% White, 2% Hispanic, and less than 1% are Asian or American Indian. There are an estimated 1,271 youth between the ages of 14-21 in this area. According to Florida School Indicators Report published by the Florida Department of Education, high schools within the area have an average dropout rate of 33%.

**Marketing/information materials will include but not be limited to the following: brochures specific to each special populations group with non English versions as appropriate, videos, lists of support services available to special populations individuals in the region, lists of support groups available in the area, etc. Support services to be included in lists will be those provided directly to the PCC Collegiate Charter High School Students through TANF/WIA funds through the Polk County Workforce Development Board.*

3. STUDENT ASSESSMENT

A. Goals and Objectives

- At least 85% of the students shall demonstrate a year's progress as measured by pre-and post-testing in the area of mathematics. Assessment will be based on FCAT SAT-9 results with a spring-to-spring comparison or a fall norming window comparison to spring for those students who did not participate in the previous spring's testing.
- At least 85% of the students shall demonstrate a year's progress as measured by pre-and post-testing in the area of reading. Assessment will be based on FCAT SAT-9 results with a spring-to-spring comparison or a fall norming window comparison to spring for those students who did not participate in the previous spring's testing.
- Based on pre- and post-testing, more than 85% of the students will demonstrate at least a year's progress in the area of science.
- Based on pre- and post-testing, more than 85% of the students will demonstrate at least a year's progress in the area of social studies.
- 80% or more of the students will have an increased attendance rate when compared to their prior year's attendance rates.
- 85% of the students will have a decreased instance of tardies when compared to their prior year's records of tardies.
- The average daily attendance rate for students at the Collegiate Charter High School will be higher than the average daily attendance rate of comparable student populations within Polk County.
- 85% of the students enrolled at the Collegiate Charter High School will have fewer discipline referrals for major infractions this school year when compared to the previous school year.
- Discipline referrals resulting in in-school suspension at the Collegiate Charter High School will be fewer than the number of discipline referrals resulting in in-school suspensions at comparable student populations within Polk County.
- Discipline referrals resulting in out-of-school suspension at the Collegiate Charter High School will be fewer than the number of discipline referrals resulting in out-of-school suspensions at comparable student populations within Polk County.
- More than 85% of the teaching staff at the Collegiate Charter High School will be in attendance for more than 93% of their contracted days of service.
- More than 85% of the students surveyed at the Collegiate Charter High School will rate their overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by student surveys.
- More than 85% of the parents surveyed at the Collegiate Charter High School will rate their child's overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by parent surveys.
- More than 85% of the teachers surveyed at the Collegiate Charter High School will rate their overall employment experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by teacher surveys.

B. Assessment in Core Academics

Baseline Standards, Outcomes and Method(s) of Measurement

The PCC Collegiate Charter High School will work with the Polk County School District as appropriate to further delineate the details of an assessment plan which will accommodate both district and charter school accountability requirements. The plan will begin with two fundamental benchmarks:

- Upon high school graduation, students will have performed at least as well as other Polk County students of similar characteristics at each instructional level as measured by the various indicators approved by the State.
- The PCC Collegiate Charter High School will accomplish a rating of at least a "C" on the Florida State Report Card using the indicators identified by the State.

During assessment, students will undergo in-house diagnostic tests. Staff will interpret these scores for the students, and program modifications will be made if significant scores indicate discrepancies in ability.

Instruments to measure initial attitudes toward school, career, and self-concept shall be administered to make early determination of student affective needs and then later to determine if change has occurred. While immediate attention will be given to students with deficiencies in math, reading, and writing, other factors will influence individual programs and activities recommended to each student. Information gathered from high school transcripts institution placement tests, and recommendations from instructors will as serve as a means of determining student needs.

The following three sections present the elements comprising the framework for the comprehensive assessment plan.

Baseline Standards of Achievement

The PCC Collegiate Charter High School will create a comprehensive educational and personal support system for up to 250 students. Students will be identified and recruited through a variety of processes. Selection will target students who are self-motivated and have an unrealized potential for success. All students will be assessed on an individual basis in terms of math, reading, and writing skills, physical or learning disabilities and language ability. The program will facilitate acquiring sufficient financial aid and providing the necessary academic framework, tutorial services, mentoring and complete advising services necessary for the students to continue in school through graduation and to secure high skill, high wage employment. In addition, the transfer initiative will serve students who appear to be best suited for success at an upper-level institution.

Baseline standards for incoming students will be established as follows:

All PCC Collegiate Charter High School Students (as appropriate to grade level)

- Performance on the Florida College Entrance Placement Test (FCEP)
- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students (e.g. Terra Nova)
- Verification of beginning grade level
- Verification of incoming GPA
- Performance on Florida Comprehensive Assessment Test (FCAT)

Pre-collegiate Program Students (as appropriate to grade level)

- Performance on the Florida College Entrance Placement Test (FCEP)
- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students (e.g. Terra Nova)
- Verification of beginning grade level
- Verification of incoming GPA

Dual Enrollment Program Students

- Performance on the Florida College Entrance Placement Test (FCEP)
- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students (e.g. Terra Nova)
- Verification of beginning grade level
- Verification of incoming GPA

Student Outcomes

The PCC Collegiate Charter High School will promote enhanced academic success by aligning responsibility with accountability. Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a function of grade level, time enrolled at the Charter School, and baseline levels. The following page presents the foundation outcomes expected of individual students.

PCC Collegiate Charter High School students will:

- Demonstrate progressive mastery of content and performance standards across the core curriculum in communications, mathematics, social sciences, natural sciences, humanities, physical education and life management
- Demonstrate progressive mastery of computer and information technology and research skills through computer software and Internet applications

- Demonstrate progressive mastery of critical thinking, career planning, educational planning, and problem solving skills
- Demonstrate the ability to work collaboratively and effectively in cooperative groups
- Demonstrate a commitment to community, citizenship, and service to society

The PCC Collegiate Charter High School will build upon the success of existing tech prep and dual enrollment initiatives in the region. Polk Community College and the School Board of Polk County are members of the Polk County Tech Prep Consortium, established in 1992. Through the establishment of the new Collegiate Charter High School on the Polk Community College campus, tech prep activities will expand and the following goals will be achieved:

- In August 2004, 100 - 200 high school juniors and seniors will have applied for and enrolled in the PCC Collegiate Charter High School.
- In August 2005, the total enrollment will be at least 185.
- At least 15% of the enrollment will be special populations students.
- The average student daily attendance rate will be at least 95%.
- At the end of two years in the Collegiate Charter High School, at least 90% of students will graduate. Graduates will also earn an A.S. degree or a significant number of hours toward a degree.
- At graduation, at least 85% of students will be placed in postsecondary education, the workplace or the military.
- At least 25 business partners will maintain an active role in the curriculum development and workforce development components of the school.

Methods of Measurement

Among the formal measures that will be used to document academic progress and provide comparative achievement information are as follows:

- Standard grades in individual classes
- Pre and post TABE (Test of Adult Basic Education) upon entrance and the semester prior to graduation
- Florida Writes Test
- FCAT (Florida Comprehensive Assessment Test)
- FCEP (Florida College Entrance Placement Test)

- Graduation/completion rates
- Overall GPAs
- Course retention rates
- Course success rates
- Program completion rates
- Program retention rates
- SAT and ACT
- College Level Academic Skills Test (CLAST)

This proposal contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.

Program assessment will also include these specific measures of success:

- 80% or more of the students will have an increased attendance rate when compared to their prior year's attendance rates.
- 85% of the students will have a decreased instance of tardies when compared to their prior year's records of tardies.
- The average daily attendance rate for students at the Collegiate Charter High School will be higher than the average daily attendance rate of comparable student populations within Polk County.
- 85% of the students enrolled at the Collegiate Charter High School will have fewer discipline referrals for major infractions this school year when compared to the previous school year.
- Discipline referrals resulting in in-school suspension at the Collegiate Charter High School will be fewer than the number of discipline referrals resulting in in-school suspensions at comparable student populations within Polk County.
- Discipline referrals resulting in out-of-school suspension at the Collegiate Charter High School will be fewer than the number of discipline referrals resulting in out-of-school suspensions at comparable student populations within Polk County.
- More than 85% of the teaching staff at the Collegiate Charter High School will be in attendance for more than 93% of their contracted days of service.
- More than 85% of the students surveyed at the Collegiate Charter High School will rate their overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by student surveys.
- More than 85% of the parents surveyed at the Collegiate Charter High School will rate their child's overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by parent surveys.
- More than 85% of the teachers surveyed at the Collegiate Charter High School will rate their overall employment experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by teacher surveys.

C. Student Strengths and Needs Identification

The PCC Collegiate Charter High School staff and the services of the CHART Lab will be integral in the determination of student strengths and needs, as well as in monitoring student progress and providing appropriate learning support services. The CHART Lab will provide students with access to various computerized and written inventories that will gather information regarding the student's career interest, study habits, learning styles and skill affinities. Typical of the instruments available are the *Guide to Occupational Exploration* (GOE), *Learning and Study Strategies Inventory* (LASSI) and the *Learning-Styles Inventory*. Results of these inventories will be used to assist in developing the student's program of study and in placing the student in those classes which best match the student's learning style with the delivery methods.

In addition to the periodic assessments described in section 3 (A), staff members will monitor student progress during the term through a variety of less formal strategies. Those strategies include review of midterm advisory grades, instructor referrals, and student conferences. The CHART Lab will serve as the vehicle for selecting and implementing intervention strategies as needed. Individual tutors, study groups, computer-assisted-instruction, study skills and test-taking workshops, video reviews and other similar activities will be available for learning support. In addition, students will have access to the services of the PCC Math Lab and the Academic Success Center, which includes a Dial-a-Tutor phone line for quick English and math questions and an online tutoring service managed by e-mail.

Each student will receive individualized advising sessions at least twice each term. Advising sessions will address education and career goals, academic progress, course planning, program of student development, and other related issues.

D. Evaluation and Comparison of Student Progress

PCC Collegiate Charter High School students will complete all state mandated testing as required under state and charter law. Additional testing will be utilized within the school to assist in the appropriate placement of students within learning teams as well as math and reading settings. As the Florida FCAT testing model moves to learning gains as measurement, the PCC Collegiate Charter High School is confident that all of our students, and especially the lowest quartile will demonstrate dramatic improvement in academic performance. As a whole, students at the PCC Collegiate Charter High School will perform at or above district averages when compared with comparable school populations. We also anticipate our students will perform at or above state averages.

The following student learning gains will be documented by the charter school on or before the completion of the school's third year:

- More than 85% of the students enrolled in the charter school will participate in all assessment, both school based and state mandated.

- More than 80% of the students will attain the same or higher normal curve equivalent (NCE) from pretest to posttest in reading and mathematics.
- More than 85% of the students at the PCC Collegiate Charter High School will perform at a higher level than like comparable populations identified with-in Polk County.
- The lowest 25th percentile of students within the PCC Collegiate Charter High School will demonstrate adequate progress as defined in Florida's A+ accountability plan.

E. Statewide Assessment

The faculty of the PCC Collegiate Charter High School will work with representatives of the Polk County School District to plan the alignment of testing for the district's high school level grades, which will include the Florida Competency Assessment Test (FCAT).

As the Florida Department of Education develops new assessment tests driven by the benchmarks in the Sunshine State Standards, the faculty of the PCC Collegiate Charter High School will work with the Florida Department of Education and the Polk County School District on the implementation of these assessments.

F. Graduation Requirements

The PCC Collegiate Charter High School will implement state graduation requirements as found in the Florida Statutes and the Rules of the Florida Department of Education described in part one of this application.

The PCC Office of Student Services will maintain an individual permanent record (transcript) for each charter school student as official documentation of the student's achievement. This record will comply with all state requirements for recording and safekeeping of student records. The student's permanent record will be compared to the requirements specified in state law and to all PCC Collegiate Charter High School program requirements. If all requirements have been met, the student will be certified for graduation from the PCC Collegiate Charter High School by the Dean of Student Services, the Director of the Charter School, and the Vice President for Academic and Student Services. Upon final approval by the Governing Board or designee, a standard Florida high school diploma will be issued to the student and the graduation date recorded on the student's permanent record.

In terms of data collection and analysis, the State of Florida Education and Training Placement Information Program (FETPIP) has implemented a student database which corroborates data from the K-12 system, the community college, the state universities, the Department of Justice, and the Department of Labor via social security numbers. Any student graduating from a public high school can be tracked as they stay "in the system" in Florida. The database provides immediate access to current and historical

data on-line. It is linked to the Student Record System, which collects all admissions, registration, and grade reports on individual students. The FETPIP database will provide the primary source of tracking completers of the PCC Collegiate Charter High School. For those students not found in the system, individual follow-up will be initiated by the PCC Collegiate Charter High School Guidance Counselor. A follow-up survey will also be administered as described in the evaluation plan.

II. GOVERNANCE & MANAGEMENT

1. Application Group/Management Team

A. Group Description

The initial contact with the college community will be made through the creation of a Collegiate High School founding board. In the initial application, the Workforce Education Committee, Education and community representatives, and parents comprise the founding board. The initial leadership and vision was generated from this group of business and community leaders. The board members are:

Jim Rhodes	Publix Supermarkets
Mischelle Anderson	Anderson Planning and Development
Cathy Clark	Parent
Larry Durrence	President PCC
David Gawaluck	Lakeland Regional Medical Center
Ray Graber	Brighthouse Networks
Jane Gschweneder	Lakeland Electric
Ernie Helms	US AgriChem
Stephen Hull	Dean PCC
Arnold Wilson	New Life Outreach Ministry, Inc.
Susan Langley	Florida's Natural Growers
Larry Miller	Spherion
Tom Moore	Universal Building
Deborah Sancheous	Parent
Stephanie Campbell	Polk Works
Tina Seymour	Florida's Natural Growers
John Small	Director PCC
Mike Stedem	Stedem Ford
Phyllis Watson	Lakeland Regional Medical Center
Nat West	Winter Haven Hospital

Members of the governing board of the charter school will be fingerprinted in a manner of that provided in state law. All appropriate officers, directors, and employees of the charter school who have authority to receive and expend FTE funds shall be bonded as provided by law.

B. Continuity Between Boards

PCC Collegiate Charter High School is committed to maintaining continuity between the founding group and the eventual members of the Governing Board and Operating Officers of the school. Many members of the founding board have expressed an interest in continuing as an integral member of PCC Collegiate Charter High School. For example, Tom Moore of Universal Building will continue to serve as a District Board of Trustees member.

C. Retained Consultants

The Business Office of the Polk Community College will be crucial in assisting the charter school with all financial aspects of operating the school. All financial transactions will flow through the Business Office to ensure financial accountability and accuracy of all financial records. The Business Office will also handle all matter relevant to risk management and insurance for employees and the school.

The office of the Vice President for Academics and Student Services of Polk Community College will serve as an educational resource for the charter school. As well, the student services office will play an important role in the success of the school. Cooperation between both of these offices will be necessary in order to maintain a sound curriculum, track student progress, and to contribute to the growth of the program.

The office of Human Resources for Polk Community College will be a valuable resource in helping to secure experienced professionals to contribute to the program. All hiring of faculty for the PCC Collegiate Charter High School will be handled through the HR office of the college.

D. Professional Management or Expertise Needed

Not applicable.

E. Partnerships

The PCC Collegiate Charter High School will develop a full partnership with Polk Community College. The two entities will share faculty, facilities, and services. The charter school students will have access to programs and services brought to the PCC campus.

The PCC Collegiate Charter High School will also arrange partnerships with businesses as well as partnerships with local public schools for educational programs. All high schools in Polk County will be viewed as potential feeder schools for the PCC Collegiate Charter High School.

Partnerships with specific schools have already been established. Lakeland High School will serve as one of the sister schools to the PCC Collegiate Charter High School. The PCC Collegiate High School opened with a working relationship with Lakeland High School. At the present time, LHS disseminates information regarding the charter school to interested students and plays a role in assisting students in gaining entrance to the school. It is anticipated that the PCC Collegiate Charter High School will build similar mutually beneficial working relationships with other area high schools both in Lakeland and in surrounding communities.

McKeel Academy of Technology, a conversion charter school located in Lakeland, will also serve as a partner for the PCC Collegiate Charter High School. McKeel brings

extensive experience in the school to work movement and is dedicated to the philosophy of the PCC Collegiate Charter High School. McKeel and the PCC Collegiate Charter High School will work together to identify interested students and prepare them for entrance into PCC Collegiate Charter High School. McKeel Academy enjoys a successful relationship with the business community of Polk County and can serve as a resource for the new charter school in developing business relationships and creating opportunities for the PCC Collegiate Charter High School students such as career shadowing and internships. McKeel Academy and the PCC Collegiate Charter High School have committed to explore the possibility of shared teachers at the high school level. This would benefit both the students at McKeel Academy and those in our charter school.

2. SCHOOL GOVERNANCE

A. Legal Entity Description

Florida law allows public entities to organize and operate charter schools. The District Board of Trustees of the Polk Community College will be the governing board for the PCC Collegiate Charter High School². The Board consists of seven (7) members appointed by the governor. The members reside in Polk County. Board members serve staggered four-year terms and are eligible for reappointment by the governor. Because of the staggered terms, continuity should be ensured. Additionally, the college president serves on a four-year contract, further providing continuity in the charter school's mission and service. Upon the implementation for the charter contract the PCC District Board of Trustees will serve as the governing board for the PCC Collegiate Charter High School. A list of current PCC District Board of Trustees is as follows:

1. **Dr. Neriah Roberts**
2. **Twyla Ely**
3. **Carol Platt**
4. **Thomas Moore, Jr.**
5. **Ernest Pinner**
6. **Cynthia Ross**
7. **Martha Santiago.**

J. Larry Durrence, President, PCC And Corporate Secretary to the Board

Information on each Trustee is found in Attachment B. Any additional information required by the Sponsor such as references, financial disclosure forms, and fingerprints will be available, upon request, prior to the execution of the charter school contract.

The gubernatorial appointment process requires an extensive application review, reference letters, background investigation, and review process by the Governor's Office, the Florida Senate, and the Florida Secretary of State's Office. Each Trustee application is reviewed by the Florida Senate for confirmation of the appointment during its spring legislative session.

Members of the governing board of the charter school will be fingerprinted in a manner similar to that provided in Florida Statutes. All appropriate officers, directors, and employees of the charter school who have authority to receive and expend FTE funds shall be bonded as provided by law.

² Florida law authorizes community colleges of this state and recognizes them as corporations. Furthermore, it provides that community colleges are political subdivisions of the state.

B. Governance and Management Structure

The governing board of the PCC Collegiate Charter High School is accountable for the academic, financial, and operational policies of the school. The governing board will approve all budgets, set policy, establish procedures, approve selection of the director, and ensure the financial and administrative management of the school. Further, the governing board, through the college president, will ensure that the school's performance standards are met or exceeded, that ongoing assessments are accomplished, that financial reports are made and controls are in place, that state and district requirements are met, and that annual progress and accountability reports are made to the sponsor and other entities as required by law. The governing board, however, is not involved in the daily administration of the program. The day-to-day operation of the school will be overseen by the school director. Additionally an advisory committee will also be established comprised of parents, students, and community members that will meet on a monthly basis to monitor the school improvement process and day to day operations within the charter school.

The Director, who reports directly to the Dean of Workforce Development, who in turn reports to the Vice President for Academics and Instruction, who in turn reports to the college President, will administer the PCC Collegiate Charter High School. The PCC Collegiate Charter High School Director will be in a position equivalent to a division director at the college such as the department Director for sciences, business, communications, or fine and performing arts. The position is considered to be a major administrative appointment with significant duties and responsibilities. The Director will be a qualified individual with experience in budgeting, planning, implementing, and evaluating programs for high school students. The Director will be responsible for recommending employment, supervising, and evaluating all school staff.

A coordinator, one educational advisor, a staff assistant, and two OPS workers will assist the director. The seven positions will provide direct service support to the students at a ratio of 1 to 25 students.

C. Status as Public vs. Private Employer

The Charter School will be organized as a public employer. As a public employer, the Charter School employees may participate in the Florida Retirement System. As a public employer the Charter School may also contract for services with an individual or group of individuals who are organized as a partnership or a cooperative. Individuals or groups of individuals who contract services to the Charter School are not public employees. All employees of the Charter School will enjoy the benefits and responsibilities as provided by Florida law, PCC Board Policies, and State Board of Community College Rules.

D. Governing Board Selection

Because the Polk Community College District Board of Trustees is the governing board of the PCC Collegiate Charter High School, all appointments are governed by Florida Statutes, which state “[t]rustees shall be appointed by the governor.”

E. Roles and Responsibilities of Governing Board

The governing board of the PCC Collegiate Charter High School shall have control and jurisdiction over the affairs and property of the school. Paid teachers and the director of the proposed PCC Collegiate Charter High School shall work under the supervision of the Vice President for Academics and Instruction, who in turn reports to the college President.

F. Conflict Resolution Between Governing Board and Sponsor

In the unlikely event of conflicts between the PCC Collegiate Charter High School and the Polk County School Board, resolution will be sought through the Polk School District and the PCC representatives to the Polk Community College and Polk County School District Articulation Committee sitting as a resolutions committee. If these representatives are unable to reach a resolution, the college President and the Superintendent of schools will meet and try to reach a solution. If they are unable to resolve the differences, the matter will be taken to the Polk School Board and the PCC District Board of Trustees for resolution. Either Board will have the authority to request binding mediation to resolve the conflict.

If the parties to the contract are unable to resolve a dispute, then the Florida Department of Education shall provide mediation services. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. All final orders from the Division of Administrative Hearings are subject to review in the First District Court of Appeal.

G. Parental Involvement in Decision-Making Matters

Parental involvement is essential to student success and therefore essential to the PCC Collegiate Charter High School. Indeed, the original purpose statement, educational principles, rationale, and educational program for the PCC Collegiate Charter High School were reviewed and discussed in open forums by local parents and potential students prior to submission with the application. In the future, as part of the program evaluation process, an annual effectiveness and satisfaction survey will be given to all PCC Collegiate Charter High School parents. The results of the survey will be used to guide future improvements in the programs and services of the school. Furthermore, the PCC Collegiate Charter High School will create a web site that will offer e-mail access through which students and parents can convey ideas, concerns, or comments to the PCC Collegiate Charter High School staff at any time. The e-mail address will be

monitored daily and an initial response will normally be provided to the sender within two business days.

The PCC Collegiate Charter High School experience incorporates ongoing parental decision-making regarding whether or not to participate in the Charter School, determining the design and content of the student's program of study and whether to continue participation in the Charter School.

PCC and the PCC Collegiate Charter High School staff members will conduct "get-acquainted" information sessions for interested students and parents, more detailed orientation sessions for charter school applicants and extensive orientation meetings for parents of students entering the PCC Collegiate Charter High School. In addition, much of the information necessary for informed parental decision-making will be presented on the PCC Collegiate Charter High School web site.

Once the student enrolls, The PCC Collegiate Charter High School offers a significant recurring opportunity for parental input. Parents will work directly with the PCC Collegiate Charter High School staff to determine the student's program of study, extra-curricular and co-curricular activities. Periodic academic progress reports, including both midterm advisory and final course grades, will be provided to the parents. The Counselor, who will serve as the first point of contact for parental questions and comments, will be available for parent and parent-student conferences and will schedule such on a regular basis. In addition, PCC Collegiate Charter High School staff will be available for parental conferences on an as-needed basis.

In an effort to ensure that the participation decision is an informed one, parents will be able to review the student's entire academic history and educational development record with the educational advisor or counselor, as well as discuss the courses and activities that will be available to the student in subsequent years of enrollment. Finally, the PCC Collegiate Charter High School will share the aggregate results of the annual effectiveness survey and all other accountability reports with the PCC Collegiate Charter High School.

H. Public Records and Public Meetings

The PCC Collegiate Charter High School will fully comply with state law in regard to public disclosure of all school records. Likewise, meetings of the governing board shall be open to the public. Reasonable notice of the time, place, and agenda of meetings will be available to all members of the school community. Minutes of the PCC Collegiate Charter High School governing board meetings will be kept and made available for public inspection upon reasonable advance notice from any person.

3. LENGTH OF CHARTER AND IMPLEMENTATION TABLE

A. Requested Charter Term

The initial term of the proposed charter school shall be for five (5) years. Thereafter, the charter may be renewed. The charter may be modified during its initial term or any renewal term, upon approval by both boards, and such modifications shall be in writing and executed by both boards.

The five-year contract will not be terminated by the Polk County School Board except for:

- Failure to meet the requirements for student performance standards or failure to make significant progress toward achieving the standards as stated in the charter
- Failure to meet generally accepted standards of fiscal management
- Violation of law
- Other good cause

B. Timetable for Start-Up

September 2003	Submit charter proposal to Polk County School District
October 2003	Decision by Polk County School Board Contract Negotiations
January 2004	Appoint admissions committee; Begin curriculum development
February/March 2004	Employ direct support staff for Charter School; Begin Marketing/Recruitment and admissions process
March 2004	Primary Application Period; Primary Admissions Period; Facilities preparation (CHART Lab)
April 2004	Staff Recruiting and Training
April/May 2004	Second Application Period Second Admissions period (if needed)
July 2004	Begin Charter Contract
July/August 2004	Parents, staff, and students participate in orientation sessions
August 2004	Open School

4. RECRUITING AND MARKETING PLAN

A. School Publicity

Polk Community College will initiate an aggressive campaign to publicize the PCC Collegiate Charter High School to a broad audience in order to foster a student body that is representative of the local community. PCC Collegiate Charter High School will also utilize targeted publicity/recruitment efforts to specific populations (detailed below) to help ensure representation from various constituencies.

Both broad-based publicity efforts and targeted marketing will emphasize the mission of the PCC Collegiate Charter High School so that self-selection by students and parents will help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. A series of public relations endeavors will be employed by the PCC Office of Media/Public Relations to publicize the PCC Collegiate Charter High School to the community, at large, so that all interested parties will be aware of the School and the potential for enrollment.

Marketing materials, which will be developed for potential students, may include but not be limited to the following: brochures specific to each special populations group with non English versions as appropriate, videos, lists of support services available to special populations individuals in the region, lists of support groups available in the area, etc. Support services to be included in lists will be those provided directly to the PCC Collegiate Charter High School Students through TANF/WIA funds through the Polk County Workforce Development Board.

Recruitment activities will include newspaper ads, direct mailings, material distribution through the high schools and community-based programs, etc.

Each potential enrollee and his/her parent(s) or guardian(s) will meet with one of the collegiate high school advisors prior to enrollment. They will receive information regarding the programs-of-study available in the PCC Collegiate Charter High School. They will discuss whether this school provides opportunities most beneficial to the individual student.

Each enrollee will be guided through an occupational assessment process prior to choosing a program-of-study. The student and his/her parent(s) or guardian(s) will work with the PCC advisors to use the results of the assessment as well as the academic history of the student to choose a program-of-study and develop the student's academic/career plan.

During each student's stay in the PCC Collegiate Charter High School, he/she and his/her parent(s) or guardian(s) will also have periodically scheduled meetings with advisors to revisit the student's academic/career plan and make modifications as required.

Other plans for marketing and recruiting may include:

Press Release A series of Press Releases will be issued to media listed and will be placed on the PCC Collegiate Charter High School web site.

Web Site A PCC Collegiate Charter High School Web site will be created under the direction of the PCC Corporate College and the Collegiate High School. This site will contain detailed information for prospective students and parents regarding the PCC Collegiate Charter High School, its mission, application procedures, application materials, e-mail addresses, etc.

Public Workshops PCC will host a series of free public workshops to explain the PCC Collegiate Charter High School mission and to walk potential students through the actual application process. One daytime and one evening session will be held at each high school in Polk County, if mutually agreed upon by the high school administration and the faculty and staff of the PCC Collegiate Charter High School,. The workshops will be publicized through the medium mentioned in this plan and invitations will also be sent to students who have previously expressed an interest in the PCC Collegiate Charter High School.

Develop General Awareness Among Area Students of Charter School

To reach the general student population with information regarding PCC Collegiate Charter High School opportunities, the PCC Office of Media/Public Relations will employ the following strategies:

- **Paid Advertisements** in local high school newspapers and press releases to internal school media such as school TV and/or newspapers.
- **School Visits** PCC will incorporate PCC Collegiate Charter High School/College Program information with PCC's regularly scheduled high school visits.
- **Home School Students** Information will be issued to local home school students through the home school newsletter, direct mail and other methods to inform home school students about the PCC Collegiate Charter High School.

B. Reaching Diverse Student Representatives

To ensure representation from various constituencies, including minorities, the PCC Office of Media/Public Relations will work with a range of community organizations such as the NAACP's ACTSO program (Academic, Cultural, Technological Scientific Organization), the Kappa Alpha Psi and Omega Psi Phi Fraternities, and possibly with church youth ministers at specific churches to disseminate information regarding the PCC Collegiate Charter High School specifically to minority students. PCC will also

disseminate PCC Collegiate Charter High School information to the minority-owned publications in Polk County.

PCC will further emphasize in application and marketing materials that the PCC Collegiate Charter High School is fully accessible to disabled students and that the PCC Coordinator of Students with Special Needs is available to assist with an educational plan for disabled students consistent with Section 504 of the Rehabilitation Act of 1973 and I.D.E.A.

In order to reach the rural areas of Polk County, PCC will work closely with the local newspapers, and with other community and school outlets in Polk County to ensure that the typically harder to reach rural population is aware of the opportunities available at the PCC Collegiate Charter High School.

- **Target Marketing to Ensure Appropriate Match of Students to Charter School Mission** To ensure an appropriate match between the PCC Collegiate Charter High School mission and the educational and personal needs of applicants, PCC will initiate a series of targeted marketing efforts aimed at students who have the greatest potential to be successful PCC Collegiate Charter High School participants.
- **Invitations to Application Workshops** Invitations to attend application workshops will be sent to students who have previously expressed an interest in the PCC Collegiate Charter High School, Dual Enrollment Students and Home School Students. The Application Workshops will be open to the public with an invited guest list.
- **Full-Color Brochure** A full-color brochure for the PCC Collegiate Charter High School will be developed by the PCC PCC Collegiate Charter High School Director and staff.
- **Direct Mail Campaign** As appropriate, PCC will initiate a direct mail campaign to current dual enrollment students, home school students, current 10th grade students and others to inform parents and students about PCC Collegiate Charter High School opportunities.

EVIDENCE OF SUPPORT

In the initial stages of investigating the feasibility of offering a charter school to high school students in Polk County many parents, students, community members, and business leaders were surveyed. The results were overwhelmingly supportive of the concept and encouraging enough to propel the design of a dual enrollment charter school. We have reason to believe that there is a need for such a school and a desire for additional choices for high school students in Polk County.

In addition to informal surveys and meetings with current PCC students, many formal meetings with community and business leaders, parents of public, home schooled, and current students, and current dual enrollment and potential students were held to explain the concept of the charter school and to solicit responses to the charter proposal. This process involved numerous people from all areas of Polk County attended. The remarkable enthusiasm with which the concept has been greeted by a cross-section of the community serves as strong evidence of the charter schools' local advocacy and backing.

Of equal importance is the Polk County School Board's recognition that a dual enrollment charter high school is needed in the district. Letters of support as evidence of community backing for the proposed school are attached.

III. FINANCE AND FACILITIES

1. FACILITIES

A. Facilities

The charter school will be housed on the Lakeland Campus of Polk Community College located at 3425 Winter Lake Road, Lakeland, Florida, 33803 in the LAC Building. The LAC Building is the heart of the Lakeland campus, adjacent to classroom facilities, financial aid, advising, and the cafeteria.

The Lakeland campus of PCC is a shared facility with the University of South Florida and is currently comprised of two buildings built as quadrangles – the Academic Center and the Learning Center. Project offices will be housed in the Academic Center. This location is the first area approached by students as they enter the campus. It is located within the Career Center to leverage the services of WIA (Workforce Investment Act) counselors, as well as registration, financial aid, and academic advising. The building also houses the college bookstore, student center, classrooms, Continuing Workforce Education department, and administrative offices of the University of South Florida's Branch Campus. The second building houses auditorium facilities, classrooms, the shared PCC/USF library, the Teaching, Learning, Computing Center, the Division offices of the Dean of Workforce Development, and the Vice President of Information Technology.

The configuration of the offices provides a conference room for small seminars and personal advising. Restrooms, elevators, doors, and offices are accessible for individuals with disabilities. In addition, the campus is accessible via public transportation provided by the Citrus Connection.

B. Site Suitability

The facility is currently being used as a school and meets all State Requirements for Educational Facilities (SREF). All of the facilities described in Section A comply with Section 504 of the Rehabilitation Act of 1973 (Americans with Disabilities Act).

Beyond the college's extensive physical plant, the college has extensive computer capability. Each faculty member has a personal computer networked to the college system. The college owns approximately 800 personal computers and has extensive student computer capability. Each classroom is fiber-wired for data, voice, compressed video and instructional television. The college has broadcast capability through its Wireless Television system.

C. Facility Progress and/or Acquisition

As the PCC Collegiate Charter High School incurs growth, plans shall be made for additional sites and buildings to accommodate the growth. All plans for future buildings and sites will be determined and approved by Polk Community College.

D. Financing Plans

All financial aspects regarding the property and acquisition of future buildings shall be negotiated through Polk Community College and the School Board of Polk County.

2. FINANCES

A. Annual Financial Plan

The PCC Collegiate Charter High School will use existing staff and faculty of PCC who will work under their current contract or as volunteers to make preliminary arrangements for the school. A Federal Start-up Grant will be used if received to furnish the computer lab and to initiate the charter school process. The following page presents the proposed budget for federal funds.

Detailed budget projections are attached in the appendix.

B. Financial Management and Internal Accounting Procedures

As an integral component of the overall PCC organization, the Charter School will enjoy the support, resources, and expertise of an established and successful public education institution. The PCC Collegiate Charter High School will promote financial efficiency by aligning responsibility with accountability. Existing PCC financial management and accounting procedures will comprise the basic procedures of the Charter School.

PCC has always put a very high percentage of its budget into the direct cost of instruction. This has allowed the college to continually provide among the highest mean daily salaries for full-time instructional personnel in the Community College System. Through good financial management, PCC has been able to provide a high quality education at a low cost to the student.

PCC has a well-trained finance department consisting of qualified and experienced personnel in the areas of finance, accounting and auditing. Annual Financial Reports reflects that PCC continues to be financially sound and, through its dedication to fiscal responsibility, is expected to maintain this position. PCC takes great pride in its history of consistently outstanding audits of its financial affairs and will strive for continued success in this area.

The finance department of PCC will establish a separate internal accounting system for the PCC Collegiate Charter High School to meet the requirements of Florida Statutes and Department of Education regulations and comply with all state and federal financial reporting requirements.

Accountability regarding financial management and internal accounting of the school will be ensured by following certain procedures. A school personnel expenditure limit will be set at \$75.00. Two signatures will be required on all checks and school financial transactions. School credit cards will be issued to the Director of the school. An informal audit will take place on a monthly basis to ensure accountability. The governing board will review all financial reports and expenditures on a quarterly basis and an outside consultant will be retained to perform a review of all expenditures.

The PCC Collegiate Charter High School will use the PCC sales tax exemption number. The internal accounting procedures of the school are enumerated in great detail in the attached administrative procedures manual used by PCC.

C. Accounting Format

The PCC Collegiate Charter High School will utilize the Financial and Program Cost Accounting and Reporting for Florida Schools.

D. Three-Year Projected Enrollment

At the present time funds to support the instructional program will come from State start-up charter school funds, the state FTE funding formula, categorical funds, and grants that will be sought as available and appropriate to support instruction. The Polk Community College Foundation exists as a direct support organization to the college and has the ability to seek funds and set up a special account to support the PCC Collegiate Charter High School, as donations become available.

	Minimum Enrollment	Funds Generated by Proj. Enrollment	Planned Expenditures
Year One	150 students	* \$794,362.20	\$766,000.00
Year Two	185 students	* \$944,710.15	\$832,260.00
Year Three	200 students	\$859,142.00	\$752,300.00

* Year One and Year Two Funds Generated include \$150,000.00 start-up grant.

E. Annual Audit of Financial Statements

External audits and reviews of all financial records will be conducted annually in accordance with the procedures of Polk Community College and the Polk Community College Business and Finance Office.

F. Storage of Student and Financial Records

All student records will be located and stored at the Lakeland Campus of Polk Community College. Student records, both on line and hard copy, will be maintained in a secure and safe facility. On-line transcripts and student records are backed up each evening and stored in a fire rated vault and also forwarded to a cold storage site. Hard copies of student records are maintained in a vault containing the college's student records and is rated for three (3) hour fire safety. Records are kept in accordance with the regulations prescribed by the Department of Education of the State of Florida. Access to records is limited to the Registrar and the assistant to the Registrar.

Financial records as well will have limited access. Certain school personnel will have access to financial records and budgetary items. All financial records will be stored in a fireproof vault at the school.

G. Format and Frequency of Financial Reporting to the Sponsor

Monthly reports will be sent to the sponsor of the charter school. These reports will outline all financial transactions and expenditures of the school. These reports will be sent as evidence and insurance of sound financial practices and a measure of accountability.

3. Risk Management

A. Identification of Risks and Loss Impact Approach

Because the PCC Collegiate Charter High School will be a component of the Polk Community College, a public entity, and governed by the District Board of Trustees' liability insurance, property insurance, and workers' compensation insurance will be provided under the requirements of the standard operations governing the college. As a public entity, specific Florida Statutes relating to limitations of legal action and immunity govern PCC and the PCC Collegiate Charter High School. The PCC Collegiate Charter High School will comply with all applicable Florida Statutory requirements. Appropriate coverage will be provided as required, including accident insurance on the students at the appropriate level through a private insurer with an A rated carrier or better as rated by A.M. Best Rating Service.

B. Safety and Security of Students and Staff

All efforts will be made to ensure a safe and secure atmosphere exists for all students, faculty and staff. The PCC Collegiate Charter High School will be located on an existing college campus; therefore, policies and procedures are already in existence to deal with any threat of natural disaster, violence, or disruption. These policies and procedures have proven successful in the past and will continue to be used to promote the safety of all on campus. There will be full time security staff on campus at all times students are present.

C. Protection from Violent or Disruptive Student Behavior

As stated previously, the safety and security of all staff and students will be the number one priority for PCC Collegiate Charter High School. All efforts will be exhausted to minimize any behavioral disruption that may occur. The code of conduct for School Board of Polk County and Polk Community College Catalog will be followed in an overall effort to prevent behavioral misconduct and violence.

D. Insurance

The insurance coverage for PCC Collegiate Charter High School will be handled by Polk Community College. These include or will include as needed:

- Liability
- Property
- Worker's compensation
- Errors and omissions
- Officers and Directors Liability
- Commercial general liability
- Automobile liability

As well, employee insurance will be handled through Polk Community College.

E. Disaster Plan

The provisions already in place for Polk Community College will also apply to the PCC Collegiate Charter High School. A high priority is placed on the personal safety of all students, faculty, staff and visitors. In support of this commitment, the Facilities Department at PCC is dedicated to providing a safe and secure environment through the delivery of quality security services and prevention programs.

The Facilities Department maintains a full-time, 24-hour-a-day staff to coordinate all requests for outside law enforcement, fire departments, medical or other emergency responses on campus. There are some individual room phones, public phones, and blue light courtesy phones that are strategically located throughout the campus. The campus community is encouraged to use these telephones to request information, escorts, or to report suspicious conditions. Reporting a life threatening need from a PCC phone is accomplished by dialing 7, then 911. This will connect to the Polk County emergency operator who will then request the information needed to assist. Furthermore, the PCC Charter High School will follow all procedures and requirements of the office of disaster preparedness for the Polk County School Board. In addition, the Polk County Sheriff's Department has a substation located on the joint use Lakeland campus of PCC.

V. OPERATIONS

1. ADMISSIONS & REGISTRATION PLAN

A. Admissions Procedures

Students will be considered for admission without regard to race, religion, national origin, gender, or physical disability. The school will be open to any student in grades eleven (11) and twelve (12) in Polk County and any student covered in an inter-district agreement with the Sponsor.⁵ The school will have an open admissions procedure, utilizing a “first come, first served” policy. In addition, a random lottery will be held for qualified applicants if the number of applications exceeds the capacity of a program, class, grade level, or building.

Pursuant to Florida law, preference may be given to siblings of students currently enrolled in the school and children of employees of the school. In addition, preference may be given to students residing within a “reasonable distance” of the school as defined in Part IV, section 3 of this proposal. Students may withdraw from the school and at any time enroll in another public school as determined by school board policy.

B. Application Process and Timetable

Students and parents will be invited to submit a complete application (as described in Section A, above) and it will be time and date stamped. In the initial year, applications will be accepted beginning the date this charter application is approved through March 1, 2005. (Primary Application Period). All student applicants whose files are complete prior to March 1, 2005 will be treated in the initial set of “eligible” applicants.

All eligible applications will be reviewed and sorted based on dual enrollment criteria. Those applicants meeting the dual enrollment criteria will be considered for the dual enrollment program. All other applicants meeting high school eligibility requirements will be considered for the pre-collegiate program. On March 1, 2005, if the number of eligible applicants does not exceed capacity of the programs, class, grade level, or building all eligible applicants will be accepted. If the number of eligible applicants exceeds the capacity of the programs, class, grade level, or building, eligible applicants shall have an equal chance of being admitted through a random selection process. (Note: a separate lottery will be conducted for each program as deemed necessary.)

Should space remain available after this date (March 1, 2005), applications will continue to be accepted and a second enrollment period will take place on April 1, 2005. All student applicants whose files are complete prior to April 1, 2005 will be treated in the second enrollment period. Similar to the first enrollment period, if the number of eligible applicants does not exceed capacity of the programs, class, grade level, or building all eligible applicants will be accepted. If the number of eligible applicants does exceed the

⁵ All students will be required to adhere to the Polk County School District and State of Florida policy regarding student health examinations and inoculations.

capacity of the programs, class, grade level, or building, eligible applicants (submitting after March 1, 2005) shall have an equal chance of being admitted through a random selection process.

Whether in the primary application period or the secondary application period, all students not admitted because the number of eligible applicants exceeded the capacity of the programs, class, grade level, or building will be placed on a list, which will establish priority. The list will be established by (1) the order that is established by the random lottery or (2) the order that the completed applications were received (which ever is applicable). As space become available, the next student on the list will be notified.

The following represents a step-by-step process for submitting an application for consideration in the PCC Collegiate Charter High School:

- Submit a PCC Collegiate Charter High School application for admission.
- Submit official high school transcripts and placement test (FCEP) scores. A home school student shall submit a portfolio of academic work and any applicable test scores.
- Student applicants whose application files are completed before March 1, 2005 will be treated as the initial set of applicants. On March 1, 2005, if the number of eligible applicants does not exceed capacity of the programs, class, grade level, or building all eligible applicants will be accepted. If the number of eligible applicants, however, exceeds the capacity of the programs, class, grade level, or building, eligible applicants shall have an equal chance of being admitted through a random selection process. All applicants participating in the random selection process and not admitted in the charter school will be placed on a waiting list in the order that their name was drawn from the lottery.
- If space remains after the initial acceptance period, student applicants whose application files are completed before April 1, 2005 will be treated as a second set of applicants. On April 1, 2005, if the number of eligible applicants does not exceed capacity of the programs, class, grade level, or building all eligible applicants will be accepted. If the number of eligible applicants, however, exceeds the capacity of the programs, class, grade level, or building, eligible applicants shall have an equal chance of being admitted through a random selection process. All applicants participating in the random selection process and not admitted in the charter school will be placed on a waiting list in the order that their name was drawn from the lottery.
- Applicants whose application files are completed after April 1, 2005 will be accepted on first come, first served basis if space is still available. If the

number of eligible applicants, however, exceeds the capacity of the programs, class, grade level, or building, eligible applicants shall be placed on a waiting list in the same order that the completed applications were received.

- Pursuant to state law, the college reserves the right to limit students by program, class, grade level or building. The college also reserves the right to conduct separate lotteries, if necessary, for each program, class, grade level or building.

C. Racial/Ethnic Balance

The PCC Collegiate Charter High School will seek to target and distribute information to the community it serves with the intention of reflecting in its student population the diversity of Polk County. This will be accomplished by distributing recruitment information throughout Polk County via churches, minority organizations, minority media outlets, YMCA, Drop out Prevention Programs, and County School Guidance Counselors.

The school will seek to achieve a racial/ethnic balance comparable to the racial/ethnic balance of Polk County. Every student who registers for enrollment in the PCC Collegiate Charter High School does so on a voluntary basis and the school will accept qualified students until a maximum capacity is reached or a random lottery determines the student population. The school's admissions procedures, alone, are not designed to influence any racial or ethnic balance. The PCC Collegiate Charter High School shall abide by anti-discrimination provisions Florida law, which forbid discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

D. Conversion Status

Not applicable.

2. Class Size Requirement

The Quality Education Act passed by the Florida Legislature establishes limits on the number of students in core curriculum classes by grade level. Although full implementation is not required until the 2010-2011 school year when the amendment will be in full force and effect, PCC Collegiate Charter School will comply at opening with the high school requirements (grades nine through twelve). These requirements mandate that student-teacher ratios in core curriculum classes at high school shall not exceed 25:1. Although PCC Collegiate Charter School anticipates lower student-teacher ratios, we are committed at a minimum to not exceed the 25:1 required ratios in core curriculum classes for high school. Students who are dual-enrolled and are taking college classes will have an average student-teacher ratio of 20:1.

3. Student Code of Conduct, Discipline and Dismissal Procedures.

A. Describe the Code of Conduct

The safety of all students and staff of the PCC Collegiate Charter School is of the utmost importance and will not be risked at any cost. All rules and regulations governing the School Board of Polk County and Polk Community College in regard to student conduct and behavior will be adhered to by all students. The code of conduct for Polk County Schools as well as the code of conduct for Polk Community College will be used to manage student conduct.

B. Dismissal

Any of the following student behaviors are grounds for disciplinary action, which may lead to dismissal of the student by the governing board of the PCC Collegiate Charter High School.

- The illegal use, possession, or sale of controlled substances by any student while the student is on school property or in attendance at a school function.
- Possession of a firearm, a knife, a weapon, or an item which may be used as a weapon by any student while the student is on school property or in attendance at a school function.
- Violence against any school personnel or another student.
- Sexual harassment.
- Vandalism (theft, defacing, misuse of school property).
- Cheating or Plagiarism.

C. Plans to ensure safety and security of staff

To ensure the safety and security of all students and staff members, emergency plans exist to guide students and staff in the case of any threat of natural disasters, violence or disruptive occurrences. All emergency plans and procedures will be followed by staff and students should any threat occur. All staff will be trained in all emergency and disaster procedures. As well, parents and community members will be informed of emergency procedures.

In an effort to create an environment consistent with a successful and safe learning environment, PCC Collegiate Charter High School will employ measures such as student behavior contracts, zero tolerance policy for student violence, creation of a code of conduct outlining steps to reduce misconduct and a positive discipline plan to encourage appropriate student behaviors.

4. HUMAN RESOURCE INFORMATION

A. Employment Standards and Strategies

The college has used a collegial approach to developing this charter school and intends to continue using this method for hiring, implementation, feedback, and assessment. The founding board will oversee the implementation of the charter school plan and will be comprised of representatives from throughout the college as well as the business community. The founding board is designed to ensure college-wide information and feedback regarding the project. Administrative and educational staff of Polk Community College has committed their time and expertise to assure the success of this charter school. The Director of Financial Aid has committed the resources of that area through scholarship workshops, financial aid application workshops, and financial planning for college to the project. The Registrar has committed to dedicated registration periods for prospective students. The Coordinator of Testing will administer the College Placement Test and the College Level Assessment Test (CLAST) exit exam to all charter high school students. The Network Engineering Technology, Computer Information Systems Analysis, Internet Technology, Nursing, Radiological Technology, Occupational Therapy Assisting, Occupation Therapy Assisting, Health Information Technology, and Emergency Medical Services are committed to providing classes, workshops, and seminars of interest for project participants. The WIA Advisors will provide orientation sessions to SIGI-plus career software and career assessment, advising, and placement to charter high school students. The Director of Library Services has committed to providing orientation sessions to the library, information literacy, the on-line print resources of the library, effective researching, and citing references.

The process of developing this charter school has resulted in this written commitment to provide the necessary services. The sharing of resources will allow PCC the leverage to serve the charter high school students comprehensively. Within the Academic and Student Services division, services provided included preferential registration, testing, financial aid and scholarship workshops, career advising, instruction, and faculty group help and mentoring sessions.

From the Information Technology division, Reference Librarians will work with students, staff, and faculty to meet their specific information needs. The Reference Librarians provide group orientations, one-on-one instruction, phone assistance. Tutoring in the subjects addressed by this project will be provided 64 hours per week. Group Help Sessions are informal workshops that coincide with material covered in class, and many serve as reviews before tests. Topics include chapter reviews, software introductions, and subject areas in which the students are having difficulty. These sessions are offered every week by participating faculty and TLCC tutors. In addition, this division provides technical support for computers and software in the classrooms and throughout the college. Institutional Research provides accountability and student tracking data.

The PCC Foundation, Inc. has built a strong endowment that provides scholarship funds sufficient to cover the needs of many students at PCC. The Foundation will market these scholarships to PCC Collegiate Charter High School students. The Business Services Division will ensure the timely disbursement of funds, adherence to GAAP and GAO standards, responsible use of grant funds, timely payment of debts, and adherence to purchasing standards of the college, state, and GAO.

The governing board shall select its own employees. Employees of the PCC Collegiate Charter High School will be either employed by the school's governing board at the recommendation of the president of the college or be current employees of PCC. The governing board shall approve compensation, including salaries and fringe benefits, and other conditions of employment based upon the recommendation of the president of the college.

The PCC Collegiate Charter High School will offer academic classes conducted by faculty who are academic specialists in their disciplines. All faculty members meet Southern Association of Colleges and Schools Academic Accreditation Standards for specialization in academic or technical disciplines and have the proper Florida teacher certification. In addition, new faculty members (both full-time and part-time) attend a formal orientation program, which includes segments on professional responsibilities, ethics, classroom management, instructional policies, and related issues.

All faculty and staff members to be employed by the PCC Collegiate Charter High School must possess the personal characteristics, knowledge base, and successful experiences in the responsibilities and qualifications identified in each job description.

PCC Collegiate Charter High School is firmly committed to the philosophy of achieving and maintaining cultural diversity among employees and students. The college is also committed to providing equal opportunity for employment and not deny employment based on age, race, religion, sex, color, national origin, marital status, or handicap.

Staff members will be selected from applicants whose cultural and academic background, experience, and skills show an ability to work with and understand the unique issues and problems of the student population for which the PCC Collegiate Charter High School is intended. In addition, staff must show concern for individuals with differing ethnic backgrounds and who are at-risk of dropping out of high school. These staff members must be dedicated to helping students, regardless of ethnicity, socioeconomic status, or physical disability. They must also be optimistic about affecting academic advancement and behavioral changes in the students.

PCC Collegiate Charter High School has a number of policies to prevent oversight in employment opportunities. These policies, as well as marketing of positions will be used to frame the search for personnel for this project. Strategies that are being used are listed below:

- Advertising pertaining to employment will be posted with Federal/State Employment service, on campus, in target communities, with partner agencies, and with recognized minority recruitment sources. The time period allowed for advertising and recruiting will be sufficient to allow a representative group of applicants to apply.
- The college has reviewed and revised the qualifications for each position to ensure that only essential educational attainment of job skills, quality and number of years of experience are required for employment by the College.
- The college job classification and compensation plan ensures that all employees are treated equitably in terms of compensation for work performed.
- The college has developed an employee recruitment program to encourage qualified persons to apply. The program includes specific procedures, techniques, and mechanisms for successful recruitment of minorities, women, and individuals with disabilities.
- The College has placed increased emphasis on staff and faculty development in order to provide enhanced opportunities for retention and promotion.
- The focused efforts of individuals throughout the college and the community will inject a high level of expertise into the project.

B. Human Resource Plan

PCC has existing personnel policies and procedures, which will serve as the framework for the charter school policies and procedures. As an established public employer and public education institution these policies and procedures meet appropriate legal and practical standards. A copy of these policies and procedures is available in the PCC Human Resources Department. The purpose of these policies is to provide guidelines for the range of personnel-related issues including employment, evaluation, discipline, dismissal, contracts, benefits, code of conduct, etc. They are set forth to ensure that all employee-related actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations.

All faculty and staff members are hired through a comprehensive recruitment and selection process, which includes supervisor/peer interviews; teaching demonstrations, review of credentials, and reference checks. Charter School instructors with full-time appointments to the PCC college faculty may qualify for continuing contract (tenure) pursuant to Florida Statutes.

PCC maintains a Staff and Program Development Plan. This plan provides the foundation from which an annual slate of professional development activities is prepared. PCC Collegiate Charter High School staff members will be eligible to participate in all college-sponsored professional development activities and will be included in all professional development survey and project requests conducted by the college. Typical activities available to faculty and staff include graduate study, faculty sabbaticals, professional conferences, equity workshops, technology training, and other

applicable in-service opportunities. In addition, professional development goals and the attainment of such are incorporated into the annual employee performance evaluation. Charter school employees shall be fingerprinted.

The Collegiate Charter High School Director will report directly to the Dean of Workforce Development. The responsibilities of the director will include the overall administration and coordination of charter school activities such as coordination, recruitment, training, supervision, development, and evaluation of professional and support staff; preparation and administration of budget and annual reports; provision of program information and services to students, faculty, and staff; provision of consultation/leadership in policy formation and program development; and ensuring compliance with Federal Tech-Prep program requirements.

The Collegiate Charter High School Director will have the following qualifications:

- A master's degree in education administration or leadership.
- At least three years experience in designing, managing, and implementing Tech-Prep or a similar program.
- A demonstrated knowledge of the principles and practices of student development program design, student assessment, theories of personality, learning theory, organizational development, and consultation is required.
- At least one year's experience working in higher education is preferred.
- A demonstrated commitment to the integration of academic and vocational and technical instruction coupled with work-based learning is required.
- The ability to work independently, with the responsibility for planning details and methods to obtain definite objectives and make decisions within broad limitations of policy and professional standards, should be demonstrated.

C. Description of Teacher Qualifications

Minimum and preferred qualifications for each instructional and student service position applicable to the charter school will be available for review in the PCC Human Resources Office. Minimum and preferred qualifications for all faculty positions as mandated by the Southern Association of Colleges and Schools Commission on Colleges will be available for review in the Office of the Vice President for Academics and Student Services. In addition, an outline of the faculty orientation program will be available for review. Prior to receiving a classroom teaching appointment, all faculty credentials, including official transcripts, are reviewed by the Vice President for Academics and Student Services and the President of the College.

The program faculty will be responsible for curriculum design, preparation of course related materials, selection of textbooks and other course related materials, direct instruction, assessment of student performance, maintenance of activity records, and reporting on student performance. Instruction required well-developed analytical, planning, and communicating skills. The primary role of this position is to provide instruction and instruction-related activities designed to encourage, support, and enable student success.

The PCC Collegiate Charter High School Program Faculty will have the following qualifications:

- Must meet appropriate Southern Association for Colleges and Schools (SACS) and State of Florida requirements for instructional faculty.
- Knowledge of the subject area in which the individual is responsible for instruction is required.
- Knowledge and understanding of the fundamentals of effective communication and effective instruction is required.
- A demonstrated commitment to the integration of academic and career and technical instruction coupled with work-based learning is required.

D. Staff Size and Student-to-Teacher Ratio

The full services of the college faculty, counselors, librarians, career service, and administrators will be available to the charter school students. To provide additional direct support to the PCC Collegiate Charter High School, at least four charter school staff members will be hired, providing a direct support staff to student ratio of 1:25. Anticipated staff position dedicated to the charter school includes a director, coordinator, counselor, and staff assistant. The full cadre of PCC faculty will also be available for classroom instruction. Dually enrolled students will attend college classes, which offer an overall teacher to student ratio of 1:20. Students enrolled in high school only classes will also encounter an overall teacher to student ratio of 1:20.

Teachers employed by or under contract to the PCC Collegiate Charter High School will be certified or will be skilled selected non-certified personnel as provided under State Board of Education rule. Teachers who are teaching a college-level course must meet the SACS requirements of the college. This includes a master's degree with at least 18 graduate hours in the field in which he/she is teaching.

5. TRANSPORTATION

A. Transportation Plans

The PCC Collegiate Charter High School, in conjunction with current charter schools and the local county transit system will plan the transportation of the PCC Collegiate Charter High School students (who reside within a reasonable distance as defined in section B below). As an option, the PCC Collegiate Charter High School and a current charter school and the county transit system are in the final stages of negotiating an agreement to ensure that transportation is not a barrier to equal access for all students residing throughout our service area. At the discretion of the governing board, transportation will be contracted with and/or be provided to the students through a charter educational provider who meets all applicable safety and transportation standards with funds allocated by the State for student transportation. It is also expected that many students, or parents of students, will provide individual transportation.

B. Reasonable Distance

“Reasonable distance” will be calculated by reviewing the current admission zones in place in the Polk County School District. It is expected that the reasonable distance will be a five (5) mile radius surrounding the school. All students within that area, but outside of a two (2) mile walking radius, shall have a right to free transportation.

C. Equal Access for All Students

In order to ensure that that no child who wishes to attend PCC Collegiate Charter High School will find transportation a barrier, various transportation options will be available. Within the appropriate zoned attendance area for the school, transportation for students will be provided by the SBPC. In addition, Citrus Connection is available to facilitate the transportation of students. PCC Collegiate Charter High School is committed to providing equal access for all and will work with students on an individual basis to ensure that transportation is not a barrier for any of our students.

D. Desegregation

Collegiate Charter High School is committed to ensuring racial balance to the extent possible in this challenging academic high school option. All applications will be reviewed without regard to race in “blind” application review processes. Furthermore, Collegiate Charter High School commits to maintaining a racial balance of no less than 15% minority students and no more than 40% minority students as defined by the Unitary Status Agreement between the plaintiffs in the Mills case and the PCSB. The school will abide by all requirements of the Polk County School Board court-ordered desegregation plan in order to further enhance desegregation efforts within our school system and promote success for all students regardless of ethnicity.

APPENDIX

ATTACHMENT

A

Biography of PCC President J. Larry Durrence, Ph.D.

J. Larry Durrence became President of Polk Community College in February 1998. Before taking over as PCC's third president, Dr. Durrence was Taxpayer Rights and Intergovernmental Relations Advocate with the Florida Department of Revenue. In October 1998 he was officially inaugurated at ceremonies held at the Fine Arts Theatre on the Winter Haven campus.

In 1966, he received his B.A. summa cum laude in History from Florida Southern College. He went on to attend the University of Georgia and received his M.A. in 1968 and his Ph.D. in 1971 in History.

He served as Lakeland Mayor and City Commissioner for eight years during the 1980s. Dr. Durrence also served as President of the Florida League of Cities from 1986 to 1987.

From 1970 to 1990, Dr. Durrence was a Professor of History and Political Science at Florida Southern College and served as Department Chair for five years. From 1990 to 1992, he served as Program Director at Florida State University, Florida Center for Public Management. In that position he functioned as the Executive Director of the Florida Taxation and Budget Reform Commission, a State constitutional commission that successfully recommended two amendments to Florida's constitution. He is past president of the Florida Historical Society, Florida College Teachers of History, Historic Lakeland, Florida League of Cities, and Ridge League of Cities.

He was a History Instructor at Stetson University from 1969 to 1970 and part time instructor at the University of Georgia in 1969.

He currently serves on the boards of the:

- American Association of Community Colleges Commission on Economic and Workforce Development
- Polk County Workforce Development Board
- Polk Economic Education Council
- Polk Museum of Art Board of Governors
- United Way
- Lakeland Chamber of Commerce
- Volunteers in Service to the Elderly (Advisory)
- Winter Haven Chamber of Commerce
- Heart of Florida Hospital
- Florida First Bank Corp.

He is also active in:

- Central Florida Development Council
- Special Olympics
- Lakeland Economic Development Council
- East Polk Committee of 100

Dr. Durrence has received the following awards:

- Doctor of Public Service, honorary degree, Florida Southern College
- Davis Productivity Award, Florida TaxWatch
- Outstanding Alumnus Award, Florida Southern College
- Named one of "The Top 50 Outstanding Leaders of Lakeland's First 100 Years" by The Ledger

He is married and his wife, Connie, is an attorney at Clark, Campbell and Mawhinney. He has two children, two stepchildren and four grandchildren.

Margaret (Peg) B. Brenner, PHR

**1566 Parks Lake Road
Lake Wales, FL 33853
Home - (863) 696-4310
Office - (863) 291-4115**

EMPLOYMENT HISTORY:

Sherwin Williams Distribution Services Center; Winter Haven, FL **6/00 - Present**

Warehouses and distributes paint, industrial and automotive coatings. 80 employees at local site.

Position: Human Resources Manager

- Recruit all exempt and non-exempt positions, including managers, warehouse, office, and DOT drivers.
- Administer new hire and benefit orientation programs.
- Manage compensation programs for all employees, including on-going performance reviews, survey participation, and salary proposals.
- Manage company's safety program to include accident investigations, OSHA 200 Log, accident/injury reporting, light duty program, and represent company in workers compensation mediations and hearings.
- Advise and counsel managers on employee relations issues, policy reviews, discipline and discharge.
- Coach and train employees on a variety of safety, policy, procedural and management topics.
- Prepare and submit annual Affirmative Action Plan.
- Provide liaison for employees and all insurance providers.
- Supervise a Safety Manager and an Accounting Technician.

Chemical Containers; Lake Wales, FL

11/99 - 5/00

Manufactures, markets, sells, and services customized containers for the citrus industry. 45 employees.

Position: Human Resources Manager

- Counseled management on employee relations issues, policy and procedure clarification.
- Administered benefit and new hire orientation programs and enrollments.
- Conducted weekly safety training sessions.
- Recruited all non-exempt positions.
- Developed and distributed new Employee Handbook.
- Developed standardized compensation and performance review program.
- Established new personnel filing system.

Cutler Manufacturing Corporation; Lakeland, FL

6/96 - 11/99

Manufactures, markets and distributes postal handling systems. 140 employees total.

Position: Human Resources Manager

- Managed employee relations activities, including policy and procedural updates, training programs, employee communications, employee counseling sessions/interventions, discipline and discharge.
- Recruited all exempt and non-exempt employees.
- Administered benefit and new hire orientation programs and enrollments.
- Managed compensation program to include performance reviews, pay scale analysis and development, wage adjustments and bonus programs.
- Improved organizational training and development programs by performing needs analysis, creating and implementing internal programs and sourcing external programs.
- Supervised a Human Resources Assistant and a Receptionist.
- Completed and submitted on-going government reports, including OSHA Data Collection Surveys, EEO-1 Reports, Veterans Reports, etc.
- Represented company during Department of Labor inquiries and in all legal matters.
- Managed company's safety program to include accident investigations, OSHA 200 Log, accident/injury reporting, and light duty program. Held chair position in Plant and Executive Safety Committees. Conducted statistical analyses and implemented training and award programs.

Larson-Juhl, Inc.; Norcross, GA

7/92 - 5/96

Manufactures, markets and distributes picture frame moulding and supplies. Est. 1500 employees worldwide.

Position: H.R. Administrator

- Created and presented Interviewing Skills Workshop to managers, team leaders and sales representatives.
- Recruited administrative and hourly employees.
- Advised and counseled management on employee relations issues, policy and procedure clarification.
- Administered various annual compensation programs including exempt team member performance and salary review program, bonus program, and profit sharing program.
- Coordinated interview schedules for sales and management candidates including travel and accommodations, routine testing and interviews with management.
- Organized various components of annual leadership meetings, and managed behind-the-scenes activities.
- Supported Vice President of Human Resources.
- Coordinated filing efforts within department, including redesign of existing personnel files and logging/tracking systems.

Central Health Service, Inc.; Atlanta, GA

8/91 - 7/92

Manages home health care facilities throughout the southeast. Est. 800 employees.

Position: H.R. Administrative Assistant

- Managed the H.R.I.S. function to include training users and updating manual.
- Recruited, hired, and supervised H.R.I.S. assistant.
- Completed annual EEO-1 Report.
- Counseled management on employee relations issues, policy and procedure clarification.
- Supported Human Resources Director.
- Maintained personnel files, resulting in successful O.F.C.C.P. audit.

CIBA Vision Corporation; Atlanta, GA

6/86 - 8/91

Manufactures, markets and distributes contact lenses and pharmaceutical products worldwide. Est. 1500 employees.

Position: Employee Relations Coordinator

7/89 - 8/91

- Revised the company's Employee Handbook and Supervisor's Manual.
- Represented company in Department of Labor hearings.
- Formulated responses to E.E.O.C. charges.
- Developed, designed and implemented company-wide televised communications program.
- Counseled management on policy and procedure clarification.
- Supported Employee Relations Manager.
- Coordinated company-sponsored events and leagues.
- Contributed articles for company newsletter.

Position: Administrative Assistant, Staffing & Compensation

2/87 - 7/89

Position: Receptionist

6/86 - 2/87

EDUCATION AND PROFESSIONAL DEVELOPMENT:

- Associate in Arts degree, 2002. Polk Community College, Winter Haven, FL. Major: Psychology
- Pursuing a Bachelor's Degree in Organizational Management through Warner Southern College, Lake Wales, FL. Estimated date of completion: May 2004. Current cumulative GPA: 3.68.
- PHR (Professional in Human Resources) certification achieved and maintained since December 1995.
- Member of PCC's Workforce Education Council.
- First Aid/Adult CPR Certification, June 2002.
- Various management development courses completed through the American Management Association.

John Karl Small

EDUCATION

University of South Florida, Certification - Director of Local Vocational Programs; 2000
Nova University, MS Degree – Ed Leadership; 1992
California University of Pennsylvania, BS Degree - Technology Education; 1981-1985

TRAINING

State of Florida Charter Schools Conference – Oct. 2002
Regional Tech Prep Symposium – Oct. 2002
National Tech Prep Conference – 2002
National AYES Conference - 2001
Train the trainer mentor training (AYES) – 1999, 2000 and 2001
Web Course Development with Melior Institute - 2001
National AYES Conference – 2000
National Tech Prep Conference - 1999
American Vocational Association Conference - 1999
Learning Community Training - 1999
National AYES conference – 1999
Council on Occupational Education Evaluation Team Training – Nov. 1997
School to Work Retreat - 1996
Principle Centered Leadership - Polk Co. School Board HRD - 1996
ESOL Category II Training - Polk Co. School Board HRD – 1996
Apple-Share Network Training - Sphere Tech Inc. (Apple Training Alliance) - 1995
Seven Habits of Highly Effective People - Polk Co. School Board HRD – 1995
Targeted Selection Interviewer Training - Polk Co. School Board HRD - 1995
Middle School Phase I Training- Polk Co. School Board HRD – 1995
Conflict Resolution Training- Polk Co. School Board HRD - 1995
Facilitative Leadership - Polk Co. School Board HRD - 1994
Middle School Phase II Training- Polk Co. School Board HRD - 1994
Florida Performance Measurement System Training - Polk Co. School Board HRD. – 1993

PROFESSIONAL AND COMMUNITY INVOLVEMENT

Junior Achievement Board of Directors July, 2003 to present
Workforce Education Council for Polk County 2002 to present
Founding Board Member of McKeel Elementary Charter School (Startup Charter School) Fall 2002
Board of Directors of McKeel Academy of Technology (Conversion Charter School) 2000 – present
Host and coordinate Florida Automotive Instructor Training Conference- EPCOT Center Jan. 2002
Coordinator of National AFV Odyssey day April 2002 – Florida Solar Energy Center, Cocoa, Fl.
National Alternative Fuels Training Consortium (NAFTC) lobbying team – Day on the Hill –
Washington D.C. Jan. 2002
Presenter at the National AYES Conference – Detroit Mi. Aug. 2001

SACS visiting team member-St. Petersburg, Fl. May, 2001
 Host and coordinate Electronics Distance Learning program with Melior Institute, Birmingham, Alabama – April 2001
 National Alternative Fuels Training Consortium (NAFTC) lobbying team – Day on the Hill – Washington D.C. Feb. 2001
 SACS visiting team member-St. Petersburg, Fl. Jan., 2001
 Host - state auto instructor conference- Jan. 11, 2001
 SACS team leader training- Jan. 8 and 9, 2001
 Presenter at North Carolina Department of Vocational Ed. Meeting – Dec. 2000
 Presenter at the Brevard County Vocational In-service Conference – Merritt Island High School, Spring 2000
 Counsel on Occupational Education Evaluation Team – Albany, Georgia. Spring, 2000
 Polk County School to Work Executive Council – Jan. 2000
 Polk Vocational Association - Polk Association of School Administrators - Florida Association of School Administrators
 Florida Automotive Education Stakeholders Committee - 1999-Present
 Board of Directors, Lakeland Family YMCA. 1996 - 2000
 Presenter at the National AYES board of director's meeting – 1999
 Presenter at the Florida Vocational Association Conference - 1999
 Presenter at the National Tech Prep Conference - 1999
 Presenter at the American Vocational Association Conference (AYES) - 1999
 Presenter at the National AYES instructor conference - 1999
 Membership Committee Member - NAFTC - 1999-2000
 Central Florida Auto Dealer International Car Show Education Committee 1998-Present
 School to Work Sustainability Team - 1998
 NAFTC Board (WVU) - 1998 - Present
 Presenter at Florida School to Work Conference (GM Chrysler AYES) - 1998
 Prepared the proposal and site visit for initial membership to the NAFTC – 1997
 Sacs Visiting Team – Hardee Co. High School - 1998
 Leader of GM and Chrysler Automotive youth education system initiative - 1998
 Member of the AYES advisory counsel - 1997-Present
 Chair of the North West area schools School to Work initiative (Middle Schools) - 1996
 Scott Lake Baptist Church, have served on various committees and Board of Deacons – 1990-Present
 Sacs Visiting Team – Middleburg Middle School, Clay County - 1990
 Polk Vocational Association Board - 1986

EXPERIENCE

Director, Polk Community College Collegiate High School, May 2002 - Present
Asst. Director Administration, Traviss Technical Center, July 1997 – May 2002
Asst. Principal, Curriculum, Lakeland Middle Academy, March 1995 - July -1997
Teacher, Adult Basic Education at NW area Adult School - 1996.
Principal SW Area Summer School - 1996
Recruiter for Polk Co. Schools, Pittsburgh Recruiting Consortium and various Penna. Colleges and universities - April 1999 and 2000, March 1996 and 1998
Asst. Principal, Admin., Bartow Middle School - July 1993 to March 1995
Asst. Principal, Curriculum, Lake Alfred Career Development Center, Sept. 1992 - June 1993
Director of Summer School, Lake Alfred Career Development Center - 1992 and 1993
Dean of Students, Lake Alfred Career Development Center, Aug. 1990 -September 1992
Industrial Arts teacher, Bartow High School - Aug. 1986 to June 1990
Head Track Coach, Bartow High School - 1986 to 1990
Asst. Football Coach, Bartow High School - 1986 to 1989
Laborer - Machinery and Equipment Operator - Ridge Pallets, Bartow Fl. - April - August, 1986. June & July, 1987
Asst. to Professor - Metallurgy and Machine Lab. California University of Pa. -1983 to 1985
Auto Technician - REX Auto body and Repair Hillsdale, Pa. - 1985
Laborer and Equipment Operator - Ray's Mining Corp. - 1983-85
Auto Technician - A-1 Auto body - Clymer Pa. - 1982
Laborer - Walker Deep Mining - Summers from 1979-1981

MIKE STEDEM

P. O. Box 976
Fort Meade, FL 33841
(863) 285-8187

Born - Buffalo, New York May 28, 1950

1957-1968 Orchard Park High School
1968-1969 Kent State
1969-1973 Canisius College BA History/Religion

1969 Bethlehem Steel, Third Helper Open Hearth, Buffalo
1970 Snyder Tank
1970-1978 Dan Stedem Ford Inc. Sales
1978-1979 Don Davis Pontiac, Tonawanda Sales Manager
1979 Midway Ford
1979 Ford Motor Stamping, Buffalo G.M.
1979-1983 Tunmore Olds-Datsun, Buffalo G.M.
1983-2002 Stedem Ford, Inc., Fort Meade President

Wife - Candace married 1969

Children - Stacy Wyma, Jennifer Longoria, Christopher Stedem
(4) Grandchildren - Savannah, Tucker, Lilly, and Lewis
Member all Saints Episcopal Church, Lakeland

Organizations & Committees

Fort Meade Chamber 1983-Present
Help 501 C-3 Founder 1984-Present
Fort Meade Community Health Care President 1989-Present
Ford Dealer Advertising Fund
Florida Automobile Dealers Association 1992-1998, 2000 - Present
Bartow Memorial Hospital Foundation 1986-Present
Bartow Community Health Care 1999-Present
Bartow Memorial Hospital 1991-1999 Past Board Chair
Polk Cost Effective Government - Committee Chair Transportation
Workforce Development Board 1996 Chair 1998-1999
Polk Works 2000-Present
Polk Works Entrepreneur Committee Chair 2001-Present
WAGES 1997 Chair
Citrus Cars President 1998-Present
Polk Businesses for World Class Education Vice Chair 1996-Present
Leadership Learning Academy: Fund Raising Committee
School to Work: Executive Committee
Polk School Votech Committee Chair
Polk County Young Leaders Consortium
Ford Dealer Council Zone E Chairman 2001

Polk County School Strategic Plan Member
Polk County School Readiness Coalition 1999-Present
Teenage Pregnancy Coalition 1996-Present
Salvation Army Chair Fort Meade 1985-Present
Post Secondary Career Tech Committee Chairman
Theatre Winter Haven Director 2001-Present
Historic Lakeland Preservation Board 1994-Present

RESUME

ARNOLD R. WILSON

702 E. Parker Street Lakeland, FL 33801
(Home) 863.682.7333 (Mobile) 863.559.2667
Email: ARogerWilson@Hotmail.com

SUMMARY OF PROFESSIONAL EXPERIENCE

Grant Development & Review · Strategic Planning · Community Relations · Capacity Building · Advocacy & Outreach · Program Development · Dealing Ethically & with Sensitivity · Behavior Modification Training · Substance Abuse Counseling · Operations Management · Fundraising · HIV/AIDS Testing & Counseling · Conflict Resolution Mediation · Management Information Systems

EMPLOYMENT EXPERIENCE

1999-Present—Operations Director and Program Manager, New Life Outreach Ministries, Lakeland, FL: Responsible for directing and managing a non-profit, community outreach and rehabilitation program, which includes: operations management, counseling, fundraising, community relations, developing and implementing self-sufficiency programs for clients which includes setting up a job bank, partnership development, quality control of information systems and setting, and maintaining and reviewing budget and financial documents.

1996-1998—Resident Manager and Fundraiser (part-time), New Life Outreach Ministries, Lakeland, FL.

1997—Teachers Assistant, Richard Melbourne High School, Sarasota, FL.

1996—Assistant PE Coach, Mulberry Middle School, Mulberry, FL.

1991-96—Operations Manager, Beachfront Grille, Avon Park, FL: Family-owned business. Responsible for promotions, entertainment and the daily management including the supervision of staff.

PROFESSIONAL DEVELOPMENT

- 2003 *Program Implementation Workshop*, Department of Corrections, Tallahassee, FL
The Planning of Information using HMIS Data to Address Homelessness, HUD, Washington, DC
- 2002 *Leadership Lakeland*, Class XX, Lakeland Area Chamber of Commerce, Lakeland, FL
Central FL Minority Contractors Association, Bartow, FL: General Member
- 2001 *HIV-AIDS Testing and Counseling Training*, District 14-Polk County Health Department, Lakeland, FL
Focus On Leadership, Inaugural Class, Lakeland, FL

VOLUNTEER APPRECIATION AWARDS

- 2002 Lakeland Housing Authority:
Welfare-to-Work Program Provider Certificate
Polk County Health Dept.: *Volunteer Service Award*, for Outreach Services to Persons with HIV-AIDS
Polk County Opportunity Council Merit Award
- 2001 Weed & Seed Board: *Volunteer Service Certificate*
New Life Outreach Ministries: *Man of the Year*

EDUCATION

Bachelor of Science: *Business Administration*
Florida Metropolitan University, Lakeland, FL

COMMUNITY SERVICE

2003-Present

PCC Corporate College Advisory Council, Lakeland, FL:

- General Member

Polk County Homeless Coalition, Lakeland, FL:

- Executive Board

2002-Present

Beachfront Community Outreach, Avon Park, FL:

- Board of Directors

Parker Street Neighborhood Association, Lakeland, FL:

- President

Neighborhood Breakfast Club of Polk County:

- Board of Directors

Visions to Start, Tallahassee, FL:

- Board of Directors

2002-1999

Polk County Homeless Coalition, Lakeland, FL:

- Board of Directors

2000-2002

Polk County Health Department,

District 14 Community Planning Group for HIV-AIDS:

- General Member

2000

City of Lakeland Weed & Seed Program, Lakeland, FL:

- Board of Directors

1999-Present

Minority Business Council, Lakeland Area Chamber of Commerce, Lakeland, FL:

- General Member

1999

Paul A. Diggs Neighborhood Association, Lakeland, FL:

- Board of Directors

1997-Present

Sun & Fun Fly-in, Boys & Girls Club:

- Yearly Vendor Booth Manager

New Life Outreach Ministries, Lakeland, FL:

- Board of Directors

David Gawaluck

1124 Waterfall Lane, Lakeland, FL 33803

e-mail: davidgawaluck@hotmail.com

H (863) 648-2435

PROFESSIONAL SUMMARY

Customer service oriented with strong communication and analytical skills. A creative problem solver with significant experience in managing organizational change, consensus building and information systems conversions.

EXPERIENCE

Lakeland Regional Medical Center (1997 to Present)

851 bed community hospital with 33,200 admissions, 110,000 E.D. visits, and gross revenues of \$489 million.

Vice President/Chief Information Officer (1997 to Present)

Responsible for assessing the hospital's long term information management needs and setting strategic direction for planning, implementing and maintaining information technology, systems and processes necessary to support the clinical and business activities of the hospital in a cost effective manner. Actively participate in overall organization business planning and contributes current knowledge and future vision of information technology. Budget responsibility for information systems, medical records, telecommunications and physician answering service.

- Successfully managed selection and implementation of:
 - Siemens (SMS) Invision Pt Management, OE/COR, Pt Accg, EAD, LCR, RMS, Imaging
 - Lawson Insight General Ledger, Accounts Payable, Human Resources, Payroll
 - Cerner PharmNet Classic
 - Tamtron Anatomic Pathology
- Reorganized IS structure to improve customer satisfaction and reduce costs

Columbia/HCA New Orleans (1995 to 1997)

Division office responsible for 1 psychiatric and 5 acute care hospitals.

Director, Information Services (1995 to 1997)

Provided overall direction and coordination of information services for all C/HCA facilities in New Orleans market. Served as liaison between New Orleans market office and corporate information systems group. Maintained CIO role for Tulane facility.

- Managed MediTech clinical system implementation at 3 hospitals concurrently, on time, on budget
- Implemented HCA HR/Payroll system and KRONOS time and attendance system
- Converted to HCA General Financial systems

Tulane University Hospital and Clinic (1990 to 1997)

Privately owned, 270-bed academic medical center with annual admissions of 9,500 and gross revenues of \$220 million acquired by Columbia/HCA in April, 1995.

Assistant Administrator, Information Services (1991 to 1997)

Provided executive leadership for the management of information systems and technology across the hospital. Developed and implemented strategic and tactical information systems development plans to support the Hospital's mission and business objectives. Responsible for developing and implementing policies and procedures to safeguard the integrity, reliability, and security of information within the organization. Provided education and leadership in the evaluation, selection and implementation of information systems.

- Successfully selected and implemented HBOC Star clinical/financial/patient accounting system in 11 months
- Reorganized IS department and reduced staffing by 16% without change in service level
- Created IS Steering Committee and developed first organizational IS strategic plan

Adjunct Instructor (1990 to 1997)

Department of Health Systems Management, School of Public Health and Tropical Medicine
Taught required information management course for full-time and executive MHA programs.

Assistant to the Director (1990 to 1991)

Provided executive staff support to CEO during reorganization and recruitment of new management team. Managed and coordinated presentations to three governance boards and multiple subcommittees. Liaison to University, School of Medicine and School of Public Health.

University of Cincinnati Hospital (1989 to 1990)

700-bed academic medical center with annual admissions of 23,000 and gross revenues of \$237 million.

Senior Financial Analyst (1989 to 1990)

Responsible for financial review and analysis of new and existing programs. Analyzed managed care contracts and developed financial models to predict performance. Developed models to integrate clinical and financial data to predict program financial performance. Integrated financial assessment of hospital operations with strategic plan.

West Virginia University Hospitals, Inc. (1985 to 1989)

WVU Hospitals is a 376-bed academic medical center. The Hospital formed a private corporation and was divested from state ownership in 1984. A newly constructed facility was occupied in 1988.

Director of Financial Planning (1988 to 1989)

Responsible for reviewing, interpreting and communicating financial and operating reports to senior management and the governing board. Monitored legislative and industry changes and projected implications for hospital operations. Analyzed capital equipment requests and evaluated alternative financing methods. Implemented and maintained an integrated financial forecasting model for the corporation.

- Managed installation of clinical/financial decision support system.
- Concluded negotiations with faculty practice group for clinic support services.
- Staffed work redesign committee and prepared recommendations leading to a 10% reduction in force.

West Virginia University Hospitals, Inc., Continued

Director of Relocation Planning (1987 to 1988)

Implemented master plan to relocate existing equipment and operations to new facility. Reviewed and approved 33 departmental relocation plans. Maintained critical path management program to track all relocation activities. Awarded purchase contracts and tracked \$12.7 million equipment budget. Planned and controlled installation of equipment and final building preparation.

- Completed installation of patient care equipment on schedule.
- Resolved labor issues between hospital, contractors, and unions which permitted equipment installation and building preparation on time without serious incident.
- Conducted public relations tours for university and community leaders, legislators, physicians, and employees.

Assistant to the President (1985 to 1987)

Represented CEO in interactions with governing boards, medical staff, legislators, and community organizations. Researched and analyzed policy issues affecting the hospital and related corporate entities. Assisted in planning, development and implementation of organizational programs and business ventures.

- Composed speeches and graphical presentations to convey and promote hospital objectives at legislative hearings, community and physician outreach programs, and healthcare conferences.
- Assisted in development of RFP's and subsequent bid evaluations for: Strategic information systems plan; replacement patient accounting system; materials management information system.
- Designed and implemented surgical case review program to remove JCAHO contingency.
- Performed market analysis and developed business plan for clinical engineering field service.

University of Minnesota Hospitals and Clinics (1984)

UMHC is an 800-bed state owned teaching hospital.

Administrative Resident (Summer 1984)

Assisted in evaluation of laboratory computer system replacement and vendor selection. Developed space program for laboratory expansion. Developed employee relations policy statement and recommendations for implementation.

Northwest Orient Airlines (1981 to 1983) Ticket Agent

American Fletcher National Bank (1979) Computer Programming Intern

EDUCATION

Master of Hospital Administration, University of Minnesota, 1985

Bachelor of Arts, Economics, Indiana University, 1980: Minors: Computer Science, French, Russian

PROFESSIONAL & CIVIC AFFILIATIONS

Certified Professional in Healthcare Information and Management Systems, HIMSS
College of Healthcare Information Management Executives, Member
Healthcare Information Management Systems Society, Member
Lakeland Chamber of Commerce, Leadership Lakeland Class 18
Voluntary Hospital Association, Senior I.T. Executive Affinity Group
United Way of Central Florida, Board Member

PUBLICATIONS & AWARDS

David J. Fine and David P. Gawaluck, "Science, Technology, and the Medical Market Place: A View from the Teaching Hospital" in Donald C. Harrison (ed.) Preparing for Science in the 21st Century, Association of Academic Health Centers, Washington DC, 1991

Stewart C. Thompson Award, University of Minnesota Program in Healthcare Administration

JANE A. GSCHWENDER

5620 Scott Lake Road, Lakeland, FL 33813
863-701-0432 Home 863-834-6679 Work

WORK EXPERIENCE

CITY OF LAKELAND, FLORIDA, 1982 to Date

Supervisor of Technical Training (Fall 2001-date)

Direct the operations and activities of technical training for the utility's generation, transmission and distribution functions. Supervise technical training staff. Prepare and monitor training objectives and budgetary projections. Responsible for developing and monitoring training standards, policies, and reports. Coordinate with other departments and outside agencies to assure safe and efficient workplace practices and adherence to state and federal regulations.

Manager of Training and Building Services, Department of Electric Utilities (1999-2001)

Planned and managed existing and construction of new facilities for the Electric Department. Managed department's janitorial services and security systems and services. Planned and managed development and implementation of comprehensive technical training for critical job classifications within the utilities. Developed and monitored budget of over \$2 million. Evaluated and selected outside service providers. Negotiated contracts for services and products. Managed staff of 24. Served as department's liaison with safety division. Served on Emergency Operations Plan Steering Committee. Position eliminated in City-wide reorganization of departments.

Training Coordinator, Employee Relations Department (1988-1999)

Managed human resource and organization development functions for 1870 employees in 12 city departments including Electric and Water Utilities, Parks and Recreation, Police, Fire, and Public Works. . Supervised staff of up to eight, including contract employees and consultants. Prepared and administered several budgets. Evaluated potential service providers and negotiated contracts. Provided project management and internal consultation services for organizational culture change, improved management practices, increased productivity, customer focus, and quality improvement. Responsible for developing and maintaining systems for assessment of needs, production or selection of multimedia training materials, scheduling events and resources, delivery of services, evaluation of services, and documentation. Facilitated strategic planning retreats and employee participation groups. Developed and implemented computer training lab and introduced desktop delivery of self-study for employee training. Managed an eleven room, multifunctional training center.

Training Officer, Department of Electric and Water Utilities (1982-1988)

Directed growth of training from one person/one room to eleven people/three buildings. Department received 1987 national award, Human Resource Development Organization, from the American Society for Training and Development. Planned and instituted comprehensive managerial and supervisory development programs, including workshop for public utility managers marketed statewide.

HEARTLAND EMPLOYMENT & TRAINING ADMINISTRATION, BARTOW, FLORIDA, 1979 - 1982 (later became Heartland Private Industry Council in Lakeland)

Coordinator for Career Awareness

Screened, counseled, and evaluated applicants for training or job placement. Provided employability and job seeking skills training.

Training Coordinator

Coordinated training programs with private businesses, educational institutions, and community agencies. Wrote federal grant proposals, reports, and program proposals.

OTHER POSITIONS HELD – High school teacher, small business owner, and customer services representative

VOLUNTEER EXPERIENCE

Selected as first Chair of national Chapter Management and Awards Program of the American Society for Training and Development (1993-94). Involved in two-year effort to establish a program to promote best chapter management practices using integration and alignment of quality systems with customer requirements. This program was awarded the American Society of Association Executives Award of Excellence in Chapter Development.

Facilitated strategic planning retreats for volunteer organizations such as the Imperial Symphony Orchestra and the Advertising Board for the City of Lakeland.

Initiated, developed and coordinated special events combining multiple organizations and resources such as seminar on non-traditional jobs for women (received National Association of Counties Achievement award), district-wide school arts festival (received Ohio State Board of Education Bicentennial Festival Award), and numerous conferences and programs for human resource professionals.

Contributed to community development and education systems as member of the Polk Community College Workforce Education Council, Skills for Life Advisory Board, Polk County Business & Education Roundtable (as facilitator, committee chair, and spokesperson), Institute of Government at Polk Community College Steering Committee, Lakeland Adult School Advisory Board, and advisory board of Traviss Vocational Technical Center.

Elected 1991-92 Chairperson of the Florida Association of Electric Utility Trainers. Used leadership skills to help focus development of the organization through transitional growth period. As Vice-Chair, coordinated programs and speakers for quarterly meetings and annual conferences.

Elected 1988 President of the American Society for Training and Development Suncoast Chapter (450 members). Developed leadership, negotiation, and other skills through managing volunteer officers. Served as officer/board member for 9 years. Currently maintain active chapter and national membership.

Elected 1978 President Elmwood school district teacher association. Served as state assembly delegate and negotiator for teacher contracts. Past member of local, state and National Education Association.

Speaker at numerous local, state, and national human resource development conferences (including AMA National Human Resources Conference) on topics such as leadership, management development, quality improvement and training. Most recently (2002-3) presenter at Florida Municipal Utilities Association conferences.

EDUCATION

BS in Education – Miami University (Ohio)

Graduate courses – Bowling Green State University, Ohio State University, University of South Florida (including Vocational Evaluator Certificate)

Professional Development – Numerous courses, workshops and seminars in supervisory and management subjects, strategic planning, project management, cost benefit analysis, budget preparation, performance improvement, negotiating skills, conflict resolution, communications, and a variety of training topics.

Larry L. Miller
9150 West Lake Ruby Drive
Winter Haven, Florida 33884
(863)324-5863

RESUME

CURRENTLY, license owner of Spherion Staffing Services with offices in Lakeland, Sarasota and Ft. Myers, Florida.

PROFESSIONAL ACCOMPLISHMENTS

STARTED Norrell Temporary Services(a franchise) of Polk County, Florida in 1986; sold business in 2000.

GREW the business to become the largest temporary help service in Polk County, with annual revenues exceeding \$10,000,000 and placing over 1000 employees a day during the peak season.

EXPANDED business to include general offices in two cities and five on-site client locations.

FIRST temporary help service provider in Polk County to provide on-site temporary services to major clients.

RECEIVED numerous awards from Norrell Services (franchisor) for sales, cost and profit achievement.

SERVED on board of directors for various civic organizations to promote the business and service to the community, including Lakeland Economic Development Council, East Polk County Committee of 100, POLK WORKS (Polk County Workforce Development Board, Inc.), and Central Florida Speech & Hearing Center. Served on various committees for Lakeland and Winter Haven Chamber of Commerces. Past Chairman of the Board of Directors for POLK WORKS.

Larry L. Miller

(863)324-5863

EXPERIENCE

Milstaff, Inc., dba Spherion Staffing Services, Lakeland, Sarasota, and
Ft. Myers, Florida:
Owner and President

(2002-present)

LaraMill, Inc., dba Norrell Temporary Services, Lakeland, Florida:
Owner and President

(1986-2000)

Orange-co of Florida, Inc., Lake Hamilton, Florida - \$ 75,000,000 vertically integrated citrus company which owned citrus groves, a fresh fruit packing house and a concentrate plant; a wholly owned subsidiary of Orange-co, Inc.

President (1983-1986)
Executive Vice President of Operations (1980-1983)

Orange-co, Inc., Columbus, Ohio and Lake Hamilton, Florida – A holding company listed on the New York Stock Exchange.

Senior Vice President of Finance (CFO), Secretary/Treasurer (1980-1986)
Controller and Assistant Treasurer (1979)
Controller (1976-1977)

The Limited Stores, Inc., Columbus, Ohio – A 100 plus chain of retail ladies' specialty stores.

Merchandise Controller and Director of Internal Audit (1978)

Arthur Young & Company, CPA, Columbus, Ohio

Senior Supervisory Accountant (1973-1975)
Staff Accountant (1969-1972)

EDUCATION

BBA(Accounting), cum laude, Ohio University, Athens, Ohio

PERSONAL

Married, three children: enjoy golf, camping/traveling and family activities

(863)289-0015(cell)

(863)324-7703(fax)

laramill@yahoo.com

Thomas W. Moore, Jr.
Post Office Box 1722
Lakeland, FL 33802
Updated: July 2003

Personal Background

Birth Date: November 10, 1931

Educational Activities

High School: Graduated Hillsborough High School, Class of 1949

College: Graduated University of Florida, Class of 1953
B.I.E. – Bachelor of Industrial Engineering

Extracurricular: Delta Tau Delta Fraternity Member
Florida Blue Key Member
Business Manager, Campus Magazine (Orange Peel)
Business Manager, Year Book (Seminole)
President, Benton Engineering Council

Business Activities

1956 – 1968 President, Prestressed Concrete, Inc.
1960 President, Florida Prestressed Concrete Association
1964 – 1967 Board of Directors, Prestressed Concrete Institute
1959 – Present Owner, Universal Building Specialties, Inc.
1965 – 2002 Board of Directors, Anchor Investment Corporation
1983 – 1986 Board of Directors, 1st National Bank of Lakeland
1986 – 1995 Advisory Board, First Florida Bank
1999 – Present Platinum Bank, Board of Directors

Polk County Civic Activities

1961 President, Children's Rehabilitation Ranch (Speech and Hearing Center)
1963 Co-Founder and First President, Junior Achievement
1966 "Young Man of the Year," Lakeland Jaycees
1966 – 1968 Board of Directors, United Way of Greater Lakeland
1965 – 1967 Board of Directors, Lakeland Chamber of Commerce
1979 – 1984 Board of Directors, Lakeland Chamber of Commerce
1979 – 1980 Commodore, Lakeland Yacht and Country Club
1983 President, Lakeland Chamber of Commerce
1984 Chairman, Lakeland Chamber of Commerce
1984 – 1985 Chairman, Lakeland Second Century Campaign
1985 – Present Member, Polk Economic Education Council Foundation
1990 Chairman, Lakeland Advertising and Publicity Board

Polk County Civic Activities (continued)

1993 – 1999	Member, Lakeland Chamber of Commerce Foundation
1993 – 1994	Chairman, Lakeland Economic Development Council
1997	George Jenkins Award, Lakeland Chamber of Commerce
1997 – 1998	Member, Workforce Development Board
1998 – 1999	Member, Polk Community College Foundation
1998 – Present	Board of Trustees, Polk Community College
1999 – 2000	Chairman, Board of Trustees, Polk Community College
1999 – 2001	President, Community Foundation of Greater Lakeland
2000 – Present	Board of Directors, Lakeland Volunteers in Medicine (LVIM)

Employer - Publix Super Markets Inc.
Name - Jim Rhodes.
Title - Vice President of Human Resources Compliance.
Date Employed - July 24, 1962

Positions held - meat cutter Trainee 1962-1963, meat cutter 1963-1972. (two tours Viet Nam 1965-1969) Ass't. Meat Manager 1972-1976. Meat Manager 1976-1982. Corporate Management Development Specialist 1982-1985. Director or Training 1985-1989. Director of Human Resources 1988-1995. Vice President of Human Resources 1995-1998. Vice President of Human Resources Compliance 1998-present.

Married July 24, 1965. Wife's name, Enza. Two sons, Jim, Michael.

Outside interest-

I hold a commercial pilots license and I am a certified open water diver.

Community involvement –

Chair elect Lakeland Volunteers in Medicine Board of Trustees
Chair Polk County School Readiness Coalition
Member Executive Board Boy Scouts of America Gulf Ridge Council
Chair Workforce Education Council Polk Community College.
Chair Partners committee Success by Six
Board Member Blue Ribbon Committee Success by Six
Chair School to Work Community Action Team
Member of Tampa Bay Partnership Workforce Regional Leadership Advisory Council
Member of Jenkins Family Grant Review Committee

Tina M. Seymour

- Objective** To work in various aspects of the citrus industry to assess the technical training needs and develop individual training plans accordingly.
- Education** 1992 Florida State University Tallahassee, Florida
Bachelor of Science in Family; Child; and Consumer Sciences
- Dean's list - 3 semesters
- Work experience** 2000 - Present Florida's Natural Growers Lake Wales, Florida
Technical Training Coordinator / Supervisor
- Responsibilities include: Leading and coordinating activities to ensure customer service and information needs are being met in a professional, courteous, cost-effective, and timely manner. Leading and coordinating activities of Customer Service Representatives whose activities include; processing work orders and work requests, and conducting quality control service audits. Serving as liaison between Plant Services and customer base. Establishing and maintaining technical training resource databases for operations. Devising and distributing reports to the Plant Services teams, managers, and customers. Conducting meetings and audits to determine customer needs, and evaluate the overall customer service performance of Plant Services. Completing special projects in Plant Services and other areas of the plant. Tracking all training using database system. Coordinating enrollment of employees in off-site training. Maintaining contact with community resources such as the vocational schools and other training organizations.
- 1999 - 2000 Spartan Premier Staffing, Inc. Lake Wales, Florida
Technical Writer/Technical Training Coordinator for Florida's Natural Growers
- Responsibilities include: Assessing the training needs of the maintenance staff and coordinating the applicable training. Writing Standard Operating Procedures for various departments and special projects. Develop and implement training based on current needs. Attend training sessions and evaluate their effectiveness. Work with the Reliability Manager on special assignments and perform other duties as assigned.
- 1998 - 1999 Winter Haven High School Winter Haven, Florida
Teacher / FHA Advisor
- Responsibilities include: Instruction of students, grades 9 - 12, in Family and Consumer Sciences. Development of lesson plans based on individual competence levels. Attendance at parent conferences and various meetings. Advisor to students on FHA projects and job skills.

References

Available Upon Request

Community activities

School Advisory Council - Ridge Technical Center, Graduate - Lake Wales Chamber Leadership Class VII, Lake Wales Chamber Education Committee, Polk Community College -Workforce Education Council, School-To-Work Executive Council

CATHY L. CLARK

6552 Timucuan Drive, Lakeland FL 33813

cl4clark1@yahoo.com

EDUCATION

B.A., Speech, September 1970

Pennsylvania State University

University Park, PA.

PROFESSIONAL EXPERIENCE

1991-2001 Polk County School Board substitute teacher

- filled several long-term positions in the areas of elementary education, varying exceptionalities, gifted, media, and guidance. All responsibilities of a full time educator were assumed
- designed and taught a conversational English class to a group of young teens visiting from Korea
- strengthened reading skills of targeted elementary level students by developing and presenting individualized learning plans for each one, maintaining constant contact with classroom teachers to discuss modification of such plans

VOLUNTEER EXPERIENCE

1992-1994

- established, executed, and oversaw an award winning reading incentive program at Valleyview Elementary School
- extensively researched learning disciplines, presenting results to several groups involved with elementary education

1994-1996

- chaired Valleyview Elementary School Advisory Council for two successive terms
- served on Polk County curriculum advisory committee, foreign language sub-committee
- wrote the copy for a brochure to be distributed to prospective families of a modified calendar school

1996-1998

- member, School Advisory Council, Lakeland-Highlands Middle School
- member, band boosters, Lakeland-Highlands Middle School
- actively participated in a successful candidate's campaign for a School Board position by addressing political leaders and voters at various functions

1998-2000

- member, Board of Directors, Noah's Ark Child Development Center

2000-2002

- member, Board of Directors, Academic Boosters, George Jenkins High School

AWARDS

- Valleyview Elementary Volunteer of the Year

NAME: Phyllis M. Watson, PhD, RN

POSITION: Vice President/Family Wellness Center/Chief Nurse Executive

EDUCATION: Diploma, St. Anthony Hospital School of Nursing Rockford, Illinois, 1968
BSN, Nursing, University of Missouri, Columbia, Missouri, 1974
MEd, Higher & Adult Education, University of Missouri, Columbia, Missouri, 1976
MS, Community Mental Health Nursing, University of Missouri, Columbia, Missouri, 1977
Post Grad., Oncology Nursing, Boston University, Boston Massachusetts, 1977
PhD, Higher & Adult Education, University of Missouri, Columbia, Missouri, 1982

EXPERIENCE: **Vice President/Family Wellness Center/Chief Nurse Executive**, Lakeland Regional Medical Center, Lakeland, Florida, 1995-Present
Sr. Vice President, Patient-Focused Development/Chief Nurse Executive, Lakeland Regional Medical Center, Lakeland, Florida, 1993-1994
Vice President/Chief Nurse Executive, Lakeland Regional Medical Center, Lakeland, Florida, 1987-1992
Assistant Division Director, Division of Nursing Services, University of Missouri-Columbia Hospitals & Clinics, 1984-1987
Interim Assistant Division Director, Division of Nursing Services, University of Missouri-Columbia Hospital & Clinics, 1984
Coordinator of Research, Research Nurse II, Division of Nursing Services, University of Missouri-Columbia Hospital & Clinics, 1981-1987
Instructor, Assistant Professor, School of Nursing, University of Missouri-Columbia, 1981-1987
Coordinator, Continuing Education Program, Missouri Nurses Association, 1974-1981
Instructor, School of Nursing, University of Missouri-Columbia, 1976-1978
Head Nurse, Director of Nursing for Research, Cancer Research Center, Columbia, Missouri, 1974-1976
Staff Nurse/Charge Nurse, University of Illinois Medical Center, Chicago, Illinois, 1971-1972
Staff Nurse/Charge Nurse, Cancer Research Center, Clinical Research Unit, Columbia, Missouri, 1972-1974
Assistant Instructor of Medical-Surgical Nursing (FT) and Staff Nurse (PT), St Anthony Hospital School of Nursing and Hospital, Rockford, Illinois, 1968-1971

PROFESSIONAL ORGANIZATIONS: American Nurses= Association, Florida Nurses Association
American Organization of Nurse Executives
Florida Organization of Nurse Executives
Sigma Theta Tau

PUBLICATIONS: Author or co-author of more than 25 articles in professional journals since 1976
Co-author of book on restructuring in health care, Patients First, published by the Health Administration Press, 1995.

COMMUNITY SERVICE: Leadership Lakeland-Class of 1990
Youth Motivator Program and Mentor, Lakeland Public Schools
Advisory Boards
University of Central Florida Graduate Extension Program
Polk Community College School of Nursing
Traviss Technical Center, Health Science Center
Steering Committee: Lakeland Vision
Lakeland Vision Education Foundation
United Way of Central Florida
Team on Services to the Elderly

MARITAL STATUS: Married to Frank Watson; two children, Elizabeth and William

BIRTH DATE: August 28, 1947

RESUME

MISCHELLE ANDERSON

SUMMARY OF PROFESSIONAL EXPERIENCE

Grant Development/Review · Faith-Based Development · Strategic Planning · Public Relations · Building Capacity · Advocacy/Outreach · Written & Oral Communications · Program/Curriculum Development · Dealing Ethically & with Sensitivity · Public Information/Community Impact Assessments · HOPE VI Development of Initiatives · First-Time Home Ownership Counseling · Research & Analysis · Development of Land-use Design Strategies · Minority Business Development · Financial Literacy Training · Community/Neighborhood Development

EDUCATION

- The University at Albany, State University of NY, Albany, NY: Masters in Regional Planning. Specialization: Housing, Community Planning, and Local Economic Development. Thesis: *The Future of Amtrak and High Speed Rail.*
- Russell Sage College, Troy, NY. BA: Communications with a minor in Public Relations.
- The University of Maryland, European Division, University College, West Germany:
(1) BS: Business Admin., Management Studies (2) AA: Business & Management Studies (3) Certificate: Management Studies.

PROFESSIONAL LICENSE

State of Florida, Real Estate Salesperson: SL-3014320, AC# 0258655.

EMPLOYMENT EXPERIENCE

➤ **2002 – Present:** Anderson Planning and Development Company

President - Directs the day-to-day operations of AP&DC specializing in faith-based development, small and minority business development, employment readiness initiatives and public information and community impact assessments.

CHOICES-a youth developments program for middle school children focusing on life's choices, behaviors, and attitudes and associated consequences. Program developed by Ms. Anderson. Facilitated with arranged field trips and guest speakers.

➤ **2000 – 2002:** The Communities Group, LLC, Washington, D.C.

Program Manager: Served as the Program Manager for a federally funded U.S. Department of Housing and Urban Development HOPE VI grant in Lakeland, FL. Positioned as the front-end administrator charged with representing the interests of the developer. Responsible for data analysis, survey design, the co-development of grants, contractor procedures development, partnership and capacity building, real estate acquisitions, grant application planning, working with contractors/elected officials/engineers/architects, finance leveraging, minority contractor assistance, community and supportive service assistance with the housing authority and many other functions for a project valued at more than \$60 million dollars.

➤ **1998 - 1996:** Albany, Schenectady, Troy Enterprise Community (ASTEC), United Schenectady Delegation

The only regional HUD Enterprise Community (EC) in the US during round-one funds. As an Officer of the USD, she co-developed local and regional community and economic development projects. Created, reviewed and managed a new grant fund program. The following are various positions she assumed while with the USD:

President - Regional Steering Committee.

Business Representative - United Schenectady Delegation (USD) which oversaw City of Schenectady operations.

Grant Fund Administrator - \$200,000 grant fund.

Co-Chair - Economic Development/Job Creation & Youth and Family Task Force.

Chair - Loan-Fund Committee.

➤ **1999:** New York Council on Problem Gambling

Outreach, Activities and Planning Coordinator - Served as the agency's first coordinator in this capacity

➤ **1998 - 1996:** Better Neighborhoods, Inc. Schenectady, NY

Housing Counselor - HUD Certified-housing counselor where she counseled hundreds of clients on personal debt and financial management, tenancy and various homeownership programs (first-time, foreclosure, VA/HUD, etc.). As part of program development and future planning initiatives, she also testified to the Legislature on various housing issues.

➤ **1995 - 1994:** Center for the Study of the States, Nelson A. Rockefeller Institute of Government, Albany, NY.

Assistant to the Executive Director/Project Assistant - At this public policy research think-tank, conducted a number of data analysis assessments for reports and articles on state tax policy for all states and was the public communications liaison.

➤ **1990s:** Anderson's Blacktop & Paving

Consultant/Office Manager - Served as a consultant and office manager to a family blacktop business that continues in New York State after more than 35 years.

Nat West, Vice President, Winter Haven Hospital, Winter Haven, Florida

BUSINESS ADDRESS:

200 Avenue F, N.E.
Winter Haven Hospital
Winter Haven, FL 33881
(863) 297-1896 FAX -(863) 291-6730

HOME ADDRESS:

1125 North Lake Howard Drive
Winter Haven, FL 33881-3121
(863) 297-9387

PERSONAL DATA:

Date of Birth: February 26, 1945
Married, two children

EDUCATION:

Trinity University, San Antonio, Texas
MS, Health Care Administration, 1972

University of North Carolina, Chapel Hill
BA, English, 1967

MILITARY SERVICE:

May 1969 – January 1972

Officers Candidate School, Infantry;
Lieutenant, Medical Service Corp.

EXPERIENCE:

May 1, 1996 – present

Vice President, Winter Haven Hospital
Winter Haven, Florida

March 1988 – December 1995

President Boca Raton Community Hospital
Boca Raton, Florida

June 1986 – February 1988

Senior Vice President, Boca Raton Community
Hospital, Boca Raton, Florida

1981 – May 1986

Vice President Holmes Regional Medical Center
Melbourne, Florida

1974 – 1981

Assistant Administrator, Winter Haven Hospital
Winter Haven, Florida

1972 – 1974

Dir., Hospital-based Comprehensive Mental Health
Center Winter Haven Hospital, Winter Haven, Florida

PROFESSIONAL AFFILIATIONS:

Florida Hospital Association – Board member, 1991 – 1993
Voluntary Hospitals of America – Florida – Board member, 1988 – 1995

COMMUNITY SERVICE:

Board of Directors:

Our Future By Design – A Greater Winter Haven Community
(Community Vision) 1999 – present

Chairman of the Steering Committee 2003 – present

Success By 6 Blue Ribbon Committee 1996 – present

Polk Business for World Class Education – 1995 – present

Citizens for Quality Education 2002-present

Winter Haven Foundation (a division of W.H. Chamber of Commerce) 1998 – present

Polk Community College Workforce Education Council 2002-present

Greater Boca Raton Chamber of Commerce, Board of Directors – 1989 – 1995

United Way of Boca Raton, Board of Directors – 1987 – 1993

OTHER INTERESTS:

Guitar, Banjo, Hammered Dulcimer, Song writing, Tennis

CONFIDENTIAL

SUSAN K. LANGLEY
706 Palmore Court
Lakeland, Florida 33813
(863) 644-1059

EXPERIENCE:

July 1995 – Present FLORIDA'S NATURAL GROWERS, a division of CITRUS WORLD, INC.
Lake Wales, Florida
Position: DIRECTOR OF HUMAN RESOURCES

May 1979 – July 1995 FLORIDA TILE INDUSTRIES, INC.
Lakeland, Florida
Position: PERSONNEL SUPERVISOR

EDUCATION:

NATIONAL-LOUIS UNIVERSITY – 1993 Bachelor of Arts with a
Concentration in Management

POLK COMMUNITY COLLEGE – 1989 Associate Degree in
Business Administration

AFFILIATIONS:

SOCIETY FOR HUMAN RESOURCE MANAGEMENT - Member

MID FLORIDA SHRM - Member

POLK WORKS - Board Member and Chair Elect

POLK WORKS EXECUTIVE COMMITTEE - Member

POLK WORKS RESOURCE COMMITTEE - Chair

WORKFORCE EDUCATION COUNCIL - Member

EMPLOYERS ASSOCIATION OF FLORIDA - Board Member

Stephen E. Hull
Dean, Workforce Development

Home Address:

28 Brevard Dr. SE
Winter Haven, FL 33884
(863) 325-8280

Business Address:

Polk Community College
999 Ave. H, NE
Winter Haven, FL 33881
(863) 297-1094
(863) 297-1034 FAX
shull@mail.polk.cc.fl.us

EDUCATION:

Present:	Ed.D., NOVA Southeastern University Higher Education
1984-1986	M.S. Ed., Northern Illinois University Adult and Continuing Education
1971-1975	B.A., Augustana College Business Administration

PROFESSIONAL POSITIONS:

1992-Present: **Polk Community College**
 Winter Haven, FL 33881

Dean, Workforce Development – (1986-Present)
Polk Community College
Winter Haven, FL 33881

- Manage all functional aspects of the Division: Business Technology, Computer Technology, Criminal Justice Training, Engineering Technology, Health Information Technology, Emergency Medical Services, and Continuing Workforce Education.

Continuing Education Manager
Polk Community College
Winter Haven, FL 33881

- Managed all functional aspects of the Continuing Education Department including budget, staffing, non-credit programs, selected A.S. degree programs and telecourses.

1988-1992: **Aluminum Company of America (ALCOA)**

Coordinator, Educational Delivery & Quality Facilitator
Alcoa Technical Center – (1990-1992)
Alcoa Center, PA

- Managed all functional aspects of the Alcoa Distance Education Program.

**Training Administrator
Alcoa Davenport Works – (1988-1990)
Davenport, IA**

- Managed the Davenport Works training and professional development program (total employment: 3,000, including 750 salaried personnel).

1980-1988: Eastern Iowa Community College District

**Associate Dean for Community Education and
Alternative Programming – (1985-1988)
Eastern Iowa Community College District
Scott Community College, Bettendorf, IA**

- Directed, managed, and evaluated all off-campus A.S. degree programs and non-credit programs offered in the Scott Community College service area.

**Assistant Director for Trades & Industrial Education,
Community education – (1980-1985)
Eastern Iowa Community College District
Davenport, IA**

- Planned, developed, implemented, and evaluated all A.S. degree programs and non-credit Trade and Industrial Education programming in the EICCD.

Raymond L. Graber
365 Grove Court
Winter Garden, FL 34787

PROFESSIONAL EXPERIENCE SUMMARY

- 2003 Director of Government and Public Affairs
Bright House Networks, LLC, Auburndale
- Franchising for 28 municipalities in four counties
 - Negotiate contracts
 - Community Involvement
- 2001-2003 Director of Government and Public Affairs
AOL Time Warner, Auburndale
- Franchising for 28 municipalities in four counties
 - Negotiate contracts
 - Community Involvement
- 1995-2001 Director of Government and Public Affairs
Time Warner Cable, Auburndale
- Franchising for 28 municipalities in four counties
 - Negotiate contracts
 - Community Involvement
- 1986-'95 General Manager
Paragon Cable, Lakeland
- Budget responsibility
 - Marketing responsibility
 - Franchising
- 1982-'86 General Manager
Group W Cable, Lakeland
- Budget responsibility
 - Marketing responsibility
 - Franchising
- 1976-'82 General Manager
Teleprompter Corp., Tampa
- Budget responsibility
 - Marketing responsibility
 - Franchising

- 1970-'76 Director of Budgets and Accounting Systems
Teleprompter Corp., New York
- Computerized the bookkeeping system for the Corporation from a manual system
 - Computerized Accounts Payable from manual system
 - Computerized Budget from manual system
 - Computerized the Billing system from punch cards
- 1968-'70 Director of Management Information Services
Reeves Telecom, New York
- Computerized customer billing procedures
 - Computerized all businesses into one statement
- 1964-'68 Director of Cost Accounting
Westinghouse Air Brake, Lexington, KY
- Cost accounting for all product lines
- 1961-'64 Auditor
Arthur Anderson, Cincinnati, Ohio
- Audited small and large companies
- 1957-'59 U S Army
Ft. Knox, KY
- Pay Master

EDUCATION

- 1961 Accounting – Miami University, Ohio

**RAY L. GRABER
COMMUNITY INVOLVEMENT**

CURRENT:

**POLK EDUCATION FOUNDATION BOARD
CHAIRMAN ENDOWMENT INVESTMENT COMMITTEE
AUDIT COMMITTEE**

**AUBURNDALE CHAMBER BOARD
PRESIDENT
CHAIRMAN EDUCATION COMMITTEE
APPROPRIATION COMMITTEE
EXECUTIVE COMMITTEE**

**SUCCESS BY 6 BLUE RIBBON BOARD
PARTNERS COMMITTEE
EVALUATION COMMITTEE**

**POLK COUNTY SCHOOL READINESS COALITION (APPOINTED POSITION)
VICE CHAIRMAN
CHAIRMAN ENHANCEMENT COMMITTEE**

CENTRAL FLORIDA DEVELOPMENT COUNCIL BOARD

COMMITTEE OF 100 BOARD OF DIRECTORS

WORKFORCE EDUCATION COUNCIL (WEC) FOR POLK COMMUNITY COLLEGE

DAVENPORT CHAMBER MEMBER

DUNDEE CHAMBER MEMBER

EAGLE LAKE CHAMBER MEMBER

HAINES CITY CHAMBER MEMBER

LAKELAND CHAMBER MEMBER

LAKE ALFRED CHAMBER MEMBER

**OCOEE CHRISTIAN CHURCH
TREASURER
DEACON**

CABLE TELEVISION PUBLIC AFFAIRS ASSOCIATION

LAKELAND VISION PARTNER

EXPLORATION V PROJECT

UNITED WAY DAY OF CARING 9 YEARS

TOYS FOR TOTS

**RAY L. GRABER
COMMUNITY INVOLVEMENT**

PREVIOUS:

MARCH OF DIMES WALK AMERICA TEAM WALK CHAIRMAN (1995-2001)

**FLORIDA CABLE TELECOMMUNICATIONS ASSOCIATION'S BOARD 20 YEARS
CHAIRMAN 86 TO 87**

STATE ADVISORY COUNCIL ON ADULT & COMMUNITY EDUCATION 4 YEARS

NATIONAL GED ADVISORY BOARD 2 YEARS

LAKELAND ECONOMIC DEVELOPMENT COUNCIL 8 YEARS

UNITED WAY BOARD OF DIRECTORS 5 YEARS

GENERAL CAMPAIGN CHAIRMAN FOR THE TRI-COUNTY UNITED WAY CAMPAIGN

PLANNING COMMITTEE FOR GED GRADUATION

JAYCEES

CAPTAIN - FLORIDA SOUTHERN COLLEGE COMMUNITY CAMPAIGN

**PHASE 1 -SUPERINTENDENT'S CAREER/TECHNICAL TASK FORCE
SECONDARY SCHOOL WORK GROUP**

**PHASE II - CAREER/TECHNICAL TASK FORCE DISTRICT WIDE PLANNING TEAM
TASK FORCE BUSINESS LEADER FOR GOAL # 7**

**POLK COMMUNITY COLLEGE TASK FORCE FOR PLANNING THE FUTURE OF THE
COLLEGE**

SUCCESS BY 8 CORPORATE CHAMPION AWARD FOR 2003

**CHAIRMAN WHEN THE FLORIDA CABLE TELECOMMUNICATIONS ASSOCIATION -
RECEIVED**

THE NATIONAL CABLE TELEVISION ASSOCIATION VANGUARD AWARD 1987

RECEIVED THE PRESTIGIOUS DON REED AWARD IN 1998

**THE COMMISSIONER OF EDUCATION'S BUSINESS RECOGNITION AWARD
(1996, 1998, 2003)**

THE SCHOOL-TO-WORK SILVER ZONE AWARD (1998, 1999, 2001, 2002, & 2003)

**THE SCHOOL-TO-WORK GOLD ZONE AWARD (1999) FIRST CO. IN POLK TO WIN
THIS AWARD OUT OF 2600 SCHOOL-TO-WORK COMPANIES**

DIVISION PRESIDENT'S AWARD FOR OUTSTANDING PERFORMANCE (1992)

TOTAL QUALITY SERVICE AWARD WINNER 1993 - TRIP TO ST. THOMAS

**Ernest E. Helms
Biography Brief**

Education:

Graduate Studies:

MBA and Economics; Duquesne University
B.S. Secondary Education; Clarion University

Employment History:

U.S. Agri-Chemicals Corporation (joined in February, 1989)

- Vice President & Secretary; manages Human Resources, Community Affairs, and Public Relations
- Corporate Director

USX Corporation (U.S. Steel) – June 1965 – February, 1989

- Director Human Resources and Industrial Relations; Steel, Coal & Subsidiaries

Educator:

- Michigan Public School Systems
- Secondary Education in Pennsylvania and Coached High School Athletics

Professional and Civic Associations:

Director – Florida Phosphate Council
Citizens Advisory Committee – Charlotte Harbor National Estuary Program
School-to-Work Executive Council
Superintendent's Task Force on Secondary Education
Mentor, Take Stock in Children
America's Promise, Fort Meade
United Way Central Florida
Polk Education Foundation
Work Force Development Board
- Committee Chair First Job/First Wage
Greater China Foundation Board

Stephanie L. Campbell
P. O. Box 3772
Winter Haven, Florida 33885

OBJECTIVE

Seeking a challenging position which will allow me to utilize acquired skills in public administration, with excellent oral and written communication skills.

EDUCATION

Florida Southern College Currently Attending	Lakeland, Florida
National Association of Job Training Assistance	San Francisco, California 32 credit hours
Polk Community College Public Administration English Literature	Winter Haven, Florida 54 Semester hours
CareerTrack Seminars Business Writing for Professionals, various others	Lakeland, Florida 30 credit hours
NAJA Institute Tools & Techniques of Monitoring	Atlanta, Georgia 16 credit hours
MacAcademy Executive Training for the Successful Macintosh User	Orlando, Florida 14 credit hours

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of auditing and office management techniques
- Organizational programs guidelines required by the State of Florida
- Interviewing skills
- Ability to acquire necessary information by verbal communication
- Computer literate, ability to use various computer programs, such as Word Perfect DOS, Microsoft Word, Outlook, State MIS Caldwell Data System.
- Ability to use general office equipment including copier, fax machine, adding machine, IBM PC, Compaq, Dell UltraScan, Pentium, Digital and McIntosh computers.
- Ability to communicate effectively with fellow employees, the public, and Social Service agencies in which I come in contact with in the course of my job responsibilities.
- Ability to organize and prepare complex reports
- Ability to interpret policies and procedures which apply to assigned duties in a cohesive and professional manner
- Team Player (respects co-workers)

EMPLOYMENT HISTORY

Customer Service Officer

6/96 -Present

Maintain accurate records and monitor quality customer service of local service providers in accordance with agreement. Liaison for all Teen Pregnancy Prevention/Teen Parent Services to sub-contractors in Polk County. Monthly monitoring of agreements to ensure accuracy. Provide written information on all news regarding Teen Pregnancy/Teen Parent Services to service providers such as seminars, workshops, conferences, meetings, etc. Attend monthly TPPA meetings to keep abreast of updated statistics and work with other professional and technical staff throughout the county. Recently acquired Gulf Coast Community Care agreement responsibilities.

Program Compliance Specialist

4/89 - 6/96

Heartland Private Industry Council, Inc., Lakeland, Florida

Duties include - Coordinate on-site monitoring activities for programs which include: interviewing, documenting and noting problems and recommending corrective action. Maintain accurate records of Employment/Training contracts and documentation of internal monitoring and audit activities. Daily cross-training within division for day-to-day operation of the organization.

Previous positions within Heartland Private Industry from which I have been promoted:

* Monitoring Technician

3/88 - 4/89

*Verification Technician

3/86 - 3/88

ADDITIONAL EMPLOYMENT EXPERIENCE:

Sales Associate (Part-time) Dillard's

1996

Eagle Ridge Mall, Lake Wales, Florida

Duties include - Assist customers with selection of merchandise, operate post of sales in accordance with company policy. Accept methods of payment on customer accounts, issue receipts as required. Record accurate monetary balance at end of scheduled work hours.

Claims Interviewer

1983-1985

Department of Labor - Unemployment Compensation Security Division, Winter Haven, Florida

Duties include - Interviewing prospective clients for unemployment compensation benefits.

Generate various computer printouts pertinent to job responsibilities.

Refer clients to business sector and/ or employment agencies for interviews.

Sales Associate (Part-time) Sears & Roebuck

1993-1995

Winter Haven Mall, Winter Haven, Florida

Assist customers with selections of merchandise in store, complete all sales on terminal according to policy and procedures. Accept various forms of payment for purchases selected, and issue receipts. Receive credit card payments for in store purchases.

Memberships - Polk County Schools, Florence Villa Community, United Way, TPPA-Volunteer

African-American Women on Tour

References available upon request.

DEBORAH A. SANCHIOUS

1118 Nutmeg Drive
Lakeland, FL 33801
Home Phone 863-665-8160

PROFESSIONAL STRENGTHS

- * Organizational Skills
- * Accounting Skills
- * Computer Skills
- * Adaptability
- * Management Skills
- * Reliable
- * Resourceful
- * Customer Service
- * Time Management Skills
- * Excellent Problem Solver

WORK HISTORY

- 8/28/2000 to Present **PIP CLAIMS ADJUSTER, GEICO INSURANCE CO.**
My job duties included assisting policyholder's that have been injured in an auto accidents. . Computer data entry. Paying medical bills, lost wages as per policy outlines.
- 09/2000 to 10/2000 **CASHIER, TARGET**
My job duties included pulling stocking, fronting, filling shelves, running a register and helping assist customer .
- 5/2000 to 7/2000 **ADMINISTRATIVE CLERK, UNITED STATES CENSUS 2000**
My job duties includes computer data entry, shipping, quality control, inspecting, proofreading and filing.
- 4/1992-9/1999 **ASSISTANT OFFICE MANAGER, PETRONE CHIROPRACTIC**
My job duties included supervising a staff of 3 workers, insurance billing, payroll, accounts receivable and accounts payable, maintained and ordered supplies, solved patient problems, responsible for coordination of subpoenas and depositions between the physicians and lawyers, maintain files (both patient and practice) coordinated patient test scheduling.
- 8/1990-3/1992 **COOK, POLK GENERAL HOSPITAL**
My job duties included cooking, serving, prepping & preparing meals for patients and employees.
- 10/1986-8/1990 **COOK, LAKE WALES HOSPITAL**
My job duties included cooking, serving, prepping & preparing meals for patients and employees.

EDUCATION

- 1978 High School Diploma, Lake Wales High School
1992 Word Processing Certificate, Traviss Technical Center
2003 Presently studying for CPCU Designation

COMMUNITY SERVICE

- Past Girl Scout Troop Assistant Leader
- Past Brownie Troop Leader
- Past Rochelle School of the Arts SAC Secretary
- Current GEICO Diversity Committee Co-Chair
- Current GEICO Fun Committee Member

ATTACHMENT

B

Thomas W. Moore, Jr.
Post Office Box 1722
Lakeland, FL 33802
Updated: July 2003

Personal Background

Birth Date: November 10, 1931

Educational Activities

High School: Graduated Hillsborough High School, Class of 1949

College: Graduated University of Florida, Class of 1953
B.I.E. – Bachelor of Industrial Engineering

Extracurricular: Delta Tau Delta Fraternity Member
Florida Blue Key Member
Business Manager, Campus Magazine (Orange Peel)
Business Manager, Year Book (Seminole)
President, Benton Engineering Council

Business Activities

1956 – 1968 President, Prestressed Concrete, Inc.
1960 President, Florida Prestressed Concrete Association
1964 – 1967 Board of Directors, Prestressed Concrete Institute
1959 – Present Owner, Universal Building Specialties, Inc.
1965 – 2002 Board of Directors, Anchor Investment Corporation
1983 – 1986 Board of Directors, 1st National Bank of Lakeland
1986 – 1995 Advisory Board, First Florida Bank
1999 – Present Platinum Bank, Board of Directors

Polk County Civic Activities

1961 President, Children's Rehabilitation Ranch (Speech and Hearing Center)
1963 Co-Founder and First President, Junior Achievement
1966 "Young Man of the Year," Lakeland Jaycees
1966 – 1968 Board of Directors, United Way of Greater Lakeland
1965 – 1967 Board of Directors, Lakeland Chamber of Commerce
1979 – 1984 Board of Directors, Lakeland Chamber of Commerce
1979 – 1980 Commodore, Lakeland Yacht and Country Club
1983 President, Lakeland Chamber of Commerce
1984 Chairman, Lakeland Chamber of Commerce
1984 – 1985 Chairman, Lakeland Second Century Campaign
1985 – Present Member, Polk Economic Education Council Foundation
1990 Chairman, Lakeland Advertising and Publicity Board

Polk County Civic Activities (continued)

1993 – 1999	Member, Lakeland Chamber of Commerce Foundation
1993 – 1994	Chairman, Lakeland Economic Development Council
1997	George Jenkins Award, Lakeland Chamber of Commerce
1997 – 1998	Member, Workforce Development Board
1998 – 1999	Member, Polk Community College Foundation
1998 – Present	Board of Trustees, Polk Community College
1999 – 2000	Chairman, Board of Trustees, Polk Community College
1999 – 2001	President, Community Foundation of Greater Lakeland
2000 – Present	Board of Directors, Lakeland Volunteers in Medicine (LVIM)

Twyla G. Ely
6334 Cedar Court
Lakeland, Florida 33813

Twyla G. Ely, the owner of a political consulting firm, also works with Crown Printing of Lakeland, as their media consultant and Todd Josko & Associates of Tampa, consulting on governmental affairs. Twyla has consulted on numerous political campaigns including the state house races of Rep. JD Alexander, Rep. Marty Elowen and Rep. Paula Dockery. She also has served as consultant for a local School Superintendent, school board member's and county commissioner's election campaigns. As a staff assistant for Congressman Andy Ireland, Twyla was in charge of special projects such as Congressional Classroom, a Washington, D.C. based educational program for high school students and Congressional Appointments to the United States Service Academies.

Ms. Ely currently serves on the Leadership Council for *myregion.org*, the Government Affairs Committee of the Lakeland Chamber of Commerce and is also co-treasurer of the PTSA at Lawton Chiles Middle Academy. She is past president of the Republican Women's Club of Lakeland, Federated, past member of the American Business Women's Association - Hollingsworth Branch, past member - Republican Executive Committee of Polk County and is currently a member of the Winter Haven Republican Women's Club.

Twyla was appointed to the District Board of Trustees by Governor Jeb Bush in 1999 and was reappointed in 2001. She was appointed by the chair of the District Board of Trustees to the Polk Community College Foundation Board of Directors, 1999 - present, is on the Legislative Committee for the Florida Association of Community Colleges Trustees Commission and represented the Board on a fact finding trip with the local workforce development council to study charter schools in community colleges.

Ms. Ely has been in the surrogate parent program for the Polk County School System since 1996. As a public school volunteer since 1990, Twyla has been a chaperone on various field trips, a room mom, coordinator of the Visiting Readers Program, QIC Council, tutor and all

Twyla G. Ely

around helper on numerous school projects. She was also a substitute teacher, K-12 in a countywide pilot program with Exceptional Student Education in Polk Schools.

A native of Bartow, Twyla grew up in several different states before returning to Florida. She met her husband, Ken Ely, while attending PCC. Ken is a graduate of PCC and is president of Platinum Bank/Polk County. They have two sons, Dustin, 17, a junior at George Jenkins High School and Joshua, 13, a seventh grader at Lawton Chiles Middle Academy. Twyla and her family are members of Trinity Presbyterian and reside in Lakeland, Florida.

PERSONAL DATA SHEET
E. S. "ERDIE" PINNER

FULL NAME: Ernest S. Pinner

MAILING ADDRESS: 1101 First Street South, Winter Haven, FL 33883

HOMETOWN: Haines City, Florida

DATE OF BIRTH: 9/24/47

HOME: 54 Pine Forest Dr., Haines City, FL 33844

EDUCATIONAL INSTITUTIONS AND DEGREES:

Haines City High School - graduated 1965

Polk Community College - graduated 1969, A.A. Degree

University of Florida - graduated 1971, B.S. Degree in Banking & Finance

School of Banking, LSU - graduated 1979, Banking Certificate

EMPLOYMENT HISTORY:

1999 - Present - President and CEO CenterState Bank of Florida

1990 - 1999 - Area President First Union, South Central Region

1986 - 1990 - President First Union - Polk County

1984 - 1986 - President First Bankers

1974 - 1984 - President and/or Chairman Flagship Bank of Haines City, Davenport, Lake Alfred and Polk County

1971 - 1974 - Flagship Bank of Haines City - Management positions

1965 - 1971 - Co-op work scholarship program - State Bank of Haines City

PRESENT CIVIC INVOLVEMENT

Winter Haven Chamber of Commerce and Past Member Board of Directors

Polk Community College Board of Trustees and Past Chairman of Board of Trustees

United Way of Central Florida Board of Directors

Polk Museum of Art Board of Governors and Past Member Board of Directors

Imperial Symphony Board of Directors

Heart of Florida Regional Hospital Board

Heart of Florida Education Foundation Board

Polk Education Foundation Board

Polk County Industrial Revenue Authority

Winter Haven Hospital Foundation Board - Past Board Member

CHURCH AFFILIATION

Active member - Landmark Baptist Church

PERSONAL INFORMATION:

Married - wife, Barbara; six children, one son-in-law

Hobbies - hunting, fishing, golf, kids

PROFESSIONAL AWARDS/HONORS

Rotary District Governors Distinguished Service Award

Polk Community College Distinguished Alumnus Award

Honorary Ph.D. in Business from Landmark Baptist College

Carol K. Platt
Resume Overview
4/15/2002

Carol Kitsinger Platt is currently Chairwoman of the District Board of Trustees for Polk Community College for the year 2001-2002. Carol recently joined with Lockhart & Associates in Winter Haven after serving as President of CKS Properties, Inc. since 1984. She received her Florida licensure in 1979, was awarded the coveted CRB (Certified Real Estate Brokerage Manager) designation in 1986 from Realtors National Marketing Institute, and diversified her company with the buying and selling of retail stores, in both West Melbourne and Kissimmee, Florida.

Carol was born in North Carolina and attended the University of North Carolina in Chapel Hill as a Turrentine Scholar. She has often engaged in continuing education through Florida's Community Colleges and at Rollins College in Winter Park. Her myriad of community involvement across Florida has included The Economic Development Council of South Brevard, Leadership of South Brevard, Marine Resources Council, Melbourne Harbor Festival of the Arts, Brevard Symphony Design Showcase, Junior League, Silver Spurs Rodeo, Polk County Schools Mentoring Program and Florida Cattlewomen.

Mrs. Platt's previous public service includes the Osceola County Board of Adjustments and ACCT Public Policy and Federal Relations Committee. She currently serves as a member of the ACCT National Membership Committee, as Treasurer of the Florida Association of Community Colleges Trustee Commission, and as a member of the FACC Trustees Commission's Legislative Affairs Committee. She lives in southeast Winter Haven with her husband, Shane, an agricultural banker and cattle/citrus rancher, and their two children, Joshua and Jenna.

Cindy Hartley Ross

607 Lake Miriam Drive, Lakeland, Florida 33813
Telephone (863) 644-6883, Fax (863) 644-6778

December 2002

PERSONAL: Born June 24, 1959; Lakeland, Florida
Married to Dennis A. Ross; Attorney, State Representative
Children: Shane (11) and Travis (10), Students, Rochelle School of the Arts, Public Magnet School
Member: First Presbyterian Church

OCCUPATION: Homemaker, Community Volunteer, Substitute School Teacher, Polk County School Board

ASSOCIATIONS: Board of Trustees – Polk Community College, 1995 –
Polk Community College Foundation Board Member, 2002-
Florida Assoc. of Community Colleges; Legislative Committee
Lakeland Council – Florida House, Washington, DC, 1995 –
PTSA; Membership Chairperson, Tutor, Volunteer, Class Mom,
Rochelle School of the Arts, public magnet school
Republican Woman's Club, Lakeland; Scholarship Chairperson

PAST ASSOCIATIONS:

Nominee: 2001 City of Lakeland Woman of the Year,
Coordinating Council of Woman's Organizations
Board of Directors – Girls Inc., Lakeland, 1996-2002
PTSA, Director of Programs, Fundraising CO-chair,
KIDS Count Award – 1997/1998
Rochelle School of the Arts
Tiger Scout Leader – Boy Scouts of America
Campaign CO-chair – Jeb Bush for Governor, 1994, 1998, 2002
Campaign CO-chair – George W. Bush for President, 2000
Campaign Coordinator – Bob Dole for President, 1996
Campaign fund-raiser for numerous campaigns
American Cancer Society – Celebrity Chef, CO-chair of Jail n' Bail
Chapter Advisor – Alpha Delta Pi Sorority Florida Southern College
Lakeland Panhellenic
Food Booth Coordinator- Sun n' Fun, Boys Club and Girls Inc.
Member Junior Woman's Club

EDUCATION: Southern Institute, Birmingham, AL., and (1985-1986)
Architectural Drafting and Interior Design
Troy State University, Alabama, (1979-1981)
Studied Special Education
Polk Community College, (1977-1979) AA Degree

Personal Information

Martha Santiago - 45
Husband 25 Years - Alex Santiago
Children - Jaonne M. Scharff - Business Major
Alexander Santiago III - IIS Senior

Education:

BA - University Central de Bayamon - Puerto Rico
MA - International University of Miami - in Elementary Ed; Specialization in
Bilingualism
University of South Florida (USF) - Currently enrolled in a Doctoral Program in
Educational Leadership

Certifications:

University of South Florida - ESOL State Trainer.
Florida Southern College - Spanish
University of South Florida - Administration and Supervision
(District related certifications to enhance job performance)

Work Experience:

1978 - 1988 - Classroom teacher in grades K-12
1988- 1992 - Assistant Principal Elementary School
1992- Present - Principal Elementary School
1994 -1995 Adjunct Professor at Florida Southern College

Leadership Positions:

1992 - 1994 - District VII National Association Elementary School Principal (NAESP)
Regional Representative
1994 - 1995 - School District Elementary Representative
1996 -1997 - Served on the local Principals' Professional Organization (ASDA) Board

1998 – Present – Appointed by the Governor to serve as a Trustee for the Polk
Community College Board of Trustees

Community Activities:

Member of New Hope Church

Member of Winter Haven's Visioning Committee

Member of Winter Haven and Haines City Chambers

Member of Haines City Chamber's Educational Committee

Member of Tri-County Committee – On "Hate Crimes"

Member of Woman Republican Party

Member of local Junior League Organization

Member of International Toast Master

Additional Information:

Fluent in the Spanish Language

Active in politics

Selected by the Superintendent to open a new school this school year. Current enrollment
650 students

Presently working with Carolyn in creating and maintain learning communities through
dialogue.

RESUME
Neriah E. Roberts

P. O. Box 1411 Lakeland FL 33801 Home Phone: (863) 686-7454

EDUCATION

1980 – Nova University, Ft. Lauderdale, FL. – Ed.D.Degree
1974 – Rollins College, Winter Park , FL. – Ed.S. Degree
1964 – Florida A&M University, Tallahassee, FL – Masters Degree
1954 – South Carolina State College, Orangeburg, S.C.

HONORS (undergraduate)

Dean's List – four years

HONORS (graduate)

Phi Delta Kappa National Honorary Society in Education
Kappa Delta Pi National Honorary Society in Education

MILITARY SERVICE

1955-58 – U. S. Army signal Corp – Rank: 1st Lieutenant

ORGANIZATIONAL AFFILIATIONS

Director, Association of School Based Administrators – 1996 – Present
Polk Community College Board of Trustees – 1999 - Present
Lakeland Regional Medical Center Board of Directors – 1986-92
Salvation Army Board of Directors – 1990-92
Lakeland Volunteers in Medicine Advisory Board – 2000-2001
Youth for Christ Advisor – 1994-2001
Polk Museum of Art Board of Directors – 1984-85
United Way Board of Directors – 1984-87
Lakeland Housing Authority – Educational Advisor – 2000-Present
National Association of Secondary School Principals
Florida Association of School Administrators
NAACP

PAST ORGANIZATIONAL AFFILIATIONS

YMCA Board of Directors
Mayor's Advisory Committee on Employment
R.P.Tew Memorial Blood Center
Lakeland Mini PERC
Association of Polk Educational Administrators and Supervisors
Free and Accepted Mason

United Negro College Fund Coordinator for Polk County – 1983-1992

RELIGIOUS AFFILIATIONS

Harmony Missionary Baptist Church

- Trustee
- Administrator
- Superintendent of Church School
- Deacon

EMPLOYMENT

Deputy Superintendent, Polk County Public Schools – 1995-96
Northwest Area Assistant Superintendent – 1984-95
Assistant Superintendent for Administrative Services – 1983-84
Principal, Lakeland Highland Junior High School – 1977-1981
Principal, Lakeland Junior High School – 1971-1977
Assistant Principal, Lakeland Junior High – 1969-71
Assistant Principal – Auburndale High School – 1969
Assistant Principal, Rochelle Junior-Senior – 1968-69
Teacher, Rochelle High School – 1958-67

Please contact me for additional information

ATTACHMENT

C

STEDEM



3200 HIGHWAY 17 NORTH, P.O. BOX 976, FORT MEADE, FLORIDA 33841

FAX (863) 285-7581 / 375-2606 / 1-800-CAN DEAL

www.stedemford.com

(863) 285-8187

June 9, 2003

School Board

Frank O'Reilly, Jack English, Hazel Sellers, Brenda Reddout,
Jim Nelson, Margaret Lofton, Kay Harris Fields

Dear

Kay

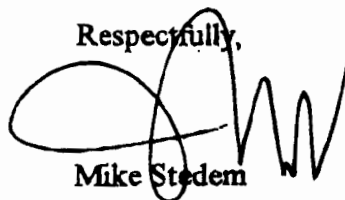
It was after a Road Trip to the Panhandle Campus of Okaloosa/Walton Community College that I became energized about the possibility of a Charter High School that would first compliment Polk Schools and at the same time allow students to earn either an AA or AS Degree while earning a High School Diploma! Okaloosa/Walton is doing it and it works!

Upon my return and after numerous meetings, the P.C.C. Collegiate High School became a reality. Concentration was placed on the following identified needs in the community, of Information Technology & Allied Health. Like the current I.B. Program in Bartow, the P.C.C. Collegiate High School is an enhancement to Polk County Schools not a competitor.

Now I must confess that I am not a Champion of Charter Schools normally. The problem is with ownership, and who will sustain it along with Leadership. None of these are a concern for the P.C.C. Collegiate High School. The integrity of Dr. Durrance & his staff along with P.C.C.'s reputation guarantee that this endeavor will not only succeed and prosper but will be a model for other school systems nationwide.

I urge you to support the P.C.C. Collegiate High Schools Charter request.

Respectfully,



Mike Stedem





P.O. BOX 3607
LAKELAND, FLORIDA 33802-3607
(863) 687-3788
FAX 688-2941
e-mail: sscruggs@lakelandchamber.com

David L. Curry
CHAIRMAN

Steven J. Scruggs
EXECUTIVE DIRECTOR

July 7, 2003

Polk County School Board
1915 South Floral Avenue
Bartow, FL 33831

Dear School Board Members,

The Lakeland Economic Development Council (LEDC) is pleased to write this letter of support for the charter application of Polk Community College's High School. The county has been afforded the opportunity to do something that will have a positive impact on every student who enters the program.

The more than 170 members of the LEDC represent various industries, all of which have a need for skilled workers. Two of the growth sectors for Lakeland, as well as the state of Florida are in Technology and the Allied Health Services, both of which have a high demand for workers. The Collegiate High School has the ability to individualize the student's curriculum beyond graduation requirements, to include Information Technology, Allied Health and Associate Degree related college programs as well.

I have had the pleasure of observing and meeting with some of the Collegiate High School students and have been impressed by their level of motivation. Each time I visit a local high school to talk to the students about economic development, I conclude the visit with an informal interview of the students. Typically most students acknowledge their intent to attend college, but very few say their plans are to attend colleges or universities in the area. In this same type of interview with the students at PCC's Collegiate High School, not only did every student want to attend college after graduation, there were only 2 students whose college plans would take them out of the Central Florida area. Furthermore, most students viewed employment in Polk County as both feasible and desirable, if there were jobs here for them.

As an economic development leader and longtime resident of the community, I can truthfully say that the Collegiate High School would make a positive impact on Polk County as a charter school. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven J. Scruggs", is written over a horizontal line.

Steven J. Scruggs
Executive Director

spherion®

Staffing

2000 East Edgewood Drive
Lakeland, Florida 33803
(863)324-3022
(863)324-7703(fax)
larrymiller@spherion.com

August 4, 2003

Dear School Board Members:

It gives me great pleasure to write this letter of support for the Polk Community College Collegiate High School's charter proposal. I have been a member of the business community in Polk County for many years and understand the need for a good foundation and experienced/qualified staff in the running of a successful school.

The Collegiate High School's affiliation with Polk Community College is not only good for the school but good for the students as well. The high school will be able to make use of business and accounting principles already in practice at PCC as well as use of actual classroom, lab and office space. PCC has hired qualified/experienced administrative staff for the high school program and will continue to expect the same level of personnel upon becoming a charter school.

The students are already experiencing the seamless transition from high school to college. Completing courses toward their high school diploma while also taking college courses on the same campus, gives them a high degree of motivation making it more conducive for them to define their goals. The Collegiate High School is also able to individualize the curriculum so that each student's experience is unique to their abilities and future plans.

As an experienced, concerned business person, I see the Collegiate High School as filling a need in this county and strongly support their charter proposal. I hope you will give it your utmost consideration.

Sincerely,

Larry L. Miller
License Owner



STEVE GITHENS, TRANSIT DIRECTOR

July 24, 2003

Mr. John Small
Polk Community College
999 Avenue H, N.E.
Winter Haven, Florida 33881

Re: Student Transportation for Proposed Charter School-Collegiate High School

Dear Mr. Small:

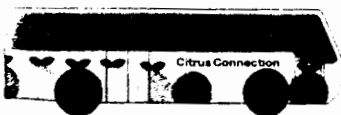
Recently you asked that we write a letter of support for the proposed Collegiate High Charter School. This letter is being written in order to express our support for the school.

We understand that the school is currently proposed to be located at the Polk Community College campus on Winterlake Road. Our bus service would provide transportation to the school from the bus stop that is located directly in front of the facility. Any student who wishes to attend the school could use our bus service from any of the bus stops along our established route system. As our route system extends throughout the Lakeland area and from Bartow and Bradley to Auburndale and Winter Haven, students can access our service from a number of locations in the County. We would be willing to work out arrangements for transportation for students traveling to and from the school.

Thank you for allowing us the opportunity to express our support. Please feel free to call me at 688-7433 (ext. 121) if you should have any questions or need for additional information.

Sincerely,

Steve Githens
Transit Director



Florida's Natural

17-Jul-03

Dear School Board Members:

It gives me great pleasure to write this letter of support for the Polk Community College Collegiate High School's charter proposal. I have been a member of the business community in Polk County and currently serve on the Ridge School Advisory Council, the Lake Wales Chamber Education Committee, and the School-to-work Executive Council. I understand the need for a good foundation and experienced/qualified staff in the running of a successful school.

The Collegiate High School's affiliation with Polk Community College is not only good for the school but good for the students as well. The high school will be able to make use of business and accounting principles already in practice at PCC as well as use of actual classroom, lab and office space. PCC has hired qualified/experienced administrative staff for the high school program and will continue to expect the same level of personnel upon becoming a charter school.

As a Winter Haven High School graduate and participant in the full-time early admissions program at PCC, I have a clear understanding of the benefits of having a Collegiate High School. The students are completing courses toward their high school diploma while receiving college credit. The Collegiate High School is also able to individualize the curriculum so that each student's experience is unique to their abilities and future plans.

As an experienced, concerned business person, I see the Collegiate High School as filling a need in this county and strongly support their charter proposal. I hope you will give it your utmost consideration.

Sincerely,


Tina M. Seymour

Florida's Natural Growers

A division of Citrus World, Inc.

P.O. Box 1111 • Lake Wales, FL 33859-1111 • Phone (863) 676-1111



1324 Lakeland Hills Boulevard • P.O. Box 95448 • Lakeland, Florida 33804 • (863) 687-1100

July 9, 2003

Dear School Board Members,

I am pleased to write this letter of support for the charter school application of Polk Community College's Collegiate High School. The Collegiate High School is addressing the needs of the community by offering programs in the Allied Health and Information Technology areas. These job areas have already been identified as high demand career tracks especially in the Polk County Area.

Lakeland Regional Medical Center, Inc. is an 851-bed hospital located in Central Florida. In addition to being the fifth largest hospital in the State of Florida, we employ more than 3,300 staff members. We offer the only open heart surgery in Polk County, and have been named a "100 Top Hospital" by HCIA for cardiac bypass surgery and interventional cardiology. Most recently, we were named as a "100 Top Hospital" for our orthopedic service. Our Emergency Department, the second largest in the State, holds more beds than some hospitals have in their entire facility. We are a Level II Trauma Center, have Level II NICU and PICU's, and have been designated a Community Hospital Cancer Center by the American College of Surgeons. LRMC offers some of the most comprehensive and sophisticated care available from early detection and education programs, to primary and specialized care. We are a not-for-profit facility and have served the surrounding communities for over 80 years.

As a hospital executive and resident of Polk County, I can see that the Collegiate High School is preparing students not only academically, but also realistically for the world beyond high school. I fully endorse their application for charter status and thank you in advance for your consideration of their proposal.

Sincerely,

A handwritten signature in black ink that reads "Phyllis M. Watson".

Phyllis M. Watson, PhD, RN
Vice President/Chief Nurse Executive

PMW/lmp



July 3, 2003

Dear School Board Members,

This letter is in support of the PCC Collegiate High School's pursuit to become a charter school. As a member of the PCC Workforce Education Council I have witnessed the formation of this school and its curriculum as a model to fellow educators, businesses and parents of students who desire opportunities in advanced studies in a unique setting.

The Collegiate High School is a prime candidate to become a Charter School with its excellent staff and modern facility. This school has numerous endorsements to provide our students with a level of quality education that will rival any in the nation.

The Collegiate High School has my support primarily because of the quality of education and versatility it allows for educators to have in administering the educational process. As a business person, I feel it prepares students to become more productive members of society and arms them with the tools necessary to become higher quality, productive, reasoning citizens in the workplace. Students will be equipped with skill sets that will establish them in a professional career track that is both needed in our region, and rewarding to the student.

I conclude by requesting the School District allow the vision of staff and parents in implementing this charter for the benefit of students, parents and businesses of Polk County.

If you have any questions or if I may be of service in this action please do not hesitate to call.

Respectfully,

Jane A. Gschwender
Supervisor of Technical Training
Lakeland Electric
863-834-6679



Universal Building Specialties, Inc.

Post Office Box 1722, Lakeland, Florida 33802-1722
863.967.1131 • 800.282.9583 • Fax 863.967.8166
www.ubslumber.com

Specialty Wood Products

July 28, 2003

Dear School Board Members:

I am pleased to write this letter of support for the charter application of Polk Community College's Collegiate High School. As a District Board of Trustees member of Polk Community College, I can see many benefits for the students and our community. Also, I am sure that a school of this type would be looked upon favorably by professionals who are considering the possibility of relocating their families to our area.

The County has been afforded the opportunity to do something that will have a positive impact on every child who enters the program, as all Polk County high school students are eligible to apply for admission. The Collegiate High School will be able to compete not only with the private schools, but also with magnate schools that draw some of our finest students. They have the ability to individualize their curriculum to meet each student's needs not only for graduation requirements, but also in Information Technology and Allied Health and Associate Degree related college programs.

I have had the pleasure of meeting with some of the Collegiate High School students and have been impressed with their high level of motivation. They have an appreciation for a program that is allowing them to make a seamless transition into college and career fields.

As a businessman and longtime resident of this community, I can truthfully say that the Collegiate High School would make a positive impact on Polk County as a charter school. Thank you in advance for your consideration of their proposal.

Sincerely,

A handwritten signature in cursive script that reads 'Tom. Moore, Jr.'.

Thomas W. Moore, Jr.

TWM/pb
Attachment

Winter Haven Hospital

Caring for our Community

June 4, 2003

Mr. John Small
Collegiate High School
999 Avenue H., N.E.
Winter Haven, Florida 33881-4299

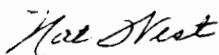
Dear Mr. Small,

I am pleased to write this letter of support for the charter school application of Polk Community College's Collegiate High School. The Collegiate High School is addressing the needs of the community by offering programs in the Allied Health and Information Technology areas. Both of these areas have very positive implications for the healthcare business.

I have had an opportunity to meet several current students and appreciate their enthusiasm and eagerness to pursue a career in healthcare.

As a business person and resident of Polk County, I can see that the Collegiate High School is preparing students not only academically, but realistically for the world beyond high school. I fully endorse your application for charter status and look forward to being helpful in any way that I can.

Sincerely,



Nat West
Vice President

NW/la



June 4, 2003

Dear School Board Members:

I am pleased to write this letter in support of the charter application for Polk Community College's Collegiate High School. As a business person, I can see many benefits for the students and our community. A school of this type would be looked upon favorably by professionals considering relocating their families to our area.

The County has been afforded the opportunity to do something that will have a positive impact on each and every child who enters the program, as all Polk County high school students are eligible to apply for admission. The Collegiate High School will be able to compete not only with the private schools, but also magnet schools that draw some of our finest students. They have the ability to individualize their curriculum to meet each student's needs, not only for graduation requirements, but in Information Technology and Allied Health along with Associate Degree related college programs as well.

I have been impressed with the Collegiate High School students and their high level of motivation. They have an appreciation for a program that is allowing them to make a seamless transition into college and career fields. Over the next few decades of gradually decreasing labor pools, this is and will continue to be a major benefit for employers.

As both a business person and longtime resident of this community, I can truthfully say that the Collegiate High School will make a positive impact on Polk County as a charter school. Thank you in advance for your consideration of their proposal.

Sincerely,

A handwritten signature in cursive script that reads "Susan K. Langley".

Susan K. Langley
Director of Human Resources

SKL:kf

1004 U.S. Highway 92 West
Auburndale, FL 33823

tel 863.965.7733

fax 863.965.0542



June 9, 2003

School Board Members
Polk County School Board
PO Box 391
Bartow, FL 33831

Dear School Board Members:

It gives me great pleasure to write this letter of support for the Polk Community College Collegiate High School's charter proposal. I have been a member of the business community in Polk County for many years and understand the need for a good foundation and experienced/qualified staff in the running of a successful school.

The Collegiate High School's affiliation with Polk Community College is not only good for the school, but good for the students as well. The high school will be able to make use of business and accounting principles already in practice at PCC, as well as use the actual classroom, lab and office space. PCC has hired qualified/experienced administrative staff for the high school program and will continue to expect the same level of personnel upon becoming a charter school.

The Polk Community College Collegiate High School's charter application that will follow conforms to the new amendment to S.1002.33, F.S., which takes effect July 1, 2003.

The students are already experiencing the seamless transition from high school to college. Completing courses toward their high school diploma while also taking college courses on the same campus gives them a high degree of motivation making it more conducive for them to define their goals. The Polk Community College Collegiate High School is also able to individualize the curriculum so that each student's experience is unique to their abilities and future plans.

As an experienced, concerned businessman, I see the Collegiate High School as filling a need in this county and strongly support their charter proposal. I hope you will give it your utmost consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ray Graber", written over a white background.

Ray Graber
Director of Government & Public Affairs



PLANNING and DEVELOPMENT COMPANY

June 9, 2003

School Board of Polk County
PO Box 391
Bartow, Florida 33831

Dear School Board Members:

I am pleased to write this letter of support for the charter application of Polk Community College's Collegiate High School. As a businesswoman, I know there are many benefits for the students and our community. Having attended numerous economic development presentations in Lakeland, a primary concern is the need for a skilled labor force, but not just any type of skill. It is imperative to have a labor force with marketable high-level skills that attract companies considering physical relocations of their operations. Additionally, it would demonstrate a key quality of life indicator for professionals considering relocating their families to our area.

The County has been afforded the opportunity to do something that will have a positive impact on every child who enters the program, as all Polk County high school students are eligible to apply for admission. The Collegiate High School will be able to compete not only with the private schools, but also magnet schools that draw some of our finest students. Charter schools have the ability to individualize their curriculum to meet each student's needs, not only for graduation requirements but in Information Technology and Allied Health and Associate Degree-related college programs as well.

I have also had the opportunity to discuss this type of educational alternative to prospective real estate clients with school age children. It is one of the highlights for discussion during my meetings.

As a businesswoman, mother and resident of this community, I am a stakeholder for supporting an application of this type. I can truthfully say that the Collegiate High School would make a positive impact on Polk County as a charter school. Thank you in advance for your consideration of their proposal.

Sincerely

Mischelle Anderson
President

Cc: WEC
File

U.S. Agri-Chemicals Corporation
3225 State Road 630 West
Fort Meade, FL 33841-9778
863 285 8121

US

Agri-Chemicals

A Sinochem Company

June 23, 2003

Polk County School Board
P.O. 391
Bartow, Fl. 33831

Dear School Board Members:

I am pleased to write this letter of support for the charter application of Polk Community College's Collegiate High School. As a business person I can see many benefits for the students and our community. Also, I am sure that a school of this type would be looked upon favorably by professionals considering relocating their families to our area.

The County has been afforded the opportunity to do something that will have a positive impact on every child who enters the program as all Polk County high school students are eligible to apply for admission. The Collegiate High School will be able to compete not only with the private schools, but also magnet schools that draw some of our finest students. They have the ability to individualize their curriculum to meet each student's needs not only for graduation requirements but in Information Technology and Allied Health and Associate Degree related college programs as well.

I have had the pleasure of meeting with some of the Collegiate High School students and have been impressed with their high level of motivation. They have an appreciation for a program that is allowing them to make a seamless transition into college and career fields.

As both a business person and longtime employer in this community, I can truthfully say that the Collegiate High School would make a positive impact

on Polk County as a charter school. Thank you in advance for your consideration of their proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ernest E. Helms".

Ernest E. Helms
Vice President & Secretary
U.S. Agri-Chemicals Corporation

1004 U.S. Highway 92 West
Auburndale, FL 33823

tel 863.965.7733
fax 863.965.0542



June 9, 2003

Frank O'Reilly, Chairman
Polk County School Board
PO Box 391
Bartow, FL 33831

Dear Mr. O'Reilly:

It gives me great pleasure to write this letter of support for the Polk Community College Collegiate High School's charter proposal. I have been a member of the business community in Polk County for many years and understand the need for a good foundation and experienced/qualified staff in the running of a successful school.

The Collegiate High School's affiliation with Polk Community College is not only good for the school, but good for the students as well. The high school will be able to make use of business and accounting principles already in practice at PCC, as well as use the actual classroom, lab and office space. PCC has hired qualified/experienced administrative staff for the high school program and will continue to expect the same level of personnel upon becoming a charter school.

The Polk Community College Collegiate High School's charter application that will follow conforms to the new amendment to S.1002.33, F.S., which takes effect July 1, 2003.

The students are already experiencing the seamless transition from high school to college. Completing courses toward their high school diploma while also taking college courses on the same campus gives them a high degree of motivation making it more conducive for them to define their goals. The Polk Community College Collegiate High School is also able to individualize the curriculum so that each student's experience is unique to their abilities and future plans.

As an experienced, concerned businessman, I see the Collegiate High School as filling a need in this county and strongly support their charter proposal. I hope you will give it your utmost consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ray Graber".

Ray Graber
Director of Government & Public Affairs

ATTACHMENT

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PROJECTED REVENUE – OPERATION YEAR ONE

Basic 11-12	UWFTE 150 students	WFTE 168.3	= \$569,222
SAI (Supplemental Academic Instruction) = 100 x 263			= \$45,150

WFTE = .5427%
UWFTE = .5325%

Other

Other FEFP (WFTE share)	= \$8,590
Discretionary Millage	= \$26,350
Lottery	= \$10,687
Instructional Materials	= \$12,432
Technology	= \$3,707
Teacher Training	= \$2,138

\$678,276
- \$33,913.80 (5% district)

ADJUSTED REVENUE \$644,362.20

Start-Up Grant \$150,000.00

TOTAL REVENUE \$794,362.20

PROJECTED EXPENSES – OPERATION (150 students)

Instructional salaries	\$300,000
Adm. and Program Assistant.	99,000
HS Guidance Counselor	50,000
CHS Coordinator	50,000
Para Professional Staff	40,000
	<hr/>
Total Personnel	\$539,000.00

Operational Budget:

Classroom Supplies	\$ 30,000
Textbooks/Workbooks	45,000
Equipment	40,000
Insurance	6,000
Postage	4,000
Printing	6,000
Office Supplies	16,000
Telephone	2,000
Staff Development	20,000
Plant Supplies	2,000
Security	1,000
Audit	5,000
Contracted Services	20,000
Custodial	10,000
Miscellaneous	20,000
	<hr/>
	\$227,000.00

Total Expenditures \$766,000.00

Total Revenue \$794,362.20
Total Expenditures \$766,000.00

Unencumbered \$28,362.20

PROJECTED REVENUE – OPERATION YEAR TWO

Basic 11-12	UWFTE 185 students	WFTE 112.2	= \$702,040
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SAI (Supplemental Academic Instruction) = 185 x 263 = \$55,685

WFTE = .6693%
UWFTE = .6567%

Other

Other FEFP (WFTE share)	= \$10,594
Discretionary Millage	= \$32,497
Lottery	= \$13,181
Instructional Materials	= \$15,331
Technology	= \$4,572
Teacher Training	= \$2,637

	\$836,537
(5% district)	<u>- \$41,826.85</u>

ADJUSTED REVENUE	\$794,710.15
Start-Up Grant	\$150,000.00
TOTAL REVENUE	\$944,710.15

PROJECTED EXPENSES – OPERATION (185 students)

Instructional Salaries	\$360,500
Adm. and Program Assistant.	\$102,960
HS Guidance Counselor	\$51,500
CHS Coordinator	\$51,500
Para Professional Staff x 2	\$41,200
Business Office Staff Salaries	\$20,600
	<hr/>
Total Personnel	\$628,260

Operational Budget:

Classroom Supplies	\$30,000
Textbooks/Workbooks	45,000
Equipment	45,000
Insurance	6,000
Postage	4,000
Printing	16,000
Office Supplies	15,000
Telephone	2,000
Security	1,000
Staff Development	20,000
Plant Supplies	5,000
Audit	5,000
Contracted Services	30,000
Custodial	10,000
Miscellaneous	30,000
	<hr/>

\$264,000.00

Total Expenditures \$892,260.00

Total Revenue \$944,710.15

Total Expenditures \$892,260.00

Unencumbered \$52,450.15

PROJECTED REVENUE – OPERATION YEAR THREE

Basic 11-12	UWFTE 200 students	WFTE 168.3	= \$758,962.00
SAI (Supplemental Academic Instruction) = 100 x 263			= \$60,200.00

WFTE = .7235%
UWFTE = .7100%

Other

Other FEFP (WFTE share)	= \$11,452.00
Discretionary Millage	= \$35,129.00
Lottery	= \$14,248.00
Instructional Materials	= \$16,575.00
Technology	= \$4,943.00
Teacher Training	= \$2,851.00

\$904,360.00
- \$45,218.00 (5% district)

ADJUSTED TOTAL REVENUE

\$859,142.00

PROJECTED EXPENSES – OPERATION (200 students)

Instructional salaries	\$371,320.00
Adm. and Program Assistant.	\$107,078.00
HS Guidance Counselors (2 full time) x \$49,000	\$53,045.00
CHS Coordinator	\$53,045.00
Para Professional Staff x 3	\$68,140.00
Business Office Salaries	\$21,218.00

Total Personnel	\$673,846.00
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Operational Budget:

Classroom Supplies	\$ 20,000.00
Textbooks/Workbooks	16,000.00
Equipment	10,000.00
Insurance	6,000.00
Postage	4,000.00
Printing	6,000.00
Office Supplies	6,000.00
Telephone	2,000.00
Utilities	20,000.00
Plant Supplies	2,000.00
Security	1,000.00
Audit	5,000.00
Contracted Services	20,000.00
Custodial	10,000.00
Miscellaneous	10,000.00

\$138,000.00

Total Expenditures	\$811,846.00
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Total Revenue	\$859,142.00
Total Expenditures	<u>\$811,846.00</u>

Unencumbered	\$47,296.00
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PROJECTED EXPENSES – OPERATION (200 students)

Instructional salaries	\$371,320.00
Adm. and Program Assistant.	\$107,078.00
HS Guidance Counselors (2 full time) x \$49,000	\$53,045.00
CHS Coordinator	\$53,045.00
Para Professional Staff x 3	\$68,140.00
Business Office Salaries	\$21,218.00

Total Personnel	\$673,846.00
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Operational Budget:

Classroom Supplies	\$ 20,000.00
Textbooks/Workbooks	16,000.00
Equipment	10,000.00
Insurance	6,000.00
Postage	4,000.00
Printing	6,000.00
Office Supplies	6,000.00
Telephone	2,000.00
Utilities	20,000.00
Plant Supplies	2,000.00
Security	1,000.00
Audit	5,000.00
Contracted Services	20,000.00
Custodial	10,000.00
Miscellaneous	10,000.00

\$138,000.00

Total Expenditures	\$811,846.00
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Total Revenue	\$859,142.00
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Total Expenditures	\$811,846.00
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Unencumbered	\$47,296.00
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Other Revenue:

Capitol outlay - \$422 X 200 students =	\$84,400.00
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PROJECTED REVENUE – OPERATION YEAR FIVE

Basic 11-12	UWFTE 200 students	WFTE 168.3	= \$758,962.00
SAI (Supplemental Academic Instruction)	= 100 x 263		= \$60,200.00

WFTE = .7235%
UWFTE = .7100%

Other

Other FEFP (WFTE share)	= \$11,452.00
Discretionary Millage	= \$35,129.00
Lottery	= \$14,248.00
Instructional Materials	= \$16,575.00
Technology	= \$4,943.00
Teacher Training	= \$2,851.00

\$904,360.00
- \$45,218.00 (5% district)

ADJUSTED TOTAL REVENUE

\$859,142.00

PROJECTED EXPENSES – OPERATION (200 students)

Instructional salaries	\$371,320.00
Adm. and Program Assistant.	\$107,078.00
HS Guidance Counselors (2 full time) x \$49,000	\$53,045.00
CHS Coordinator	\$53,045.00
Para Professional Staff x 3	\$68,140.00
Business Office Salaries	\$21,218.00

Total Personnel	\$673,846.00
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Operational Budget:

Classroom Supplies	\$ 20,000.00
Textbooks/Workbooks	16,000.00
Equipment	10,000.00
Insurance	6,000.00
Postage	4,000.00
Printing	6,000.00
Office Supplies	6,000.00
Telephone	2,000.00
Utilities	20,000.00
Plant Supplies	2,000.00
Security	1,000.00
Audit	5,000.00
Contracted Services	20,000.00
Custodial	10,000.00
Miscellaneous	10,000.00

\$138,000.00

Total Expenditures	\$811,846.00
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Total Revenue	\$859,142.00
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Total Expenditures	<u>\$811,846.00</u>
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Unencumbered	\$47,296.00
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Other Revenue:

Capitol outlay - \$422 X 200 students =	\$84,400.00
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