

**Polk County
Voluntary Public School Choice (VPSC) Grant**

**Year-Three End-of-Year Summary
Submitted October 2010**

(Performance October 2009 through September 2010)

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Polk County VPSC Year-Three End of Year Summary Grant

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Polk County VPSC Grant Year 3 Budget and Expenditures

Table 1 below shows actual expenditures by category as of September 24, 2010, for the third year of Polk County's VPSC grant. There will be additional expenditures prior to project close-out.

Table 1: Year Three Budget with Expenditures through the Fourth Quarter					
Category		Planned Year 3 Expenditures	Budget	Actual	Comments
6400	220	Instructional Staff Consultative Services Salary Social Security	200.00	76.56	
6400	240	Instructional Staff Consultative Services Salary Work Comp	200.00	66.61	
6400	310	Instructional Staff Consultative Services Training	2400.00	0.00	
6400	312	Instructional Staff Consultative Services Training	0.00	0.00	
6400	331	Instructional Staff Consultative Services Training-Travel	39800.00	39764.50	
6400	360	Instructional Staff Training Rentals	20400.00	20311.00	
6400	510	Instructional Staff Training Supplies	6811.00	6766.71	
6400	751	Instructional Staff Substitutes	16600.00	6836.23	
6400	752	Instructional Staff Temp Employees	1083.00	0.00	
7800	160	Transportation Salary	23048.00	5076.81	
7800	162	Transportation Salary	52.00	51.53	
7800	210	Transportation Retirement	2374.00	513.86	
7800	220	Transportation Social Security	1844.00	390.57	
7800	231	Transportation Health Insurance	5280.00	0.00	
7800	232	Transportation Life Insurance	27.00	0.00	
7800	240	Transportation Worker's Compensation	2750.00	635.85	
7800	350	Transportation Repairs and Maintenance	1709.00	663.40	
7800	450	Transportation Gasoline	0.00	0.00	
7800	460	Transportation Diesel Fuel	12000.00	6866.48	

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Table 1: Year Three Budget with Expenditures through the Fourth Quarter

Category		Planned Year 3 Expenditures	Budget	Actual	Comments
7800	510	Transportation Supplies	50.00	7.67	
7800	540	Transportation Oil and Grease	11.00	10.49	
7800	550	Transportation Repair Parts	150.00	149.52	
7800	752	Transportation Non Instructional Temporary Employee	1000.00	648.56	
7700	220	Central Services Social Security	1505.00	0.00	
7700	240	Central Services Worker's Comp	250.00	157.46	
7700	310	Central Services Professional/Technical Consultative Services	50169.00	44679.00	
7700	330	Central Services Travel	7100.00	3841.65	
7700	331	Central Services Travel Training	99695.00	89307.84	
7700	360	Central Services Rentals	19800.00	19126.49	
7700	370	Central Services Postage	500.00	9.92	
7700	390	Central Services Other Purchased Services (Printing)	5000.00	1202.75	
7700	510	Central Services Supplies	18181.01	14845.53	
7700	641	Central Services Capital Equipment	6370.25	0.00	
7700	644	Central Services Non Capital Equipment	1629.75	1629.75	
7700	730	Central Services Dues and Fees	18900.00	15701.50	
7700	751	Central Services Instructional Temporary Employee	0.00	0.00	
7700	752	Central Services Non Instructional Temporary Employee	17888.99	13850.03	
7200	793	Indirect Costs	21278.00	11080.67	
5300	130	Vocational Other Certified Personnel	0.00		
5300	210	Vocational Other Certified Personnel Retirement	0.00		

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Table 1: Year Three Budget with Expenditures through the Fourth Quarter

Category		Planned Year 3 Expenditures	Budget	Actual	Comments
5300	220	Vocational Other Certified Personnel Social Security	0.00		
5300	231	Vocational Other Certified Personnel Insurance	000		
5300	240	Vocational Other Certified Personnel Work Comp	0.00		
5300	310	Vocational Professional/Technical Consultants	142114.00		
5300	510	Vocational Supplies	5800.00		
5300	622	Vocational Non Capital AV	2000.00		
5300	644	Vocational Non Capital Computer Equip	40086.00		
Budget and Expenses for Project Year			595056.00	*304268.94	

* Expenditures are as reflected in the system through September 30, 2010. They will be updated prior to official end-of-year budget reporting.

Year-Three Final Executive Summary Providing Status of Progress toward Program Goals, Activities and Timelines

Overview

Polk County's VPSC grant proposal lists two goals:

- Goal 1 focuses on a plan to **(a)** develop and refine meaningful district choice options and **(b)** identify and develop solutions to choice barriers.
- Goal 2 addresses this partnership's intent to **(a)** create a model for the development and implementation of career academies and **(b)** expand the number of career academies in the coalition districts.

The focus of grant activities is stated in the project abstract of the grant proposal: *This project will create and maintain a powerful coalition of school districts which will share resources and best practices to intensely focus on increasing choice options for all students with an emphasis on low performing, disengaged and disenfranchised secondary school students. This project includes primary partnerships with Polk, Osceola and Hillsborough Counties as well as expanded partnerships to also include Indian River, Lake, Manatee, Orange, Pasco and Sumter Counties.*

Since beginning grant activities in the summer of 2008, Polk County has correlated its goals and outcomes to Florida's Performance Measures. At the end of each quarter, the Polk County consortium reports performance in relation to every outcome that should have been met to date based on the proposal timeline. Tables 8, 9, and 10 provide an update of performance from beginning of grant through the end of September 2010. Grant outcomes have been met as of September 2010.

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A Summary of Goal-Related Performance

A major accomplishment of the third year of grant activities has been the successful upload of VPSC student records from individual school districts to the Florida Department of Education. Polk County submitted the first consortium upload on March 17, 2010. By the end of the project year, 7 of the 9 partnering districts had completed successful uploads. Furthermore, Pasco County has attempted an upload but is having difficulty configuring data to conform with upload requirements. While project contacts in Indian River County continue to work within the district to facilitate the upload process, no files have been submitted by that district. The Florida Department of Education VPSC District Website shows that a total of **42,164** consortium student records have been uploaded. These records are now readily accessible to Florida Department of Education staff members and to University of South Florida evaluation personnel. Districts also feel comfortable that the confidentiality of those records has been protected.

Polk County consortium personnel and its external evaluator devoted a significant amount of time during this project year to working with representatives from partnering districts to facilitate the upload of student records. Additionally, they facilitated activities and processes to be used within the consortium to collect and report information required to describe the degree to which activities related to each of the two project goals have progressed as anticipated.

Polk County has reported some key activities and accomplishments in relation to each of the two goals.

- Goal 1 addresses all inter- and intra-district choice options other than career academies. To date, inter-district agreements are in place to allow students to transfer between Polk and Osceola and between Polk and Hillsborough Counties to access choice. These are the three primary grant partners. There are also formal inter-district agreements with Osceola County to take Polk students by way of Four Corners and New Dimensions charter schools.

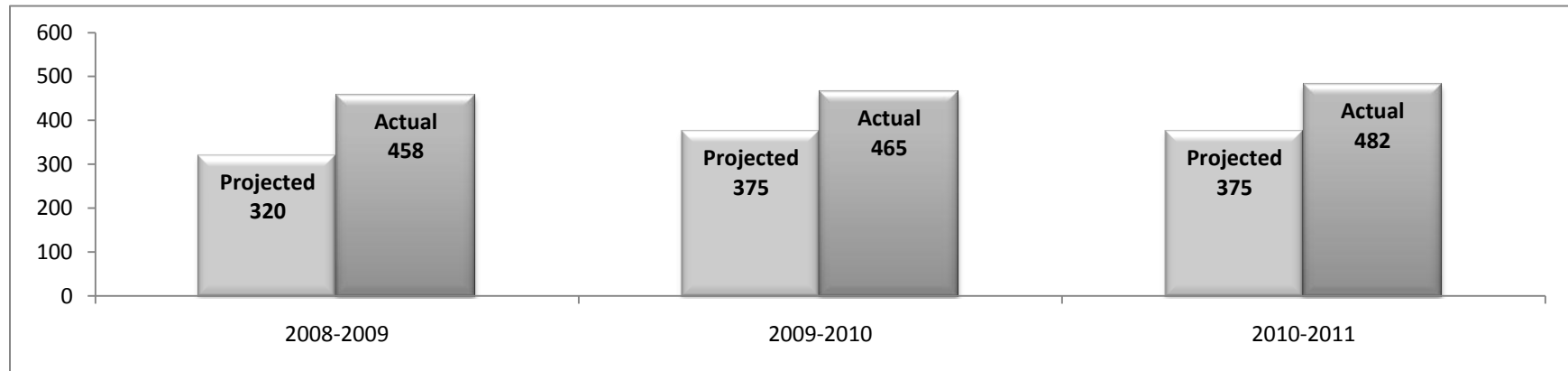
The number of Polk County students going from Polk to Osceola County to access Four Corners and New Dimensions exceeded expectations in both 2008-2009 and 2009-2010 and has done so to date for 2010-2011.

1. The VPSC Year-Two End-of-Year Report states that a total of 458 Polk County students accessed an inter-district transfer option to attend Four Corners Charter School or New Dimensions High School in Osceola County. The grant narrative predicted that a total of 320 students would make that choice. The actual number is 143% of what was expected.
2. Polk County projected that a total of 375 students would go from Polk County to Osceola County to attend these two schools during 2009-2010. As of June 2010, 465 students had done so. The actual number for 2009-2010 was 124% of the number projected.
3. For 2010-2011, Polk County again projected that 375 students will go from Polk to Osceola County to attend Four Corners and New Dimensions. The actual number of students who have done so as of September 30, 2010, is 482. That is 129% of the number projected.

Figure 1 on page 7 shows the anticipated versus actual number of students transferring from Polk County to either Four Corners or New Dimensions during both 2008-2009 and 2009-2010 school years and to date for 2010-2011.

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Figure 1: Projected vs. Actual Number of Students accessing Inter-District Choice to attend Four Corners and New Dimensions



Other students accessing inter-district choice during 2009-2010 to move between Osceola and Polk Counties include 6 transferring from Osceola to Polk and 2 transferring from Polk to Osceola. Additionally, 11 students used the inter-district choice option to move from Hillsborough to Polk County, while 133 went from Polk to Hillsborough.

A needs assessment initiated in the Polk VPSC project in July 2008 asked consortium districts to rank barriers to choice. Transportation was a major barrier. A key accomplishment of this grant has been the development of the transportation plan created for students going from Polk County to Four Corners Charter School in Osceola County. Four Corners began transportation as of the second semester of the 2009-2010 school year. The school runs two bus routes that fill the bus both times. All students transported on the bus are Polk County students attending the charter school through an inter-district agreement. The bus holds 77 students; therefore, approximately 150 students are transported each day. The students on the first bus route are the furthest from the school and participate in a before-school program that offers breakfast and supervision by a school staff member. The students on the second bus route are closer to the school and arrive before school begins. Four hundred two students from Polk County exercised inter-district choice in order to attend Four Corners during this reporting quarter.

Another barrier to choice identified by consortium partners is the lack of effective marketing strategies. Brochure templates have been developed with input from the nine partnering districts. Brochures were disseminated at the beginning of the second quarter.

Additional detail about the results of the needs assessment and strategies to overcome barriers to choice was summarized and reported in the VPSC Year-Two End-of-Year Report. The report specifies that a group of district representatives defined a choice student as any student not attending his or her zoned school.

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The Florida Department of Education has student records for 2009-2010 VPSC Choice participants. However, since fall 2010 records have not been uploaded, Polk County project personnel have chosen to report some initial summary information regarding students impacted by grant training activities who transferred during fall term 2010 to access choice.

In Polk County, Lakeland Montessori Middle, a charter school, has acted as a high-performing choice option for students. This charter school was awarded a renewal contract in 2010. During the fourth quarter of year-three grant activities, 42 new seats were reported at Lakeland Montessori and are directly impacted by the PMI and charter renewal training that occurred through the grant.

Additionally, Lawton Chiles Middle School teachers continued to participate in grant-sponsored training and curriculum development for implementing an IB MYP (middle years program). During this reporting period, 220 new students at this magnet school benefited from the school's rigorous academic program.

As part of a local assessment of the degree to which students are transferring from low performing to high performing schools, Polk County personnel examined records to determine zoned schools from which students transferred to both Lakeland Montessori and Lawton Childes. They also compared school grades and AYP status for these two schools and the schools from which new students transferred. Tables 2 through 5 list that information.

Table 2: Schools from Which Students Transferred to Lakeland Montessori in August 2010

	Lake Gibson	Lakeland Highlands	McLaughlin	Mulberry	Sleepy Hill	Southwest	Boone	Crystal Lake	Denison	Kathleen	TOTAL
# of Transfers	6	7	1	2	4	12	2	5	1	2	42

Table 3: AYP Status and School Grades for Lakeland Montessori and for Schools from Which its Students Transferred in August 2010

	Lakeland M.	Lake Gibson	Lakeland Highlands	McLaughlin	Mulberry	Sleepy Hill	Southwest	Boone	Crystal Lake	Denison	Kathleen
2009 AYP	Yes	No	No	No	No	No	No	No	No	No	No
2009 School Grade	*NA	B	A	B	B	C	A	C	C	B	B
2010 AYP	Yes	No	No	No	No	No	No	No	No	No	No
2010 School Grade	*NA	B	A	C	B	C	A	C	C	C	C

* Lakeland Montessori does not receive a school grade because of low enrollment.

Table 4: Schools from Which Students Transferred to Lawton Chiles in August 2010

	Southwest	Sleepy Hill	Lakeland Highlands	Lake Gibson	Kathleen	Crystal Lake	TOTAL
# of Transfers	44	39	61	35	21	20	220

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Table 5: AYP Status and School Grades for Lawton Chiles and for Schools from Which its 6 th Graders Transferred in August 2010							
	Lawton Chiles	Southwest	Sleepy Hill	Lakeland Highlands	Lake Gibson	Kathleen	Crystal Lake
2009 AYP	Yes	No	No	No	No	No	No
2009 School Grade	A	A	C	A	B	B	C
2010 AYP	No	No	No	No	No	No	No
2010 School Grade	A	A	C	A	B	C	C

- Goal 2 focuses on creating a model for the development and implementation of high school and middle school career academies. To date, consortium personnel have focused most activities on high school career academies and have achieved four key accomplishments:
 1. A career-academy strand was offered during both the June 2009 and June 2010 VPSC Conference.
 - The 2009 conference was used to initiate the discussion required to create a career academy implementation plan. Thirty-six attendees from five consortium districts participated.
 - In 2010, 94 career academy representatives, a 261% increase in attendance over 2009, attended the VPSC Conference. They were from six consortium districts. Participants attended three general sessions and also had the opportunity to attend four out of 21 breakout sessions offered during the three-day conference.
 2. During the third quarter, Polk County district and school personnel further defined the academy concepts to be evidenced in all its high school career academies. Those concepts and the evaluation and continuous improvement process to be used in Polk County to help move academies ever-closer to full implementation were shared at the June 2010 VPSC Conference during two breakout sessions that were attended by 34 conference participants. During the fourth quarter, Polk County district personnel scheduled meetings throughout the county during which they reviewed the academy concepts with administrators, guidance counselors, and both career technical and academic teachers. They also shared performance of 2009-2010 graduates from each academy as compared to those in its host school in regard to four performance indicators. Performance indicators and the results of initial reports are included as part of the evaluation portion of this report and are listed on page 18.
 3. In January 2010, Polk County hosted its own career academy conference attended by approximately 120 educators and business partners. At the June 2010 VPSC Conference, partnering districts were invited to send representatives to the Second Annual Polk County Career Academy Conference scheduled for November 3, 2010 at the Lakeland Center.
 4. The nine consortium districts have engaged business partners in the development, implementation and sustainability of their career academies. During the fourth quarter, district contacts were asked to report the number of business partners who worked with career academies during the 2009-2010 school year. Reports received as of September 2010 from partnering districts are as listed in Table 6 on page 10.

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Table 6: Academy Business Partners by Consortium District	
District	District
Hillsborough	Hillsborough
Indian River	Indian River
Lake	Lake
Manatee	Manatee
Orange	Orange
Osceola	Osceola
Pasco	Pasco
Polk	Polk
Sumter	Sumter
TOTAL	TOTAL

Overall Grant Status

As of September 2010, Polk County consortium grant activities have proceeded essentially as expected. The only major challenge has been accessing student data from partnering districts. However, project leaders continue to anticipate that districts will become comfortable uploading their student data to the state, using the new reporting process.

As of the end of September 2010, seven districts have had successful uploads. Furthermore, Pasco County has attempted an upload but is having difficulty configuring data to conform with upload requirements. While project contacts in Indian River County continue to work within the district to facilitate the upload process, no files have been submitted by that district. Table 7 lists the consortium districts, the number of uploaded student records from each, and the total number of students impacted through the consortium.

Table 7: Student Records uploaded by each Consortium District	
District	Number of Uploaded Student Records
Hillsborough	521
Indian River	0
Lake	5823
Manatee	6380
Orange	12964
Osceola	5951
Pasco	0

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Table 7: Student Records uploaded by each Consortium District

District	Number of Uploaded Student Records
Polk	6322
Sumter	4203
TOTAL	42,164

The number of districts with successful uploads has steadily risen, showing that district personnel are gradually creating processes to collect and transmit the data. Project leaders anticipate that Pasco County will complete a successful upload by the end of October. Only Indian River has not attempted the upload process.

Student records from partnering districts provide both Florida Department of Education staff members and University of South Florida evaluation personnel with access to the information needed to examine both transfer trends and the performance of students who access choice.

Project Activities Tied to Polk County’s VPSC Grant Outcomes with State Objectives for Year 3

The anticipated outcomes listed in Tables 8 and 9 are those that were scheduled to be met during year 3 of the Polk County VPSC Grant. A status statement for each outcome is listed. Performance in relation to each outcome has also been reported as part of earlier quarterly reports.

Table 8—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
<p>State Objective 1. In target public school districts, increase the number of families that exercise inter-district public school choice.</p> <ul style="list-style-type: none"> • State Measure 1a. By the end of the second quarter in the inter-district agreement models planning period, 100% of the inter-district partnerships or multi-inter-district transfer partnerships will implement plans to create or expand school choice programs, particularly at middle or high schools, for operations to commence August 2009. • State Measure 1b. By the end of the third quarter of the planning grant period, 100% of the inter-district and/or multi-inter-district partnerships that require transportation will have a transportation plan for inter-district students for selected school choice schools by August 2009. 		
Polk Goal #1: 1a—Review current choice offerings and transfer policies		
Anticipated Outcomes in Polk County’s VPSC Grant		Status in Polk County’s VPSC Grant
1.1. a Contract to Marie Sneed (<i>Hire a consultant to review practices and make recommendations.</i>)	September 2008	All contract work has been completed with recommendations received.
1.1. b Model inter-local agreement (Develop a comprehensive master plan to move students among districts.)	May 2009	Interdistrict agreements are in place to allow student transfers as follows: <ul style="list-style-type: none"> • Polk County to Osceola County • Osceola County to Polk County • Polk County to Hillsborough County

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Table 8—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
		<ul style="list-style-type: none"> • Hillsborough County to Polk County
<p><u>1.3.a</u> Submit inter-district transfer report to Coalition audience. <i>(Present an update on inter-district transfers at coalition choice summit.)</i></p>	October 2009, 2010 and 2011	<p>On November 19, 2009, Polk County’s Sr. Director of Magnet, Choice and Charter Schools shared an annual report of Polk County’s VPSC grant with the coalition districts at the Florida Public School Choice Consortium. The report included a summary of inter-district transfers as well as a participation report of grant-sponsored training.</p>
<p><u>1.3.b</u> Create and distribute policy and inter-district transfer agreements. <i>(Send each district copies of the modifications to district policy, model inter-district transfer agreements and other relevant documentation to facilitate replication.)</i></p>	August 2009	<p>Polk has established contractual interdistrict agreements with New Dimensions High School and Four Corners Charter School in Osceola County. Students from low performing schools have the opportunity to attend these higher performing schools through transfer. This impacts 450 students annually. Furthermore, informal interdistrict agreements have been signed with Hillsborough County allowing students to transfer over district lines. These interdistrict transfer policies and practices were discussed in terms of best practice at the summer training. Over 20 participants were at the session to discuss choice transfer options for students. Polk, Orange, Hillsborough, Manatee, Duval, Lake and Osceola County participated. Additionally, evaluators from USF and the DOE interacted as districts discussed the benefits and challenges to choice.</p>
<p><u>1.1.c</u> District transportation plans with regards to choice, charter and Title I options <i>(Develop a transportation plan in each district to assure that transportation is not a barrier to choice enrollment.)</i></p>	March 2009	<p>Polk County and Osceola County have worked together with the Four Corners Charter School to formalize an interdistrict transportation plan to transport Polk County students to Four Corners Charter School. Through VPSC funds, Polk County purchased a bus and is working closely with Four Corners Charter School to ensure transportation is not a barrier to Polk students attending this school through the interdistrict agreement beginning January 2010.</p>
<p>State Objective 1. In target public school districts, increase the number of families that exercise inter-district public school choice. (continued)</p> <ul style="list-style-type: none"> • State Measure 1c. Increase the number of families that exercise public school choice via the inter-districts models by 2% each year after models’ implementation in August 2009, thus increasing overall number of student transfers by 6% at end of grant period. 		
<p>Polk Goal #1: 1a—Review current choice offerings and transfer policies. (continued)</p>		
Anticipated Outcomes in Polk County’s VPSC Grant	Status in Polk County’s VPSC Grant	

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Table 8—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1												
1.2.a Report of students transferring between Polk, Hillsborough and Osceola <i>(Evaluate effectiveness of current agreements with schools in Osceola and Hillsborough Counties.)</i>	November 2009	<p>The number of students in Polk, Hillsborough and Osceola Counties who exercised school choice via the inter-district models for the 2009-2010 school year <i>(excluding those going from Polk to Osceola to access New Dimensions High School or Four Corners Charter School)</i> is as follows.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">2009-2010</th> </tr> </thead> <tbody> <tr> <td>Polk to Osceola</td> <td style="text-align: center;">473</td> </tr> <tr> <td>Osceola to Polk</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Polk to Hillsborough</td> <td style="text-align: center;">105</td> </tr> <tr> <td>Hillsborough to Polk</td> <td style="text-align: center;">16</td> </tr> </tbody> </table>		2009-2010	Polk to Osceola	473	Osceola to Polk	7	Polk to Hillsborough	105	Hillsborough to Polk	16
	2009-2010											
Polk to Osceola	473											
Osceola to Polk	7											
Polk to Hillsborough	105											
Hillsborough to Polk	16											
1.2.b Report of students moving between districts and their free-and-reduced-lunch status <i>(Formalize and prioritize student movement between districts to emphasize needs of high poverty students.)</i>	March 2010	As of the end of September 2010, consortium districts have uploaded 42,164 matching student records. These are students accessing choice, some of whom are moving between districts. The student ID’s can be matched to records within the Southwest Data Warehouse to determine free-and-reduced-lunch-status of each enrollee.										
1.2.c Needs assessment including types of choice and barriers to choice <i>(Create and utilize a needs assessment to identify choices appealing to students and parents, barriers to accessing choices, and steps to overcome barriers.)</i>	May 2009, 2010 and 2011	Participant evaluations at the June 2010 VPSC Conference asked participants to identify needs and areas for improvement.										
1.2.d Marketing media to include but not be limited to brochures, videos and web based media <i>(Develop and disseminate marketing and information tools in multiple languages.)</i>	March 2010	Brochure templates have been developed and disseminated to partnering districts.										
1.2.e Report of number and type of marketing information used <i>(Evaluate effectiveness of marketing and information tools.)</i>	March 2010, 2011, and 2012	As of March 2010, brochures have been created to market (1)inter-district transfer options (200) and (2) career academies in four districts (200 per district).										
1.3.c Brochures, videos and other marketing tools <i>(Provide coalition members with brochures, videos and other marketing tools developed via this grant.)</i>	June 2009, 2010 and 2011	Brochure templates have been developed with input from the nine partnering districts marketing inter-district transfers and career academies.										

Table 9—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2
<p>State Objective 2. In target communities, increase the number of families with children in lower-performing schools who transfer to higher-performing schools.</p> <ul style="list-style-type: none"> • State Measure 2a. Number of school choice activities conducted for parents at targeted schools, specific to those schools that have failed to make AYP for two or more years, will be increased by 25% at the end of 2011. • State Measure 2b. From 2007 through 2011, training participation of community and parent volunteers at the School Choice Parent Resource Centers will increase by 30%. • State Measure 2c. By end of grant 25% more families at each School Choice Parent Resource Center operating under this grant will use personalized

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Table 9—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

assistance in comfortable community settings with community volunteers and Public School choice staff.

Polk Goal: No Polk County VPSC goal addresses State measures 2a, 2b or 2c.

Table 9—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

State Objective 2. In target communities, increase the number of families with children in lower-performing schools who transfer to higher-performing schools.

- **State Measure 2d. Increase number of student transfer applications to public school choice options in targeted lower-performing schools to higher-performing schools and/or programs by 2% in 2009, 3% each year after, totaling 11% gain in transfers by 2011.**

Polk Goal #1: 1b—Provide training to promote high quality-high yield choice schools.

Anticipated Outcomes in Polk County's VPSC Grant	Date	Status in Polk County's VPSC Grant
1.b.1 Self assessment instrument data <i>(Complete self assessment instrument in each participating district.)</i>	June 2009	Partnering districts were surveyed about the types of choice and common barriers to choice in their respective districts.
1.b.2 Contract for specific, high yield training addressing key areas of improvement as identified <i>(Identify key areas of improvement in each district; plan and contract for training to address these areas.)</i>	June 2009	Polk has offered training sessions for choice, charter and career academy leaders. These training opportunities were offered in April and June of both 2009 and 2010.
1.b.3 Training program to include introductory, advanced and train-the-trainer models for district and school-based personnel <i>(Meet to share training results and develop a targeted training program.)</i>	June 2010, 2011, and 2012	In April 2010, 38 consortium members participated in training tied to IB MYP, 19 attended charter contract sessions and 22 took part in choice planning meetings. Twenty-four participants at the June 2010 VPSC Conference attended sessions focusing on curriculum and student achievement best practices in choice schools. Also, 94 attendees took part in career academy sessions described earlier in this report.

Polk Goal #1: 1c—Offer a summit for choice staff, career academy instructors and charter authorizers to promote high quality-high yield programs

Anticipated Outcomes in Polk County's VPSC Grant	Date	Status in Polk County's VPSC Grant
1.c.1.a Enewsletters <i>(Take active roles in the central region of the FPSCC to include updates via the newsletter, presentations at meetings and serving in leadership roles.)</i>	October 2008, 2009, 2010 and 2011	Enewsletter are maintained quarterly through the Florida Public School Choice Consortium via online newsletter link. (http://www.fpsc.net/newsletter/05polkvpvc.htm)
1.c.1.b Training for the north and south regions of the state to share online resources, tools and key learnings <i>(Provide training for the north and south regions to share resources and provide tools and key learnings.)</i>	June 2011 and 2012	Not yet applicable
1.c.1.c Agendas and sign-in sheets <i>(Present at state and national conferences to disseminate information.)</i>	March 2010, 2011, and 2012	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report.

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Table 9—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2		
		On July 20, 2010, project staff made a presentation regarding best practices at the School Choice Parent Advisory Council meeting in Orlando.
<u>1.c.2.a</u> A self evaluation and needs assessment <i>(Share self evaluation and needs assessment materials developed and implemented through the project in summer workshops.)</i>	March 2009 and 2010	A self evaluation and needs assessment occurred April 23-24, 2009. Data from the districts were shared through a collaborative forum. Partnering districts were surveyed about the types of choice and common barriers to choice in their respective districts. In April 2010, district office staff surveyed and developed format for train-the-trainer model for June 2010 VPSC Conference (choice strand).
<u>1.c.2.b</u> Agendas, curriculum maps and models <i>(Focus workshop strands during years 3 and 4 on teacher training resources available via the career academy model and implementation of inter-district transfer agreements, transportation options and solutions as well as authorizer intervention plans.)</i>	June 2010	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report.
<u>1.c.2.c</u> Agendas <i>(Focus training strands in years 4 and 5 on high yield strategies to recruit and retain students, particularly high need students.)</i>	June 2011 and 2012	Not yet applicable
<u>1.c.2.d</u> Agendas <i>(Continue workshops beyond proposal funding period.)</i>	June 2013	Not yet applicable
<u>1.c.3.a</u> A web address and hard copy print material as applicable to site, training or material <i>(Coordinate information and web based offerings.)</i>	December 2008, 2009, 2010, 2011, and 2012	www.fpsc.net/vpsc/index.htm contains Voluntary Public School Choice data and print material from summer trainings and presenters.
Polk Goal #2: 2—Create a comprehensive, sequential model for the development and implementation of career academies.		
Anticipated Outcomes in Polk County's VPSC Grant		Status in Polk County's VPSC Grant
<u>2.1.a</u> Implementation plan <i>(Create a detailed implementation plan for academies to include</i> <ul style="list-style-type: none"> • Academy types • Locations • Recruitment of students • Development of intra and inter district choice options • An application system and process by district) 	August 2009	The June 2009 Conference was used to initiate the discussion required to create a career academy implementation plan. Thirty-six participants from five consortium districts participated in career academy sessions. <ul style="list-style-type: none"> • Presentations were made from representatives of multiple program areas (academy types). • Attendees heard strategies for establishing academies. • Polk County also presented its recruitment strategies and the online application process being piloted in the county. Updated sessions will be offered in June 2010. • Intra district application have been formalized in Polk County and were shared with other districts at the June 2010 Conference.
<u>2.1.b</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Send career academy teachers to a summer curriculum mapping workshop.)</i>	June 2010	As described earlier in the this document, 94 career academy attendees at the June 2010 VPSC Conference

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Table 9—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

		took part in general sessions, break-out sessions, and strategic planning sessions designed to strengthen career academies across the consortium. Sessions were based on needs voiced by career academy personnel. Three of the sessions directly addressed curriculum development, and one focused on the creation of curriculum maps. <i>(List of participants and representative districts are available upon requests.)</i>
<u>2.1.c</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Schedule an additional summer institute to refine curriculum maps and focus on additional career academy models lacking maps or training.)</i>	June 2011	Not yet applicable
<u>2.1.d</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Create additional curriculum maps for new academies, refine existing maps, and offer introductory instructional strategies for professionals new to the career academy model.)</i>	June 2011 and 2012	Not yet applicable
<u>2.1.e</u> Career Academy Cadre list of at least five representatives from respective districts to total a group of 50 <i>(Identify and train a select and dedicate cadre of professionals from each district to spearhead the continued development and implementation of curriculum maps and instructional strategies.)</i>	June 2012	Not yet applicable
<u>2.2.a</u> List of participants for computer conference <u>2.2.b</u> List of best practices and issues for discussion from participating districts <i>(Share a written best practice and a challenge or issue with group during the winter meeting via computer conferencing.)</i>	December 2008, 2009, 2010, 2011, and 2012	2.2a-A formal computer conference has not been implemented to date. 2.2.b-Through December 2009 FACSA meeting committees were developed to include the best practices in the following areas: new application and appeal process, charter renewal and termination process, legal and contract, and district processes and procedures. Eight of the nine partnering districts are members of these committees.
<u>2.3</u> Hard copy of website and bulletin board including web address or link <i>(Coordinate with FPSCC to maintain a web based bulletin board.)</i>	April 2009	www.fpssc.net/vpsc/index.htm contains Voluntary Public School Choice data and print material from summer trainings and presenters. Additional information is available at http://www.polk-fl.net/districtinfo/departments/schoolbased/schoolchoice/default.htm

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Table 10—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 3

State Objective 3. Increase the methods to improve capacity, parental involvement and academic significance for choice public school initiatives.

- **State Measure 3a.** Increase membership of Parent Advisory Councils by 25 memberships the first year with an increase of 10% each year thereafter, resulting in an increased of involvement at School Choice Parent Resource Centers (SCPRC) sites and the number of volunteer attendance at trainings.
- **State Measure 3b.** For each year of the grant, the attendance of Parent Advisory Council members at all FPSCC events will increase by 5% each year, totaling 25% by the end of the grant in 2011.
- **State Measure 3c.** By 2011, the Parent Advisory Council and the parent volunteers at the SCPRC sites will collaboratively develop and produce a publication to provide technical assistance and guidance to parents on statewide school choice policies and issues that will be distributed at all SCPRC sites.
- **State Measure 3d.** By 2011, students who participate in the school choice inter-district models will show an overall average increase of 2% in FCAT reading and math scores.

Polk Goal: Polk County's VPSC Grant does not address State Measures 3a, 3b, 3c or 3d.

Status of Marketing/Dissemination Activities as of the End of Year Three

The final quarterly report for the year lists marketing and dissemination activities in place for the VPSC grant. They are as follows:

1. A public relations consultant has been used to develop informational brochures that explain inter-district transfer options. These brochures are available in Polk, Osceola and Hillsborough County. With this information, parents have instructions on how to apply for an inter-district transfer, who to contact in the respective district and the benefits of attending a higher performing school.
2. A public relations consultant has been used to develop informational brochures that explain career academies. These brochures list academy goals, outline the application process, specify student benefits, and list the academies in the individual district. They also include business partner information. Brochures have been designed for and distributed to four districts; they have been offered to the other eight participating districts so they may tailor the template for their use.
3. Inter-district transfer forms are available online through the Polk, Osceola, and Hillsborough County websites.

Data Collection/Project Evaluation Status as of the End of Year Three

- During year three of grant activities, project personnel and the external evaluator continued to work with Polk County career academy personnel and with schools to establish the importance of having all district career academy students accurately flagged. The academy flags were used to create student performance reports that were presented to Polk County academy personnel during the fourth quarter. Each report lists performance of total academy graduates and of subgroups by gender, race/ethnicity and special populations (ESE, ESOL, and free/reduced lunch). The report includes:
 - The spring 2010 number and percentage of academy graduates scoring 3 or higher on FCAT Reading and FCAT Math.

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- The spring 2010 number and percentage of academy graduates attempting and earning industry certification (if entered into the system).
- The 2009-2010 graduation rate of academy enrollees.
- The weighted GPA of 2010 graduates.

Furthermore, along with each academy report, school personnel received an identical report showing performance of all the graduates from the school in which the specific academy is housed. Academy and school leaders are now able to compare the performance of academy graduates with that of the host school.

- While the reports presented in September 2010 are still in DRAFT form, the external evaluator reviewed performance of 23 career academies as compared to that of their host schools. These initial reports show that:
 - In 73 of 92 or 79% of the comparisons (*4 measures X 23 academies = 92*), academy seniors performed better than the total seniors in the host school.
 - In 77 of 92 or 84% of the comparisons, academy special populations seniors performed better than the special populations seniors in the host school.
 - Individual academies performed better than their host schools in 150 of 184 or 82% of the total measures (*8 measures X 23 = 184*).
 - 19 of 23 or 83% of the academies with 20 or more seniors performed better than their host schools on at least 6 of 8 or 75 % of the measures. An additional analysis shows that:
 - Seven of the 23 academies performed better on all 8 indicators.
 - Another seven performed better on 7 of 8.
 - 5 performed better on 6 of 8.
 - Only three of the 23 or 7% of academies did not perform better than their host schools on at least half of the measures.

Additionally, the evaluator examined performance of **seven** academies with senior enrollments ranging from 4 to 19 and discovered that these academies performed better than the host schools in 45 of 54 or 83% of the total measures (*8 measures X 7 = 56 – two unreported measures for small academies = 54*).

- During the third year of the grant, the external evaluator and Polk County career academy personnel shared the academy evaluation and continuous improvement process with VPSC consortium partners at the June 2010 conference. Then, in September, they presented the same process with an updated timeline to academy representatives across Polk County. In meetings held in four areas of the county, assistant principals, guidance counselors, academic teachers, and career and technical education teachers reviewed the academy concepts and talked about the status of each in the academies at individual schools. These meetings were also used to announce formal Polk County academy evaluations to take place in the winter and spring of 2011.

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- During year three, Polk County grant staff members and the external evaluator worked with partnering districts to implement a new student records upload process. As shown in Table 7 on page 10, seven of nine consortium districts have successfully completed student uploads. According to the Florida Department of Education website, the consortium shows **42,164** uploaded records as of September 30, 2010.
- During year three of its VPSC grant, Polk County’s evaluation activities have reported:
 1. Training activities funded through the grant. Events are listed in Table 11.
 2. The number and job category of participants from partnering districts who attended each activity—Number of participants at each event is reported in Table 11.
 3. Both the number and the lists of students by category (choice, charter, and career academy) whose learning experiences are influenced by the training activities—Categories of students are described in Table 11. As of September 2010, 42,164 student records have been uploaded by consortium districts.
 4. Summaries of evaluations submitted by training participants at each event.

During the first quarter of this year, project staff and the project’s external evaluator specified how students touched by VPSC training activities are to be identified and reported. **Table 11** lists training activities by category and students to be reported for each.

Table 11: Planned Year Three VPSC Training Events, Number of Attendees and Students reported by Category

Category	Events	Students to be Reported
Choice Schools	The January 2010 training event engaged 56 choice and charter representatives from the FL DOE staff, district administrators and school-based personnel from consortium districts who planned training activities to be held in April 2010 for school leaders and in June 2010 for teachers. In April 2010, 38 consortium members participated in training tied to IB MYP, 19 attended charter contract sessions and 22 took part in Choice planning meetings.	As part of all three events, Polk County district staff described each district’s responsibility for reporting students who benefit directly from grant activities.
Charter Schools	Twenty-four participants (24) at the June 2010 VPSC Conference attended sessions focusing on curriculum and student achievement best practices in choice schools.	Each district will be required to submit student identifiers attached to all new charter seats in the district.
Career Academies	In June 2010, 94 career academy representatives from six consortium districts attended the VPSC Conference. They participated in three general sessions and in individual strategic planning sessions organized by districts. Each individual also had the opportunity to attend four out of 21 breakout sessions offered during the three-day conference.	As part of the training event, participants listed the groups of career academy students who benefit from the training and whose identifiers are to be uploaded. It is anticipated that consortium districts will upload all career academy students.

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