

Charter Application for . . .

PCC Winter Haven Collegiate Charter High School

Submitted to Polk County School Board on or before September 1, 2005,
by the Founding Board of PCC Winter Haven Collegiate Charter High School.

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

- Polk Community College 2005-06 Catalog
- Polk Community College Schedule Terms 1 2005
- 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 2004-2005 academic year, PCC had a total credit headcount enrollment of 10,088. The Polk County School Board (PCSB) oversees all K-12 education in the region and serves approximately 85,000 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 2003-04 school year, 1,515 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 spring term of 2005: 741 students were enrolled in dual enrollment classes.

The PCC Winter Haven Collegiate Charter High School on the PCC campus will build upon existing initiatives and will enroll approximately 75 students the first 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 Eastern 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.

1. MISSION

A. Core Philosophy

The purpose of the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School with both the high school diploma and the AA or AS 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 Winter Haven 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 Winter Haven 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.
- Polk Community College has a proven track record in providing instructional options for Polk County High School students enrolled in the current partnership with the PCC Collegiate High School on its Lakeland campus.
- 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 Winter Haven 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 50 and 100 students will be admitted to the charter high school. By the third year, PCC Winter Haven Collegiate Charter High School anticipates up to 250 students enrolled.

The PCC Winter Haven Collegiate Charter High School will consist 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 Winter Haven 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 2006, 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 Winter Haven 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 2006;

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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Junior Year

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 Senior Year

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

Nursing I (8) (1HS)

NUR1142C Pharmacology (3) (.5HS)

Tentative Criminal Justice-Corrections Program of Study

Fall Junior Year

English III (1 HS)

HS Science Anat & Phys (1 HS)

HUM2020 Humanities (3) (.5 HS)

CJE 1001 Introduction to Criminology
(3) (.5 HS)

SLS1101 College Success (3) (.5 HS)

SYG 2000 Intro to Sociology (3) (.5 HS)

Spring Junior Year

HS Math – Alg. II (1 HS) or
College Math Course (3) (1 HS)

HS Social Studies (1 HS)

PSY2012 Psychology (3) (.5 HS)

Ethics (3) (.5 HS)

Elective College Course Wellness
Concepts (2) (.5 HS)

Summer

Elective Course (3) (.5 HS)

Elective Course (3) (.5 HS)

Fall Senior Year

Eng IV (1 HS) or College Comp I
(3) (.5HS)

HS Social Studies Gov. & Econ.
(1HS) Or POS 2041(3) (.5HS)

Crime & Delinquency (3) (1HS)

Criminal Justice Org. & Admin.
(5) (1HS)

Speech Communications (3) (.5 HS)

Spring Senior Year

PSC 1121 Physical Science (3) (.5HS)

CGS 1061C Intro to Computer
and Info. (3) (1HS)

CJE 2100 Intro to Criminal
Investigation (3) (.5HS)

College Req. Elective (3) (.5HS)

Summer

CJD 2923 Law Enforcement Academy (28)

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.

Course descriptions for all college courses are available in the Polk Community College Catalog. The Catalog is available upon request.

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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School. For many students it will serve as the instructional hub of the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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-10, FCAT, CPT 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 PLATO software system to address the needs of students that do not demonstrate appropriate reading and comprehension skills. At the current CHS, have contracted with the Learning Resource Center and private tutors to work with students that are struggling readers. PLATO 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. PLATO 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 PLATO 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 Winter Haven 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 Winter Haven 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

- 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.
- 90% of CHS students will meet high school graduation requirements by their projected graduation date as evidenced on each student's graduation

requirements completed information, housed on the district's student information system.

- 90% of the Technology Academy CHS students will successfully earn industry certification in their area of study.
- 85% of PCC CHS students will demonstrate college level reading ability by attaining scores of 83 or higher on the Common Placement Test (CPT) in the areas of Reading and Sentence Skills at the time of graduation.
- The majority of PCC CHS students will earn considerable credits toward a college degree upon high school graduation.
- 90% of PCC CHS students will earn 30 or more college credits upon high school graduation as evidenced on their college transcript.
- 70% of PCC CHS students will demonstrate college level mathematics ability upon high school graduation.
- 70% of PCC CHS students will score 72 or higher on the math portion of the Common Placement Test upon graduation.
- 85% of CHS students will score at or above the district and state average on the 11th grade FCAT Science test. The 11th grade FCAT Science test is the only state assessment test that all CHS students participate in, it is the only FCAT test given above grade 10.
- PCC CHS will operate with sound financial principals and an active and supportive board of directors.
- PCC CHS will strive to have a reserve fund balance at the end of each year, which will be evidenced in the annual financial audit
- The board of directors will hold a minimum of four meetings per year as evidenced from minutes from those board meetings.

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 Winter Haven 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 Winter Haven 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.
- Differentiated Instruction: Instructional and administrative personnel will participate in ongoing staff development for differentiated instruction to assist in content delivery for students with special needs and various learning styles.

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 Winter Haven 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 an initial diagnose 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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.

Technical Career Preparation

The technical programs offered through the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 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 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 Winter Haven Collegiate Charter High School and its supporting business community partners will provide for effective employment placement activities including the following:

- Each student will have the opportunity 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 have the opportunity to 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.
- A mini-"college and 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 Winter Haven 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 Worksponsored 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School Students through TANFWIA 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 Winter Haven 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.

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 Winter Haven 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 Winter Haven Collegiate Charter High School Students (as appropriate to grade level)

- Performance on the Florida College Entrance Placement Test (CPT)
- 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 (CPT)
- 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 (CPT)
- 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 2006, approximately 75 high school juniors and seniors will have applied for and enrolled in the PCC Winter Haven Collegiate Charter High School.
- In August 2007, the total enrollment will be approximately 150 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 AA, AS or an AAS 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
- FCAT (Florida Comprehensive Assessment Test)
- CPT (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)

C. Student Strengths and Needs Identification

The PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School will perform at or above district averages when compared with comparable school populations (Career and Technical Education emphasis schools). 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 Winter Haven 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 Winter Haven Collegiate Charter High School will demonstrate adequate progress as defined in Florida's A+ accountability plan.

E. Statewide Assessment

The faculty of the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School program requirements. If all requirements have been met, the student will be certified for graduation from the PCC Winter Haven 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 Winter Haven Collegiate Charter High School. For those students not found in the system, individual follow-up will be initiated by the PCC Winter Haven 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:

Nancy Thompson	Polk Works	Committee Chair
Jim Rhodes	Publix Supermarkets	
Pam Craven	Learning Resource Center	
Deb Daniels	Vice President PCC	
J. Larry Durrence	President PCC	
Robin L. Gibson Jr.	Community	
Ray Graber	Brighthouse Networks	
Jane Gschweneder	Lakeland Electric	
Ernie Helms	Community	
Stephen Hull	Dean PCC	
Susan Langley	Florida's Natural Growers	
Larry Miller	Spherion	
Tom Moore	Universal Building	
Stephanie Campbell	Polk Works	
Benjamin Shadrac	Parent	
John Small	Dean 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 fingerprinted and bonded as provided by law.

B. Continuity Between Boards

PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School.

Partnerships with specific schools have already been established. PCC Collegiate High School will serve as the sister school to the PCC Winter Haven Collegiate Charter High School. The PCC Winter Haven Collegiate Charter High School will open with a working relationship with PCC Collegiate High School.

PCC Collegiate High School is a startup charter school located on the Lakeland campus of Polk Community College. PCC CHS brings extensive experience in the school to work movement and is founded on the same philosophy of the PCC Winter Haven Collegiate Charter High School. PCC CHS and the PCC Winter Haven Collegiate Charter High School will work together to identify interested students and prepare them for entrance into PCC Winter Haven Collegiate Charter High School. PCC CHS 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 Winter Haven Collegiate Charter High School students such as career shadowing and internships. PCC CHS and the PCC Winter Haven 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 PCC CHS and those in our new 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 Winter Haven 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 Winter Haven 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. Ricardo Garcia**
- 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 Winter Haven 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 Secondary Education, who in turn reports to the Vice President for Academics and Instruction, who in turn reports to the college President, will administer the PCC Winter Haven Collegiate Charter High School. The PCC Winter Haven 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.

An academic advisor, one guidance counselor, a staff assistant, and two OPS workers will assist the director. The six positions will provide direct service support to the students at a ratio of 1 to 13 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 Winter Haven Collegiate Charter High School, all appointments are governed by Florida Statutes, which state "[t] trustees shall be appointed by the governor."

E. Roles and Responsibilities of Governing Board

The governing board of the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School. Indeed, the original purpose statement, educational principles, rationale, and educational program for the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School. In addition, much of the information necessary for informed parental decision-making will be presented on the PCC Winter Haven Collegiate Charter High School web site.

Once the student enrolls, The PCC Winter Haven Collegiate Charter High School offers a significant recurring opportunity for parental input. Parents will work directly with the PCC Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School will share the aggregate results of the annual effectiveness survey and all other accountability reports with the PCC Winter Haven Collegiate Charter High School.

H. Public Records and Public Meetings

The PCC Winter Haven 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 Winter Haven 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 (3) 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 2005	Submit charter proposal to Polk County School District
October 2005	Decision by Polk County School Board Contract Negotiations
January 2006	Appoint admissions committee; Begin curriculum development
January 2006	Employ direct support staff for Charter School; Begin Marketing/Recruitment and admissions process
February 2006	Primary Application Period; Primary Admissions Period; Facilities preparation (CHART Lab)
April 2006	Staff Recruiting and Training
April/May 2006	Second Application Period Second Admissions period (if needed)
July 2006	Begin Charter Contract
July/August 2006	Parents, staff, and students participate in orientation sessions
August 2006	Open School

4. RECRUITING AND MARKETING PLAN

A. School Publicity

Polk Community College will initiate an aggressive campaign to publicize the PCC Winter Haven Collegiate Charter High School to a broad audience in order to foster a student body that is representative of the local community. PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School web site.

Web Site A PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School.

Develop General Awareness Among Area Students of Charter School

To reach the general student population with information regarding PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School specifically to minority students.

PCC will also disseminate PCC Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School.

- **Target Marketing to Ensure Appropriate Match of Students to Charter School Mission** To ensure an appropriate match between the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School will be developed by the PCC PCC Winter Haven 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 Winter Haven 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. The original CHS has experienced tremendous community and parental support. We believe that the Eastern region of Polk County will embrace such a program with as much enthusiasm and interest.

In addition to informal surveys and meetings with current CHS students and parents, 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 Winter Haven CHS and to solicit responses to the charter proposal. This process involved numerous people from all areas of Polk County. 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 Winter Haven campus of Polk Community College is located at 999 Ave. H NE Winter Haven, Florida. This has been the cultural and administrative hub for the college for almost forty years. The campus is comprised of 8 buildings and athletic facilities. The Charter School offices will be located in the Administration Building (WAD), which is the main administrative building for the college. This building also houses the office of the President, Vice President for Academics and Student Services, the Vice President of Business Services, the Foundation, Student Services and the TRIO program. Additionally, the Winter Haven campus houses the Criminal Justice, Allied Health and IT programs. Charter high school students will have direct access to all labs and facilities that support these programs as well as a newly renovated student center which also hosts the college book store.

The secondary academic classrooms will be in the WSC Winter Haven Science building. Two classrooms will be dedicated for high school use during the first year of the program with the addition of two additional classrooms the following year. The administration of PCC has committed to supplementing resources required to implement this charter school. A charter school student will be able to access facilities and supplies as will any other PCC enrollee.

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 Schools incur 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 Winter Haven 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 classrooms 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 D

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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School, as donations become available.

	Minimum Enrollment	Funds Generated by Proj. Enrollment	Planned Expenditures
Year One	75 students (65 FTE)	* \$351,201.00	\$548,680.70
Year Two	150 students (135 FTE)	** \$692,965.15	\$752,844.51
Year Three	175 students (160 FTE)	\$821,270.25	\$783,177.86

* Year One Funds Generated include \$300,000.00 start-up grant and year two \$60,500 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 Winter Haven 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 Winter Haven Collegiate Charter High School. The PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School:

- Submit a PCC Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven 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 Winter Haven Collegiate Charter High School, in conjunction with current charter schools and the local county transit system will plan the transportation of the PCC Winter Haven Collegiate Charter High School students (who reside within a reasonable distance as defined in section B below). As an option, the PCC Winter Haven 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 Winter Haven 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 Winter Haven 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

13 Loma Alta · Lakeland, FL 33813
863 646-3582 (phone) 863 644-0466 (fax)

Pamela P. Craven, Ph.D.

Objective: to continue a life-long career in the field of education

Professional Experience:

Executive Director October 2001-Present

Learning Resource Center, Lakeland, FL

Supervise all administrative functions of a non-profit supplemental agency with a \$1,000,000.00 average annual budget, 300 part-time instructors/employees, and 3000 students. Develop program curriculum and evaluation. Deliver staff development and community workshops. Secure donor, contractual and grant funding.

Professional Development Manager December 2000-October 2001

Leadership Learning Academy, Lakeland, FL

Coordinated professional development for school district educators. Designed and delivered customized training in parent conferencing, active learning, and curriculum alignment. Consulted and coached with follow-up training.

Classroom Teacher August 1996-November 2000

Lakeland Senior High School, Lakeland, FL

Designed and instructed College and Career Research I & II. Taught reading and verbal instruction for at-risk students. Taught English II & English III.

Education Consultant February 1995-August 1999

Pamela P. Craven, Consultant, Lakeland, FL

Worked with national Sylvan Learning Center owners and staffs in program instruction and center management. Delivered training to public and private schools in classroom management, parent conferencing, reading instruction, SAT & ACT preparation, and learning styles.

Center Director January 1987-January 1995

Sylvan Learning Centers, Lakeland and Bradenton, FL

Directed daily operations, management, teacher training, and marketing of a for-profit supplemental learning center. Assisted in the development of the Early Reading, Writing, and SAT/ACT Prep programs for Sylvan Learning Corporation. Named Director of the Year for Sylvan's 1995 Regional Conference.

Education

University of South Florida, Tampa, FL

- Ph.D. -- Education: Curriculum, Adult Education 1993-2000
- M.Ed. – Educational Leadership 1986-1988
- B.A. -- Education: English-Journalism 1966-1967

Harvard University, Cambridge, MA

- Multiple Intelligences: Pathways to Practice 2002

Nancy Thompson

Experience 1996 – present Polk County Workforce Development Board, Bartow, FL

Executive Director

- Manage non-profit organization with 12 million annual budget
- Coordinate all activities of 45 member board of directors
- Identify and implement innovative strategies to address area workforce needs

1990 – 1996 Heartland Private Industry Council, Lakeland, FL

Assistant Director

- Supervised and managed all customer services
- Prepared, implemented, and evaluated progress against strategic organizational plans
- Conducted or supervised the conduct of all customer services procurements

1983 – 1990 Private Industry Council #17, Circleville, OH

Assistant Director

Duties similar to those described above

1981-1983 Pike County Community Action Agency, Piketon, OH

Handicapped Services Manager

1979 – 1981 Alternative Residences, Inc., Columbus, OH

Resident Manager

Education 1976 – 1980 Ohio University, Athens, OH
Human Services Administration

Affiliations Polk County School-to-Work Executive Committee
Quality Improvement Council, Ridge Technical Center
Lakeland Economic Development Council Executive Committee
East Polk Committee of 100
Florida Workforce Development Association – Immediate Past Chair
PCC Workforce Education Council - Chair
Polk County Health Care Citizen's Oversight Committee – Chair
Polk Vision Economic Development Council – Co-Chair
Early Learning Coalition of Polk County

Accomplishments

Established, in conjunction with county economic development council, high-performing employer marketing campaign – Workforce 2020, which has been recognized nationally for its innovation.

Facilitated the development of the Polk Works One-Stop Career Center Organizational and Governance Plan, including all 14 required programs.

Established a Social Entrepreneurship Committee of the Board to identify core values and competencies, develop plans for revenue generation. Has resulted in revenue of over \$500,000 in the past three years.

Facilitated the development of strategic action plans for each of the Board's committees to address the needs of our customers.

Serve as the Workforce Development liaison for all three economic development organizations in the county.

Oversaw the development of Citrus Cars of Polk County, Inc., a subsidiary corporation to lease vehicles to former welfare recipients.

Leadership resulted in Polk Works being recognized by Workforce Florida, Inc. as one of the State's high performing regions for three of the past five years. Also received recognition and cash award for maximizing resources for the past two years.

Have written a number of successful workforce development grant application addressing skilled worker shortages for the manufacturing and health care industries.

Have done independent consulting work for US Consults.

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.

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, Triviss 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

JANE GSCHWENDER

5620 Scott Lake Road
Lakeland, Florida 33813

863-701-0432
jgschwender@tampabay.rr.com

SUMMARY

Accomplished professional recognized for success in business, volunteer, and professional organizations. Broad range of knowledge and expertise including organizational, leadership, and individual development; change management; strategic planning; managing cross-functional projects; and all phases of training. Proven leader with excellent interpersonal and facilitative skills who achieves results with a collaborative approach.

SELECTED ACCOMPLISHMENTS

- Developed and managed award winning training department for municipal utility encompassing full spectrum of management development and technical training programs. Received national Human Resource Development Award from the American Society for Training and Development (ASTD).
- Led internal consulting team working with senior executives responsible for strategic planning and organization development resulting in organization's first statements of vision, mission, core values, and strategies. Results included initiatives in performance measures and improvements, executive through supervisor level evaluations using 360° feedback, and integration of organization's strategies with annual planning and budget process.
- Established computer-based learning lab for self-study and instructor-led courses to facilitate major changes in computer software and standardization throughout city government departments with over 1000 computer users.
- Managed selection and implementation of computer-based performance evaluation system for over 1800 employees, in all job classifications, leading to improved performance feedback for all employees.
- Contributed as part of national team of volunteers in two-year project establishing program to promote best chapter management practices using integration and alignment of quality systems with customer requirements. This ASTD program awarded the American Society of Association Executives Award of Excellence in Chapter Development.
- Elected president or chair of numerous professional organizations including first Chair of ASTD's national Chapter Management and Awards Program, Suncoast ASTD Chapter President, Chair of Florida Association of Electric Utility Trainers, and President of Elmwood School District Teachers' Association
- Featured presenter at professional meetings and conferences including American Management Association National Human Resources Conference, numerous Florida Municipal Utilities Association conferences and meetings, and several conferences for the American Society for Training and Development.
- Demonstrated conference planning and meeting management skills for employer sponsored events, local and regional conferences and meetings for ASTD, Florida Association of Utility Trainers, and other volunteer organizations.

PROFESSIONAL EXPERIENCE

CITY OF LAKELAND, Lakeland, Florida

1982-present

Municipal government with over 2000 employees in 12 departments including electric and water utilities, parks and recreation, police, fire and public works.

Lakeland Electric 1999-present

Training Specialist, Supervisor of Technical Training, Manager of Training & Building Services

Varied responsibilities as utility was restructured and training changed from centralized to decentralized function have included:

- Manage various sized staff of technical trainers, office support, janitorial, and facility maintenance workers. Responsible for as many as 24 employees and a budget of over \$2 million.
- Negotiate contracts for services and products.

Manage the development and implementation of comprehensive technical training for critical utility job classifications including Linemen and power plant Multi-craft Operators.

- Oversee construction of new facilities and the maintenance, repair, and remodeling of existing facilities.
- Coordinate with other departments and outside agencies to assure safe and efficient workplace practices and adherence to State and federal regulations.
- Serve on Emergency Operations Plan Steering Committee. Responsible for Lodging Function.

Employee Relations 1989-1999

Training Coordinator

Managed human resource and organization development functions for 1900 employees in 12 city departments.

- Supervised staff of 8 including contract employees and long term consultants
- Provided project management and internal consultation services for organizational culture change, improved management practices, increased productivity, customer focus, and quality improvement.
- Facilitated strategic planning retreats and employee participation groups.
- Responsible for developing and maintaining systems for needs assessment, production or selection of multimedia training materials, scheduling events and resources, service delivery, service evaluation, and documentation.

Lakeland Electric & Water 1982-1989

Training Officer

- Directed growth of training from one person/one room to eleven people/three buildings.
- Planned and implemented comprehensive management and supervisory programs including workshop for public utility managers marketed statewide.

HEARTLAND EMPLOYMENT & TRAINING ADMINISTRATION, Bartow, Florida 1979-1982

Federally funded job training and placement program administration provider. No longer in existence.

Coordinator for Career Awareness

Screened, counseled, and evaluated applicants for training or job placement. Provided employability 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, customer service representative

EDUCATION

Bachelor of Science in Education, Miami University, Oxford, Ohio

Graduate studies, University of South Florida, Bowling Green State University, and Ohio State University

Teaching certification in Ohio and Florida (formerly)

Vocational Evaluator Certificate, University of South Florida, including assessment center methods

Certifications/specialized training in numerous employee and management development programs

PROFESSIONAL AFFILIATIONS/ACTIVITIES

- Boards - ASTD (local/national), Florida Association of Utility Trainers, Polk Community College Workforce Education Council, Skills for Life Advisory Board, Polk County Business & Education Roundtable
- Member - Florida Municipal Electric Association, American Public Power Association, American Society for Training and Development (local & national)
- Facilitated strategic planning retreats for Imperial Symphony Orchestra and Lakeland Advertising Board

ROBERT L. (ROBIN) GIBSON, JR.

Residence

954 Campbell Avenue
Lake Wales, FL 33853
863/676-6122

Profession

Gibson, Valenti & Ashley
212 East Stuart Avenue
Lake Wales, FL 33853
863/676-8584

Personal History

Date of Birth

November 8, 1936

Family

Married the former Jean Haeseker of St. Petersburg, FL, August 12, 1961.
Children: Katherine Lee (3/10/63); Robert L., III (12/12/64); Daniel Payne (7/23/66);
Margaret Jane (1/02/68)

Education

Dade County Public Schools
Miami Edison Senior High School; Graduate, 1955
President, Student Council, 1954-55
University of Florida, B.A. 1959
President, Sigma Nu Fraternity, Spring, 1959
University of Florida College of Law, LL.B. 1962, replaced by J.D. 1967
President, John Marshall Student Bar Association
Member, Moot Court Team

Peer Recognition

"AV" rated attorney, *Martindale-Hubbell Law Directory*, 1975-Present
Fellow, American College of Trial Lawyers (limited to 1% of active practitioners in state),
1983-Present
Leading Attorney, *Florida Law and Leading Attorneys*, 1995-Present
Named by *Florida Trend Magazine* to *Florida Legal Elite* as among top 1.6% of lawyers
practicing in state, 2004.

Service

State

General Counsel to Governor, 1979
Chairman, Board of Regents, State University System of Florida, 1984-85;
Board Member, 1980-87

Distinguished Service Award, Association of Governing Boards of University and Colleges, 1987, 1988
Member, Federal Judicial Nominating Commission of Florida, 1993-2001; Chair, 1993-97
Named "Distinguished Alumnus," University of Florida, 1994
Member, Board of Directors, University of Florida Foundation, Inc., 1991-1999; Chair, Leadership Gifts Committee, "It's Performance That Counts" Campaign, 1997-2001; Member, Planned Giving Committee, 2001- Present.
Member and Former Chairman, Dean's Development Council, College of Liberal Arts and Sciences, University of Florida
Member, Executive Committee, Education Excellence for Florida, 2001-02, and principal author of Section 7 amending Florida constitution to provide governance system for state universities
Faculty Member, Critical Trial Skills for Legal Services Attorneys, sponsored by the American College of Trial Lawyers, January 2005.

Community

Chairman, Lake Wales Downtown Development Commission, 1969-75
Lake Wales Citizen of the Year, 1974
Chairman, Lake Wales Downtown, Inc., 1987-92
Community Redevelopment Agency, 1990-91
Member, Board of Governors, Polk Museum of Art, 1991-95
Chairman, Capital Fund Campaign, Lake Wales Arts Center, 1998-Present
Chairman, Board of Trustees, Lake Wales Charter Schools, Inc., 2004-Present

Articles

Note, *Protection of the Widow; A Common Law View of Community Property*, 15 Florida Law Review 143 (1962)
Chapter, *Relationships Between Partners and Associates*, Florida Law Office Management and Procedure Manual (1967), The Florida Bar, Continuing Legal Education
Article, *Relations Within the Law Firm*, The Practical Lawyer (May 1968), American Law Institute
Chapter, *Case Review -- Wrongful Death*, 8 Damages in Tort Actions, 116 (1982), Matthew Bender
Chapter, *Theories of Liability*, Products Liability in Florida, 3rd ed. (1995), The Florida Bar, Continuing Legal Education

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

Binyenzi Ben Schadrac
114 Leslie Ave ,
Winter Haven Fl 33880
(863) 297-5113 (Home)
(863) 286-9424 (Cell)
E-mail: Nzidrac@aol.com

Personal information

I was born in Rwanda/Central Africa in 1957. My wife Joy and I have four children, (Three teenage daughters in high school, and a 10 year old son. We survived the Rwandan genocide miraculously in April 1994, and in September, 1994, we were granted asylum in US. We were resettled in Florida through Winter Haven Grace Lutheran Church, refugee ministry. I accepted the Lord Jesus Christ as my personal Savior in 1971 in my high school freshman year. I enjoyed serving him in high school, in college, in the University, and through all the difficult times that have marked my life. I received my American Citizenship by naturalization in 2000, and for the first time, I am proud to be a citizen of a free nation.

Education

From 1975 through 1978 I was in college, general humanities major. From 1979 to 1983, I attended the National University of Rwanda, Butare (Law School), and I graduated with a law degree. From 1996 to 1997, I attended Warner Southern College in Lake Wales, (Organizational Management). I earned a BA in Organizational management. From 1999 to 2001, I attended Webster University, Lakeland campus. (Mental Health Counseling), where I graduated with a MA degree in mental health.

Work Experience

1978 - 1979: High School teacher (French and PE)
1984 - 1992: Director of the Legal Department of PETRORWANDA, Kigali/Rwanda
1992 - 1994: Procurement agent , American Embassy (USAID)/Kigali Rwanda
1995 - 1996: Health Services Representative at Polk County Health Department/TB control
1996 - 1997: Tampa AIDS Network (The Polk County office)
1997 - 2001: Polk county health department HIV/AIDS case manager
2001 - 2005: Mental Health Counselor with Peace River Center.

I have a special passion for oppressed people, survivors of war or natural disasters, abused and exploited people, victims of sexual abuse, rape recovery and domestic violence victims etc. Since I have been oppressed all my life until the time I escaped the Rwandan genocide in 1994, my service to the community and to God is driven by the desire to give back to those in need, because I have received mercy when I was in need.

Relevant Experience

My legal background and my mental health degree have been a good asset for me in many ways. It makes it easy for me to work as a team member or a team leader. During my legal career, I occupied leadership positions until 1991. I was working full time, and I was also involved in different ministries, such as visiting prisoners and their families, encouraging them and caring for them. I Was the National President of Prison Fellowship International/Rwanda, (PFI), and the National President of Full Gospel Fellowship International (FGBMFI). From 1992 to April 1994 (the time I left Rwanda), I worked for the American Embassy in Kigali/Rwanda as a procurement agent. My job then consisted of dealing with book keeping ordering office and residential equipment, and following up payments. From 1995, my career shifted from business to human services area, as outlined above. My ability to speak many languages has also been an asset in my work. Besides English, I speak Kinyarwanda (my native language), French, and Kiswahili.

Ben Schadrac

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

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

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, SPHR
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

POLK WORKS ENTRENEURSHIP COMMITTEE - Member

WORKFORCE EDUCATION COUNCIL - Member

EMPLOYERS ASSOCIATION OF FLORIDA – Member

TAKE STOCK IN CHILDREN – Mentor

POLK VISION – Steering Committee Member

Accomplishments

Established, in conjunction with county economic development council, high-performing employer marketing campaign – Workforce 2020, which has been recognized nationally for its innovation.

Facilitated the development of the Polk Works One-Stop Career Center Organizational and Governance Plan, including all 14 required programs.

Established a Social Entrepreneurship Committee of the Board to identify core values and competencies, develop plans for revenue generation. Has resulted in revenue of over \$500,000 in the past three years.

Facilitated the development of strategic action plans for each of the Board's committees to address the needs of our customers.

Serve as the Workforce Development liaison for all three economic development organizations in the county.

Oversaw the development of Citrus Cars of Polk County, Inc., a subsidiary corporation to lease vehicles to former welfare recipients.

Leadership resulted in Polk Works being recognized by Workforce Florida, Inc. as one of the State's high performing regions for three of the past five years. Also received recognition and cash award for maximizing resources for the past two years.

Have written a number of successful workforce development grant application addressing skilled worker shortages for the manufacturing and health care industries.

Have done independent consulting work for US Consults.

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.

**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.

Debra S. Daniels, Ed.D.
W-863-297-1096
H-863-651-6181

671 Hart Lake Drive
Winter Haven, FL 33884
dsdaniels01@hotmail.com

PROFESSIONAL EXPERIENCE

Vice President for Academics and Student Services

Polk Community College
999 Avenue H, NE
Winter Haven, FL 33881
6/03-Present

Supervision and facilitation of the following areas:

- All instructional areas (103 full-time and 350+ part-time faculty), student services and federal grant support services (50 + employees), Corporate College, Collegiate High School-Charter, and annual budget of ~\$16 million
Note: Polk Community College is a **multi-campus** institution

Major accomplishments:

- Major reorganization of the instructional area to allow for increased efficiency and increased quality delivery of instruction to our students
- Reorganized student services into a “One-Stop” concept of services delivery for **improved service to our students**
- Developed Honors Program—to provide high-achieving students with a challenging learning environment
- Wrote federal Title III grant – this project would establish learning communities for our students and a dedicated space for **faculty to learn and apply new technology and teaching strategies** to the learning environment
- Established Educators Preparation Institute – a collaborative venture with Polk County Schools to provide a route of alternative certification for K-12 teachers
- Supported the development of learning communities – a learning environment designed to increase the application of information one course to another
- Developed collaborative environment – worked in teams of faculty and administrators to achieve goals that support our mission
- Designed and implemented faculty and staff development programs that include orientation of new full-time and adjunct faculty members
- Supported Student Activities expansion by providing funding for Phi Theta Kappa advisor and encouraging faculty members to participate as student organization advisors
- Expanded the Collegiate Charter High School to Winter Haven – in progress
- Facilitated a major update of the gym to meet athletic league standards that included securing a funding source
- **Spearheaded capital projects** that includes the major remodel of the student services area in Winter Haven, new building construction on the Lakeland Campus, and renovation of a historical building in Lake Wales for PCC Center

Vice President for Instruction

Kellogg Community College
450 North Avenue
Battle Creek, MI 49017
7/01-6/03

Supervision and facilitation of the following areas:

- All instructional areas including general transfer and career education (101 full-time and 300+ part-time faculty), educational services including learning resources and distributed education, lifelong learning, and an annual budget of ~\$14 million

Note: Kellogg Community College has **three off-campus education centers and a regional manufacturing center.**

Major accomplishments:

- Established the Learning Place, a collaborative learning environment for developmental students that offers both advising and instruction in one place
- Developed learning communities and wrote policy for instructor remuneration
- Implemented student grade forgiveness policy
- Designed and implemented faculty and staff development program
- Developed master adjunct faculty program that enabled long-term adjunct faculty to receive greater status and benefits

Vice President for Academic and Student Services

Parkland College
2400 Bradley Avenue
Champaign, IL 61821
8/00-6/01

Supervision and facilitation of the following areas:

- All instructional and student services (94 full-time and 250+ part-time faculty), development and planning, institutional research and evaluation, international studies and programs, library/learning resources, instructional assessment, institutional effectiveness, and an annual budget of ~\$11 million

Major accomplishments:

- Worked on state-wide committee that developed core values for the Illinois community college system
- Developed learning communities in developmental education
- Established international studies division with a study abroad program
- Set up business internships in other countries

Associate Campus Director for Instruction (Vice President for Instruction)

Rank: Professor

New Mexico State University at Alamogordo

2400 N. Scenic Drive

Alamogordo, NM 88310

2/98 – 7/00

Supervision and facilitation of the following areas:

- All instructional areas (53 full time faculty and 130 part-time faculty), Adult Basic Education, library, community education, distance learning, Elderhostel, customized training, New Mexico Works Program/Welfare to Work, grants and contracts, institutional research, strategic planning, accreditation, staff development, annual Budget of ~\$4 million, **and project manager for \$3 million building addition to the multipurpose center**

Note: New Mexico State University at Alamogordo is a two-year branch community college of New Mexico State University.

Major accomplishments:

- Developed relationship with the Mescalero Apache elders that led to course offerings on the Reservation
- Developed course offerings in rural locations within the college district
- Implemented the offering of baccalaureate degree in education on the campus to help ease the teacher shortage
- **Pioneered Internet delivered courses** that were crucial to the success of the local military population that was often deployed during the semester
- Developed certificate programs to support the local hospital and technology-based businesses
- Partnered with the Chamber of Commerce to develop training programs for businesses and **expand economic development**

Interim Campus Director (President)

New Mexico State University at Alamogordo

2400 N. Scenic Drive

Alamogordo, NM 88310

2/99-3/00 Interim Position

(served concurrently with position above)

Responsibilities in addition to duties listed above for Associate Campus Director:

- Physical plant, student services, human resources (~150 professional and classified staff), business office, annual campus budget, and legislative and community liaison

Major accomplishments:

- Successfully lobbied the **governor** and the Commission of Higher Education for increased building maintenance funding
- Worked with **local legislator to procure state funding** for building expansion

Director, Dental Assistant Program

Rank: Professor, Tenured
Illinois Central College
201 SW Adams St.
Peoria, IL 61635
7/81-12/97

Administrative and instructional responsibilities:

- Administered accreditation standards and prepared reports, prepared annual budget, recruited and advised students, marketed program, designed curriculum, acted as community liaison, and provided didactic and clinical instruction in dental-related courses for dental assisting and dental hygiene students

Major accomplishments:

- Developed dental assisting program from writing the curriculum to gaining accreditation approval
- Built relationship with the dental community that resulted in donations of money and equipment and internship placement
- Wrote and implemented modular course delivery system

Dental Assistant Instructor

Rank: Instructor
Delta College
University Center, MI 48710
8/78-7/81

Responsibilities:

- Instructed both didactic and clinical dental assisting related courses, prepared American Dental Association accreditation site visit manual, designed curriculum

Major accomplishments:

- Wrote curriculum for state dental assisting expanded duties licensing program

EDUCATIONAL EXPERIENCE

- University of Illinois
Doctorate in Education with specialization in Community College Leadership and Assessment – GPA 3.89 out of 4.0
Impact of Environmental Variables on Community College Dental Assisting Students Who are At-risk for Persistence, Doctoral Dissertation based on original research, December, 1996
- University of Illinois
Master of Vocational and Technical Education – GPA 3.89 out of 4.0
- Ferris State University
Bachelor of Science in Allied Health Education – GPA 3.91 out of 4.0
- Delta College
Associate in Applied Science (Major in Dental Assisting) – GPA 3.89 out of 4.0

CIVIC ORGANIZATIONS

- Cypress Gardens Rotary Club 2003-Present
President -2005-06
Established scholarships for Polk Community College Students
Increased fund-raising activities to increase scholarship awards
Vocation Chair- 2004-05
- Winter Haven Chamber of Commerce
- YMCA Winter Haven Founders Board
Successfully wrote several grants
- Polk Vision-Member of Winter Haven Community Taskforce and Education Foundation Advisory Committee
Recruited businesses and civic organizations to participate
- Sunrise Rotary Club of Champaign
- Rotary Club of Alamogordo
- Alamogordo Chamber of Commerce
- Rails to Trails Conservancy
President of local chapter-wrote successful federal grant for 15 mile trail

LEADERSHIP TRAINING

- Future Leaders Institute/Advanced, July 24-28, 2005
American Association of Community Colleges
- Winter Haven Chamber of Commerce Leadership XXV, Graduated 2005
Nine-month leadership training designed to visit businesses throughout Polk County and Orlando-Tampa Region
- CEO Washington D.C. Leadership Experience, September 12-15, 1999
American Association of Community Colleges

PAPER PRESENTATIONS

- League for Innovation, March 5, 2005. Presented material on Collegiate High School
- League for Innovation, November 8, 2000. Presented material on distance education for small rural community colleges with limited resources
- American Educational Research Association, March 24, 1997. Presented research concerning community college students who are at-risk for persistence
- National Council of Occupational Education, October 24, 1996. Presented research concerning community college students who are at-risk for persistence
- Illinois Community College Teacher Association Teaching/Learning Conference, November 1, 1996. Presented research concerning community college students who are at-risk for persistence

AWARDS

- The William E. Nagel Leadership Award, November 2000. This honor is awarded to a recent University of Illinois College of Education graduate who has demonstrated leadership potential in the field of vocational education.
- Nominated to Alamogordo Chamber of Commerce *Woman of the Year Award*, April 2000. Nominations are based on contribution to the community.
- *Faculty Who Made A Difference Award*, August 1996. Students who graduated from Illinois Central College in the prior two years are asked to submit nominations for this award.

PROFESSIONAL ORGANIZATION MEMBERSHIP

- American Association of Community Colleges 2005-Present
- Florida Association of Community Colleges 2003-Present
- League for Innovation 2001-Present
- American Educational Research Association 1996-2002
- American Vocation Association 1981-2001
- American Dental Assistant Association 1981-1999
- Illinois Dental Assistant Association 1981-1999
- Office Held: State Education Chairperson 1995-1997

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

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

Page 2

- 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

Attachment B

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. "ERNIE" 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



RESUME

Ricardo Garcia
3937 Windchime Lane
Lakeland, FL 33811
Home 863-619-7959 Cell 863-559-3980

I was born and raised in Miami, Florida. When I graduated from South Miami Senior High School in 1978, I enlisted in the U.S. Air Force and served 4 years until 1982. I was stationed at Macdill AFB, Florida.

1978-1982 U.S. Air Force-Macdill AFB, Florida
Worked on F-4 aircraft as an Avionics Technician

1982-1984 Aerotech Corporation Tampa, Florida
Avionics Technician & Manager

1984-Present Gulf Coast Avionics Corporation Lakeland, Florida
Started an Avionics Sales, Service & Installation business in Tampa, Florida in 1984.
Relocated the company to Lakeland, Florida in 1999
I have 22 employees

1991-Present Pacific Coast Avionics Corporation Portland, Oregon
Expanded my business to the Western US
I have 13 employees at this location

1985-Present Sunstate Realty Investments Corporation Lakeland, Florida
Started company to buy and sell homes for investment purposes
Real Estate Brokers License

2003-Present Polk Home Development Corporation Lakeland, Florida
Started a new affordable home development company with the focus on
building affordable homes in the North Lake Wire area of Lakeland.

SERVE ON THE FOLLOWING BOARDS:

1997-Present Sun 'n Fun Fly-In
Secretary

2000-Present Florida Air Safety Foundation
Vice President

2001-2004 Lakeland Area Chamber of Commerce
Vice Chair Diversity, Executive Committee

2003-Present Republican National Hispanic Assembly
Treasurer

2005-Present Polk Community College Board of Trustees

Graduate of Leadership Lakeland Class XIX, 2002
Graduate of the City of Lakeland Citizens Police Academy, 2001

Ricardo Garcia

is the owner and operator of Gulf Coast Avionics Corp. of Lakeland and Pacific Coast Avionics of Portland, OR. He also is the owner and operator of two other Lakeland businesses: Sunstate Realty Investments Corp. and Polk Home Development Corp. He currently serves on the following boards: Vice President of Florida Aviation Safety Foundation, Secretary of the Sun 'n Fun Fly-In, Treasurer of the Republican National Hispanic Assembly of West Central Florida, member of the Polk County Efficiency Commission and a member of that Commission's Steering Committee, past board member of the Lakeland Area Chamber of Commerce and Vice Chair of the Chamber's Diversity and Executive Committee and a member of the Lakeland Association of Realtors.

Attachment C

August 31, 2005

spherion.

Dear School Board Members:

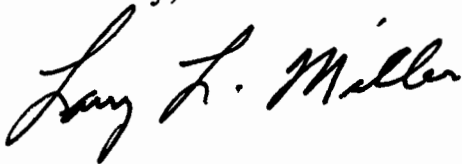
I am pleased to write this letter of support for the charter application of Polk Community College's Chain of Lakes Collegiate High School. As a business person I can see many benefits for the students and our community. Also, I am sure that a school of this type would be looked upon favorably by professionals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



Larry L. Miller
License Owner



East Polk Committee of 100

401 Avenue B, N.W. • Winter Haven, FL 33881 • (863) 294-9454 • Fax (863) 297-5818
www.epc100.org email: contact@epc100.org

Participating Patrons

- Allen and Company
- American Bank and Trust of Polk County
- Auburndale Chamber/Mainstreet Bank of America
- BCI Engineers & Scientists, Inc.
- Bond Clinic, P.A.
- Bright House Network
- Calpine
- CenterState Bank
- Central Florida Gas
- Chastain-Skillman, Inc.
- Citizens Bank
- Citrus & Chemical Bank
- Clear Springs Land Company, LLC
- Coldwell Banker, Florida
- Colonial Bank
- Cromer Printing, Inc.
- Dundee Chamber of Commerce
- Eagle Lake Chamber of Commerce
- Envisors, LLC
- Ewing Blackwelder & Duce Insurance
- Florida Chemical Company, Inc.
- FloridaFirst Bank
- Florida Labor Solutions
- Frostproof Chamber of Commerce
- Meade Chamber of Commerce
- Winter Haven Chamber of Commerce
- Haines City Chamber of Commerce
- Heart of Florida Regional Medical Center
- Killebrew, Inc.
- Krieger Electric, Inc.
- Lake Alfred Chamber of Commerce
- Lake Wales Chamber of Commerce
- Lockheed Martin IMS
- Lockhart & Associates, Inc.
- Pengeo, Inc.
- Pilgrim Associates
- Polk County Builders Association
- Progress Energy
- Publix Super Markets, Inc.
- Raygraphics
- Rinker Materials
- Riverside National Bank
- Sharit, Bunn, & Chilton, P.A.
- State Farm Insurance
- SunTrust
- Tampa Electric
- The 6/10 Corporation
- The Cassidy Organization, Inc.
- The Ledger
- The News Chief
- Tucker Construction
- United Way of Central Florida
- Verizon
- Wachovia Corporation
- Winter Haven Hospital

August 31, 2005

School Board of Polk County
P.O. Box 391
Bartow, FL 33831

Dear School Board Members:

The East Polk Committee of 100 is in support for the charter school application of Polk Community College's Collegiate High School. Our committee feels that this would be a great opportunity for positive economic growth and would be looked upon favorably by professionals considering relocating their families to our area.

The Chain of Lake Collegiate High School has our support primarily because of the quality of education and versatility it allows for educators to have in administering the education process. Our committee feels it would prepare students to become a more productive member of society and arms them with the tools necessary to become a higher quality, productive, reasoning citizen in the workplace. The overwhelming positive experience that Lakeland has experienced with the first Collegiate High School has been tremendous. We feel the need is great for yet another Collegiate High School for Polk County.

Polk Community College; Winter Haven Campus is an excellent location for students not able to take full advantage of the Lakeland Campus due to it's location. These students will be equipped with comprehensive skills to jump-start them in a professional career track, a critical area of need in Polk County.

The East Polk Committee of 100 is requesting the School Board allow the vision of staff and parents by implementing this charter for the benefit of students, parents and businesses of Polk County.

Very truly yours,

Ron Morrow
Executive Director

RM:jr

Participating Patron Communities

- Auburndale • Davenport • Dundee • Eagle Lake • Fort Meade • Frostproof
- Haines City • Lake Alfred • Lakes Wales • Polk City • Winter Haven



August 30, 2005

Dear School Board Members:

I am pleased to write this letter of support for the charter application of Polk Community College's Chain of Lakes 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 Chain of Lakes Collegiate High School will be able to compete not only with the private schools, but also magnate schools that draw some of our finest students. They have the ability to individualize their curriculum to meet each students 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 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 "Susan K. Langley".

Susan K. Langley, SPHR
Director of Human Resources

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

tel 863.965.7733
fax 863.288.2229



August 31, 2005

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

Dear School Board Members,

This letter is in support of the PCC Chain of Lakes Collegiate High School's pursuit to become a charter school. I have witnessed the implementation of the Collegiate High 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 East Polk County community deserves such an educational opportunity for its students and businesses.

The Chain of Lakes 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 Chain of Lakes 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 the student to become a more productive member of society and arms them with the tools necessary to become a higher quality, productive, reasoning citizen 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.

Respectfully,



Ray Graber

Director of Government & Public Relations



August 19, 2005

Director John Small
Collegiate High School
999 Avenue H NE
Winter Haven, FL 33881-4299

Dear Director Small,

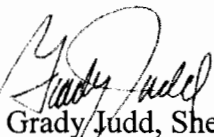
I want to personally thank you for taking the time to present your vision for the proposed Criminal Justice Collegiate High School to the Polk Community College Kenneth C. Thompson Institute of Public Safety Training Advisory Committee. The Criminal Justice Collegiate program offers the opportunity to educate and involve our community's students in the field of criminal justice at an early age. This in turn will help the various law enforcement agencies in Polk County meet the policing needs of the public we serve.

The Training Advisory Committee voted unanimously to support this project. As the chairman, of the Training Advisory Committee, I am presenting that support in writing to you for the Polk Community College Criminal Justice Collegiate High School program.

Law enforcement agencies in Polk County see this new program as a real benefit to the Criminal Justice community and will be supportive in finding internships and employment for these graduates.

In conclusion, I am looking forward to working with an outstanding group of young students seeking a career in law enforcement.

Sincerely,



Grady Judd, Sheriff
Chairman, Training Advisory Committee

GJ/rp



August 19, 2005

School Board Members
School Board of Polk County
P.O. Box 391
Bartow, Florida 33831

Dear School Board Members:

This letter is in support of the PCC Chain of Lakes Collegiate High School's pursuit to become a charter school. I have witnessed the implementation of the Collegiate High School and its curriculum as a model to fellow educators, business partners and parents of students who desire opportunities in advanced studies in a unique setting. The East Polk County community deserves such an educational opportunity for its students and businesses.

The Chain of Lakes 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 Chain of Lakes 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 partner, I feel it prepares the student to become a more productive member of society and arms them with the tools necessary to become a higher quality, productive, reasoning citizen in the workplace. Students will be equipped with skills 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.

Respectfully,

Nancy P. Thompson
Nancy P. Thompson
Executive Director



Winter Haven Hospital

Caring for our Community

August 31, 2005

School Board of Polk County
P.O. 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 Chain of Lakes 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 Chain of Lakes 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 spoken with Nat West, Vice President of the Hospital, who has had the pleasure of meeting with some of the Collegiate High School students. He has noted how impressed he was with their enthusiasm for learning.

These students obviously have an appreciation for this program that is allowing them to make a seamless transition into college and career fields.

As both a business person 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,

Lance Anastasio



Office of the President

999 Avenue H, Northeast • Winter Haven, Florida 33881-4299

Phone: 863.297.1098 • Suncom: 580.1098
Fax: 863.297.1053

August 30, 2005

Dear Charter Application Review Committee:

Polk Community College (PCC) has a forty year history of successful early admission, dual enrollment and concurrent enrollment programs for high school students during which thousands of individuals have earned high school and college credit by attending classes on our campuses.

Now, PCC, through its Collegiate High School, has entered into a consortium with local area hospitals and law enforcement agencies representing the business community that wishes to work with the Polk County School Board to create special educational opportunities for high school students, especially those in the eastern part of the county. This consortium is proposing to enhance career program offerings to high school students in Polk County through the establishment of another charter collegiate high school to be housed on our Winter Haven campus.

The purpose of the Collegiate High School programs is to provide a rigorous academic and technical program of study for students enrolled fulltime in a high school located on a college campus. The curriculum will position students to complete the requirements for a high school diploma while simultaneously earning a significant number of hours toward an associate degree. This concept is heartily endorsed by PCC's faculty and staff, as well as the business community of our service area, as evidenced by the successful implementation of the Collegiate High School on PCC's Lakeland campus.

We look forward to working with our partners to make this program a success. The collegiate high school in Winter Haven, when fully implemented, will provide 200 students with the knowledge, skills and abilities to ensure their academic success and transition beyond high school.

Thank you for your consideration of this proposal, and please contact me if I can provide additional information or clarification.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Larry Durrence", is written over a large, light-colored scribble.

J. Larry Durrence
President

JLD/be

100 Highway 27
Sebring, Florida 33837
(863) 422-4971

HEART OF FLORIDA

REGIONAL MEDICAL CENTER

Mail to: P.O. Box 67
Haines City, FL 33845-0067

www.heartofflorida.com

August 30, 2005

Dear School Board Members:

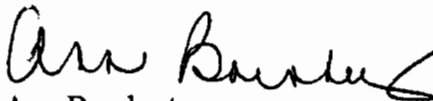
I am pleased to write this letter of support for the charter application of Polk Community College's proposed Collegiate High School in Winter Haven. As a business person I can see many benefits for the students and our community. Also, I am sure that a school of this type would be looked upon favorably by healthcare 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 since all Polk County high school students are eligible to apply for admission. The proposed Collegiate High School will be able to compete not only with the private schools, but also students with special learning opportunities. They have the ability to individualize their curriculum to meet each student's needs not only for graduation requirements, but also in Allied Health, Information Technology, and Associate Degree college transfer 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 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,



Ann Barnhart
Chief Executive Officer

AB:jr

Attachment D

PROJECTED REVENUE – OPERATION YEAR ONE

	UWFTE	WFTE	
Basic 11-12	65 students	72.345	=\$265,358
SAI (Supplemental Academic Instruction) = 150 x 263			= \$16,432
Total			=\$281,790

Other

Class Size Reduction	= \$36,651
Other FEFP (WFTE share)	= \$1,704
Discretionary Local Effort	= \$13,083
Discretionary Tax	= \$2,328
Discretionary Tax Comp.	= \$4,488
Lottery	= \$3,531
Instructional Materials	= \$5,878
Science Lab Materials	= \$99
Technology	= \$1,212
Teacher Training	= \$437

Total	\$351,201
	- \$17,560.05 (5% district)

ADJUSTED REVENUE	<u>\$333,640.95</u>
------------------	---------------------

Start-Up Grant	<u>\$300,000</u>
----------------	------------------

TOTAL REVENUE	<u>\$633,640.95</u>
---------------	---------------------

Revenue Estimate Worksheet for _____ Charter School

Based on the Second Calculation of the FEFP 2005-06

School District: **Polk**

1. 2005-06 FEFP State and Local Funding

Base Student Allocation **\$3,742.42** District Cost Differential: **0.9801**

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2005-06 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.018	0.0000	\$ -
111 Basic K-3 with ESE Services		1.018	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	65.00	1.113	72.3450	\$ 265,358
113 Basic 9-12 with ESE Services		1.113	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.818	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		5.190	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.318	0.0000	\$ -
ESOL (Grade Level 4-8)		1.318	0.0000	\$ -
ESOL (Grade Level 9-12)		1.318	0.0000	\$ -
300 Career Education (Grades 9-12)		1.193	0.0000	\$ -
Totals	65.00		72.3450	\$ 265,358

2. ESE Guaranteed Allocation:
 Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	\$ 978	\$ -
	PK-3	252	\$ 3,159	\$ -
	PK-3	253	\$ 6,446	\$ -
	4-8	251	\$ 1,097	\$ -
	4-8	252	\$ 3,278	\$ -
	4-8	253	\$ 6,565	\$ -
	9-12	251	\$ 781	\$ -
	9-12	252	\$ 2,961	\$ -
	9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services				0.00
			Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:

District SAI Allocation **\$ 22,104,648**
 divided by district FTE
 (with eligible services)

Per Student **\$ 252.81**
\$ 87,436.71 **\$ 16,432**

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding distribution of reading allocation funds for 2005-06.

Total Base Funding, ESE Guarantee, and SAI \$ 281,790

5. Class size Reduction Funds:

<u>Weighted FTE aggregated from input in Section 1</u>	<u>DCD</u>	<u>Allocation factors</u>	
PK - 3	0.0000	X 0.9801 X	539.94 = 0
4-8	0.0000	X 0.9801 X	515.45 = 0
9-12	72.3450	X 0.9801 X	516.90 = 36,651
Total	72.3450	*	Total Class Size Reduction Funds \$ 36,651

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed

in (d) above: 72.3450 by district's WFTE: 94,350.60
 to obtain school's WFTE share. 0.0767%

6B. Divide school's Unweighted FTE (UFTE) total computed

in (b) above: 65.00 by district's UFTE: 87,436.71
 to obtain school's UFTE share. 0.0743%

6C. Divide school's High School Unweighted FTE (UFTE) total computed

in (b) above: 65.00 by district's UFTE: 87,436.71
 to obtain school's UFTE share. 0.0743%

Refer to Note:

7. Other FEFP (WFTE share)	(a)	<u>2,222,114</u>	x	0.0767%	<u>\$ 1,704</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Minimum Guarantee		0			
Program Related Requirements:					
Safe Schools		2,222,114			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>17,057,886</u>	x	0.0767%	<u>\$ 13,083</u>
9. Discretionary Tax Equalization Allocation .25 mills (UFTE share)	(b)	<u>3,132,857</u>	x	0.0743%	<u>\$ 2,328</u>
10. Discretionary Tax Compression Allocation .51 mills (UFTE share)	(b)	<u>6,041,002</u>	x	0.0743%	<u>\$ 4,488</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,603,161</u>	x	0.0767%	<u>\$ 3,531</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,911,603</u>	x	0.0743%	<u>\$ 5,878</u>
Science Laboratory Materials (high school only)	(c)	<u>133,281</u>	x	0.0743%	<u>\$ 99</u>
13. Public School Technology (UFTE share)	(b)	<u>1,631,840</u>	x	0.0743%	<u>\$ 1,212</u>
Teacher Training (UFTE share)	(b)	<u>588,344</u>	x	0.0743%	<u>\$ 437</u>
15. Student Transportation	(e)				
16. Florida Teachers Lead Program Stipend	(f)				
17. Food Service Allocation	(g)				

18. 1998-99 Hold Harmless Calculation (Only if this charter school was in operation prior to July 1, 1999)

Base Student Allocation:		\$3,223.06	District Cost Differential:		0.9678
	UFTE*	Program Cost Factor	WFTE		Base Funding
1998-1999	All	x 1.399 =	0.000	x BSA & DCD =	\$ -
2005-2006	PK-3	@	Base Funding + SAI	\$ -	
2005-2006	4-8	@	Base Funding + SAI	\$ -	
2005-2006	9-12	@	Base Funding + SAI	\$ -	
2005-06 Total				=	\$ -
*Enter only FTE of students meeting criteria for Dropout Prevention by grade group.				Change	\$ -
<i>If your school is eligible and only if the change is a positive number, enter change amount manually in the right hand column.</i>					

NOTES:

- (a) District allocations multiplied by percentage from item 6A. Total \$ 351,201
- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then time 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

PROJECTED REVENUE – OPERATION YEAR TWO

Basic 11-12	UWFE 135 students	WFTE 150.2550	= \$551,127
SAI (Supplemental Academic Instruction) = 150 x 263			= \$34,129
Total			= \$585,256

Other

Class Size Reduction	= \$76,121
Other FEFP (WFTE share)	= \$3,540
Discretionary Local Effort	= \$27,173
Discretionary Tax	= \$4,837
Discretionary Tax Comp.	= \$9,327
Lottery	= \$7,333
Instructional Materials	= \$12,216
Science Lab Materials	= \$206
Technology	= \$2,520
Teacher Training	= \$908

Total	\$729,437
	- \$36,471.85 (5% district)

ADJUSTED REVENUE	\$692,965.15
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Start-Up Grant	\$20,000
+ \$300 per FTE	\$40,500

TOTAL REVENUE	\$793,965.15
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PROJECTED EXPENSES – OPERATION (150 students 135 UWFTE)

Salaries

Instructional salaries	\$ 202,125.00
Adm. and Program Assistant.	\$ 88,750.00
HS Guidance Counselor	\$ 43,260.00
Para Professional Staff	\$ 25,750.00
Assistant Director	\$ 50,000.00
College Advisor	\$ 35,000.00

Sub total \$444,885.00

Benefits

OASD	\$ 27,582.87
Medicare	\$ 6,450.83
FRS	\$ 49,515.36
Health	\$ 45,804.00
Life Insurance	\$ 1,693.44
Disability	\$ 1,913.01

Sub total \$132,959.51

Total Personnel \$577,844.51

Operational Budget:

Classroom Supplies	20,000
Textbooks/Workbooks	40,000
Equipment and Technology	20,000
Postage	4,000
Printing	6,000
Office Supplies	20,000
Staff Development	20,000
Audit and Contracted Services	25,000
Miscellaneous	20,000

\$175,000.00

Total Revenue \$793,965.15

Total Expenditures \$752,844.51

Unencumbered \$41,120.64

Revenue Estimate Worksheet for _____ Charter School

Based on the Second Calculation of the FEFP 2005-06

School District: **Polk**

1. 2005-06 FEFP State and Local Funding

Base Student Allocation **\$3,742.42**

District Cost Differential: **0.9801**

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2005-06 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.018	0.0000	\$ -
111 Basic K-3 with ESE Services		1.018	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	135.00	1.113	150.2550	\$ 551,127
113 Basic 9-12 with ESE Services		1.113	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.818	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		5.190	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.318	0.0000	\$ -
ESOL (Grade Level 4-8)		1.318	0.0000	\$ -
ESOL (Grade Level 9-12)		1.318	0.0000	\$ -
300 Career Education (Grades 9-12)		1.193	0.0000	\$ -
Totals	135.00		150.2550	\$ 551,127

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	\$ 978	\$ -
	PK-3	252	\$ 3,159	\$ -
	PK-3	253	\$ 6,446	\$ -
	4-8	251	\$ 1,097	\$ -
	4-8	252	\$ 3,278	\$ -
	4-8	253	\$ 6,565	\$ -
	9-12	251	\$ 781	\$ -
	9-12	252	\$ 2,961	\$ -
	9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services		0.00		Total from ESE Guarantee \$ -

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)

\$ 22,104,648		87,436.71	Per Student \$ 252.81	\$ 34,129
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4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding distribution of reading allocation funds for 2005-06.

Total Base Funding, ESE Guarantee, and SAI \$ 585,256

5. Class size Reduction Funds:

<u>Weighted FTE aggregated from input in Section 1</u>	<u>DCD</u>	<u>Allocation factors</u>	
PK - 3 0.0000	X 0.9801 X	539.94	= 0
4-8 0.0000	X 0.9801 X	515.45	= 0
9-12 150.2550	X 0.9801 X	516.90	= 76,121
Total 150.2550 *			Total Class Size Reduction Funds \$ 76,121

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>150.2550</u>	by district's WFTE:	<u>94,350.60</u>		
to obtain school's WFTE share.					0.1593%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>135.00</u>	by district's UFTE:	<u>87,436.71</u>		
to obtain school's UFTE share.					0.1544%
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	<u>135.00</u>	by district's UFTE:	<u>87,436.71</u>		
to obtain school's UFTE share.					0.1544%
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	<u>2,222,114</u>	x	0.1593%
Applicable to all Charter Schools:					\$ <u>3,540</u>
Declining Enrollment		0			
Sparsity Supplement		0			
Minimum Guarantee		0			
Program Related Requirements:					
Safe Schools		2,222,114			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)		(d)	<u>17,057,886</u>	x	0.1593%
					\$ <u>27,173</u>
9. Discretionary Tax Equalization Allocation .25 mills (UFTE share)		(b)	<u>3,132,857</u>	x	0.1544%
					\$ <u>4,837</u>
10. Discretionary Tax Compression Allocation .51 mills (UFTE share)		(b)	<u>6,041,002</u>	x	0.1544%
					\$ <u>9,327</u>
11. Discretionary Lottery (WFTE share)		(a)	<u>4,603,161</u>	x	0.1593%
					\$ <u>7,333</u>
12. Instructional Materials Allocation (UFTE share)		(b)	<u>7,911,603</u>	x	0.1544%
Science Laboratory Materials (high school only)		(c)	<u>133,281</u>	x	0.1544%
					\$ <u>206</u>
13. Public School Technology (UFTE share)		(b)	<u>1,631,840</u>	x	0.1544%
					\$ <u>2,520</u>
Teacher Training (UFTE share)		(b)	<u>588,344</u>	x	0.1544%
					\$ <u>908</u>
15. Student Transportation		(e)			
16. Florida Teachers Lead Program Stipend		(f)			
17. Food Service Allocation		(g)			

18. 1998-99 Hold Harmless Calculation		<i>(Only if this charter school was in operation prior to July 1, 1999)</i>			
Base Student Allocation:		\$3,223.06	District Cost Differential:	0.9678	
	UFTE*	Program Cost Factor	WFTE	Base Funding	
1998-1999	All	x 1.399 =	0.000	BSA & DCD	= \$ -
2005-2006	PK-3	@	Base Funding + SAI	\$ -	
2005-2006	4-8	@	Base Funding + SAI	\$ -	
2005-2006	9-12	@	Base Funding + SAI	\$ -	
2005-06 Total					= \$ -
				Change	\$ -
*Enter only FTE of students meeting criteria for Dropout Prevention by grade group.					
<i>If your school is eligible and only if the change is a positive number, enter change amount manually in the right hand column.</i>					

NOTES:

(a) District allocations multiplied by percentage from item 6A.	Total	\$ 729,437
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(b) District allocations multiplied by percentage from item 6B.

(c) District allocations multiplied by percentage from item 6C.

(d) Proceeds of millage levy multiplied by percentage from item 6A.

(e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions

(f) Teacher Lead Program Allocation per 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then time 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

PROJECTED REVENUE – OPERATION YEAR THREE

Basic 11-12	UWFTE 160 students	WFTE 178.08	= \$653,188
SAI (Supplemental Academic Instruction) = 150 x 263			= \$40,449
Total			= \$693,637

Other

Class Size Reduction	= \$90,218
Other FEFP (WFTE share)	= \$4,193
Discretionary Local Effort	= \$32,188
Discretionary Tax	= \$5,733
Discretionary Tax Comp.	= \$11,055
Lottery	= \$8,686
Instructional Materials	= \$14,478
Science Lab Materials	= \$244
Technology	= \$2,986
Teacher Training	= \$1,077

Total	\$864,495
	- \$43,224.75 (5% district)
ADJUSTED REVENUE	<u>\$821,270.25</u>

TOTAL REVENUE	<u>\$821,270.25</u>
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PROJECTED EXPENSES – OPERATION (150 students 135 UWFTE)

Salaries

Instructional salaries	\$ 208,188.75
Adm. and Program Assistant.	\$ 91,412.50
HS Guidance Counselor	\$ 44,557.80
Para Professional Staff	\$ 26,522.50
Assistant Director	\$ 51,500.00
College Advisor	\$ 36,050.00
Accountant	\$ 27,000.00

Sub total \$485,231.55

Benefits

OASD	\$ 30,084.11
Medicare	\$ 7,035.84
FRS	\$ 54,005.86
Health	\$ 47,886.00
Life Insurance	\$ 1,848.00
Disability	\$ 2,086.50

Sub total \$142,946.31

Total Personnel \$628,177.86

Operational Budget:

Classroom Supplies	20,000
Textbooks/Workbooks	40,000
Equipment and Technology	10,000
Postage	4,000
Printing	6,000
Office Supplies	20,000
Staff Development	20,000
Audit and Contracted Services	25,000
Miscellaneous	10,000

\$155,000.00

Total Revenue \$821,270.25

Total Expenditures \$783,177.86

Unencumbered \$38,092.39

Revenue Estimate Worksheet for _____ Charter School

Based on the Second Calculation of the FEFP 2005-06

School District: **Polk**

1. 2005-06 FEFP State and Local Funding

Base Student Allocation **\$3,742.42**

District Cost Differential: **0.9801**

Program	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2005-06 Base Funding WFTE x BSA x DCD (e)
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.018	0.0000	\$ -
111 Basic K-3 with ESE Services		1.018	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	160.00	1.113	178.0800	\$ 653,188
113 Basic 9-12 with ESE Services		1.113	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.818	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		5.190	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.318	0.0000	\$ -
ESOL (Grade Level 4-8)		1.318	0.0000	\$ -
ESOL (Grade Level 9-12)		1.318	0.0000	\$ -
300 Career Education (Grades 9-12)		1.193	0.0000	\$ -
Totals	160.00		178.0800	\$ 653,188

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

Total FTE with ESE Services **0.00**

Grade Level	Matrix Level	Guarantee Per Student	
PK-3	251	\$ 978	\$ -
PK-3	252	\$ 3,159	\$ -
PK-3	253	\$ 6,446	\$ -
4-8	251	\$ 1,097	\$ -
4-8	252	\$ 3,278	\$ -
4-8	253	\$ 6,565	\$ -
9-12	251	\$ 781	\$ -
9-12	252	\$ 2,961	\$ -
9-12	253	\$ 6,249	\$ -
Total from ESE Guarantee			\$ -

3. Supplemental Academic Instruction:

District SAI Allocation **\$ 22,104,648**
 divided by district FTE
 (with eligible services)

Per Student
\$ 252.81 **\$ 40,449**

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding distribution of reading allocation funds for 2005-06.

Total Base Funding, ESE Guarantee, and SAI \$ 693,637

5. Class size Reduction Funds:

Weighted FTE aggregated from input in Section 1	DCD	Allocation factors	
PK - 3 0.0000	X 0.9801	X 539.94	= 0
4-8 0.0000	X 0.9801	X 515.45	= 0
9-12 178.0800	X 0.9801	X 516.90	= 90,218
Total 178.0800			Total Class Size Reduction Funds \$ 90,218

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed

in (d) above: 178.0800 by district's WFTE: 94,350.60
 to obtain school's WFTE share. 0.1887%

6B. Divide school's Unweighted FTE (UFTE) total computed

in (b) above: 160.00 by district's UFTE: 87,436.71
 to obtain school's UFTE share. 0.1830%

6C. Divide school's High School Unweighted FTE (UFTE) total computed

in (b) above: 160.00 by district's UFTE: 87,436.71
 to obtain school's UFTE share. 0.1830%

Refer to Note:

7. Other FEFP (WFTE share)	(a)	<u>2,222,114</u>	x	0.1887%	\$ <u>4,193</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Minimum Guarantee		0			
Program Related Requirements:					
Safe Schools		2,222,114			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>17,057,886</u>	x	0.1887%	\$ <u>32,188</u>
9. Discretionary Tax Equalization Allocation .25 mills (UFTE share)	(b)	<u>3,132,857</u>	x	0.1830%	\$ <u>5,733</u>
10. Discretionary Tax Compression Allocation .51 mills (UFTE share)	(b)	<u>6,041,002</u>	x	0.1830%	\$ <u>11,055</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,603,161</u>	x	0.1887%	\$ <u>8,686</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,911,603</u>	x	0.1830%	\$ <u>14,478</u>
Science Laboratory Materials (high school only)	(c)	<u>133,281</u>	x	0.1830%	\$ <u>244</u>
13. Public School Technology (UFTE share)	(b)	<u>1,631,840</u>	x	0.1830%	\$ <u>2,986</u>
14. Teacher Training (UFTE share)	(b)	<u>588,344</u>	x	0.1830%	\$ <u>1,077</u>
15. Student Transportation	(e)				
16. Florida Teachers Lead Program Stipend	(f)				
17. Food Service Allocation	(g)				

18. 1998-99 Hold Harmless Calculation <i>(Only if this charter school was in operation prior to July 1, 1999)</i>					
Base Student Allocation:		\$3,223.06		District Cost Differential: 0.9678	
		Program		Base	
	UFTE*	Cost Factor	WFTE	Funding	
1998-1999	All	x 1.399	= 0.000	x BSA & DCD	= \$ -
2005-2006	PK-3	@	Base Funding + SAI	\$ -	
2005-2006	4-8	@	Base Funding + SAI	\$ -	
2005-2006	9-12	@	Base Funding + SAI	\$ -	
				2005-06 Total	= \$ -
				Change	\$ -
*Enter only FTE of students meeting criteria for Dropout Prevention by grade group.					
If your school is eligible and only if the change is a positive number, enter change amount manually in the right hand column.					

NOTES:

(a) District allocations multiplied by percentage from item 6A.	Total	\$ <u>864,495</u>
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- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then time 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

PROJECTED REVENUE – OPERATION YEAR FOUR

Basic 11-12	UWFTE 180 students	WFTE 194.775	= \$714,424
SAI (Supplemental Academic Instruction) = 150 x 263			= \$44,241
Total			= \$758,665

Other

Class Size Reduction	= \$98,676
Other FEFP (WFTE share)	= \$4,586
Discretionary Local Effort	= \$35,207
Discretionary Tax	= \$6,269
Discretionary Tax Comp.	= \$12,088
Lottery	= \$9,501
Instructional Materials	= \$15,831
Science Lab Materials	= \$267
Technology	= \$3,265
Teacher Training	= \$1,177

Total	\$945,532
	- \$44,276.60 (5% district)

ADJUSTED REVENUE	\$901,255.40
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TOTAL REVENUE	\$901,255.40
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PROJECTED EXPENSES – OPERATION (150 students 135 UWFTE)

Salaries

Instructional salaries	\$ 218,598.18
Adm. and Program Assistant.	\$ 95,983.13
HS Guidance Counselor	\$ 46,785.69
Para Professional Staff	\$ 27,318.18
Assistant Director	\$ 53,045.00
College Advisor	\$ 37,131.50
Accountant	\$ 27,810.00

Sub total \$506,671.68

Benefits

OASD	\$ 30,986.63
Medicare	\$ 7,246.92
FRS	\$ 55,626.04
Health	\$ 49,322.58
Life Insurance	\$ 1,903.44
Disability	\$ 2,149.10

Sub total \$147,234.71

Total Personnel \$653,906.39

Operational Budget:

Classroom Supplies	30,000
Textbooks/Workbooks	40,000
Equipment and Technology	20,000
Postage	4,000
Printing	6,000
Office Supplies	30,000
Staff Development	20,000
Audit and Contracted Services	25,000
Miscellaneous	10,000

\$185,000.00

Total Revenue \$901,255.40

Total Expenditures \$838,906.39

Unencumbered \$62,349.01

Revenue Estimate Worksheet for _____ Charter School

Based on the Second Calculation of the FEFP 2005-06

School District: **Polk**

1. 2005-06 FEFP State and Local Funding

Base Student Allocation \$3,742.42

District Cost Differential: 0.9801

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2005-06 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.018	0.0000	\$ -
111 Basic K-3 with ESE Services		1.018	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	175.00	1.113	194.7750	\$ 714,424
113 Basic 9-12 with ESE Services		1.113	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.818	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		5.190	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.318	0.0000	\$ -
ESOL (Grade Level 4-8)		1.318	0.0000	\$ -
ESOL (Grade Level 9-12)		1.318	0.0000	\$ -
300 Career Education (Grades 9-12)		1.193	0.0000	\$ -
Totals	175.00		194.7750	\$ 714,424

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	\$ 978	\$ -
	PK-3	252	\$ 3,159	\$ -
	PK-3	253	\$ 6,446	\$ -
	4-8	251	\$ 1,097	\$ -
	4-8	252	\$ 3,278	\$ -
	4-8	253	\$ 6,565	\$ -
	9-12	251	\$ 781	\$ -
	9-12	252	\$ 2,961	\$ -
	9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services				\$ 0.00
			Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:

District SAI Allocation \$ 22,104,648 divided by district FTE (with eligible services)

Per Student \$ 252.81 \$ 44,241

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding distribution of reading allocation funds for 2005-06.

Total Base Funding, ESE Guarantee, and SAI \$ 758,665

5. Class size Reduction Funds:

Weighted FTE aggregated from input in Section 1	DCD	Allocation factors	
PK - 3	0.0000	X 0.9801 X	539.94 = 0
4-8	0.0000	X 0.9801 X	515.45 = 0
9-12	194.7750	X 0.9801 X	516.90 = 98,676
Total	194.7750	*	Total Class Size Reduction Funds \$ 98,676

(*Total FTE should equal total in Section 1, column (d).)

- 6A. Divide school's Weighted FTE (WFTE) total computed
 in (d) above: 194.7750 by district's WFTE: 94,350.60
 to obtain school's WFTE share. 0.2064%
- 6B. Divide school's Unweighted FTE (UFTE) total computed
 in (b) above: 175.00 by district's UFTE: 87,436.71
 to obtain school's UFTE share. 0.2001%
- 6C. Divide school's High School Unweighted FTE (UFTE) total computed
 in (b) above: 175.00 by district's UFTE: 87,436.71
 to obtain school's UFTE share. 0.2001%

Refer to Note:

7. Other FEFP (WFTE share)	(a)	<u>2,222,114</u>	x	0.2064%	\$ <u>4,586</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	2,222,114				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>17,057,886</u>	x	0.2064%	\$ <u>35,207</u>
9. Discretionary Tax Equalization Allocation .25 mills (UFTE share)	(b)	<u>3,132,857</u>	x	0.2001%	\$ <u>6,269</u>
10. Discretionary Tax Compression Allocation .51 mills (UFTE share)	(b)	<u>6,041,002</u>	x	0.2001%	\$ <u>12,088</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,603,161</u>	x	0.2064%	\$ <u>9,501</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,911,603</u>	x	0.2001%	\$ <u>15,831</u>
Science Laboratory Materials (high school only)	(c)	<u>133,281</u>	x	0.2001%	\$ <u>267</u>
13. Public School Technology (UFTE share)	(b)	<u>1,631,840</u>	x	0.2001%	\$ <u>3,265</u>
14. Teacher Training (UFTE share)	(b)	<u>588,344</u>	x	0.2001%	\$ <u>1,177</u>
15. Student Transportation	(e)				
16. Florida Teachers Lead Program Stipend	(f)				
17. Food Service Allocation	(g)				

18. 1998-99 Hold Harmless Calculation <i>(Only if this charter school was in operation prior to July 1, 1999)</i>							
Base Student Allocation: \$3,223.06				District Cost Differential: 0.9678			
		Program				Base	
	UFTE*	Cost Factor	WFTE			Funding	
1998-1999	All	x 1.399	= 0.000	x	BSA & DCD	= \$	-
2005-2006	PK-3	@	Base Funding + SAI		\$	-	
2005-2006	4-8	@	Base Funding + SAI		\$	-	
2005-2006	9-12	@	Base Funding + SAI		\$	-	
2005-06 Total						= \$	-
*Enter only FTE of students meeting criteria for Dropout Prevention by grade group.						Change	\$
<i>If your school is eligible and only if the change is a positive number, enter change amount manually in the right hand column.</i>							

NOTES:

- (a) District allocations multiplied by percentage from item 6A. Total \$ 945,532
- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then time 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

PROJECTED REVENUE – OPERATION YEAR FIVE

Basic 11-12	UWFTE 180 students	WFTE 194.775	= \$714,424
SAI (Supplemental Academic Instruction) = 150 x 263			= \$44,241
Total			= \$758,665

Other

Class Size Reduction	= \$98,676
Other FEFP (WFTE share)	= \$4,586
Discretionary Local Effort	= \$35,207
Discretionary Tax	= \$6,269
Discretionary Tax Comp.	= \$12,088
Lottery	= \$9,501
Instructional Materials	= \$15,831
Science Lab Materials	= \$267
Technology	= \$3,265
Teacher Training	= \$1,177

Total	\$945,532
	- \$44,276.60 (5% district)
	<hr/>
ADJUSTED REVENUE	\$901,255.40

TOTAL REVENUE	<hr/> \$901,255.40
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PROJECTED EXPENSES – OPERATION (150 students 135 UWFTE)

Salaries

Instructional salaries	\$ 218,598.18
Adm. and Program Assistant.	\$ 95,983.13
HS Guidance Counselor	\$ 46,785.69
Para Professional Staff	\$ 27,318.18
Assistant Director	\$ 53,045.00
College Advisor	\$ 37,131.50
Accountant	\$ 27,810.00

Sub total \$506,671.68

Benefits

OASD	\$ 30,986.63
Medicare	\$ 7,246.92
FRS	\$ 55,626.04
Health	\$ 49,322.58
Life Insurance	\$ 1,903.44
Disability	\$ 2,149.10

Sub total \$147,234.71

Total Personnel \$653,906.39

Operational Budget:

Classroom Supplies	30,000
Textbooks/Workbooks	40,000
Equipment and Technology	20,000
Postage	4,000
Printing	6,000
Office Supplies	30,000
Staff Development	20,000
Audit and Contracted Services	25,000
Miscellaneous	10,000

\$185,000.00

Total Revenue \$901,255.40

Total Expenditures \$838,906.39

Unencumbered \$62,349.01

Revenue Estimate Worksheet for _____ Charter School

Based on the Second Calculation of the FEFP 2005-06

School District: **Polk**

1. 2005-06 FEFP State and Local Funding

Base Student Allocation **\$3,742.42**

District Cost Differential: **0.9801**

Program	Number of FTE	Program Cost Factor	Weighted FTE	Base Funding
(a)	(b)	(c)	(b) x (c) (d)	WFTE x BSA x DCD (e)
101 Basic K-3		1.018	0.0000	\$ -
111 Basic K-3 with ESE Services		1.018	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	180.00	1.113	200.3400	\$ 734,836
113 Basic 9-12 with ESE Services		1.113	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.818	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.818	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		5.190	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		5.190	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.318	0.0000	\$ -
ESOL (Grade Level 4-8)		1.318	0.0000	\$ -
ESOL (Grade Level 9-12)		1.318	0.0000	\$ -
300 Career Education (Grades 9-12)		1.193	0.0000	\$ -
Totals	180.00		200.3400	\$ 734,836

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	FTE	Grade Level	Matrix Level	Guarantee Per Student	
		PK-3	251	\$ 978	\$ -
		PK-3	252	\$ 3,159	\$ -
		PK-3	253	\$ 6,446	\$ -
		4-8	251	\$ 1,097	\$ -
		4-8	252	\$ 3,278	\$ -
		4-8	253	\$ 6,565	\$ -
		9-12	251	\$ 781	\$ -
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	0.00			Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)	\$ 22,104,648			Per Student	
		87,436.71	\$ 252.81	\$ 45,505	

4. Reading Allocation:
 Charter Schools should contact their school district sponsor regarding distribution of reading allocation funds for 2005-06.

Total Base Funding, ESE Guarantee, and SAI \$ 780,341

5. Class size Reduction Funds:

<u>Weighted FTE aggregated from input in Section 1</u>	<u>DCD</u>	<u>Allocation factors</u>	
PK - 3	0.0000	X 0.9801 X	539.94 = 0
4-8	0.0000	X 0.9801 X	515.45 = 0
9-12	200.3400	X 0.9801 X	516.90 = 101,495
Total	200.3400	*	Total Class Size Reduction Funds \$ 101,495

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	200.3400	by district's WFTE:	94,350.60		
to obtain school's WFTE share.				0.2123%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	180.00	by district's UFTE:	87,436.71		
to obtain school's UFTE share.				0.2059%	
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	180.00	by district's UFTE:	87,436.71		
to obtain school's UFTE share.				0.2059%	
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	2,222,114	x	0.2123%
Applicable to all Charter Schools:					\$ 4,718
Declining Enrollment	0				
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	2,222,114				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	17,057,886	x	0.2123%
					\$ 36,214
9. Discretionary Tax Equalization Allocation .25 mills (UFTE share)		(b)	3,132,857	x	0.2059%
					\$ 6,451
10. Discretionary Tax Compression Allocation .51 mills (UFTE share)		(b)	6,041,002	x	0.2059%
					\$ 12,438
11. Discretionary Lottery (WFTE share)		(a)	4,603,161	x	0.2123%
					\$ 9,773
12. Instructional Materials Allocation (UFTE share)		(b)	7,911,603	x	0.2059%
Science Laboratory Materials (high school only)		(c)	133,281	x	0.2059%
					\$ 274
13. Public School Technology (UFTE share)		(b)	1,631,840	x	0.2059%
					\$ 3,360
14. Teacher Training (UFTE share)		(b)	588,344	x	0.2059%
					\$ 1,211
15. Student Transportation		(e)			
16. Florida Teachers Lead Program Stipend		(f)			
17. Food Service Allocation		(g)			

18. 1998-99 Hold Harmless Calculation	<i>(Only if this charter school was in operation prior to July 1, 1999)</i>	
Base Student Allocation:	\$3,223.06	District Cost Differential: 0.9678
	Program	Base
	UFTE*	Funding
1998-1999	All	x 1.399 = 0.000
2005-2006	PK-3	@ Base Funding + SAI
2005-2006	4-8	@ Base Funding + SAI
2005-2006	9-12	@ Base Funding + SAI
		2005-06 Total = \$ -
		Change \$ -

**Enter only FTE of students meeting criteria for Dropout Prevention by grade group.*

If your school is eligible and only if the change is a positive number, enter change amount manually in the right hand column.

NOTES:

(a) District allocations multiplied by percentage from item 6A.	Total	\$ 972,565
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- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

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