U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130039

Gramts.gov Tracking#: GRANT11338918

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

Table of Contents

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

There were problems converting one or more of the attachments. These are: 1236-Areas Affected by Project.docx

Application for Federal Assistance SF-424

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

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

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 02/28/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: School Board of Miami-Dade County, FL

* b. Employer/Taxpayer Identification Number (EIN/TIN): 596000572

* c. Organizational DUNS: 1059640680000

d. Address:

* Street1: 1450 NE Second Avenue
Street2:
* City: Miami
County/Parish: Miami-Dade
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 33132-1308

e. Organizational Unit:

Department Name: Intergovernmental Affairs

Division Name: Grants Administration

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

Prefix: Ms.
* First Name: Iraida
Middle Name: R.
* Last Name: Mendez-Cartaya
Suffix:

Title: Assistant Superintendent

Organizational Affiliation: Miami-Dade County Public Schools

* Telephone Number: 305-995-1497
Fax Number: 305-995-3088

* Email: imendez@dadeschools.net

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

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

Areas Affected by Project.docx | Add Attachment | Delete Attachment | View Attachment

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

STEM: Increasing Rigor and Relevance (STIRR) Project

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11338918 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-02-28T18:02:41-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 23-27 | b. Program/Project: 23-27

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013 | * b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	3,529,737.25
* b. Applicant	73,771.10
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,603,508.35

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Mr. | * First Name: Alberto

Middle Name: M.

* Last Name: Carvalho

Suffix:

* Title: Superintendent of Schools

* Telephone Number: 305-995-1430 | Fax Number: 305-995-1489

* Email: imendez@dadeschools.net

* Signature of Authorized Representative: Iraida Mendez-Cartaya | * Date Signed: 02/28/2013

Tracking Number:GRANT11338918 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-02-28T18:02:41-04:00

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Areas Affected by Project
(Cities, County, State, etc.)

Miami-Dade County, Florida

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Iraida Mendez-Cartaya	Superintendent of Schools
* APPLICANT ORGANIZATION	* DATE SUBMITTED
School Board of Miami-Dade County, FL	02/28/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* School Board of Miami-Dade County, FL

** Street 1:* 1450 NE Second Avenue *Street 2:*

** City:* Miami *State:* FL: Florida *Zip:*

Congressional District, if known: 23-27

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

6. * Federal Department/Agency:
U.S. Department of Education

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

CFDA Number, *if applicable:* 84.165

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* Not applicable. *Middle Name:*

** Last Name:* Not applicable. *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

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

Prefix: ** First Name:* Not applicable. *Middle Name:*

** Last Name:* Not applicable. *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

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

*** Signature:** Iraida Mendez-Cartaya

***Name:** *Prefix:* Mr. ** First Name:* Alberto *Middle Name:* M.

** Last Name:* Carvalho *Suffix:*

Title: Superintendent of Schools **Telephone No.:** 305-995-1430 **Date:** 02/28/2013

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Miami-Dade County Public Schools (M-DCPS or the District) is committed to providing equitable access to, and participation in, the proposed project for students, teachers, and families with special needs. The *STEM: Increasing Rigor and Relevance (STIRR)* Project will serve program beneficiaries regardless of gender, race, religion, national origin, color, disability, or age. M-DCPS will comply with the General Education Provisions Act (GEPA) requirements by assuring that all participants have equal access to program services.

Equity and Access. Selection and participation in the *STIRR* schools will be based on student interest. No academic examination or performance testing will be used to screen or select students. When the number of applications exceeds the number of spaces available for each magnet strand, the District will conduct a computerized random selection (lottery) process to fill the available spaces.

Additionally, the *STIRR* Project will implement strategies that ensure equal access and treatment of students and families who are members of groups traditionally underrepresented by: providing families access to information about the project's programs and services; implementing methods and practices that promote positive interaction; and monitoring and addressing the special demands and needs of a diverse population.

Specific steps will be taken to ensure compliance with policies and practices set for by GEPA. Examples of these include:

- Development and implementation of an aggressive marketing plan to disseminate information in several languages about the new *STIRR* magnet programs and services offered at their respective schools;
- Dissemination of information about the *STIRR* magnet schools to parents and families in multiple languages; and
- Recruitment of participants who are representative of the diverse cultural and linguistic backgrounds in Miami-Dade County.

Students at *STIRR* schools will receive adequate remediation and acceleration support to succeed through differentiated instruction, cooperative learning, Response to Intervention (RtI),

individualized instruction, and tutoring. Additionally, in order to increase accessibility for students with disabilities at *STIRR* schools, supplemental and related services will be provided according to their Individual Educational Plan (IEP) and integrated into the students' learning activities. Peer supports will be utilized and special and general education teachers will collaborate to ensure the implementation of the appropriate accommodations in all instructional activities. Students experiencing difficulty will be provided assistance through tutoring, differentiated instruction, cooperative structures, and assistive technology.

As a District, the School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities, services, and employment and strives affirmatively to provide equal opportunity for all as required by:

- Title VI - Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, or national origin.
- Title VII - Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.
- Title IX - Education Amendments of 1972, which prohibits discrimination on the basis of gender.
- Age Discrimination in Employment Act of 1967 (ADEA), as amended, which prohibits discrimination on the basis of age with respect to individuals who are at least 40.
- Section 504 - Rehabilitation Act of 1973, which prohibits discrimination against the disabled.
- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- Florida Education Equity Act, which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap.
- Florida Civil Rights Act of 1992, which secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided (re)employment rights in accordance with P.L. 93-508 (Federal

Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

In addition, the Miami-Dade County Public Schools (M-DCPS) adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the following School Board Policies:

- 1362/3362/4362 – Anti-discrimination/Harassment
- 1362.02/3362.02/4362.02 – Anti-discrimination/Harassment Complaint Procedure
- 2260 – Nondiscrimination and Access to Equal Educational Opportunity
- 2260.01 – Section 504 Procedures for Students with Disabilities
- 2460 – Exceptional Student Education
- 2510 – Instructional Materials and Resources
- 5517 – Anti-Discrimination/Harassment (Students)
- 5517.02 – Discrimination/Harassment Complaint Procedure for Students
- 5730 – Equal Access for Nondistrict-sponsored, Student Clubs and Activities
- 5751 – Parental-Married Status of Students
- 5845 – Student Activities
- 9142 – Diversity Equity and Excellence Advisory Committee

The District's Civil Rights Compliance Office monitors compliance with the various applicable federal and state statues, as well as School Board Policies dealing with equal access. The Office receives and responds to complaints from applicants, employees, students, and parents in compliance with relevant School Board Policies.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	School Board of Miami-Dade County, FL
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Mr.
* First Name:	Alberto
Middle Name:	M.
* Last Name:	Carvalho
Suffix:	
* Title:	Superintendent of Schools
* SIGNATURE:	Iraida Mendez-Cartaya
* DATE:	02/28/2013

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Iraida	R.	Mendez-Cartaya	

Address:

* Street1: 1450 NE Second Avenue
Street2:
* City: Miami
County: Miami-Dade
* State: FL: Florida
* Zip Code: 33132-1302
* Country: USA: UNITED STATES

* Phone Number (give area code) 305-995-1497
Fax Number (give area code) 305-995-3088

Email Address: imendez@dadeschools.net

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11338918 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-02-28T18:02:41-04:00

Abstract

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

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

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

You may now Close the Form

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

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

Tracking Number:GRANT11338918 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-02-28T18:02:41-04:00

Abstract

STEM: Increasing Rigor and Relevance (STIRR) Project is a three-year project designed to prevent minority group isolation and to improve academic achievement by providing additional public school choice for students and their families. Miami-Dade County Public Schools will create two new non-boundary, district-wide magnet high schools—BioTech @ Zoo Miami and iTech @ Edison—which will promote STEM education (MSAP Priority 4) in the District. Each will offer a high caliber, student-interest driven STEM curriculum that will raise the academic bar at each school.

BioTech @ Zoo Miami (9^{th} - 12^{th}) will build upon the success of the District's middle school Zoo Magnet Program to create a STEM magnet high school with a *Conservation Biology* theme**.** Students will participate in project-based learning activities at the school and in field research, primarily at Zoo Miami, where they will evaluate global issues and concerns related to the human impact on biological diversity with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction. The school will serve 800 students.

iTech @ Edison (9^{th} - 12^{th}), a technology-focused STEM high school, will provide students with the opportunity to conduct field studies and complete projects in an environment similar to what they will find in a business infrastructure. The school will offer three programs tailored to prepare students for high wage, high skill career opportunities: *Enterprise Resource Planning (ERP); Geospatial Information Systems (GIS);* and *Microsoft Applications (APP/SE).* The school will serve 1,000 students.

***STIRR* Project Design Model.** Instructional programs at *STIRR* schools feature innovative, educational methods and practices that address student needs and interests, and are designed to improve academic achievement for all students. Key features include:

- ***Florida Continuous Improvement Model,*** a capacity-building approach focused on providing data-driven instruction for all of Florida's students.
- ***Project-based Learning,*** a systematic teaching method that engages students in acquiring knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.
- ***Summer Bridge,*** a two-week summer program offered to mitigate the challenges of ninth grade transition, and to prepare incoming students with strategies for success in the rigorous and challenging programs that will be provided at the two schools.
- ***Career and College Readiness,*** through interdisciplinary content, which provides students opportunities to explore topics within real-world contexts with a focus on preparing them for college and a career through community, industry, and college/university partnerships.
- ***Extended Period Day,*** which allows daily schedules to be structured for extended/ flexible instructional time blocks that allow students more time for work-based learning.

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Project Narrative File(s)

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PRIORITY 1: NEED FOR ASSISTANCE

Miami-Dade County Public Schools (M-DCPS or the District), the fourth largest school district in the nation, is challenged to provide a 21st Century education for nearly 345,000 students who are 91% minority and 73% Economically Disadvantaged (ED) as defined by free and reduced price data. The student population includes 68,000 English Language Learners (ELLs) and 34,000 Students with Disabilities (SWDs).

M-DCPS's vision for 21st Century education encompasses every student having a post-secondary education and career plan to succeed in an evolving and fast moving, highly technological global society, with its increasing emphasis on Science, Technology, Engineering, and Mathematics (STEM). This effort is made even more challenging as the District strives to close two achievement gaps—the gaps between district students and students across the state and nation, and the gaps across district demographic groups.

Equity is a crucial issue, and is critical to the District design approach to implementation of the *STEM: Increasing Rigor and Relevance (STIRR)* Project initiative, an unwavering focus on providing STEM-related experiences that appeal to students of all backgrounds. "To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past" (National Science Foundation 2007). The lack of gender and ethnic diversity of students entering STEM educational programs and career fields present additional challenges. The Report of the Committee on Equal Opportunities in Science and Engineering to the United States Congress (2011) echoes this concern: "There are students…with enormous potential to become our future STEM leaders. Regrettably, far too many of our most able students are neither discovered, nor developed, particularly those who have not had access to education resources. More needs to be

done in terms of identifying, recruiting, motivating, educating, and retaining underrepresented groups for the next generation of American scientists and engineers." Using creativity and innovation to address the challenge of providing access to 21st Century education to all students is critical, and M-DCPS is committed to meeting both this challenge, and the challenges of improving student achievement and the quality of teaching and learning district-wide.

Miami-Dade Population/Demographics. Located in a geographic region on the southeastern tip of Florida, Miami-Dade County encompasses 2,000 square miles—larger than the states of Rhode Island or Delaware. It is Florida's largest county with a population larger than 15 states. The county also has the highest immigration share of total population of any metropolitan area in the country (U.S. Census 2010). In fact, 51% of the County's residents were born outside of the U.S. The County has a total population of 2,496,435 residents: 65% Hispanic; 19% Black; 15% White; and 1% other, making it the seventh most populous county in the U.S. with the second largest gap nationally between the rich and the poor (U.S. Census 2010).

M-DCPS Population/Demographics. M-DCPS is the largest school district in Florida with a student body that reflects the diversity of South Florida. The challenge of preparing the County's multicultural student population for academic success is severely exacerbated by high incidences of poverty as well as limited English proficiency. In 2011, Miami-Dade County's poverty rate for families with school-age children was 24.6%, the highest in Florida and higher than the national rate of 22%. Among the 50 largest cities in America, Miami has the third highest rate of children living in poverty (New American Community Survey [NCS) 2011]. Almost three-fourths (73%) of students are Economically Disadvantaged as defined by eligibility for free or reduced-price lunch. The District's student population speaks 56 different languages and represents 160 countries. Fully 71% do not speak English at home, (U.S. Census 2010) and

20.9% are enrolled in English for Speakers of Other Languages (ESOL) classes.

STEM: Increasing Rigor and Relevance (STIRR) Project Vision. Currently, the District aspires to create an opportunity for students from across Miami-Dade County to enroll in a rich and rigorous STEM-focused school that will set high expectations for their participation and performance, and prepare them for success in college and careers regardless of past academic performance. With Magnet Schools Assistance Program (MSAP) grant support, M-DCPS will be able to realize the vision of implementing two new STEM district-wide magnet high schools (9-12)--BioTech @ Zoo Miami (BioTech) and iTech @ Edison (iTech).

BioTech will be based in a facility that now houses Richmond Heights Middle School and is located in the Richmond Heights neighborhood in deep southwest Miami-Dade County, a 20-minute drive from the Redland agricultural district, and less than five minutes from Zoo Miami. The suburban neighborhood is comprised primarily of lower and middle-income families. The largest racial/ethnic groups in the neighborhood are Black (69.8%), Hispanic (25%), and White (2.9%). The percentage of the residents living in poverty is 10.8% (U.S. Census 2010). Currently, Richmond Heights Middle (6-8) occupies approximately 40% of the school; the rest remains unoccupied, due in part to an ageing demographic with a resultant shift from a community comprised of families with small children to one characterized mostly by older adults and seniors. As a result, the school has experienced a decline in student enrollment.

iTech will reopen as a new center, in a building originally constructed in 1928 and restored in 1997. The facility is located in “Little Haiti,” a centrally located, low-income neighborhood known as a traditional center for Haitian immigrants and culture. The largest racial/ethnic groups in the neighborhood are Black (71.57%), Hispanic (20.33 %), and White (5.21%). The poverty level is 40.5% higher than the Miami average, and 204.8% higher than the

Florida average. The median family income is $24,980 (Census 2010). Currently, the Edison Middle School facility is under enrolled, and the 322 remaining 8th grade students are in the process of matriculating to high school.

(a) The costs of fully implementing the magnet schools projects as proposed;

The cost to fully implement the *STIRR* project would be $10,704,209.95. The District does not have the funds or the resources to implement this project. MSAP funds will be used to develop the highly specialized STEM-focused curriculum; hire teachers with strong preparation in STEM fields and mastery of the skills to teach the subjects; provide targeted professional development to enhance the skills of staff; implement an aggressive marketing plan to attract students from diverse backgrounds; and purchase sophisticated technology, supplies, and materials vital to the instructional programs proposed. Additionally, grant funds will support an extended period day at the two schools that will serve to eliminate a barrier to access for students who have not attained a minimum level of proficiency in reading and/or mathematics on state assessment exams. These students are currently required to be "double-dosed" in the class(es) in which they lack proficiency. For a high school on a traditional six-period class schedule, this can reduce or eliminate their opportunity to participate in magnet-themed coursework. To successfully implement the magnet programs proposed by this project, additional funding is necessary (as detailed in the *Budget Narrative*).

(b) The resources available to carry out the project if funds under the program were not provided;

If funds under the program were not provided, the District would be able to financially support only the infrastructure of facilities, standard furniture and basic equipment, and the salaries and benefits of classroom teachers, administrative staff, and general support staff. The

District does not have the resources needed to initiate or support this project, and lacks the funds to develop the highly specialized curriculum, support the strong content-specific pedagogical teacher preparation, or purchase the sophisticated technology and equipment necessary to make these STEM schools a reality.

(c) The extent to which costs of the project exceed M-DCPS's resources;

Florida has made steep cuts to education funding since the beginning of the recession. In fact, state aid has decreased 7.49%. Additionally, a change in the state funding formula in 2004 actually *reduced* the per pupil allocation because the Florida Legislature eliminated a cost of living differential that the District had historically received due to the disproportionate expense of educating immigrant children. The outcome of this decision amounted to a decrease in revenue of $2.2 billion since 2007, and a decrease in revenue from the previous year of $84.9 million for 2011-2012 alone. The impact to per pupil expenditures is dramatic. Currently, the state ranks 40th in the country in per pupil spending. The District's total expenditure per pupil is well below that of other large school districts, including New York, Chicago, Philadelphia, and Detroit. For 2012, M-DCPS received $7,220 per pupil compared to a national average of $11,467. Moreover, 10.1% of the student population is categorized as special needs under Exceptional Student Education. The District's student body is the most diverse in Florida; 210,244 students report a language other than English as their primary language. Given the level of per student allocation, meeting the needs of this diverse population represents a great funding challenge. Furthermore, the implementation of the state constitutional amendment to limit class size continues to pose an additional challenge to the District. Although overwhelmingly passed by Florida voters in 2002, the legislature has consistently under-funded this amendment and consequently passed on the additional costs to each school district. The *Class Size Reduction*

Amendment has cost the District hundreds of millions of dollars, further affecting instructional funding. These costs, from building and supplying new classrooms to hiring new teachers, greatly reduced school-based discretionary budgets, funds that provide principals with the means to enhance instructional programs.

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project impacts on the District's ability to successfully carry out the approved plan.

Creating these new STEM magnet schools will necessitate extensive program development; teacher training; sophisticated, high-end technology, equipment, software, and supplies; and specialized magnet-themed curriculum materials. Opening two high-tech STEM high schools will require the District, for the first two years of the grant, to hire five magnet-themed content-area teachers who are highly skilled and qualified within the identified themes. In addition, both schools will require full-time lead teachers for the first three years of implementation. Historically, lead teachers have been instrumental in jump-starting new magnets, particularly those that are created in hard to sell urban areas. These combined expenses, essential to startup, paired with the challenges of implementing innovative STEM curriculum, would make it impossible for M-DCPS to implement these programs without MSAP funding.

PRIORITY 4—PROMOTING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) EDUCATION

The 2010 report from the President's Council of Advisors on Science and Technology indicates that minorities and women are "seriously underrepresented in many STEM fields, which limits their participation in many well-paid, high-growth professions and deprives the Nation of the full benefits of their talent and perspectives." The report further indicates that

access to schools and teachers who know how to teach science and mathematics effectively, and who know and love their subject well enough to inspire their students, may be lacking. What is clearly needed is attention to the most critical priorities as identified in the report: creating new STEM-focused schools, using technology to propel innovation, creating STEM programs that foster innovation, and recruiting and training of great STEM teachers. To this end, M-DCPS is fully committed to providing all students, especially students who are from groups traditionally under-represented in STEM careers, including minorities, individuals with disabilities, and women, with increased access to rigorous and engaging coursework in STEM, and to increasing the opportunity for high quality professional development for teachers of STEM subjects.

Providing students with increased access to rigorous and engaging coursework in STEM. Currently, the District offers four district-wide non-boundary (not within an attendance boundary) STEM magnet schools to students throughout the county. All four schools are rigorous, high performing, and highly sought after by parents and students. For the 2013-2014 school year, TERRA Environmental Research Institute has received 500% more applications than available seats; Maritime and Science Technology Academy 1200% more applications than seats; Medical Academy for Science and Technology @ Homestead 300% more applications than seats; and Jose Marti Math and Science Technology Academy 400% more applications than seats. Clearly, there is both a need and desire for access to high-tech STEM schools throughout the District. Building upon the successes of these four schools, the District plans to utilize MSAP grant funds to open two strategically-located, district-wide non-boundary STEM magnet high schools: iTech @ Edison (iTech), a technology-focused high school with three strands: Geospatial Information Systems (GIS), Microsoft Applications/Systems Engineer (APPS/SE), and Enterprise Resource Planning (ERP); and BioTech @ Zoo Miami (BioTech), a STEM

magnet high school with a focus on Conservation Biology which will build upon the success of the existing Zoo Magnet program at Richmond Heights Middle School. Both of these STEM schools will provide access to all students and will be specifically dedicated to attracting traditionally underrepresented students to a rigorous and engaging STEM curriculum.

iTech. The three information technology strands planned at iTech @ Edison, all delineated within the Florida *Information Technology* STEM program framework, are designed to provide coherent and rigorous content and relevant technical knowledge and skills needed to prepare for further education and careers. Standards-aligned *technology* projects inspire creativity and collaboration and teach students how to use *technology* to solve real world *science*, *engineering*, and *mathematics* challenges. These strands are:

- *Geospatial Information Systems (GIS):* Students will be provided training in Geospatial Information Systems (GIS) *technologies* that can be used to engage them in *science, technology, engineering*, and *mathematics* simultaneously. From a curricular perspective, GIS allows students to collect and analyze mathematical data (e.g. disaster services, transportation, environment and conservation, power management, telecommunications, law enforcement, healthcare), and solve problems rooted in academic and real-world concepts.
- *Microsoft Applications/Systems Engineer (APPS/SE):* Students will be provided training in a set of skills on core Microsoft technologies in a project-based environment. Microsoft DreamSpark™ will enable students to use tools designed to unlock their creative potential, thus setting them on the path to academic and career success by advancing their learning in the areas of technical design, *technology*, *math*, *science*, and *engineering*. The strand will offer two tracks: the development track, and the systems engineer track. The Microsoft applications strand is geared towards the development side of applications and software, while the Systems Engineer

strand is geared towards the hardware and infrastructure that is required to run a network.

- *Enterprise Resource Planning (ERP):* Students will be provided training in state-of-the-art ERP *information technology* processes, which will provide them with access to the latest business software tools. ERP integrates internal and external data across an entire business. Students will advance their learning in *mathematics* (analysis of data; databases) and *technology* (business software systems).

BioTech @ Zoo Miami. The *Conservation Biology* magnet curriculum at BioTech @ Zoo Miami is designed to integrate *scientific* research and *technology* using state-of-the-art computer software and tools to analyze and propose solutions for local and international conservation issues. Students will advance their learning in the areas of *science* (biology, chemistry, zoology, microbiology, environmental science, and botany), *technology* (Geospatial Information Systems), *engineering* (DNA engineering), and *mathematics* (statistics, mathematical modeling, data analysis).

Increasing the opportunity for high quality preparation of, or professional development for, teachers or other educators of STEM subjects.

M-DCPS is committed to improving STEM education, and supports the Federal Fiscal Year 2013 Department of Education budget priorities to recruit, prepare, and support effective STEM teachers. The District is further committed to the overreaching priorities which will assure more students acquire the skills needed to succeed in STEM fields: improving the quality of math and science teaching; and expanding STEM education and career opportunities for underrepresented groups, including women and minorities. To this end, the teachers for both STEM-focused schools will be recruited and selected based on content knowledge, a history of effectiveness, and a desire to fully engage in the project.

Participating teachers will receive extensive front load training. The most intensive training will take place during the summer beginning in year two to minimize the impact on classroom instructional time. In the initial year, teachers at both STEM schools will be introduced to use of the technology platforms and the resources, and trained in project-based learning (PbL). Teachers will also engage in ongoing professional activities and development throughout the year, designed to foster collaborative school-site teams, provide the opportunity for educators to expand their STEM content knowledge, and to acquire the knowledge and skill to design a rigorous curriculum, foster interaction between diverse groups of students, and prepare students for the 21st Century workplace.

The instructional staff and leadership team at each school will receive PbL training from the Buck Institute for Education (BIE). Founded in 1987, BIE is dedicated to improving 21st Century teaching and learning by creating and disseminating products, practices, and knowledge for effective standards-focused, project-based learning. BIE conducts PbL professional development for K–12 educators throughout the U. S. and internationally. PbL is a systematic teaching method that engages students in acquiring knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. The learning activities are long-term, interdisciplinary, student-centered, and integrated with real world issues. PbL and inquiry are specifically suggested by the National Science Education Standards as instructional frameworks best suited to support deep, meaningful learning. This training will enable each school to effectively include project based, problem-solving, student-driven learning experiences in real-life situations as a major mode of inquiry in their various disciplines. The District will contract with BIE to design and implement PbL training with an emphasis in STEM. This professional development occurs in a sustained-support

model, which means that BIE only agrees to partner with organizations that are willing to commit energy and resources to a collaboratively crafted multi-year program of face-to-face and virtual support. Training sessions are taught by BIE's national faculty who has both programmatic and discipline-specific knowledge in PBL. As part of this partnership, the national faculty provides ongoing support through their forums and biweekly webinars.Training will encompass all aspects of designing and planning successful STEM projects—beginning with the end in mind; crafting the driving questions; planning the assessment; mapping the project; and managing the process. Also critical to this project, the training will incorporate equity issues into professional development activities including workshops to help participants discuss factors which limit female/minority pursuit of STEM, and strategies for reversing this trend, and will identify resources for implementing these strategies. Teachers will learn the principles of creating and managing standards-focused STEM projects as well as assessing the relevant work generated by 21st Century learners; and will have the opportunity to plan, design, and receive peer feedback on an engaging and rigorous high-tech project using the BIE model and tools. Teachers will engage in an intensive exploration of best practices in project design, assessment (including school-wide rubrics), and management. At each school, BIE will follow up with four (4) full days each year of teacher coaching and additional support, such as classroom visitations; additional training; curriculum development and review; and student work review.

Professional development also will be offered to all staff in the use of Edmodo, a free, secure, social learning network platform currently in use in M-DCPS that affords teachers, parents, and students the opportunity to communicate, collaborate, share content, access homework, grades, tests, and school notices.

Teachers will also receive training unique to their particular curriculum focus as follows:

iTech @ Edison: →*Geospatial Information Systems (GIS) Strand:* Environmental Systems Research Institute (ESRI), a non-profit provider of GIS technologies, will provide professional development training on using Geospatial Information Systems (GIS) to engage students in science, technology, engineering, and mathematics. Instructionally, GIS is well suited to driving PbL and cross-curricular projects. Additionally, GIS provides an excellent method to teach mathematical concepts and skills as well as engage students in participating in the scientific process while sparking interest in highly employable science, engineering, and technology career fields. ESRI will provide nine (9) onsite trainings for teachers in this strand. The classes will include training on curriculum, software (ArcGIS Desktop), and setup. Teachers will also be provided email support from two trainers throughout the year and have the opportunity to attend ESRI's Annual GIS Educational Conference in San Diego, California, where they will collaborate with teachers from all over the world who teach GIS. Teachers will also be fully trained to use the Trimble handheld GPS devices (Juno 3B) for working with students to collect data in the field. Trimble Navigation, a provider of advanced positioning solutions will provide software training on a needs basis throughout the year. →*Enterprise Resource Planning (ERP)Strand:* Teachers will receive professional development training from SAP, a provider of enterprise application planning (ERP) software for businesses including M-DCPS. SAP trainers with in-depth experience and training skills will provide teachers with the preparation needed to manage, configure, and use the SAP system of functions and processes at the expert level needed to prepare students to use the SAP environment to develop and evaluate their business projects. In addition, certification training for teachers on how to use the online simulation module will be available through SAP. Magnet teachers will have the opportunity to attend the annual SAP Academic Conference Americas which showcases opportunities for

collaboration to enhance student academic and career outcomes. →*Microsoft Applications/Systems Engineer APP/SE Strand:* Teachers will receive professional development training from Microsoft which will include Microsoft DreamSpark™ professional level developer and designer tools. Trainers will provide support and mentoring and will provide teachers with the resources needed to plan and deliver a dynamic curriculum to a diverse community of learners. Teachers will also have access to self-paced professional development created by subject experts from around the world, and will have the opportunity to become certified in several different areas of Information Technology. Magnet teachers can participate in training in the following technologies at conferences offered throughout the year at different venues: Microsoft Visual Studio, an integrated development environment used to develop applications; ASP.NET, a server side web application framework used to produce dynamic web pages; and SQL server, a relational database management system.

BioTech @ Zoo Miami. BioTech will offer a *Conservation Biology* theme, and will take an integrated biological approach to the magnet program. Therefore, the teachers will receive training in project-based learning and specific areas such as field data collection techniques; ethogram and behavioral study techniques; animal welfare and husbandry; DNA competency skills (integration into curriculum, DNA extraction, RNA development, protein production, etc.); GIS modeling; and bio-statistics. Additionally, workshops (e.g. those designed to increase teachers' knowledge and understanding of the importance of plants, plants and plant use, and habitat conservation) will be offered by staff from the Zoological Society of Florida, Fairchild Tropical Botanic Garden, and Discovery Education, partners in the project.

Ongoing STEM professional development for District employees is also offered by M-DCPS and in partnership with Florida International University (FIU). Current offerings in core

subject areas include Physical Science, Biology, Inquiry-based Chemistry (FIU), and Summer Programs in Chemistry Modeling (FIU) and Physics Modeling (FIU).

Professional development stipends have been included in the budget to support the above mentioned professional development components. Job-embedded professional learning will continue throughout the school year. Professional development, as well as the commitment of support from identified partners, will assure that the schools will continue to train and support their own teachers as well as teachers new to the school.

1. PLAN OF OPERATION

(1) Quality of the plan of operation for the project.

Miami-Dade County Public Schools has a 40 year history of designing, operating, and sustaining magnet school programs that provide students from diverse backgrounds with academic curricula that are innovative and challenging. The *STIRR* Project is designed to ensure all students have equitable access to quality education that will prepare them to function well in a culturally diverse, technologically-oriented, and highly competitive global community. To that end, the District has developed a plan of operation that will provide the necessary infrastructure to manage the project with proficiency and efficacy.

(2) (i) Effectiveness of its management plan to ensure proper and efficient administration of the project;

Under the leadership of Alberto M. Carvalho, Superintendent of Schools, the following district-level and region offices each have significant roles and responsibilities towards ensuring proper and efficient administration of the *STIRR* Project:

Academics and Transformation provides guidance and support at the district/region/ school level relative to curriculum, delivery of support services, interpretation of compliance/

policy requirements, and best practices; and monitors the fidelity of implementation and compliance with local/state/federal requirements.

Innovation and School Choice manages the design and implementation of district-wide innovation that includes the broad expansion of school choice and provides direct oversight to the office of School Choice & Parental Options.

- ***School Choice & Parental Options (SCPO)*** will provide the primary management of the *STIRR* Project and will coordinate services that will be provided by key district and region offices, and *STIRR* school principals. Major functions of SCPO include: developing, marketing, implementing, and monitoring choice programs in the District; monitoring the racial/ethnic balance of the District's magnet school programs; reviewing student achievement in magnet and choice programs; facilitating partnerships with local business and industry communities, institutions of higher learning, and governmental entities; supervising the expenditure of district magnet funds; and addressing parent inquiries related to educational choice options.
- **Office of Exceptional Student Education and Student Support** serves children and families by developing, coordinating, and overseeing programs that support students with disabilities in order to insure that curriculum, instructional, and behavioral practices are tailored to meet their educational needs.
- **Information Technology (IT)** directs the District's IT strategy and maintains the data integrity for the information systems and network infrastructure for schools and administrative locations, district employees, and students. Staff in this office was instrumental in the curriculum development of iTech's programs and will provide direct support and assistance to the school.
- **Assessment, Research, and Data Analysis** implements procedures for quality assessment, data collection, and data analysis in order to ensure the accuracy and validity of

student achievement data that drive the decision-making process. This office will be responsible for conducting the magnet random selection (lottery) process used to select students for *STIRR* project schools, and for providing select data to the project's external evaluators.

Office of Intergovernmental Affairs, Grants Administration, and Community Engagement handles legislative issues; intergovernmental relations on local, state, federal, and international levels; grants management; compliance with the 2001 Reauthorization of the Elementary and Secondary Education Act; and community engagement activities, including business partnership programs and various forms of support for parent involvement.

- **Grants Administration** maximizes federal, state, local, and private funding to support programs designed to improve student achievement and educator effectiveness. Staff in this office will work closely with the *STIRR* Project Director and Coordinator in all official business with the U. S. Department of Education on this project.

Financial Services provides for the effective, efficient, and timely management of district financial transactions including planning, estimating, and controlling revenues and expenditures, receiving and investing revenues, disbursing payroll and vendor payments, all procurement activity and accounting for all transactions.

Region Offices provide administrative oversight and support to principals in nearly 100 schools each. The Central and South Region Offices will provide direct support and guidance to principals at iTech @ Edison (iTech) and BioTech @ Zoo Miami (BioTech) respectively.

- ***STIRR* School Principals** will have overall responsibility for: hiring qualified teachers to implement the special curriculum; overseeing the design and implementation of theme-driven curriculum; ensuring that the magnet curriculum is delivered with fidelity; meeting the project's desegregation and student achievement objectives; monitoring the success of all

project activities; and developing community partnerships, providing professional development, and identifying funding opportunities in order to sustain the magnet program at a high performance level once MSAP funding ends.

(2) (ii) (A) Effectiveness of the plan to obtain specific outcomes that will accomplish the purposes of the program;

STIRR Project outcomes (objectives) are aligned to each of the MSAP purposes:

Purpose 1: *The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students.*
Obj. 1.1. Minority group isolation will be prevented at each *STIRR* magnet school. **Obj. 1.2.** *STIRR* schools will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities.
Purpose 2: *The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools.* ***Purpose 3:*** *The development and implementation of magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.*
Obj. 2.1. All students will receive instruction in their school's magnet theme in curricular units and courses that are aligned with State standards. **Obj. 2.2.** Students at each *STIRR* school will demonstrate an increase in academic achievement as measured by State assessments.
Purpose 4: *Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational,*

technological, and professional skills of students attending such schools. ***Purpose 5:*** *Ensure that all students enrolled in the magnet school programs have equitable access to high quality education that will enable students to succeed academically and continue with postsecondary education or productive employment.*
Obj. 3.1. *STIRR* schools will implement a high-quality educational program that will substantially strengthen the knowledge of academic subjects. **Obj. 3.2.** *STIRR* schools will implement a high-quality educational program that will substantially strengthen the attainment of tangible and marketable vocational, technological, and professional skills of students. **Obj. 3.3.** All *STIRR* students will have equitable access to high quality education that will enable them to succeed academically and continue with postsecondary education or productive employment.
MSAP Purpose 6: *Improve the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.*
Obj. 4.1. *STIRR* schools will implement a professional development plan for teachers which includes project-based learning and instructional strategies related to their school's STEM magnet theme(s).

(2) (ii) (B) Effectiveness of the plan to attain specific outcomes that are attainable within the project period;

All outcomes (objectives) are attainable within the project. The following performance measures, aligned to each of the project outcomes, will be used as indicators to ascertain attainment of the project's intended outcomes:

Obj.	Performance Measure(s)
1.1.	**1.1.1.** By the end of year two, the percentage of students from major racial and ethnic groups enrolled at each *STIRR* school will prevent minority group isolation by reflecting the percentage of major racial and ethnic groups enrolled in the District as a whole. *(Government Performance & Results Act* **[GPRA]** *Measures*) **1.1.2.** By the end of year two, the percentage of students from major racial/ethnic groups enrolled at each feeder school that is at or below the District's overall rate will not be reduced. **1.1.3.** By the end of year two, all magnet-themed class enrollments at each project school will reflect their grade's enrollment for each major racial/ethnic group within 5 percentage points.
1.2.	**1.2.1.** By year three, there will be evidence of increased interaction among students of different racial/ethnic backgrounds in classroom activities in the magnet school programs, mirroring their presence in the school population as a whole.
2.1.	**2.1.1.** By the end of year two, all students in each *STIRR* school will have participated in at least 400 minutes of magnet theme-specific courses every two weeks. **2.1.2.** By the end of year two, each *STIRR* school will have submitted to the *STIRR* Project Coordinator at least 5 (year two) and 10 (year three) magnet theme-related unit plans that demonstrate alignment with State standards and reflect their school's innovative, instructional methodologies. **2.1.3.** By the end of year two, at least 50% (year two) and 60% (year three) of classroom teachers will have developed and implemented standards-based lessons related to the school's magnet theme.

2.2	**2.2.1.** By the end of year two, the percentage of students from major racial and ethnic groups who score proficient or above on the State assessment in reading/language arts will have increased by at least 4 points. **GPRA** **2.2.2.** By the end of year two, the percentage of students from major racial/ethnic groups who score proficient or above on the State assessment in mathematics will have increased by at least 4 points. **GPRA** **2.2.3.** By the end of year two, the percentage of students from major racial/ethnic groups who score proficient or above on the State assessment in science will have increased by at least 4 points. **2.2.4.** In year three, the percentage of students from major racial/ethnic groups who score proficient or above on the State assessment in writing will increase by at least 4 points.
3.1.	**3.1.1.** By the end of year two, *STIRR* schools will have demonstrated attainment of student achievement success by exceeding the district achievement average at each grade level. **3.1.2.** By the end of year two, 80% of *STIRR* students will have achieved grades of "C" or higher on magnet projects graded by rubrics. **3.1.3.** By the end of year two, 70% (year two) and 80% (year three) of *STIRR* students will have attained a minimum unweighted grade point average (GPA) of 2.0.
3.2.	**3.2.1.** By year three, 80% of students at iTech @ Edison will have completed at least four magnet theme-related courses within Florida's *Information Technology* Career Clusters Curriculum Frameworks. **3.2.2.** By year three, 80% of students at BioTech @ Zoo Miami will have completed at

	least four field study research projects that incorporate the use of technology.
3.3.	**3.3.1.** By the end of year two, all *STIRR* students will have participate in at least two (year two) and four (year three) magnet theme-related, project-based learning activities.
4.1.	**4.1.1.** By year three, 90% of classroom teachers at each *STIRR* school will have completed at least 50 hours (at least 15 hours for teachers hired in year three) of professional development training in project-based learning and instructional strategies related to their school's STEM magnet theme(s). **4.1.2.** By year three, 80% of teachers at each *STIRR* school will have implemented project-based learning activities and instructional strategies related to their school's STEM magnet theme(s).

(2) (ii) (C) Effectiveness of the plan to obtain specific outcomes that are measurable and quantifiable;

STIRR Project objectives are measurable (performance measures [PM]) and *quantifiable*:

Obj.	PM	Quantifiable Data
1.1.	**1.1.1.**	***Student Enrollment:*** % of students from major racial/ethnic groups (District; each school)
	1.1.2.	***Student Enrollment:*** % of students from major racial/ethnic groups (feeder schools)
	1.1.3.	***Student Enrollment:*** % of students in magnet-themed classes at each school
1.2.	**1.2.1.**	***Student Enrollment:*** % of students from major racial/ethnic groups (magnet-themed classes each school)
2.1.	**2.1.1.**	***Magnet Theme-Specific Courses:*** Duration and frequency for each course ***Student Enrollment:*** # of students enrolled in magnet theme-specific courses

	2.1.2.	***Magnet Theme-related Unit Plans:*** # completed
	2.1.3.	***Magnet Theme-related Lesson Plans:*** % of teachers who developed/ implemented
2.2.	**2.2.1.**	***State Assessment Reading Results:*** % of students (treatment / comparison groups) from major racial/ethnic groups who score proficient or above
	2.2.2.	***State Assessment Math Results:*** % of students (treatment / comparison groups) from major racial/ethnic groups who score proficient or above
	2.2.3.	***State Assessment Writing Results:*** % of students from major racial/ethnic groups who score proficient or above
	2.2.4.	***State Assessment Science Results:*** % of students from major racial/ethnic groups who score proficient or above
3.1.	**3.1.1.**	***STIRR School Student Achievement Results:*** Academic achievement data of *STIRR* students and the District as a whole, by grade level
	3.1.2.	***STIRR Student Performance Grades:*** % of students achieving "C" or higher on magnet projects
	3.1.3.	***STIRR Student Unweighted Grade Point Averages (GPA):*** % of students who attain unweighted GPA of 2.0 or higher
3.2.	**3.2.1.**	***Student Enrollment:*** % of students at iTech who complete four magnet-themed courses within Florida's *IT* Career Cluster Curriculum Frameworks
	3.2.2.	***Field Study Research Projects:*** # of students at BioTech @ Zoo Miami completing projects utilizing technology
3.3.	**3.3.1.**	***Magnet Theme-related Projects:*** # of students participating
4.1.	**4.1.1.**	***PD Training:*** % of teachers participating; # hours completed

	4.1.2.	***PD Implementation:*** % of teachers implementing project-based learning

In addition, as a *value-added component*, the evaluators will conduct a quasi-experimental non-equivalent control group design, delineated in the *Evaluation Plan*, to examine the impact of the project on the academic performance of students who attend the *STIRR* schools.

(2) (ii) (D) Effectiveness of the plan to obtain specific outcomes that, for multi-year projects, can be used to determine the project's progress in meeting the intended outcomes;

Performance measures (PM) will serve as annual benchmarks used to monitor the progress being made towards meeting each of the project's intended outcomes. It is anticipated that the desired outcomes will be the successfully attained by the conclusion of the MSAP grant.

PM	Year 1 *Planning*	Year Two	Year Three
1.1.1	Planning	Student enrollment at each *STIRR* school reflects District %: 23.2% Black; 66.9% Hispanic; 8.1% White	
1.1.2	Planning	% of students from major racial/ethnic groups will not be reduced below District's overall %	
1.1.3	Planning	Magnet class enrollments for each major racial/ethnic group reflects 9th grade enrollment (within 5 percentage points)	Magnet class enrollments for each major racial/ethnic group reflects 9th/10th grade enrollment (within 5 percentage points)
1.2.1	Planning	***Baseline:*** Major racial/ethnic group enrollment in classroom activities	Increased interaction among students of different racial/ethnic backgrounds in classroom activities
2.1.1	Planning	Students participate in *200* minutes	Students participate in *400* minutes of

		of magnet courses every two weeks	magnet courses every two weeks
2.1.2	Planning	Schools submit *5* magnet theme-related unit plans	Schools submit *10* magnet theme-related unit plans
2.1.3	Planning	*50%* of classroom teachers develop and implement magnet theme-related lessons	*60%* of classroom teachers develop and implement magnet theme-related lessons
2.2.1 **2.2.2** **2.2.3**	Baseline Scores	% of 9th grade students from major racial/ethnic groups scoring proficient or above on State *reading, math,* and *science* assessment increases by *4* points above baseline scores	% of 9th/10th grade students from major racial/ethnic groups scoring proficient or above on State *reading, math,* and *science* assessment increases by *8* points above baseline scores
2.2.4	Baseline Scores	*(***Note:** *State writing assessments are not given in 9th grade)*	% of 10th grade students from major racial/ethnic groups scoring proficient or above on State *writing* assessment increases by 8 points above baseline scores
3.1.1	Planning	*STIRR* schools attain student achievement success by exceeding the district achievement average at each grade level	
3.1.2	Planning	80% of students achieve grades of "C" or higher on magnet projects	
3.1.3	Planning	70% of students attain unweighted GPA of at least 2.0	80% of students attain unweighted GPA of at least 2.0

3.2.1	Planning	80% of students at iTech complete two magnet courses within *IT* Career Clusters Curriculum	80% of students at iTech complete four magnet courses within *IT* Career Clusters Curriculum
3.2.2	Planning	*40%* of 9th grade students at BioTech complete two research projects using technology	*80%* of 9th/10th grade students at BioTech complete four research projects using technology
3.3.1	Planning	All students participate in *two* project-based learning activities	All students participate in *four* project-based learning activities
4.1.1	Planning	Schools submit annual professional development plan to district staff	
4.1.2	Planning	*70%* of classroom teachers complete *20* hours of training	*90%* of teachers complete *50* hours of training
			90% of newly hired teachers complete 15 hours of training
4.1.3	Planning	*60%* of teachers implement one methodology	*80%* of teachers implement two methodologies

(2) (iii) Effectiveness of the plan for utilizing resources and personnel to achieve the objectives of the project, including how well key personnel are utilized to complete tasks and achieve the objectives of the project;

MSAP grant resources and district in-kind support will be utilized effectively to complete tasks and achieve the objectives of the *STIRR* project. Along with staff and fiscal resources, key personnel in the project are aligned to the following essential functions:

KEY PROJECT PERSONNEL (DISTRICT): The ***Project Director*** *(.20 FTE; Grant-funded)* will be responsible for ensuring that the *STIRR* Project is completed on time and within

budget; and provide general oversight, support, and assistance to the Project Coordinator.

The ***Project Coordinator*** *(1.0 FTE; Grant-funded)* will monitor and coordinate the day-to-day operations of the project and provide the leadership needed to effectively guide the implementation of the *STIRR* Project as proposed; provide curricular support and assistance to the project schools; serve as liaison between project partners, *STIRR* schools, North and South Region Offices, and district staff; monitor marketing and recruitment efforts, budget expenditures, implementation of professional development activities, and progress towards achieving project goals and objectives; ameliorate challenges and obstacles; and collect, organize, and provide data to the external evaluator.

The ***Marketing Specialist*** *(.25 FTE; District-funded)* will be responsible for executing all aspects of the marketing plan outlined below in section (D) (v); track effectiveness of the plan and make necessary modifications; administer print production press-checks; assist *STIRR* Project schools with marketing their respective programs in order to recruit students from different social, economic, ethnic, and racial backgrounds into their schools; and oversee all work created by the marketing assistant.

The ***Marketing Assistant*** *(Part-time, 25 hours/week; Grant-funded)* will assist the Marketing Specialist identify the most effective ways to communicate to the community through the use of innovative marketing methods and materials; develop a marketing brand for the project; design all related marketing materials; produce and assist with the maintainence *STIRR* school websites; and employ technical expertise to finalize projects for production release.

The ***Budget Analyst*** *(.5 FTE; Grant-funded)* will monitor all aspects of the *STIRR* Project budget to include distributing and transferring grant funds to project schools; monitoring the schools' daily Grant Availability Reports to ensure that grant funds are being expended as

proposed and on time; assisting project staff with processing purchase orders; and compiling all budget-related information, in collaboration with staff from the District's Financial Services Department, for the required annual and final performance reports.

The ***Business and Community Partnerships Facilitator*** *(.5 FTE; .25 Grant-funded / .25 District-funded)* will coordinate professional development training identified in *Priority 4*; assist *STIRR* schools with academy structure and development; serve as a liaison between M-DCPS and the Miami-Dade Beacon Council Foundation on the *One Community One Goal* (OCOG) initiative (developed to identify and prioritize the industries which will have the highest potential for creating the new jobs required in our economy and to work with the education community to provide the training required to support the growth of those industries); interact with local businesses and multi-national corporations on the development and implementation of comprehensive joint ventures for *STIRR* high schools with a focus on preparing students for college and career readiness by supporting curriculum delivery and developing expanded learning options to include student internships.

The ***Project Secretary*** *(1.0 FTE; Grant-funded)* will assist the *STIRR* Project staff by organizing and maintaining all project records, logs, and documents; preparing and processing payroll of SCPO project staff; scheduling appointments and arranging meetings; coordinating preparations for workshops and seminars; reviewing, editing, composing, and preparing correspondence; assembling information for MSAP annual and final performance reports; processing contractual agreements with service providers; and facilitating district-wide *ConnectEd* mass messaging communications on behalf of the project schools and the marketing specialist.

Hourly Support *(Part-time; 25 hours/week; Grant-funded)* will process *STIRR* magnet

school applications, support *STIRR* schools with procurement, and assist each school with their parental involvement and outreach efforts.

KEY PROJECT PERSONNEL (SCHOOL SITE). In addition to *STIRR* school principals, the following school site personnel are key to implementing the proposed project and for ensuring the desired outcomes for the project are attained.

Lead Teachers *(2.0 FTE; Grant-funded)* will coordinate daily logistical operation of the magnet school program(s); assist principals and teachers with the implementation of the specialized magnet theme; facilitate the development of the magnet program curricula in collaboration with the Magnet-themed Content Area Teachers (described below); assist with the identification of appropriate personnel qualified to teach the unique magnet curricula; coordinate community resources related to the magnet school program; marketing the magnet program; and recruiting students to prevent minority group isolation.

Magnet-themed Content Area Teachers *(5.0 FTE; Grant-funded)* will assist their school's lead teacher and project partners (e.g. Zoological Society of Florida, Fairchild Tropical Botanic Garden, Discovery Education, Microsoft) develop magnet strand-specific curricula; design authentic, experiential, and interdisciplinary projects related to the magnet theme; and deliver quality content in the specialized magnet classes.

Other Key Personnel (School). Leadership teams (principal, assistant principal(s), department chairs, magnet lead teacher); and student services personnel (guidance counselors, College Assistance Program advisors, and classroom and magnet teachers), are integral to providing support and guidance to students and their families; delivering the specialized magnet theme curricula at the schools; monitoring student progress; and assisting with the attainment of the *STIRR* project outcomes.

Other Key Personnel (Contractual). MSAP grant funds, as delineated in the *Budget Narrative*, will be utilized to contract with the external evaluator who will conduct formative and summative evaluations to assess whether the GPRA measures and project outcomes are attained; and assist with preparing the annual and final performance reports required by the USDOE. Additionally, project partners will assist *STIRR* schools deliver high quality, innovative programming by providing support to teachers and students in the form of professional development, curriculum development, mentorships, job shadowing, and field study experiences.

(2) (iv) Ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school.

Equity and Access. As a District, The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational program/activities and services, and strives affirmatively to provide equal opportunity for all students as required by the Florida Education Equity Act, which prohibits discrimination against a student on the basis of race, gender, national origin, marital status, or handicap. In addition, M-DCPS adheres to the policies and procedures that assure equal access in educational program and activities.

Selection and participation in *STIRR* programs will be based solely on student interest. Academic examination will not be used to screen or select students. When the number of applications exceeds the number of spaces available for each magnet strand, the District will conduct a computerized random selection (lottery) process to fill the available spaces.

As part of the services already provided by the District, students will receive adequate remediation and acceleration support to succeed through differentiated instruction, cooperative learning, Response to Intervention (RtI), individualized instruction, and tutoring. Additionally, in order to increase accessibility for students with disabilities, supplemental and related services

will be provided according to their Individual Educational Plan (IEP) and integrated into the students' learning activities. Peer supports will be utilized and special and general education teachers will collaborate to ensure the implementation of the appropriate accommodations in all instructional activities. Students experiencing difficulty will be provided assistance through tutoring, differentiated instruction, cooperative structures, and assistive technology. Additionally, MSAP funds are requested to subsidize the addition of two class periods at the two *STIRR* schools. This action will serve to eliminate a barrier to access for students who have not attained a minimum level of proficiency in reading and/or mathematics on state assessment exams, and who are currently required to be “double-dosed” in the class(es) in which they lack proficiency. For secondary schools that offer a traditional six-period class schedule, this can reduce or eliminate the students’ opportunity to take elective courses, which are often those within the magnet theme. The additional class periods will allow these students the opportunity to participate in the magnet-themed coursework as well as their remedial class(es).

Women and Ethnic Minorities in STEM. The underrepresentation of women and ethnic minorities in STEM education, for a myriad of reasons, is well documented (e.g., Ceci and Williams 2007, 2010, 2011; Brown and Leaper 2010; Dweck 2007; Eccles 2007). *STIRR* schools will ameliorate this issue by implementing strategies identified as being effective for this purpose (Valla and Williams 2012):

- include business and industry professionals who monitor, mentor, and guide students, as a group as well as individually, over an extended period of time;
- provide access to the most challenging courses and supplemental services (e.g., tutoring);
- involve long-term investment of students by participating in a magnet program that offers a four-year, sequential course of study that is STEM-focused;

- provide peer-to-peer interactions in which students offer each other academic, as well as social/emotional support through group projects;
- emphasize career mentorship and career counseling;
- provide hands-on experience and/or interactions with STEM role models; and
- provide opportunities to involve parents in STEM magnet-related activities (e.g., events where students demonstrate and present projects created in their magnet classes).

(2) (v) Effectiveness of the plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Miami-Dade County Public Schools, a national leader in providing quality public education programs, has developed the *Schools of Choice* concept into an effective tool for ensuring diversity in student enrollment and improving the quality of education. Since the opening of the District's first magnet program in 1973, public interest in these choice offerings has steadily increased, due to the in large part to the comprehensive marketing campaign initiated and executed by staff in the office of School Choice & Parental Options (SCPO), as well as the innovative programming offered at these specialized schools. As a result, applications for the 2013-2014 school year have exceeded 56,000, an increase of over 3,000 applications in one year.

Based on this success, the SCPO Marketing Specialist has developed an aggressive marketing plan for the *STIRR* Project that is designed to prevent minority group isolation, and to effectively recruit students from different social, economic, ethnic, and racial backgrounds into the two schools. The marketing plan, which will be implemented by SCPO and the *STIRR* schools, is designed to: communicate and create awareness of these schools to targeted parents and students; build brand equity of these schools within the community, and facilitate community-generated endorsements of the *STIRR* magnet schools. The plan will be implemented

in two phases--**Phase I: *Rollout Campaign (Year One)*:** Identify the *STIRR* schools as part of the collective, strong brand of district magnet schools; and develop awareness and obtain community buy-in of *STIRR* schools. **Phase II: *Sustained Advertising Campaign (Years Two and Three:*** Precisely pin-point key target audiences and draw them to a clear call-to-action; drive awareness of the new *STIRR* school magnet offerings to the community; create program loyalty among current participants and facilitate means by which potential, future students develop similar loyalties for the program.

Implementation Tactics. Marketing efforts will be focused in seven categories: (1) Multi-media/Website; (2) Social Media; (3) Signage/Critical Path (key locations for maximizing exposure); (4) Digital Banner Ads; (5) Events/Festivals/Workshops; (6) Collateral Print Materials (multiple languages); and (7) Media Placement: Magazine/Newspaper/TV.

***STIRR* PROJECT MARKETING PLAN**			
ACTIVITIES / *PRIMARY RESPONSIBILITY*	**Yr 1**	**Yr 2**	**Yr 3**
MULTI-MEDIA / WEBSITE ***The District (SCPO) will:*** • create an easy to remember domain name for each school, registering it for a three-year period with the option of renewal. • develop a roll-out website for each school with preliminary information assigned to the domain name. This website will, at first, be limited to an introduction page with general information on the programs. The site will: invite viewers to follow the school's social media page; allow visitors to submit applications for the upcoming school year; and provide the community with	**Oct** **Oct**		

pertinent news about the schools. • include *STIRR* schools into its official website. Emphasis will be placed on these schools by positioning a large, visible graphic featuring the new schools on the SCPO homepage. • build and initiate videos which provide prospective students and parents with virtual school tours of each *STIRR* school. ***Each STIRR school will:*** • maintain and update the website with school-specific information and allow the school to be privy to analytical data tracking the website traffic, e.g. the origination location of website referrals. This data will allow the school to monitor and better assess the success of its banner placement marketing. • maintain and update virtual school tours.	**Nov** **May**	**On-going** **Dec**	**On-going** **Dec**
<u>SOCIAL MEDIA:</u> ***The District (SCPO) will:*** • develop a Facebook page for each *STIRR* school which will, at first, be filled with 'white paper' content about the program(s). Content will reference what to expect from the program and other unique identifiers to which the school's intended target audiences can relate. The presence of this page is important in the community building aspect of these schools. Content will develop as the program matures. Initially the page will be administrated by staff and later turned over to each *STIRR* school for sustained growth	**Mar**		

and development. ***Each STIRR school will:*** • manage a Facebook account in which a student organization, administrated by a teacher, would provide consistent, relevant content as it relates to the school's magnet program(s). **(Comments will not be posted without administrator review and approval.**) Content may include class field studies, projects, collaborations, or research findings. Program-related materials would include links to visit and "Like" the program Facebook page. This campaign builds community, advertises the program, and develops a sense of loyalty among students, parents, teachers, staff, and friends/family for the program(s).		**On-going**	**On-going**
<u>SIGNAGE / CRITICAL PATH</u> ***The District (SCPO) will:*** • design and produce multiple banners (fence, exterior building, interior hallways) and lobby kiosks announcing the upcoming program(s) at *STIRR* school-site locations. These items will develop a visual presence of the new program(s) being unveiled, and inform the target audience of where they can obtain more information and/or apply to the program(s).	**Apr**		
<u>DIGITAL BANNER ADS</u> ***The District (SCPO) will:*** • create, purchase, and maintain media placement of banner ads	**Dec**	**On-**	**On-**

announcing *STIRR* schools in key media channel outlets such as local news websites, realtor property search websites, and specified target audience websites. Banner ads can be rotated and/or changed out to reflect important dates throughout the year.		**going**	**going**
EVENTS / FESTIVALS / WORKSHOPS ***The District (SCPO) will:*** • maximize partnerships with key organizations, for inclusion in marketing opportunities such as: ➢ *Back to School Splash* at The Falls shopping center, a weekend long event held in partnership with South Florida Parenting Magazine. ➢ *Halloween Haunted House at Mall of the Americas*, which draws large crowds of pre-teens, primarily Hispanic. This is an opportunity to have a presence by way of either sponsorship or event participation. ➢ *Beacon Council*, Miami-Dade County's Official Economic Development Partnership, for inclusion of *STIRR* schools in aggregation of presses releases and promotional materials as schools with programs directly tied to "Targeted Industries" for South Florida and the U.S. ➢ *Annual Miracle on 136th Street Holiday Parade*, which draws over 20,000 people and is featured on all major local television stations.	**Nov**	**Aug** **Oct** **Oct** **Nov**	**Aug** **Oct** **Oct** **Nov**

➢ Parent Academy Expo at Miami-Dade County Fairgrounds, which features educational resources available to families.	**Nov**	**Nov**	**Nov**
• hold a series of events at various venues, from large, popular malls to smaller town hall meetings, which will feature *STIRR* schools by having visible presentation graphics and school-specific literature available for distribution.		**On-going**	**On-going**
Each STIRR school will:			
• offer articulation events at targeted middle schools to distribute collateral materials and provide information to prospective students.	**May**	**Oct-Jan**	**Oct-Jan**
• host an "Open House" to offer information to prospective students and their parents about the new program(s).	**Apr**	**Nov**	**Nov**
• involve and sustain third-party organizations, such as the Parent Academy (district-wide parent resource center) and PTSA to inform the community of the new program(s) and direct them to a clear call-to-actions such as instructions on how to apply or literature distribution to other key community members.	**Jan**	**Oct-Jan**	**Oct-Jan**
<u>COLLATERAL / PRINT MATERIALS</u> ***The District (SCPO) will:*** • design and produce a set of print pieces, in multiple languages, to announce the opening of the *STIRR* schools. These collateral pieces will serve to answer commonly asked questions and provide an overview of what to expect of the upcoming *STIRR* school	**Nov-Feb**		

programs. Collateral pieces for each school will consist of a: postcard, to be used as a targeted direct mail piece; one-page flyer; Magnet Application (three languages – English, Spanish, Haitian-Creole); and brochure. ***Each STIRR school will:*** • distribute direct mail postcards to targeted zip codes announcing an "Open House" event. • distribute brochures and flyers throughout the community, e.g. public libraries, doctor's offices, churches, chambers of commerce; at partner sites (Zoo Miami, Fairchild Tropical Botanic Gardens; and at multiple recruitment events.	**Mar** **Mar**	**Oct** **Oct-Jan**	**Oct** **Oct-Jan**
<u>MEDIA PLACEMENT: MAGAZINE / NEWSPAPER / TV</u> ***The District (SCPO) will:*** • design, produce, and make multiple media placements throughout key parts of Miami-Dade to inform mass quantities of targeted groups about the upcoming *STIRR* schools. Media placement will include: ➢ a radio morning show interview, arranged by SCPO and conducted by school staff, to inform radio listeners of the new *STIRR* school magnet program(s). ➢ 30-second television commercials, including Spanish language stations, to air on local network affiliates. These commercials run at strategic times of the year to maximize a high rate of	**Jan**	**Jul/ Oct/ Dec** **Jul/ Oct/ Dec**	**Jul/ Oct/ Dec** **Jul/ Oct/ Dec**

magnet application submissions.			
➢ design and install bus wraps, in dual languages, to be prominently displayed on local Miami-Dade County municipal, public buses advertising *STIRR* schools. Bus routes will be strategically selected to key target communities within the County.	**Apr**	**Jul/ Oct/ Dec**	**Jul/ Oct/ Dec**
➢ 30-second video advertisements shown prior to feature presentations at AMC theaters across the County. Utilizing the vendor's demographic market research, the District will develop the advertisement flight schedule geared towards the target audiences for each of the schools.		**Jul/ Oct/ Dec**	**Jul/ Oct/ Dec**
➢ 30-second radio commercial to air on the local National Public Radio (NPR) and Spanish-language radio stations, tied into specific programming relevant to the target audience for each *STIRR* school.		**Jul/ Oct/ Dec**	**Jul/ Oct/ Dec**
➢ integrate into third-party educational search engines, such as GreatSchools.org, to updated listing of available magnet programs and targeted advertisements to site visitors.		**Jul/ Oct/ Dec**	**Jul/ Oct/ Dec**

2. QUALITY OF PERSONNEL

(1) M-DCPS plans to use qualified personnel on the project.

All personnel employed by the *STEM: Increasing Rigor and Relevance (STIRR)* Project will be qualified professionals in their respective fields. Upon notification of funding, principals for each of these two new schools, in tandem with the guidance and input of the *STIRR* project

director, project coordinator, content area supervisors, and magnet lead teacher, will have the coveted opportunity to carefully select the school's staff. Instructional staff at each school will be "highly qualified," as defined by the *No Child Left Behind Act of 2001*; hold State of Florida certification; exhibit subject area, program theme, and/or industry-focused expertise; and demonstrate a commitment to developing and implementing the magnet-themed curriculum.

(2) (i) The project director is qualified to manage the project;

Dr. Robert Strickland, Project Director (*.20 FTE; Grant-funded*), is well qualified to manage the *STIRR* Project. He has 20 years of administrative leadership with M-DCPS, two of which were dedicated as the Project Director for the FY 2007 MSAP grant that included two *All Academy Model* magnet high schools. Currently, he provides oversight and direction in the District's office of School Choice & Parental Options (SCPO). As the District Director for the office, he is responsible for the development, implementation, marketing, and monitoring of the 375 magnet programs offered in 102 schools within the District. Under his leadership, public interest in choice offerings has steadily increased. Since joining SCPO in 2009, the number of magnet application submissions increased from approximately 34,000 that same year to over 56,000 for this school year, exceeding those received in 2012 by over 3,000. Within that same four-year period, student participation in magnet programs increased by 38%. Currently, 52,871 students are enrolled in magnet school programs which represent 15% of the District's total school enrollment. In addition, under his leadership, the quality of magnet programs has increased. This year, Magnet Schools of America, a national organization representing magnet schools and programs, has recognized 35 magnet schools in Miami-Dade County for their commitment to high academic standards, curriculum innovation, successful desegregation/ diversity efforts, specialized teaching staffs, and parent community involvement. No other school

district has ever received this number of awards within a single school year.

Prior to joining SCPO, Dr. Strickland was an Executive Director in the District's Office of Professional Development and Educational Services where he was responsible for providing professional development to instructional personnel serviced by the Student Teacher Support Team (ST2) model, a variation of a Response to Intervention (RtI) approach. In addition, he was responsible for developing an online district-wide services log to track the professional development, curriculum, and operational services provided to each individual school site and teacher. As Project Director, Dr. Strickland will be responsible for ensuring that the *STIRR* Project is completed on time and within budget, and will provide general oversight, support, and assistance to the Project Coordinator who will monitor and coordinate the day-to-day operations of the project.

(ii) Other key personnel are qualified to manage the project;

The following key project personnel, whose résumés are included in *Attachments*, have relevant training and experience, and are qualified to carry out the *STIRR* project.

Ms. Susan O'Connor, Project Coordinator *(1.0 FTE; Grant-funded),* is a National Board Certified Teacher (NBCT) with over 35 years in the District and 12 years in magnet education. Currently, she directs special projects in the SCPO office, which have included the ibooks author and application development student internship program housed at the Museum of Science and at Vizcaya Museum & Gardens, and a key grant team developer who was instrumental in building partnerships between staff from the District's Information Technology Services department, Zoo Miami, the Zoological Society of Florida, Discovery Education, and Fairchild Tropical Botanic Gardens to design the STEM-based, career-focused curriculum projects described in the *Quality of Project Design.*As an Educational Specialist for Charter

School Operations, her responsibilities included maintaining technology resources for 77 Charter Schools monitored by the District; meeting with school principals and staff to coordinate professional development and monitor curriculum and compliance; administrating the Charter Schools compliance management software; working with diverse communities throughout the District; and managing data and reports.As an environmental science magnet lead teacher, Ms. O'Connor directed the school's *iChoose* project, funded by a grant from the Voluntary Public School Choice Program. Her duties included development and implementation of magnet curriculum; professional development design and delivery; design and implementation of the school marketing plan and materials; recruiting students to prevent minority group isolation; facilitating events and workshops; coordinating the daily logistical operation of the magnet program; and overseeing budget and expenditures. In addition, Ms. O'Connor was also responsible for organizing and analyzing student achievement data and creating reports to identify individual student needs. Ms. O'Connor also taught the project-based International Baccalaureate (IB) *Information Technology in Global Society* course at the District's Coral Reef Senior High Mega-Magnet School. The course required her to maintain proficiency in various applications and hardware configurations as well as work with the administration, parents, students, and the community to complete technology projects that found solutions for social problems. She has garnered national recognition that include the Merrill Scholar Outstanding Educator Award from Columbia University, the 2007 Technology Education Innovators Award from T.H.E. Journal, the Master Teacher Outstanding Technology Educator Award from Adobe Systems Inc., and the State of Florida Teacher of the Year Award from the Florida Scholastic Press Association.

Ms. Milagros Fornell, Chief Academic Officer, Office of Academics and

Transformation *(.05 FTE; **District-funded**),* began her career in education in 1978 as a mathematics teacher. Her vast experience during her 35 year tenure with M-DCPS includes being a department chairperson, regional curriculum coordinator, school-site administrator, and regional administrator. Highlights of achievements in her current role include the increase of participation and performance of M-DCPS students in Advanced Placement and Dual Enrollment courses. Ms. Fornell will provide general oversight of the curricula offered at the *STIRR* Project schools to ensure that course offerings are rigorous and relevant.

Dr. Helen Blanch, Assistant Superintendent, Innovation and School Choice *(.05 FTE; **District-funded**),* has been a professional educator with the District for 29 years. During the technology and information explosion of the 1990's, Dr. Blanch had district level administrative responsibility for a broad range of technology-based initiatives and instructional reform efforts. As an administrative director for School Choice & Parental Options (SCPO) she was responsible for implementing district-wide initiatives including Secondary School Reform and the expansion of educational choice options in Miami-Dade -- magnet programs, controlled open-enrollment schools, K-8 centers, and the Voluntary Public School Choice program. Dr. Blanch is responsible for the implementation of district-wide innovation inclusive of the broad expansion of school choice, and provides direct oversight to the Project Director and the office of SCPO. Additionally, she is accountable for the alignment of instruction and technology through the District's digital convergence project, the District's five-year plan to transition from print to digital instructional materials and one-to-one device solution for all students.

Ms. Debbie Karcher, Chief Information Officer, Information Technology Services *(.05 FTE; **District-funded**),* is responsible for directing the District's information technology strategy and maintaining the data integrity for the information systems and network

infrastructure that includes over 400 schools and administrative locations, 45,000 District employees, and 345,000 students. Ms. Karcher will assist with the oversight of the Enterprise Resource Planning (ERP), Geospatial Information Systems (GIS), and Microsoft Applications (APP) programs planned for iTech @ Edison.

Mr. Marcus Ortega, Marketing Specialist *(.25 FTE; **District-funded**),* earned a BFA in Graphic & Interactive Communications from Ringling School of Art & Design, an MFA in Computer Art from Savannah College of Art & Design, and has graphic design experience with several advertising agencies. Currently, Mr. Ortega's responsibilities include the preparation and management of SCPO's marketing plan; design and production of marketing materials; and the design and maintenance of the department's website.

Marketing Assistant *(Part-time, 25 hours/week; Grant-funded),* will be hired to assist the Marketing Specialist to identify the most effective ways to communicate to the community through the use of innovative marketing methods and materials; develop a marketing brand for the project; design all related marketing materials; produce and maintain *STIRR* school websites; and employ technical expertise to finalize projects for production release.

- ***Qualification requirements include**:* Between 1-3 years of industry experience preferred; proficient with Microsoft Office; Adobe Creative Suite: Photoshop, Illustrator, Acrobat (PDF), Dreamweaver, and InDesign; and basic knowledge of HTML, CSS, and current web standards.

Ms. Ana Amador, Budget Analyst *(.5 FTE; Grant-funded),* has eight years experience as a budget analyst with the District, and currently serves as the budget analyst for a Smaller Learning Communities grant where she assists the Project Director with on-going oversight of grant funds. In this capacity, her responsibilities entail distributing and transferring grant funds to project schools; monitoring the schools' daily Grant Availability Reports to ensure that grant

funds are being expended as proposed and on time; initiating and processing purchase orders; and compiling all budget-related information, in collaboration with staff from the District's Financial Services Department, for the U.S. Department of Education's required annual and final performance reports.

Dr. Lupe Diaz, Business and Community Partnerships Facilitator *(.5 FTE; .25 Grant-funded / .25* ***District-funded****),* has an extensive background in the field of education and business, having worked in both the public and private sectors. Dr. Diaz has taught at the secondary, post-secondary, and higher education levels in both career-technical education and as a teacher. She has managed several Small Learning Communities grants with responsibility for a $30 million budget, and currently oversees 51 National Academy Foundation (NAF) academies across five career themes including: Engineering, Information Technology, Hospitality and Tourism, Finance, and Health Sciences. As an advocate for the career academy movement, teachers remain central to her work as she organizes professional development opportunities with a sharp eye toward helping them stay current in industry trends and instructional needs.

Project Secretary *(1.0 FTE; Grant-funded),* will be hired to assist the *STIRR* Project Director and Coordinator by organizing and maintaining all project records, logs, and documents; preparing and processing payroll of district project staff; scheduling appointments and arranging meetings; coordinating preparations for workshops and seminars; reviewing, editing, composing, and preparing correspondence; assembling information for MSAP annual and final performance reports; processing contractual agreements with service providers; and facilitating *ConnectEd* mass messaging communications on behalf of the project schools and the marketing specialist.

- ***Qualification requirements include****:* Associates Degree or an equivalent combination of

education, training, and experience in Office Management; Certified Professional Secretary (CCPS) or equivalent certification preferred; demonstrated knowledge of current computing technologies and software applications appropriate to the position's job responsibilities; ability to communicate effectively, both orally and in writing; and demonstrate competency by passing the appropriate M-DCPS clerical examination.

Hourly Support *(Part-time; 25 hours/week; Grant-funded),* will be hired to process *STIRR* magnet school applications, support *STIRR* schools with procurement, and assist each school with their parental involvement and outreach efforts.

- ***Qualification requirements include**:* Basic computer skills and ability to communicate effectively, both orally and in writing.

Principals. Upon receipt of MSAP funding, experienced principals for each of the two *STIRR* schools will be hired with the input of administrative personnel from the offices of Information Technology and School Choice & Parental Options as well as the respective Region in which the school is located. In addition to their hiring qualified teachers to implement the special curriculum, principals will have overall responsibility for:

- overseeing the design and implementation of the theme-driven curriculum;
- ensuring that the magnet curriculum is delivered with fidelity;
- meeting the project's desegregation and student achievement objectives;
- monitoring the success of all project activities; and
- developing community partnerships, facilitating professional development, and identifying funding opportunities in order to sustain the magnet program at a high performance level once MSAP funding ends.

- ***Qualification requirements include**:* Master's degree with valid Florida certification in

Educational Leadership, Administration, or Administration/Supervision; three years appropriate teaching experience; three years administrative experience; and demonstrated ability to communicate effectively in both oral and written forms.

Lead Teachers *(2.0 FTE, Grant-funded).* MSAP grant funds will enable each *STIRR* principal to identify and hire a full-time magnet lead teacher to coordinate and provide leadership to successfully implement the project. Lead teacher responsibilities will include:

- coordinating daily logistical operation of the magnet school program;
- assisting the principal and teachers with implementation of the magnet theme;
- facilitating the development and implementation of the unique magnet program curricula;
- assisting with the identification of appropriate personnel qualified to teach the unique magnet curricula;
- coordinating community resources related to the magnet school program;
- marketing the magnet program and recruiting students to prevent minority group isolation.

QUALIFICATION REQUIREMENTS
iTech @ Edison: Valid Florida Teaching Certificate in Technology Education, Computer Science, or Business Education; Master's Degree preferred; minimum of three years successful teaching experience; and experience and with curriculum development and design.
BioTech @ Zoo Miami: Valid Florida Teaching Certificate in Biology, Chemistry, Earth-Space Science, or Physics; Master's Degree preferred; minimum of three years successful teaching experience; and experience and with curriculum development and design.

External Evaluator (Contractual). Evaluation of the *STIRR* Project will be conducted by an independent, outside evaluator. Dr. Adela Beckerman has been selected as the principal evaluator to assess the extent to which the identified *STIRR P*roject goals and objectives have

been met. Dr. Adela Beckerman received her Ph.D. from the State University of New York at Albany, and has been on the faculties of Florida International University, Nova Southeastern University, and the University of Vermont. Currently, she is a Professor in the Department of Social Sciences at Florida Memorial University, a historically black university in Miami Gardens, Florida. She has more than 26 years of experience working on project or program evaluations, including: federally-funded projects under the Magnet Schools Assistance Program, two of which involved quasi-experimental research designs; 21st Century Community Learning Centers Program; Arts in Education Model Development & Dissemination Program; and Race to the Top-District Program. She has extensive experience conducting varied qualitative, quantitative, and mixed method research designs. Additionally, she has developed surveys, collected and analyzed primary and secondary data using univariate and multivariate data analysis methods, and developed and implemented protocols for interviews and focus groups. Dr. Beckerman has presented research findings from numerous projects, including those on the District's magnet school programs, at professional conferences and published research articles in professional journals.

Ms. Amy Padolf, Director of Education, Fairchild Tropical Botanic Garden (Contractual), currently provides oversight for all national and international multidisciplinary education programs at Fairchild Tropical Botanic Garden (Fairchild); designs and manages Fairchild's Graduate Studies program; manages the education operating budget; and builds/ maintains Fairchild's strategic plan and core education principles. Prior to joining Fairchild in 2009, Ms. Padolf worked for two years as the Director of Operations for the Miami Children's Museum, one year as the Manager of Traveling Exhibit Education at the Children's Museum of Pittsburgh, and six years as the Director of Education at the National Aviary in Pittsburgh, PA.

In 1997, she received a Master's Degree in Education from Duquesne University.

Mr. Tedor Whitman, Director of Education, Zoological Society of Florida (Contractual), earned a Master of Arts Degree in Conservation Biology from the University of Pennsylvania in 1993 and has over 20 years of experience working, teaching, researching, and managing education programs in the field of conservation biology. Mr. Whitman joined the Zoological Society of Florida in 2010, where he provides oversight for their education programs, personnel, grants, and animals, including Zoo Miami's Children's Zoo and volunteer programs.

(iii) Teachers who will provide instruction in participating *STIRR* magnet schools are qualified to implement the special curriculum of the project's magnet schools;

Magnet-themed Content Area Teachers *(5.0 FTE; Grant-funded).* During the first two years of the project, MSAP funds will subsidize teachers for the following five positions (two for BioTech@ Zoo Miami and three for iTech @ Edison) who will be highly specialized and skilled in the magnet program theme content. During the first year of planning, they will assist their *STIRR* lead teacher and school's project partners (e.g. Zoological Society of Florida, Fairchild Tropical Botanic Garden, Microsoft) develop magnet strand-specific curricula and design interdisciplinary projects. In year two, these individuals will continue to build their respective programs and also deliver quality content in the specialized magnet classes to incoming 9th graders. Once enrollment targets are met, the District will subsidize the salaries of personnel in these positions. It is anticipated that student enrollment (9th and 10th graders) at each of the schools will be sufficient for the District to sustain these positions in year three of the project.

QUALIFICATION REQUIREMENTS
iTech @ Edison: ***Geospatial Information Systems (GIS) Specialist:*** Valid Florida Teaching Certificate in Computer Science, Technology Education, Business Education, and/or extensive

knowledge and experience in GIS. ***Enterprise Resource Planning (ERP) Specialist:*** Valid Florida Teaching Certificate in Computer Science or Technology Education; extensive knowledge and experience in ERP preferred. ***Microsoft Applications Specialist:*** Valid Florida Teaching Certificate in Computer Science or Technology Education; extensive knowledge and experience in Microsoft Applications preferred.
BioTech @ Zoo Miami: ***Conservation Biology Specialists:*** Valid Florida Teaching Certificate in Biology or Chemistry; research experience and Master's degree preferred.

Classroom Teachers. All classroom teachers will be qualified to implement the specialized magnet theme curricula at *STIRR* project schools. M-DCPS will be responsible for the salaries of all *STIRR* instructional personnel. MSAP grant funds will be utilized to compensate educators for teaching an extended period day, and for hours spent on *STIRR* curriculum planning, professional development, and involvement in the Summer Bridge programs, which are above and beyond the contractual instructional day.

Florida Statutes Chapter 231 and State Board Rule 6A-4 authorize certification and re-certification of district personnel. Magnet school teachers will be hired and assigned to teach in accordance with the 2012-2015 Successor Contract between M-DCPS and the United Teachers of Dade which states that principals are responsible for ensuring that teachers are appropriately certified for the assignment by requesting verification of certification from the District's Office of Human Resources. Magnet program teachers will be selected on the basis of their expertise in specific subject areas, knowledge of the community and target areas, interest in specialized and innovative curriculum, and experience with a diverse student population.

(iv) M-DCPS, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color,

national origin, sex, age, or disability.

Employment Policy. In compliance with Title VII of the Civil Rights Act of 1964, The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and strives affirmatively to provide equal opportunity for all as required by state and federal law. The Board attempts to identify and overcome real or potential artificial barriers to employment, training, or promotional opportunities for its staff and applicants. The policy strives to ensure a highly qualified staff in terms of educational background and experience that reflects a diverse workforce**.** In recruiting applicants for job positions, men and women are encouraged to enter non-traditional occupational areas where their gender is underrepresented. In addition, The School Board continually develops and reviews job descriptions and entry qualifications in order to ensure that the tasks and duties required are reasonable and do not impose artificial barriers to qualified applicants. As a unitary school system, all employees are expected to work with other employees, teach students, and supervise or be supervised in their work by other employees without regard for the race, religion, color, national origin, sex, age, or disability of the individual. It is the policy of The School Board that no person will be denied access, employment, training, or promotion on the basis of race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability. Job advertising and recruitment activities are conducted in a manner congruent with this policy.

(3) Personnel qualifications include experience and training in fields related to the objectives of the project, including the knowledge of and experience in curriculum development and desegregation strategies.

M-DCPS is committed to identifying certified and qualified personnel to provide

leadership in the implementation of the *STIRR* Project. Key personnel are selected based on previous work histories and leadership experiences working with a culturally diverse student population. An understanding of the District's *Post Unitary Status Plan of Action* and the impact that magnet school programs have on students' opportunity to access specialized programs in an ethnically diverse environment are of equal importance. Classroom teachers and other project staff will be selected to work on the *STIRR* Project based on their expertise and knowledge of working in diverse environments with student from different social, economic, ethnic, and racial backgrounds. Comprehension of desegregation issues, such as equity and equal access, will be considered when selecting project staff. Such backgrounds and experiences will ensure that the District's priorities to continue and increase equitable student access to high quality, innovative educational programs are promoted.

Classroom teachers will be selected based on their expertise in the innovative magnet course curricula and in their fulfilling Florida Department of Education's requirements for certification. Each person will bring demonstrated experience and knowledge of curriculum development, effective instructional delivery models, expansive teaching experiences, and efficacy to the project.

STIRR Project district and school personnel will be well-qualified, culturally diverse individuals who have extensive knowledge and experience in managing a federal grant project. The District will extend its search for highly qualified content area teachers using the following resources: internally, through the District Employee Portal, a website that offers information that is directly relevant to M-DCPS employees; and externally, through SAP e-recruiting, a management process designed to recruit talent from a global pool of qualified prospects; advertising in trade journals, and through LinkedIn, a business oriented social networking site

Collectively, proposed project staff has served on advisory councils, boards, and committees monitoring the desegregation process. They have served as classroom teachers, magnet lead teachers, school site administrators, curriculum designers, professional development consultants, curriculum supervisors, and administrators for school choice programs.

3. QUALITY OF PROJECT DESIGN

(1) Miami-Dade County Public Schools has designed a quality project.

The *STIRR* Project is organized around a comprehensive vision developed in response to increasing parental and local industry demand for additional high-tech STEM educational choice programs that will sufficiently prepare students to either continue with postsecondary education or enter the workforce in key industries--*Information Technology* and *Life Sciences*-- identified by Miami-Dade County's *One Community One Goal* (OCOG) initiative. To that end, Miami-Dade County Public Schools proposes to utilize MSAP grant funds to open two new non-boundary (not within a neighborhood attendance boundary) STEM high schools that will: (1) promote desegregation and increase interaction among students of different social, economic, ethnic, and racial backgrounds; (2) improve student academic achievement for all students attending each *STIRR* school; and (3) carry out a high-quality educational program that will encourage greater parental decision-making and involvement.

(2) (i) Each *STIRR* magnet school will promote desegregation and increase interaction among students of different social, economic, ethnic, and racial backgrounds.

The *STIRR* Project proposes to implement two new STEM magnet high schools, which will be available to students throughout Miami-Dade County--BioTech @ Zoo Miami (BioTech) and iTech @ Edison.It is anticipated that 800 students will be enrolled at BioTech and 1,000 students at iTech by Fall 2017.

BioTech will be housed at what is currently Richmond Heights Middle School, an under-enrolled neighborhood school located in the Richmond Heights neighborhood in deep southwest Miami-Dade County, a 20-minute drive from the Redland agricultural district, and less than five minutes from Zoo Miami. This suburban neighborhood is comprised primarily of lower and middle-income families. iTech will reopen as a new center in the existing Edison Middle School, an under enrolled facility located in "Little Haiti", a centrally located low-income Miami-Dade neighborhood known as a traditional center for Haitian immigrants and culture. The school's remaining 8th grade students are in the process of matriculating to high school. Had these facilities continued to operate as regular neighborhood schools, it is estimated that there would be a high incidence of minority group isolation at each as follows:

***STIRR* SCHOOL**	**PROJECTED RACIAL / ETHNIC DEMOGRAPHICS**	
	% Minority	***% Non-minority (White)***
BioTech @ Zoo Miami	**92.9** (49.3 Hispanic; 41.1 Black; 1.6 Asian; 0.5 American Indian; 0.4 Mixed Races)	**7.1**
iTech @ Edison	**99.5** (87.6 Black; 11.9 Hispanic)	**0.5**

Promote Desegregation. In an effort to promote desegregation and attract students from different social, economic, ethnic, and racial backgrounds into these schools, the District's School Choice & Parental Options (SCPO) Marketing Specialist developed an aggressive marketing plan (delineated in the *Plan of Operation*). It is anticipated that each *STIRR* school will prevent minority group isolation by enrolling a diverse student population of students from across Miami-Dade County that will mirror the percentage of the major racial/ethnic groups

(66.9% Hispanic; 23.2% Black; 8.1% White) of the District as a whole, by employing the following broad-based marketing strategies:

- Maintain and update a website to include: STEM magnet program descriptions, curricula, activities, newsletters, and calendar of events; a virtual tour of the school; magnet program applications, available in three languages (English, Spanish, Haitian Creole); a link to the school's social media page; and informational links for parents, e.g. college preparation, application, scholarship opportunities, and financial aid; and STEM-related careers.
- Promoting the school's theme to prospective students, parents, and visitors from the community by locating banners that provide pertinent program and contact information on fencing and/or the exterior of the school building in areas that receive high volumes of traffic; and creating interior displays that reflect the STEM theme throughout the school (e.g. lobby kiosks, hallways, classrooms, Parent Information Center, and main office).
- Distributing direct mail postcards to targeted zip codes announcing an "Open House".
- Utilizing *ConnectEd,* the District's school-to-home mass messaging system, to leave phone messages at homes of target students.
- Providing information to prospective students and their parents by offering "Open House" event(s) at the school and conducting articulation events at targeted middle schools.
- Distributing brochures and flyers, in multiple languages, throughout the community, e.g. public libraries, doctors' offices, churches, chambers of commerce; partner sites (Zoo Miami, Fairchild Tropical Botanic Gardens) and at multiple recruitment events.
- Participating in radio morning show interviews, arranged by SCPO, to inform radio listeners about the STEM magnet program(s) at the school.
- Managing a social media account (Facebook or Twitter) that displays and provides STEM

magnet program-related information such as class field studies, projects, collaborations, or research findings. Comments will not be posted without administrator review and approval.

Foster Interaction. *STIRR* Project schools will create and maintain an environment in which intercultural contact among students occurs frequently and meaningfully by:

- providing opportunities to interact as they work in teams to complete academic projects; participate in integrated activities, such as field studies, labs, and research projects; and engage in challenging classroom assignments that actively involve them in learning;
- designing curricula that relies on collaborative learning and peer tutoring;
- fostering student choice and initiative in designing investigations;
- designing activities and assignments that can be approached on several levels;
- grouping students in many different ways to enhance levels of engagement, such as large group, small group, or independently selected study groups;
- engaging students with content through the use of literature, textbooks, objects, videos, and other ancillary materials that are multicultural;
- planning extracurricular offerings that encompass a wide range of interests; and
- providing Summer Bridge opportunities, further described in 2. (ii) of this section, for incoming ^{9th} grade students.

Project-based Learning (PbL). Project-based learning is a systematic teaching method that engages students in acquiring knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. It begins by specifying a product or performance that students must complete through a series of steps, and shifts learning from classroom practices of short, teacher-centered lessons to learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world

issues. Each *STIRR* school will utilize standards-focused, project-based learning as a vehicle to foster meaningful interaction among students with diverse backgrounds as they collaborate in teams to solve complex problems and, together, communicate results.

Monitoring Needs of a Diverse Population. In managing the daily operations of the schools, *STIRR* magnet school leadership team members (principal; assistant principal(s); lead teacher; department chairs; guidance counselors) will monitor the special demands and needs of their diverse population and consider various approaches for effectively addressing them as they emerge. To assist in these efforts, each school will ensure that the policies and practices create an environment in which all students and their families feel welcomed and successful. Through Leadership and/or Response to Intervention Teams, administrators, lead teachers, faculty, and staff will make a concerted effort to identify inequitable practices, develop strategies to counteract or revise such practices, design opportunities to respectfully solicit input from all stakeholders, and identify related training needs for staff.

(ii) Each *STIRR* magnet school will improve student academic achievement for all students attending each *STIRR* magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area(s) offered by the school;

Miami-Dade County Public Schools is recognized as a national leader in urban education. A four time finalist for the prestigious Broad Prize, the District was awarded the $1 million prize in 2012, the largest education award in the country given each year to honor urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income and minority students. The District is committed to applying this same standard of academic excellence to *STIRR* schools.

State Standards. The instructional programs at the schools will be aligned with challenging state content standards. Florida's *Next Generation Sunshine State Standards (NGSSS)* describe the knowledge or ability that a student should be able to demonstrate by the end of every grade level from 1st – 12th grade. These standards cover eight content areas: English Language Arts, Mathematics, Science, Social Studies, Physical Education, World Languages, Fine Arts, and Health Education. The standards are subdivided into "benchmarks," which outline the specific content, knowledge, and skills that students are expected to learn in school. For high school students, the Florida Comprehensive Assessment Test (FCAT) 2.0 Reading and Writing tests indicate each student's performance in reaching benchmarks for those subjects. In 2011-12, Florida transitioned from high school comprehensive tests to End-of-Course (EOC) Assessments which are computer-based, criterion-referenced assessments that measure the *NGSSS* for specific courses. Currently, students take EOC Assessments in Algebra 1, Geometry, and Biology 1.

The *Common Core State Standards* provide a consistent, clear understanding of what students are expected to learn and are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. *Common Core State Standards* (adopted by Florida in 2010) in English Language Arts, which includes reading standards, and in Mathematics are to be fully implemented in Fall 2013.

***STIRR* Project Design Model.** The instructional programs at iTech and BioTech feature innovative, educational methods and practices that address student needs and interests, and are designed to improve academic achievement for all students attending the schools. Key features of these programs include:

Florida Continuous Improvement Model. *STIRR* schools will utilize the Florida Continuous Improvement Model (FCIM), a capacity-building approach focused on providing

data-driven instruction for all of Florida's students. Major elements of the FCIM process include:

- Utilization of evidence-based practices that build a school's capacity to establish continuous improvement as a way of work (assessing student needs using data; focusing instruction on the *NGSSS*; refining understanding of areas where students are struggling or succeeding; and customizing instruction for student achievement).
- Facilitation of focused instruction for all students.
- Collaboration among teachers, students, and instructional support staff.
- Active learning and student involvement in the learning process.
- Ultimate responsibility for learning placed on the learner.
- Data driven so as to remove subjectivity and replace it with a focus on results.
- Alignment of planning, instruction, assessment, and support on student performance.
- Utilization of assessment results to improve teaching and learning.

FCIM will assist the *STIRR* schools and teachers with the instructional planning process by helping them to: assess student needs using data; focus instruction on the *NGSSS*; refine teacher understanding of the areas where students are struggling or succeeding; and customize instruction for student achievement. Norm-referenced evaluations, such as FCAT 2.0 and EOC Assessments, and district interim measures provide disaggregated data feedback on academic growth. Monthly "data chats" will be held with the administration, among grade level/subject groupings, and with students in order to review and analyze the data and discuss intervention strategies needed to adjust teaching practices and subject area content accordingly.

Project-based Learning (PbL). Forty years of accumulated evidence confirm that the instructional strategies and procedures that make up standards-focused, project-based learning are effective in promoting deep content understanding, raising academic achievement, and

encouraging student motivation to learn. Research studies have demonstrated that project-based learning can: increase students' achievement on state-administered, standardized tests (Geier, Marx, Krajcik, Fishman, Soloway & Clay-Chambers, 2008); be especially effective with lower-achieving students (Strobel, 2008); and can be more effective than traditional instruction in increasing academic achievement (Walker & Leary, 2008); knowledge application (Koh, Khoo, Wong, & Koh, 2008); teaching concepts and developing deep understanding of content (Boaler, 1997); preparing students for future learning (Schwartz, 2004); and preparing students to be better able to integrate and explain concepts (Capon & Kuhn, 2004). *STIRR* schools will utilize experiential, interdisciplinary project-based learning experiences as the framework upon which teaching and learning of core concepts is built, and which provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths.

Summer Bridge Programs. In an effort to mitigate the challenges of ninth grade transition, and to prepare incoming students (200 students [10 teachers] at BioTech; 250 students [13 teachers] at iTech) with strategies for success in the rigorous and challenging programs that will be provided at *STIRR* schools, MSAP grant funds will be utilized to provide two-week Summer Bridge programs at iTech and BioTech beginning in Summer 2014. These programs will align summer bridge content and skills to ninth grade curriculum; foster interaction and build relationships among students entering the schools; develop connections between students and teachers; provide students with authentic, experiential, and interdisciplinary learning opportunities that require them to work collaboratively in teams to research, analyze, and uncover solutions to real world problems at the schools and in community venues.

Career and College Readiness. While widespread adoption of the Common Core state standards in English language arts and mathematics represents an important step in ensuring that

all students leave high school ready for success in college and a career, simply increasing rigor will not yield more prepared graduates (Roderick 2006). High school students must also have the opportunities to apply their knowledge in real-world situations and develop complex and critical thinking skills needed in both college and the workplace. The 2006 report *The Silent Epidemic: Perspectives of High School Dropouts* shows that nearly half of high school dropouts said they left high school because classes were not engaging them. By involving high school students in more interesting, inquiry-led work that has relevance to their daily life, significant improvements will be made in graduation rates, achievement, and other important academic outcomes (Bempechat and Seltzer 2010). After three decades of evaluation, career academies, a type of school-within-a-school (*iTech*), or a school that provides a college-preparatory curriculum with a career-related theme (*BioTech*), have been found to be effective in improving outcomes for students during and after high school. They have become the most long-lasting and best-tested component of a high school reform strategy that prepares students for both college and careers. To that end, iTech @ Edison and BioTech @ Zoo Miami will provide students with high caliber, student interest-driven STEM curricula designed to improve academic achievement and prepare them for both college and a career. The academic programs at each of these schools are characterized by:

- interdisciplinary content, which provides students opportunities to explore topics within real-world contexts;
- experiential, multidisciplinary project-based learning;
- daily schedules structured for extended/flexible instructional time blocks to allow students more time for work-based learning;
- connection to real-world contexts that build upon community, industry, and college/

university partnerships. These partnerships provide students with a deeper understanding of how high school academics connect to postsecondary and workforce demands, and enable them to potentially gain postsecondary credits while in high school; and

- interaction with business and industry experts and mentors who provide students with additional supports that contribute to college and career readiness such as communication skills, project management, and the ability to work in teams.

BioTech @ Zoo Miami. M-DCPS will build upon the success of the Zoo Magnet Program at Richmond Heights Middle school, a neighborhood attendance boundary school, to create BioTech @ Zoo Miami (BioTech), a STEM-themed, non-boundary magnet high school, with a focus on Conservation Biology. The District plans to house BioTech in the underutilized Richmond Heights Middle School facility.

Richmond Heights Middle School. Students enrolled in the Zoo Magnet Program at Richmond Heights Middle School (grades 6 – 8) comprise 38.6% (216) of the total school population (559) and represent the diversity of the District (50.0% Black; 34.7% Hispanic; 12.5% White; 1.4% Asian; 1.4% Mixed Races; and 82.9% Free and Reduced-Price Lunch). The school has been successful in attracting students from major racial/ethnic groups (84.7%) and females (48.6%), who are traditionally underrepresented in STEM programs, into the program. These magnet students exceed their non-magnet counterparts at the school on the FCAT 2.0:

% of Students Achieving Level 3 or Higher on 2012 FCAT 2.0 Assessments						
Grade	**Reading**		**Mathematics**		**Science**	
	Magnet	*Non-magnet*	*Magnet*	*Non-magnet*	*Magnet*	*Non-magnet*
6	73	31	67	45	NA	NA
7	88	38	77	38	NA	NA

8	80	41	86	26	61	13

It is because of this success, the demand from parents of students in the program, and the expressed interest of Zoo Miami, the school's magnet program partner, that the District developed the Conservation Biology magnet theme concept for high school students. It is anticipated that students enrolled in the Zoo Magnet Program at Richmond Heights Middle will apply to BioTech @ Zoo Miami in order to continue with their studies.

What is Conservation Biology? Biodiversity loss has been identified as one of the great challenges of our time. The potential demise of one-fourth or more of the Earth's species before the end of this century represents an irreversible loss of nature and may significantly undermine the sustainable use of nature's supplies. Conservation biology is a multidisciplinary science that has developed to address the loss of biodiversity and addresses the biology of species, communities, and ecosystems that are negatively impacted by human activities or other agents.

The Conservation Biology Magnet Program at BioTech will take an integrative approach to the biological sciences. Studies will focus on issues related to resource conservation and ecosystem management in an interdisciplinary learning environment. Through experiential and project-based learning activities in the field, primarily at Zoo Miami and Fairchild Tropical Botanic Garden (Fairchild), and in sophisticated state-of-the-art computer and science laboratories at the school, students will research and evaluate global issues and concerns related to the human impact on biological diversity (genetic, species, and ecosystem) with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction. The integrative Conservation Biology magnet curriculum is characterized by: rigorous coursework (e.g., Zoology; Microbiology; Physical Science; AP Biology; AP Chemistry; AP Environmental Science; AP Human Geography; AP Statistics; Research in Conservation Biology) at the school,

in portable classrooms on-site at Zoo Miami, and on location at Fairchild Tropical Botanic Garden (Fairchild); field study research at locations such as Zoo Miami, Fairchild, Everglades National Park, and Biscayne National Park; innovative, high impact environmental science research, such as plant genetic engineering, in state-of-the-art science laboratories at the school; authentic demonstrations of student knowledge through the production of interdisciplinary, multi-media projects; integration of scientific research and technology, in classrooms at the school and on-site at Zoo Miami and Fairchild, using the latest computer software (ESRI/GIS) and instruments (GPS devices) to tackle local and international conservation issues; in-depth, authentic research experiences in state-of-the-art labs with practicing scientists at Fairchild; digital curriculum in partnership with Discovery Education; and

workplace learning.

Zoo Miami and Zoological Society of Florida. Zoo Miami's commitment to worldwide conservation efforts serves as the cornerstone of their mission to encourage an appreciation for the world's wildlife and to help conserve it for future generations. From significant research and special studies being conducted in South Florida to field conservation efforts in some of the most remote and exotic places on earth, Zoo Miami is recognized as a leader in the fight to preserve some of the world's most endangered animals and ecosystems. In collaboration with the education staff of the Zoological Society of Florida (ZSF), the non-profit support organization which provides the educational programming for the Zoo, Zoo Miami will offer BioTech students an opportunity to learn about, and contribute to, both ex-situ (the process of protecting an endangered species of plant or animal outside its natural habitat) and in-situ (on-site) conservation and biological research. Students will explore, discover, and examine biology on zoo grounds using a multitude of disciplines and approaches. Utilizing specialized research tools,

students from all grade levels will conduct hands-on scientific research on topics as diverse as habitat restoration, invasive species monitoring, wildlife corridors, animal nutrition, and animal enrichment.

The **9th grade** zoo program will build a strong foundation for project-based scientific inquiry. Through specialized courses and inquiry-based activities, students will learn key concepts in the sciences and be able to apply those concepts to conservation research. Guided tours of endangered native habitats found on zoo property and various citizen science projects (scientific research conducted by amateur or nonprofessional scientists to answer questions they have about the natural world) will familiarize students with field-based research, global positioning systems (GPS), and their uses in science. Contributing to current cutting-edge research through their participation in local citizen science projects students will gain knowledge about the importance of scientific research for the protection of biological diversity. The **10th grade** program will link field work to classroom experiences through technology. Students will learn about the basics of geographic information systems (GIS) and apply their knowledge of GPS. Zoo Miami's wildlife collection and surrounding native habitat provide excellent 'living laboratories' to gather scientific data. Returning to the classrooms, students will map their GPS data points using GIS technologies. Participating in citizen science projects using the global online platform of Project Noah, students will work alongside animal scientists while contributing to real and relevant research.

Students in the **11th grade** program will further explore integrative biology by delving further into the study of conservation biology and microbiology. Students will study and perfect methodologies for collecting data in the field and examine the variety of processes by which scientists analyze and manipulate data in the laboratory. Working with wildlife ecologists and

biologists, students will collaboratively create a variety of citizen science projects, which may range from ex-situ conservation studies utilizing Zoo Miami's animal collection, wildlife surveys, invasive species monitoring, native habitat restoration, or plant genetics. Returning to the lab, students will manipulate data collected using GIS and genetic techniques. Applying the skills acquired during grades 9-11, students in **12th grade** will develop a research proposal, conduct original research, and write their results in a publishable-quality thesis for their Capstone Project, a culminating activity that allows students to demonstrate the knowledge and skills they acquired during their secondary school years of education. The year will conclude with a Research Symposium in which students present their research and their findings to zoo animal science staff, local university professors, teachers, parents, and peers. Students may also elect to participate in an executive internship with zoo staff to gain more insight into the conservation work that is being performed at Zoo Miami.

Fairchild Tropical Botanic Garden (Fairchild). Located in Miami, Fairchild is one of the world's preeminent botanic gardens with an outstanding collection of taxonomically arranged and well-documented tropical plants. These collections are a resource of world significance and an important local resource offering a basis for education research and conservation. Fairchild has a long standing history of educational and community outreach programming that promotes the understanding of tropical plants, the value of biodiversity, and reflects on ways to improve the environment to South Florida students and adults. In December 2012, Fairchild opened a new Science Village Complex, a state-of-the-art biological science and conservation research facility that will offer BioTech students a more in-depth, authentic research experience.

During the planning year, Fairchild staff will assist in the development of the Conservation Biology curriculum in collaboration with the Zoological Society of Florida, and the

magnet lead teacher and two Conservation Biology Specialists at the school. In year two, incoming **9th grade** students will have the opportunity to learn about Fairchild, local ecosystems, flora, current research, research practices, and careers in the biological sciences during four – half day trips per year ($17,600 in entrance fees waived; the District will fund transportation costs) led by Florida International University (FIU) and University of Miami (UM) graduate students, majoring in the sciences, selected from Fairchild's Graduate Studies program. During these visits, they will participate in hands-on workshops to develop skills and knowledge of scientific exploration, scientific methods, and field explorations on symbiosis, biodiversity, and biomimicry. Students will also work with graduate students to develop and conduct citizen science projects where they will be required to collect data, analyze results, and prepare a short presentation for presentation at Fairchild at an end of year showcase.**10th grade** students will learn about local ecosystems, conservation, and habitats within South Florida. Several small field explorations will allow students to continue their citizen science projects, take field methods classes, local flora classes, and work with graduate students in the lab. Students will explore the garden; meet with scientists, FIU and UM faculty, field biologists, and researchers; and participate in hands-on workshops to develop their skills and knowledge of scientific exploration. During the summer between their sophomore and junior years, selected students will participate in a one-week mini botany boot camp. The goal of this experience is to provide the students with a solid foundation and fundamentals of botany that will prepare them for the apprenticeship in their 11th grade year.

Selected **11th grade** students will participate in Fairchild's Research Assistant Program, for which they will receive course credit towards their high school graduation requirements. Students will assist early career scientists in completing their biological/ecological research at

Fairchild. Each student will select a mentor based on their research interests, be given an opportunity to develop a research question from the work being done, gather data utilizing the state-of-the-art facilities in the new Science Village Complex at Fairchild with the goal of publishing their results. Students will integrate scientific research and technology using the latest computer software and instruments to tackle local and international conservation issues, and will attend college level courses at Fairchild taught by their graduate student mentor, other early career scientists, university faculty, and Fairchild staff. **12th grade** students will be given the opportunity to audit university courses at Fairchild or through the video teleconferencing system that is connected to several local and national universities (e.g. FIU, UM, University of Florida, and University of Ohio). The opportunity for students to receive college credit for these courses through dual enrollment opportunities at FIU will be explored.

Discovery Education. Discovery Education provides high quality, dynamic, digital content designed to accelerate student achievement and offers a portfolio of opportunities to meet students where they want to learn in the digital age. Discovery Education will:

- provide 24/7 access for BioTech teachers, students, and families to *Discovery Education Streaming Plus* and *Media Share*, which provides 21st Century Curricular Resources through standards-based digital media and offers comprehensive digital teaching resources. Discovery Education *Streaming Plus* Benefits: (1) Access to a growing library of over 9,500 videos, 77,000 content-specific clips, and more than 160,000 multimedia assets which integrate seamlessly into any curriculum; (2) Explore difficult to understand math concepts with thousands of Math Overviews and Explanations; (3) Address multiple learning styles with thousands of encyclopedia articles, audio files, and high quality digital images; (4) Demonstrate real world science with *STEM Connect*, a captivating resource connecting students to STEM curriculum

and career development; (5) Travel the globe with *Discovery Interactive Atlas*, a resource that allows students to explore content directly related to specific geographies; (6) Build assessments to gauge student progress with *Quiz Builder*, then use the results to identify and address areas of strength and weakness.

- create a series of model interdisciplinary lessons and align digital content from Discovery Education *Streaming Plus* with 10 of the school's courses (e.g. Zoology, Microbiology, AP Biology, AP Chemistry, AP Environmental Science, AP Human Geography, and AP Statistics).
- provide students an opportunity to collaborate with like-minded students and experts from around the globe through Student Blogs and virtual experiences, which allows them to participate in field trips streamed lived into the classroom.

iTech @ Edison. Historically, STEM magnet schools, as delineated in *Priority 4*, have been highly sought after by district parents and students. Building on the documented past successes of the four district-wide, rigorous, high-performing STEM high schools, and input from the various stakeholders, the decision was made to strategically locate iTech @ Edison (iTech), a technology-focused STEM high school in the geographic center of Miami-Dade County to meet the need and desire for easier access to high-tech STEM schools throughout the District. Centrally located, iTech will provide students with a personalized pathway towards mastery of the high-tech skills they will need to compete in the 21st Century economy. The school will offer three strands of study: Enterprise Resource Planning (ERP), Geospatial Information Systems (GIS), and Microsoft Applications/Systems Engineering (APP/SE). Each strand will be characterized by:

- Advanced Placement (AP) and Dual Enrollment opportunities;
- coherent and rigorous content, aligned with challenging academic standards, and relevant

technical knowledge and skills;

- demonstration of students' technical skill proficiency, through competency-based applied learning, which will contribute to their academic knowledge, higher-order reasoning, problem-solving skills, and occupation-specific skills;
- field studies and standards-aligned technology projects that will inspire collaboration, creativity, and hands-on learning through tasks that teach students how to use technology to solve real world science, engineering, and mathematics challenges;
- in-depth high-tech experiences in state-of-the art labs; and
- workplace learning.

Enterprise Resource Planning (ERP). This strand will engage students through experiential and project-based learning (PbL) with career-themed curriculum suffused with state-of-the-art Enterprise Resource Planning (ERP) software processes. The ERP program is a partnership with SAP, one of the world's leading ERP business software tools employed by many leading companies, which encompass global organizations, governments, and educational institutions, including M-DCPS. In addition to support, SAP will provide an online simulation to aid students learning the business software application. The school program will assist students in building a solid background in business functionality and provide them with a hiring advantage as they prepare to enter a very competitive 21st Century job force, giving employers access to well-prepared graduates, skilled in the latest business concepts and tools. Students will work collaboratively to learn business processes including e-recruiting, human resources, finance, and payroll. Additionally, all students will have the opportunity to participate in real-life applications of the core curriculum through internships at local businesses and district offices using the SAP modules. Eligible students will earn an Associate in Arts Business Administration

and/or ERP Certification from partner Miami Dade College (MDC). The college, with eight campuses and 21 outreach centers, is the largest institution of higher education in Florida and the second-largest in the U.S. The focus on improving efficiency, managing assets, and securing data has driven the demand and base compensation for IT professionals with ERP credentials in careers with high growth potential such as Business Analyst, Business Entrepreneur, ERP Consultant, Project Manager, Systems Consultant, Systems Manager, and Engineering Manager.

In **9th grade**, students will build a foundation for project-based business computing. They will learn spreadsheets, databases, presentation applications, web page design, and the fundamentals of SAP's business software applications. In **10th grade**, students will learn business entrepreneurial principles including technologies that are currently being developed and that will substantially alter the business environment such as virtual networks in the cloud, big data management tools, speech recognition, predictive analytics, and new standards for mobile applications. In **11th grade,** students delve further into the study of database essentials and demonstrate proficiency in advanced data constructs. In addition, students may enroll at MDC to study business entrepreneurship. In **12th grade**, students will study business supervision using technology as a resource to efficiently perform communications activities, and may also enroll at MDC to study organization management. All students in the ERP strand will have the opportunity to build a company from the ground up. Using a SAP simulation environment, students will demonstrate their understanding of business processes as they design their own businesses. They will use the organization module to set up the personnel hierarchy; the procurement module to track sales of their product; the finance module to make financial transactions such as budget transfers and fund reservations; the human resources module to manage personnel information and benefits; and the payroll module to schedule and track

compensations. Students will work cooperatively to evaluate their projects by analyzing their business decisions, and making the adjustments needed to succeed as a company. Additionally, all students will have the opportunity to earn Microsoft Office Certifications, the credentials required by academia and business to validate knowledge, skills, and abilities with Microsoft productivity applications. Both 11th and 12th grade students will have the opportunity to earn ERP Certification and participate in internships.

Geospatial Information Systems (GIS). This strand will provide training in geospatial information system (GIS) tools and techniques that assist in solving problems with both local and global implications. Instructionally, GIS is well suited to driving project-based and multidisciplinary learning. GIS curriculum fosters critical and computationally-driven thinking, and engages students in approaching problems creatively. From a curricular perspective, GIS problems, in fields as diverse as health and human services, conservation, marine sciences, tourism, transportation, and defense and military, are grounded in both critical and spatial thinking, motivating learners as they learn workforce ready skills with which to face global challenges. M-DCPS will partner with Miami Dade College, which will provide students with the opportunity to earn an Associate in Arts in Engineering Geomatics, and with ESRI (Environmental Systems Research Institute), developer of the mapping software that students will use to understand and visualize collected data and to make decisions based on the information. Students will pose a guiding question, collect data, and use GIS software to map data before analyzing the data in question, just as STEM professionals do every day in a wide array of careers, which include GIS Technicians and Analysts in fields as diverse as manufacturing, conservation, medicine, education, and government. The Bureau of Labor Statistics Occupation Outlook Handbook has recently deemed that those with GIS related skills

have “favorable job prospects” and that employment in [GIS] is expected to grow “faster than the average for all occupations.”

In **9th grade**, students will build a strong background for project-based learning in information technology by learning about the modern uses of GIS including key remote sensing concepts, project management strategies, and essential computer skills. In **10th grade**, students will learn advanced skills, such as displaying, managing, querying, symbolizing, and creating geospatial data required to work on and build GIS projects, and will use scenarios and field studies to map features and study relationships that exist in their local community. In **11th and 12th grades**, once students have an in-depth understanding of ESRI GIS ArcView software, they will work on projects, which may be as diverse as using math and science skills to analyze data on invasive species, such as the Burmese pythons in the Everglades; studying environmental variables, such as the effects of city lights or water quality on turtle populations on Florida beaches; or collecting and analyzing flood and erosion patterns on South (Miami) Beach.

Microsoft Applications/Systems Engineering (APP/SE). Students will participate in several extended multidisciplinary projects that incorporate academic, creative, and technical skills. M-DCPS will partner with Microsoft, which will provide the resources and support for the program. Students will train in a set of skills on core Microsoft technologies, such as a Windows operating system, Microsoft Exchange Server, Microsoft SQL Server, or Microsoft Visual Studio. Microsoft will provide validation of technical proficiency with Microsoft Certification for eligible students. By earning certification, students gain advanced, market-relevant skills that employers recognize and respect as well as opportunities to connect with a global community of other certified professionals. The APP/SE strand will offer two tracks: the Application Development track or the Systems Engineer track. Application Development

involves those activities between the conception of an app (e.g. a mobile app or a business app) through the activities that result in a finished application. Systems engineering is a field of computer engineering that focuses on how to design and manage complex engineering projects over their life cycles. Students in both tracks will shadow and work alongside district technicians and technicians in identified local businesses who will serve as mentors. Students will have the opportunity to earn Microsoft Certified Solutions Developer (MCSD) or Microsoft Certified Solutions Expert (MCSE) certifications. Eligible students will also earn an Associate in Arts in Computer Science from partner Miami Dade College. According to CNN Money (2010), pay positions in the application development and systems engineer market can hit six figures, and there is ample room for advancement.

Application Development Track (APP): In **9th grade,** students will build a foundation for project-based computing. They will initially work in small groups to create simple interactive, educational mobile or desktop applications that incorporate math or reading using Java coding. In **10th grade**, working in diverse teams, students will design interactive applications requiring both creative and technical skills (e.g. e-commerce sites, on-line classrooms, information portals, on-line galleries, and slideshows). In **11th and 12th grades,** working with personnel from district offices, students will apply their skills and knowledge learned in the classroom to create technologically advanced applications that will facilitate the improvement of processes within the District and/or the community. Students in this track will be prepared for careers as Computer Programmers, Web Designers, Software Developers, and .NET Developers.

Systems Engineer (SE) Track: In **9th grade,** students will build a foundation for project-based computing**.** In **10th grade** students will learn database fundamentals and will shadow district Network Infrastructure Support personnel to improve and support the network

connections in classrooms. Students will learn how to improve on infrastructures that already exist by analyzing existing school infrastructures and making improvements including adding panels and network drops. In **11th/12th grades**, students will intern at local businesses and offer their services to design and build an infrastructure that will allow the businesses to have intranet and internet access; wireless; and firewalls to run their business. Students will gain experience in creating a network infrastructure from beginning to end, and will develop the skill set *Forbes Magazine* has identified as most in-demand for 2013. Students in this track will be poised for careers as Network Analysts, Network Infrastructure Support, and Help Desk Operators.

(iii) Carry out a high-quality education program that will encourage greater parental decision-making and involvement.

Miami-Dade County Public Schools recognizes the importance of the role of parents as partners in their children's education. Parental engagement is a critical component of improving student achievement, and is at the forefront of national reform efforts and standards for parent involvement. The body of research documents its impact on student achievement, and notes that "family participation in education is twice as predictive of students' academic success as family socioeconomic status" (Walberg 1984). Additionally, in a study on the relationship between parental involvement and urban secondary student academic achievement, Jeynes found, "involvement can effectively contribute to reducing the achievement gap between urban students and their counterparts in non-urban areas," and "strongly influences the achievement of minority children in particular" (2007). Unfortunately, parent involvement often declines as students grow older, and a fear to participate may exist as a result of a language barrier, a parent's own level of education, immigration status, or familiarity with the educational system. Thus, the two *STIRR* schools will remain pro-active in facing the challenge of easing these fears and encouraging

parents to become involved. To that end, the shareholders in the project have identified key approaches to nurturing greater parental decision-making and involvement at the two new STEM magnet schools, iTech @ Edison (iTech) and BioTech @ Zoo Miami (BioTech).

Advisory Team/Educational Excellence Advisory Council (EESAC). One of the approaches to support greater decision-making and involvement will be the establishment of an Advisory Team/EESAC Council at each of the two new magnet schools. Made up of parents, school staff, partners, and community members, the EESAC committee, the body responsible for final decision-making at the school relating to the implementation of school improvement and accountability, will have the responsibility for developing an action plan for encouraging greater parental decision-making and involvement. The team will also explore ways to engage parents in school events and initiatives. Since these non-boundary schools will represent many communities throughout the county, members of the committee will also manage an outreach to foster relationships and facilitate access to families who are geographically distant, linguistically diverse, and may be marginally involved in the school.

Family Engagement Events. The President's Council of Advisors on Science and Technology recognizes that STEM education has a number of distinctive characteristics that pose unique challenges. Many parents have only limited familiarity, engagement, or mastery of STEM subjects (2010). Thus, parents' comfort with STEM schools and subject matter may be limited. Family engagement events are key opportunities to encourage greater parental decision-making and involvement, and to inform parents about the many benefits the school and its rigorous curriculum will provide to students, and ways in which they can support their children.

Each school will hold an annual family orientation with the purpose of providing information on the overall STEM magnet program and its theme(s) as well as inform, educate,

and open the doors of communication between parents, their children, and the school. Staff will be on hand to provide parents with an understanding of their child's instructional program, as well as an understanding of academic standards and the school's implementation of the standards. The meeting will also provide information to parents and students, which will include activities such as volunteering opportunities for parents; academic assistance and goal-setting for students; and the importance of secondary education and career-training for both parents and students. Parents who are able to provide support as business partners and mentors will be recruited. Additionally, counseling staff will provide information, which will include topics such as parenting, academic credits, attendance, graduation requirements, and STEM careers.

Parents will be surveyed early in the year about their interest in a number of topics, from developing parents' skills, such as computer literacy, office productivity software, social media safety, and navigating the parent portal, to helping children with the college application process, including college choice, financial aid, and preparing for entrance exams. The results of this survey will assist in the planning of offerings.

In line with their strong technology components, beginning with the second year of implementation, each school will hold a STEM Expo. In addition to communicating how the school is using technology to advance their goals for student achievement, parents will be invited to presentations which will include activities such as: teachers demonstrating technology integration; partners, local businesses, and parents of students enrolled at the school exhibiting how STEM competencies are part of their work skills; and a student work showcase including actual scientific research.

In addition to the formal events, parents will also meet informally with teachers, the principal, and other administrative staff (e.g. Principal's Coffee, Meet and Greet the Counseling

Staff) in order to create a sense of collaboration and feeling of ownership of each school's programs and activities.

Parent Academy. *STIRR* schools will participate in events delivered at the school site by the M-DCPS Parent Academy. Currently, the Parent Academy offers a menu of workshops designed to build parent capacity, at no cost to the school or parent, in an effort to strengthen families and the home/school connection, and provide parents with the tools necessary to continue helping their children succeed. These workshops include varied offerings in English/Spanish/Haitian Creole, e.g. *The Parent Portal, An Online Portal to Monitor Your Child's Academic Success; Career and College Education Plans; Technology and the Family; School Choice & Parental Options: Addressing Your Child's Needs, Talents, and Interests;* and *Stairway to Greater Family Involvement in a Child's Education.*

Parent Information Center. A parent information center at each school site, located near the administrative suite and convenient to parents, will be available, and will provide parents with access to technology, and a wide range of resources in English, Spanish, and Haitian Creole. Daily computer access for parents to check grades and other school related websites will be provided, and each school site will welcome parent and community volunteers who wish to assist other parents with navigating the resources available in the center and to make them feel valued and connected to the school.

Communication. *In Educational Delusions,* Orfield has pointed out that outreach to families and communities is an important component in providing all children equal access to magnet schools….but students cannot attend a magnet school if they do not know about the program (2013). Thus, communication is essential. Beginning with the recruitment process, both *STIRR* schools will make major efforts to offset the inequality of knowledge that can hamper

access to schools and greater parental decision-making and involvement. A major key to the school's initial recruitment and to its sustainability will be the aggressive and comprehensive plan for maintaining a visible presence in the community as outlined in the *Plan of Operation.*

The use of technology has the potential to promote communications and involvement between parents and schools, and given both schools' strong technology component, it is logical to use technology to enhance communication about school events, student activities, and performance. Multiple methods and formats are needed, however, to meet the varying capacities and communication needs of a diverse community to avoid inequalities in access. Thus, in addition to the traditional routes (e.g. magnet handbook; newsletters; flyers; reports of progress; brochures; and educator and administrator participation in local events held at community centers and places of worship), the two new STEM schools will also use technology to increase the speed and frequency of school and home communication, and access to information. These various electronic communication access routes (e.g. school websites; webinars; social media such as Facebook and Edmodo; Twitter; on-line surveys; email; voicemail; Parent Portal; electronic gradebook; and Connect Ed, the District's mass notification system) will provide solutions for a geographically diverse school population, and are projected to prove successful in encouraging greater parental involvement at the schools.

The stakeholders in the design of the projects at the two *STIRR* high schools understand the importance of establishing two-way relationships that will encourage greater parental decision-making and involvement. By heightening the relationship between school and home, both schools anticipate a positive impact on students' academic achievement.

4. BUDGET AND RESOURCES

(1) M-DCPS plans to use adequate facilities;

STIRR project facilities are adequate to carry out the proposed project and will allow the program services described in this proposal to be delivered with efficacy and effectiveness.

***STIRR* School Facilities.** In November 2012, Miami-Dade County voters approved the issuance of a $1.2 billion General Obligation Bond for renovating facilities, updating technology, building school replacements, expanding student capacity, and enhancing facility safety. Bond funds have already be used to install the infrastructure necessary to accommodate the sophisticated technology that will be utilized at BioTech @ Zoo Miami and iTech @ Edison. Additionally, these funds will be used to install wireless and interactive boards in every classroom, a cost of approximately $500,000.00 per school.

BioTech @ Zoo Miami will be housed at what is currently Richmond Heights Middle School, an underutilized neighborhood school that opened in 1963 and was renovated in 2001. The school's facilities are adequate for the proposed Conservation Biology magnet program and include: Four Science Demo Rooms (approximately 1,250 sq. ft. each); 3 science labs (1,185 sq. ft.; and 2,084 sq. ft.) with adjoining storage areas to secure equipment; 34 classrooms; four computer labs; staff planning areas; a newly renovated 800-seat handicap accessible auditorium; state-of-the-art fitness center; 5,040 sq. ft. dining facility; 4,873 sq. ft. media center; and administrative suite with a clinic, two teacher workrooms, and conference areas. In addition, two district portable classrooms are currently located on-site at Zoo Miami, conveniently located five miles from the school. It is anticipated that additional portable classrooms will be added to accommodate students who will be attending classes at the site on a rotating basis.

iTech @ Edison will reopen as a new center in the current Edison Middle School facility

which is severely under enrolled. Eighth grade students enrolled in the school this year are in the process of matriculating to high school. Originally constructed in 1928 and restored in 1997, the three-story school is centrally located in Miami-Dade County and is conveniently situated just off Interstate 95. Facilities include: 41 classrooms (approximately 814 sq. ft. each); four large laboratories (1,559 sq. ft.; 1,514 sq. ft; 2,279 sq. ft.; and 1,204 sq. ft.) with adjoining storage rooms to secure equipment; a staff collaboration room; Parent Information Center; 4,204 sq. ft. auditorium; centrally located 4,762 sq. ft. dining facility; 5,542 sq. ft. media center; teacher planning rooms; and eight fully-equipped science demo rooms, approximately 900 sq. ft. each.

(2) M-DCPS plans to use adequate equipment and supplies;

District-wide committees comprised of citizens, teachers, curriculum specialists, and administrators annually review textbooks, technology, and other instructional resources for their appropriateness in meeting the needs of the student population and for effectiveness in raising student achievement. For the *STIRR* Project, District offices (primarily School Choice & Parental Options, Academics & Transformation, and Information Technology Services) and community entities (Zoo Miami, Zoological Society of Florida, Miami Dade College, and Fairchild) collaborated to identify the schools' programmatic needs and to select the curricular tools necessary to meet those needs. As such, only those supplies and equipment costs associated with supplementing the existing schools' infrastructure have been included in this proposal. MSAP funds will not supplant any local funds supporting the schools. Requested funds will be utilized to subsidize only those items (project personnel, sophisticated equipment, supplies, and services) which are necessary to establish the two STEM schools as unique, highly desirable magnet schools that will attract interested students from different social, economic, ethnic, and racial backgrounds, and are crucial to the successful implementation of theme-specific academy

curriculum at each of the project's schools. Examples include:

BioTech *(Conservation Biology):* portable GPS navigators; Apple iPad tablets; photo imaging system; distillers; compound/monocular/stereo microscopes; deionizer; DNA electrophoresis; large format color plotter; analytical balances; drying lab ovens

iTech *(Geospatial Information Systems; Enterprise Resource Planning; Microsoft Applications/Systems Engineering):* videoconferencing system; color plotter; wireless mobile mouse teachers and student labs; tablets (Apple ipad; android; Windows); 23" monitors; GIS handheld devices; interactive devices; laptops; web and data base servers

The District has a large local financial investment in magnet school programs and in the promotion of student diversity. The cumulative impact of this investment has produced a system capable of delivering high-quality services to address the needs of a diverse student population. The equipment and supplies requested through this grant will support the project's goals to prevent minority isolation, meet state and local standards, promote innovative teaching methods, and increase student achievement at each of the schools.

(3) The *STIRR* project budget is adequate and reasonable in relation to the objectives of the project.

M-DCPS is requesting $10,704,209.95 over three years to adequately support further design and implementation of the *STIRR* Project as proposed. MSAP grant funds primarily will be utilized to hire qualified personnel; purchase sophisticated equipment and supplies required for the two new STEM high schools; implement an aggressive marketing plan; and subsidize contractual services that support evaluation of the project and partnerships with key entities that will provide professional development, curriculum support, and content delivery to teachers and students at the schools. Thus, the *STIRR* Project budget is adequate and reasonable in relation to

project goals for which objectives are aligned and delineated in the *Plan of Operation:*

***STIRR* Project Goal 1:** Prevent minority group isolation at *STIRR* magnet schools.
Budgeted Resources: ***Personnel:*** Project Director; Project Coordinator; Marketing Assistant; Lead Teachers; Hourly Support ***Supplies/Equipment:*** Graphic optimization software; collateral/print materials (brochures, postcards, flyers, magnet applications); media placement production costs; signage (fence/building banners, school lobby kiosks); marketing booth presentation materials; high level capacity computer/printer; ink/toner cartridges; digital equipment for social media pages; materials for marketing events ***Fees:*** Postage; digital banner advertisements; media placement ads; event participation fees; website domain registration; and website form/database management
***STIRR* Project Goal 2:** Implement innovative educational choice programs at *STIRR* schools that promote systemic reforms that are aligned with challenging State academic content standards and student academic achievement standards.
Budgeted Resources: ***Personnel:*** Project Director; Project Coordinator; Lead Teachers; Magnet-Themed Content Area Teachers; Classroom Teachers (In-service Reimbursement; Hourly [Planning; Summer Bridge Programs]; Substitute Coverage; Extended Day Supplements) ***Supplies/Equipment:*** Science laboratories (Biology; Chemistry; BioTech); computers; printers; color plotters; monitors; laptops; copier; GPS devices; tablets; cameras; printing ink; software; video conferencing system; interactive devices; servers; wireless mobile mouse labs; student texts; phones (android; Apple iPhones; Windows 8 phones); All In Learning

Program; student texts; tutorials

Fees: Zoo Miami (entrance)

Contractual: Zoological Society of Florida; Fairchild Tropical Botanic Garden; Discovery Education

***STIRR* Project Goal 3:** Provide courses of instruction at *STIRR* schools that will substantially strengthen the students' knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills and enable them to continue with postsecondary education or productive employment.

Budgeted Resources:

Personnel: Project Director; Project Coordinator; Business and Community Partnerships Facilitator; Lead Teachers; Magnet-Themed Content Area Teachers; Classroom Teachers (In-service Reimbursement; Hourly [Planning; Summer Bridge Programs]; Substitute Coverage; Extended Day Supplements)

Supplies/Equipment: Science laboratories **(**Biology; Chemistry; BioTech); computers; printers; color plotters; monitors; laptops; copier; GPS devices; tablets; cameras; printing ink; software; video conferencing system; interactive devices; servers; wireless mobile mouse labs; student texts; phones (android; Apple iPhones; Windows 8 phones); tutorials

Fees: Licensing (certificate; software; subscription; professional training exams); ESRI Simulation Game; software applications

Contractual: Zoological Society of Florida; Discovery Education; Fairchild Tropical Botanic Garden; Miami Dade College

***STIRR* Project Goal 4:** Facilitate each school's capacity to continue magnet programming at a high performance level after Federal funding for the magnet schools has ended.

Budgeted Resources:

Personnel: Project Director; Project Coordinator; Business and Community Partnerships Facilitator; Lead Teachers; Classroom Teachers (In-service Reimbursement; Substitute Coverage)

Supplies/Equipment: Project-based Learning Starter Kits/Handbooks;

Travel: *Devntersection*; ESRI Education GIS, and SAP Academic conferences

Contractual: Buck Institute for Education; Zoological Society of Florida; Fairchild Tropical Botanic Garden; Discovery Education; GIS; Microsoft; SAP; Team Foundation Servers (TFS)

Additionally, an external evaluator will be contracted to conduct formative and summative evaluations that assess whether project outcomes are attained. The Budget Analyst and Project Secretary will provide overall support services to the Project Director, Project Coordinator, and *STIRR* schools on the day-to-day operations of the project and to ensure that the project is completed on time and within budget.

5. EVALUATION PLAN

The evaluation plan for the project: (1) includes methods that are appropriate to the project; (2) determines how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) includes methods that are objective and that will produce data that are quantifiable.

Evaluation of the *STEM: Increasing Rigor and Relevance (STIRR)* Project will examine the nature and impact of the teaching and learning that occurs within the two new STEM schools, iTech @ Edison (iTech) and BioTech @ Zoo Miami (BioTech), and monitor attainment of the project's performance measures delineated later in this section. The evaluation will be conducted over the three-year grant period by Dr. Adela Beckerman and Dr. Leonard Fontana,

for whom resumes are included in *Attachments*. These two evaluators will work closely with District and key project staff to obtain the required data, and collaborate with teachers and project staff to develop all rubrics used to assess attainment of the performance measures.

Value-added quasi-experimental component. The three-year effort proposed for iTech and BioTech provides a unique research opportunity to deepen understanding of the teaching and learning process associated with STEM high school programs. The evaluation plan for the project provides a *value-added* research component (further described below for the evaluation of project *Objective 2.2.*) that will enable the District and other stakeholders to assess whether the desired outcomes for the project have been attained.

Research Questions. The proposed evaluation will address the following questions:

1. Have the two magnet STEM high schools met the performance standards related to minority group isolation as measured by such indicators as annual student applications, non-minority group enrollment, and student interaction across racial and ethnic groups?
2. Have the teachers in the two magnet STEM high schools participated in the project's professional development and integrated content from these into their teaching practices? Have the teachers in each *STIRR* school developed and implemented unit/lesson plans with instructional materials that reflect the instructional theme of their schools, and that are aligned with Florida Department of Education curriculum standards?
3. Have the students in the two magnet STEM high schools gained STEM-related knowledge and awareness of related careers? Have these students demonstrated proficiency in STEM-related projects and activities?
4. Does exposure to STEM magnet-themed instruction result in academic performance gains?
    - Do students enrolled in the two STEM high schools (the treatment group) demonstrate

significantly greater gains in academic performance each year of the program when compared to the students in the comparison group?

- Do students enrolled in the magnet STEM high schools demonstrate significantly greater academic performance gains after two years of exposure than after one year of exposure?

OBJECTIVE 1.1. Minority group isolation will be prevented at each *STIRR* magnet school.

Performance Measures:

1.1.1. By the end of year two, the percentage of students from major racial/ethnic groups enrolled at each *STIRR* school will prevent minority group isolation by reflecting the percentage of major racial/ethnic groups enrolled in the District as a whole. *(Government Performance & Results Act* **[GPRA]** *Measures*)

1.1.2. By the end of year two, the percentage of students from major racial/ethnic groups enrolled at each feeder school that is at or below the District's overall rate will not be reduced.

1.1.3. By the end of year two, all magnet-themed class enrollments at each project school will reflect their grade's enrollment for each major racial/ethnic group within 5 percentage points.

Evaluation. Evaluators will review enrollment data for the District, *STIRR* schools, magnet-themed classes, and feeder schools, disaggregated by race/ethnicity, and review these data with project staff quarterly to identify areas needing revision, if any.

OBJECTIVE 1.2. *STIRR* schools will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities.

Performance Measure: 1.2.1. By year three, there will be evidence of increased interaction among students of different racial/ethnic backgrounds in classroom activities in the magnet school programs, mirroring their presence in the school population as a whole.

Evaluation. Evaluators will review data on the racial/ethnic composition of students

enrolled in magnet-themed classes and the classroom activities in which they are involved and collect data from participants in the student focus groups they will conduct in each *STIRR* school. Focus groups will question participants about the extent of their interaction with students from racial/ethnic backgrounds that differ from their own. The quantitative and qualitative data obtained from these data sources will be reviewed by the evaluators and project staff at the middle and end of years two and three in order to identify areas in need of revision, if any.

OBJECTIVE 2.1. All students will receive instruction in their school's magnet theme in curricular units and courses that are aligned with State Standards.

Performance Measures (PM):

2.1.1. By the end of year two, all students in each *STIRR* school will have participated in at least 400 minutes of magnet theme-specific courses every two weeks.

2.1.2. By the end of year two, each *STIRR* school will have submitted to the *STIRR* Project Coordinator at least 5 (year two) and 10 (year three) magnet theme-related unit plans that demonstrate alignment with State standards and reflect their school's innovative, instructional methodologies.

2.1.3. By the end of year two, at least 50% (year two) and 60% (year three) of classroom teachers will have developed and implemented standards-based lessons related to the school's magnet theme.

Evaluation. *PM 2.1.1.* – Evaluators will review data indicating the duration and frequency of each magnet theme-related course, and class rosters for each of these courses. *PM 2.1.2.* - Unit/lesson plan templates will be developed by project staff, in collaboration with teachers and the evaluators. Evaluators will utilize a rubric to review a random sample of completed unit/lesson plans to determine whether these materials reflect knowledge gained from

professional development, and demonstrate alignment with State standards and each school's magnet theme(s). *PM 2.1.3.*Evaluators will conduct site visits/classroom observations to review evidence that the standards-based lessons are being implemented. The evaluators will be provided with a list of teachers who have developed and are implementing standards-based, magnet-themed lessons. Classes taught by these teachers will be selected randomly and observations made. Additionally, site visit observations will examine if the school's physical (e.g., school hallways) and classroom environments reflect the STEM theme (e.g., the presence and use of information about STEM-related careers; displays of the scope and sequence of the STEM program; student STEM-related work; and the use of STEM-related equipment and supplies [e.g. GPS devices; DNA electrophoresis; Apple iPads]). During observations, and guided by a rubric, the evaluators will be looking for the delivery of STEM unit/lesson plans and student engagement in these lessons. They also will conduct interviews with the principal and key staff at each school, as well as focus groups with teachers and students during the years two and three. Qualitative data will be gathered and analyzed about the extent to which the STEM instructional theme is being implemented, challenges to the integration of the innovative instructional model and how these are being addressed, and methods by which each school is developing the capacity to continue the positive changes in teaching and learning beyond the grant. Evaluators will conduct formative evaluation meetings with project staff at least three times during years two and three in order to identify areas in need of revision, if any.

OBJECTIVE 2.2. Students at each *STIRR* school will demonstrate an increase in academic achievement as measured by State assessments.

Performance Measures (PM):

2.2.1. By the end of year two, the percentage of students from major racial and ethnic groups

who score proficient or above on the State assessment in reading / language arts will increase by at least 4 points. **GPRA**

2.2.2. By the end of year two, the percentage of students from major racial/ethnic groups who score proficient or above on the State assessment in mathematics will increase by at least 4 points. **GPRA**

2.2.3. By the end of year two, the percentage of students from major racial/ethnic groups who score proficient or above on the State assessment in science will increase by at least 4 points.

2.2.4. In year three, the percentage of students from major racial/ethnic groups who score proficient or above on the State assessment in writing will increase by at least 4 points.

Evaluation. Students' scores on standardized tests in these subject areas prior to their enrollment in the *STIRR* schools will be compared with their scores after each year of enrollment in a *STIRR* school. Summative reports for years two and three will examine the academic achievement of students, comparing each year's performance to that of the previous year.

Value-added quasi-experimental component. Evaluators will compare the performance of students in the treatment group and students in the comparison group on standardized tests in reading, mathematics, writing, and science. The treatment group will consist of students enrolled in the two *STIRR* schools during years two and three of the grant. During year one, evaluators will work collaboratively with district staff to select the two comparison group high schools. To the extent possible, each of the comparison high schools will reflect the gender, race, ethnicity, ESOL status, and eligibility for free and reduced-price lunch, as well as the Florida Comprehensive Assessment Test (FCAT 2.0) profile in Reading and Writing scores and End-of-Course (EOC) Assessment profile in Mathematics and Science scores for each *STIRR* school. (*In 2011-12, Florida transitioned from high school comprehensive assessments [FCAT] to EOC*

Assessments in Algebra 1, Geometry, and Biology 1.) The comparison group schools will not be magnet schools. Students enrolled in the comparison group will be experiencing standard M-DCPS instructional practices. *Cohorts* of treatment group and comparison group students will be examined during the study. In each of the two implementation years, a new *cohort* of 9th grade students will enroll in the *STIRR* schools, thus introducing a new cohort of treatment group students into the evaluation sample. There will be two treatment group cohorts and two comparison group cohorts.

The evaluation of the *STIRR* Project will address two hypotheses: (1) students in the treatment group who are exposed to the STEM instructional model will demonstrate significantly greater improvement in their academic performance, as measured by standardized test results, when compared to students in the comparison group; and (2) students exposed to two years of exposure to the *STIRR* program will demonstrate greater gains than students exposed for one year, and will demonstrate greater gains than students in the comparison group. It is anticipated that there will be a *cumulative* impact of exposure to a STEM instructional model on academic achievement. The concept of exposure is operationalized as the number of years students are engaged in STEM instruction. *STIRR* will have two cohorts, each of which will be exposed to a differential number of years of exposure to the instructional model. The first cohort will consist of students who begin their STEM studies in year two and continue through year three. The second cohort will consist of students who begin the program in year three. This design can provide an opportunity to assess the impact of one or two years of exposure to the STEM instructional model.

Data describing the demographic characteristics and standardized test (FCAT 2.0 and EOC) scores attained by the students in the treatment and comparison groups will be entered into an

SPSS (Statistical Product and Service Solutions) file and will be utilized to develop a profile of the treatment and comparison group students and to analyze the academic progress of these students. Factorial ANOVA will examine whether there are significant differences in the academic performance of treatment group students with a differential number of years of exposure to the *STIRR* instructional model, and will compare treatment group students' performance with that of their counterparts in the comparison group. Multivariate analysis will also compare changes in the performance of student subgroups (e.g., gender, race/ethnicity, free or reduced-price lunch eligibility, ELL (English Language Learners).

OBJECTIVE 3.1. *STIRR* schools will implement a high-quality educational program that will substantially strengthen the knowledge of academic subjects.

Performance Measures (PM):

3.1.1. By the end of year two, *STIRR* schools will demonstrate attainment of student achievement success by exceeding the district achievement average at each grade level.

3.1.2. By the end of year two, 80% of *STIRR* students will achieve grades of "C" or higher on magnet projects graded by rubrics.

3.1.3. By the end of year two, 70% (year two) and 80% (year three) of *STIRR* students will attain a minimum unweighted grade point average (GPA) of 2.0.

Evaluation. *PM 3.1.1.* – In February 2012, the USDOE granted the Florida Department of Education a waiver from reporting Adequate Yearly Progress under the Elementary and Secondary Education Act. This waiver requires the state to report performance on annual measurable objectives in several areas of academic achievement. In years two and three, the evaluators will review these data, by grade level, for students enrolled at each *STIRR* school and the comparison schools, and compare results with the District's achievement average at each

grade level. *PM 3.1.2.*- Products and related grades, rubrics, and lesson plans for students' projects will be reviewed by the evaluators. *PM 3.1.3.* – The evaluators will review GPA data at the end of years two and three.

OBJECTIVE 3.2. *STIRR* schools will implement a high-quality educational program that will substantially strengthen the attainment of tangible and marketable vocational, technological, and professional skills of students.

Performance Measures (PM):

3.2.1. By year three, 80% of students at iTech @ Edison will have completed at least four magnet theme-related courses within Florida's *Information Technology* Career Clusters Curriculum Frameworks.

3.2.2. By year three, 80% of students at BioTech @ Zoo Miami will have completed at least four field study research projects that incorporate the use of technology.

Evaluation. *PM 3.2.1.* –Evaluators will review magnet theme-related courses and rosters indicating the number of students who enrolled in, and successfully completed each course; *PM 3.2.2.* - Evaluators will review descriptions and number of projects completed by each student. (*The performance measures for this objective are differentiated because students at iTech only will be enrolled in courses within Florida's Career Clusters Curriculum Frameworks.*)

OBJECTIVE 3.3. All *STIRR* students will have equitable access to high quality education that will enable them to succeed academically and continue with postsecondary education or productive employment

Performance Measure: 3.3.1. By the end of year two, all *STIRR* students will participate in at least two (year two) and four (year three) magnet theme-related, project-based learning activities.

Evaluation. Evaluators will review at least two (2) magnet theme-related, project-based learning unit/lesson plans in year two and four (4) in year three, as well as rosters of students who were involved in these lessons; and conduct classroom observations, guided by a rubric, of a random number of classes to observe student participation in magnet theme-related, project-based learning activities.

Objective 4.1. *STIRR* schools will implement a professional development plan for teachers which includes project-based learning and instructional strategies related to their school's STEM magnet theme(s).

Performance Measures (PM):

4.1.1. By year three, 90% of classroom teachers at each *STIRR* school will have completed at least 50 hours (at least 15 hours for teachers hired in year three) of professional development training in project-based learning and instructional strategies related to their school's STEM magnet theme(s).

4.1.2. By year three, 80% of teachers at each *STIRR* school will have implemented project-based learning activities and instructional strategies related to their school's STEM magnet theme(s).

Evaluation. *PM 4.1.1. – 4.1.2.* – Evaluators will review: training agendas; a log with the total number of training hours for each teacher; and unit/lesson plans for each teacher who has implemented project-based learning or instructional strategies related to their school's STEM magnet theme(s). Project staff and evaluators will conduct classroom observations of a random number of classes in which these unit/lesson plans are being implemented.

6. COMMITMENT AND CAPACITY

(1) Miami-Dade County Public Schools will continue the magnet school activities after assistance under the program is no longer available.

Miami-Dade County Public Schools is fully committed to the continuation of the initiatives proposed in the *STEM: Increasing Rigor and Relevance (STIRR) Project* after Magnet Schools Assistance Program (MSAP) funding ends. In order to accomplish this, the District will leverage a broad range of current resources and aggressively pursue additional revenue after assistance under MSAP is no longer available. Currently, M-DCPS commits $24.4 million of its Supplemental Academic Instruction funds to operate the existing magnet school programs. These funds are in addition to M-DCPS initiatives (the Foundation for New Educational Initiatives [FNEI], Bringing Wireless Technology to the Classroom drive in 2011-2012 that pulled in support of matching e-rate funding for wireless technology improvements in schools, and the recently approved 21st Century Schools $1.2 billion General Obligation [GO] Bond) that are already in place and are designed to sustain the infrastructure needed to expand technology access for all students, bridge the digital divide, and support anytime/anywhere learning.

Furthermore, the District is committed to reducing minority group isolation in its schools and to supporting and sustaining magnet schools as a means to achieve that end. M-DCPS has demonstrated a history of commitment to providing and expanding public school choice options to meet the unique and diverse needs of its students for over forty years. In its *Education Choice and Competitions Index*, the Brookings Institute ranked the M-DCPS office of School Choice & Parental Options (SCPO) in the top ten in the nation for providing a significant number of quality options through its magnet programs and career academies (2012). Superintendent Alberto M. Carvalho publically committed to school choice, saying, “We are now working in an educational environment that is driven by choice….We need to be engaged in [the] choice movement.”

The District has supported the development and implementation of over 350 magnet programs at more than 100 different school sites for 40 years. Support includes providing and

maintaining innovative, high caliber educational experiences to enhance student achievement; transcending traditional curriculum; and preparing students to function successfully in a pluralistic society by reducing or preventing the incidence of minority group isolation.

There are several strong indicators of stakeholders' support and commitment to the STEM-themed magnet school projects being proposed. As part of the grant development efforts, the District worked closely with principals, members of school leadership teams, and university and community leaders who united in their efforts to plan for successful implementation of the proposed magnet school projects. More importantly, the existing STEM-focused schools are the most sought after by parents and students, with consistency, across all racial/ethnic groups in the District, as evidenced by the number of applications for the four existing STEM high schools and documented in *Priority 4*. Additionally, by identifying the needs in the community, by working with businesses and higher education institutions, and by bringing stakeholders to the table in designing and sustaining the program, the District has created a climate that maximizes the probability of the project's success. Furthermore, a high level of support for the *STIRR* project is evidenced by both the variety and quality of the letters of support included in this application package as well as the offers of partnership and commitment to the undertaking as a whole.

Over the years, the Magnet Schools Assistance Program (MSAP) has provided critical resources that have allowed M-DCPS to establish innovative magnet school programs. As in the past with previous grants, M-DCPS will take full responsibility for maintaining all magnet schools established with MSAP grant funds. All magnet school programs established through MSAP funds over the past 22 years are still thriving today. Furthermore, these programs meet the state's annual measurable objectives, and graduation rate targets.

(2) (i) M-DCPS is committed to the magnet schools project;

M-DCPS has specifically targeted STEM pathways to college and careers, and is committed to identifying and implementing their vision for 21st Century education that goes beyond mastery of content knowledge and graduation readiness to encompass each student having a post-secondary education and career plan and the requisite skills needed to thrive in an evolving workplace. M-DCPS fully supports the recommendation of the President's Council of Advisors on Science and Technology (2010) for the creation of more STEM schools over the next decade, with a focus on serving minority and high-poverty communities, to meet the country's need in the 21st Century for a world-leading STEM workforce.

In developing the proposal for iTech and BioTech, a cohort of district and community stakeholders were engaged in proposal development, and which was refined later based on their engagement and feedback. Key staff members participated in the 2012 Magnet Schools of American National Technical Assistance Training Conference in October 2012, the Policy Training Conference in February 2013, and the U.S. Department of Education webinar in January 2013 to gain a better understanding of the MSAP program and its requirements.

With the release of Notice to Apply on December 31, 2012, the grant development team, under the leadership of Dr. Helen Blanch, Assistant Superintendent, Innovation and Choice, convened a series of meetings with district and community partners to discuss the grant opportunity and seek input and guidance in proposal design. Included in the meetings were the Chief Academic Officer for Office of Academics and Transformation; Chief Information Officer for Information Technology Services; and staff from Information Technology; Grants Administration; Schools of Choice; Assessment, Research and Data Analysis; Facilities; Richmond Middle School Zoo Magnet; Fairchild Tropical Botanic Gardens; Zoological Society of Florida; Discovery Education; and Miami Dade College. Subsequently, the cohort developed a

plan to utilize MSAP grant funds to support initial start-up and operating costs, which include:

- planning and preparing to ensure successful implementation and operation of innovative, project-based, real-world and virtual-learning educational experiences for students that integrate STEM career-related knowledge and skills in the context of academic courses;
- creating STEM experiences that excite and interest students of all backgrounds and prepare them to meet the nation's need for a world-leading STEM workforce;
- purchasing instructional resources and specialized equipment necessary for each school;
- developing rigorous, specialized, technology-rich curriculum that transcends the traditional and meets the specific needs of each magnet theme in order to improve academic achievement and prepare students for high-tech STEM careers;
- developing targeted marketing materials to reduce or prevent minority isolation;
- planning extensive staff recruitment of STEM teachers who will work collaboratively to prepare and inspire students;
- provide staff development to implement STEM magnet content and improve the capacity of the schools to continue operating at a high performance level after Federal funding ends;
- building effective partnerships with businesses and institutions to provide students with STEM workplace experiences, mentoring, and internships as well as integrated college experiences; and
- planning strategies for family and community engagement to support student learning.

Pre-Grant Costs. In the November 2012 elections, Miami-Dade County voters overwhelmingly approved a $1.2 billion general obligation bond to modernize, replace, and construct schools throughout the District, and to provide infrastructure and internet access for technology-supported learning across the District. Approval of the bond was essential to address

the inequality that exists between the instructional experience of students attending newer schools and those in outdated buildings by providing equitable access to 21st Century instructional technology, which includes the infrastructure upgrades needed to realize these two STEM school projects, and to insuring the sustainability of the infrastructure. Also, district personnel and stakeholders have invested approximately 5,600 hours over the last four months in time and resources to develop and plan the *STIRR* concept.

In-Kind Support. The District will provide substantial in-kind support for *STIRR* each year of the grant through the following personnel time:

Personnel	% Time	$ Yr. 1	$ Fringe Benefits	Total In-Kind
Ms. Milagros Fornell, Chief Academic Officer, Ofc. of Academics/Transformation				
Dr. Helen Blanch, Assistant Superintendent, Innovation/School Choice				
Ms. Debbie Karcher, Chief Information Officer, Information Technology Services				
Mr. Marcus Ortega, Marketing Specialist				
Dr. Lupe Diaz, Business and Community Partnerships Facilitator				
Total:				

Note: The total in-kind support for years 2 and 3 will be the same as in year 1.

Also, the District will provide approximately $9,000 in equipment (i.e., computers, printers, copy machines), and $30,000 in marketing each year. Overall the District's support of

STIRR will be evidenced by the allocation of more than $112,771.10 of in-kind support to oversee the implementation of the project over a three-year period.

(ii) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

After Federal funding is no longer available, M-DCPS will assume the cost of sustaining both schools. In addition to aggressively pursuing additional sources of funding, as needed, to sustain both iTech @ Edison and BioTech @ Zoo Miami, the District will also leverage district resources to support costs associated with magnet school activities such as: magnet lead teacher salary supplements; magnet school marketing; industry certifications; dual enrollment costs; software licensing and subscriptions; e-text subscriptions; and wireless and infrastructure upgrades and maintenance. The District will also sustain the total costs of the

Project partners, including Miami Dade College, the Zoological Society of Florida, Fairchild Tropical Botanic Gardens, Discovery Education and business and industry professionals including those affiliated with Miami-Dade County's Beacon Council *One Community One Goal Initiative,* and who provided letters of support included in *Attachments,* have committed to mentorships, internships, and use of facilities as well as assisting with identifying funding sources once Federal funds are no longer available. These partnerships are critical to the sustainability of the project.

Financial Commitment. Traditionally, states provide support to school districts through legislative appropriations that do not include any additional categorical funds for magnet school programs. Florida, however, does allocate Supplemental Academic Instructional Funds generated through the Florida Educational Finance Program (FEFP), enacted by the Florida Legislature to provide equitable distribution of state funds among school districts throughout the state. As

stated earlier, the District allocates and invests $24.4 million per year to provide assistance for students enrolled in existing magnet school programs. These resources provide assistance for students enrolled in the District's magnet school programs with essential educational materials, supplies, equipment, personnel, and unique requirements necessary to implement thematic educational programs. The District further supports magnet school programs by offering transportation services to students who attend designated feeder schools. Of the 52,871 magnet school students enrolled, approximately 14,246 utilize transportation services and, in turn, help to further the District's goal of reducing or preventing minority student isolation.

High-end magnet STEM schools require large initial startup funds. Costs associated with implementing the *STIRR* project exceed the per-student allocation generated through the state and are prohibitively expensive for the District. The MSAP grant is a cost-sharing vehicle whereby Miami-Dade County Public Schools has been able to create successful magnets under MSAP funding while allowing itself to sustain existing magnets. M-DCPS is fully committed to magnet school programs as demonstrated over the last 40 years. With the award of MSAP funds to support significant magnet school program start-up costs, *STIRR* schools will be sufficiently prepared for institutionalization upon completion of the three-year funding cycle. What will remain at the completion of the grant cycle will be two schools, successful at preventing minority isolation, strategically located in areas accessible to historically underserved students, dedicated to providing STEM pathways to college and careers, featuring advanced college-level coursework, AA degrees, and industry certifications. Both schools will feature a core of STEM content-expert, technology-savvy teachers capable of sustaining a rigorous and focused high-tech, project-based curriculum in an environment that fosters student achievement and prepares students for 21st Century STEM careers.

CONTENTS

PROGRAM NARRATIVE

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Magnet Schools Assistance Program Assurances.pdf

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

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

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

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

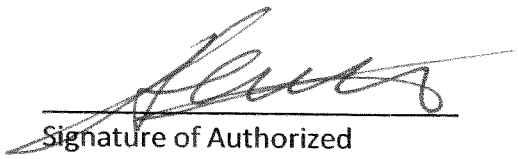
(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



Signature of Authorized Representative

2/26/13

Date

Alberto M. Carvalho
Superintendent of Schools

I. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed by June 1, 2013 to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm. 4W229 Washington, DC 20202-5970	√ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

POST-UNITARY STATUS PLAN OF ACTION REPORT

On June 21, 2001, Judge William P. Dimitrouleas of the United States District Court for the Southern District of Florida issued a 46 page opinion granting unitary status to this school district and relinquishing court supervision effective June 30, 2002. The order further provides that the District is no longer required to submit periodic reports to the Court and that the Board shall have control over the appointment of members to the Bi-Racial/Tri-Ethnic Committee (Bi/Tri Committee).

The opinion is the culmination of a process started by the District Court in March, 1998, when it requested that the parties submit proposed timetables for the conclusion of this decades-long desegregation case. In October, 2000, pursuant to the timetable ordered by the Court, the District submitted a Report on Unitary Status, asking the Court to declare it unitary and release it from Court supervision. The motion was opposed by the Intervenors and the Bi/Tri Committee. In December, 2000, the Court held a two-day hearing on the matter and, after reviewing further written submissions from the parties, issued the order.

At the School Board meeting of July, 2001, the Superintendent and the School Board Attorney orally informed the Board of this order. At that time, the Chair expressed the Board's continued commitment to the enactment of policies that will ensure, after the termination of Court supervision, that all students in Miami-Dade County regardless of their race or ethnicity have equal opportunities to participate and excel in educational programs. The School Board directed the Superintendent and the School Board Attorney to provide the Board, at its October meeting, with

a post-unitary status plan of action to ensure that this school system moves forward with fewer disparities and greater equality of access and participation for all students regardless of race or ethnicity. It was requested that the Bi-Tri Committee and the Attendance Boundary Committee assist with this report.

MOVING FORWARD AS A UNITARY SYSTEM

I. Commitments to the Court

During the course of this litigation, the School Board employed three nationally recognized experts: Dr. Gordon Foster, Dr. Jomills Henry Braddock, II, and Dr. Tamela Eitle. The Board is familiar with these educators, and their resumes may be found in the Board's submissions to the Court.

As a part of the School Board's demonstration of its good faith commitment to the constitutional rights of its students, Drs. Braddock and Eitle analyzed the District's movement toward parity in Black, White and Hispanic student participation in the areas of magnet programs, special education programs, and enriched academic programs and its progress in eliminating the disparities in the frequency with which such students encounter educational barriers such as suspension, expulsion and retention. These experts concluded that, with the exception of the magnet programs, disparities still existed in each of these areas. With respect to magnet programs, the data showed that, during the 1999-2000 school year, 6.55 percent of non-Black students attended such a program and 9.49 percent of Black students did.

Consistent with the Superintendent's commitment to the Court, contained in the attached declaration, the administration has developed race-neutral strategies to provide equal access to students of all races and ethnicities to programs identified above, to ensure that the School Board's

retention and discipline policies are administered fairly and consistently, and to guarantee that neither race nor ethnicity is a factor in discipline or retention. These strategies are set forth in detail in Part III of this report.

II. Policy and Rule Revision to Increase and Maintain Diversity in a Unitary System

A. The Educational Need for Diversity

During the course of the Court hearing on unitary status, Drs. Braddock and Foster testified concerning the educational benefits of maintaining diverse school enrollments. Dr. Braddock testified in his October 24, 2000 Declaration at paragraphs 6, 7 and 8 that based on his own research and on other nationally published research with which he is familiar, as well as his analysis of the current disparities within this school system, increasing the number of racially isolated schools in Miami-Dade County would negatively impact the overall quality of education in this system. In his declaration he stated:

> "7. Students who attend schools with racially diverse student enrollment and faculty composition obtain educational benefits that are not available to students attending racially identifiable or racially isolated schools. Racial diversity in student enrollment and faculty compositions can enhance students' civic values by bringing them together in ways that can reduce racial fears and stereotypes; teach students how to interact comfortably and respectfully with people who are different from them; and prepare them to be good neighbors, colleagues, and citizens in our multicultural, democratic society. See, e.g., Jomills Henry Braddock II and James Mc Partland, "The Social and Academic Consequences of School Desegregation" in Equity and Choice, 5, 7-10, 63, 70-71 (Feb. 1988); Peter B. Wood and Nancy Sonleitner, "The Effect of Childhood Interracial Contact on Adult Antiblack Prejudice," 20 Int'l J. of Intercultural Rel., Vol. 20, p.1, 12-15 (1996). In addition, racial diversity in the student body and on the faculty can help improve teaching and learning for all students. See, e.g., Braddock and McPartland, "The Social and Academic Consequences of School Desegregation." supra. at 6-7. Moreover,

placing disadvantaged minority students in desegregated classrooms in which teachers have high expectation for all students can positively affect their long-term prospects of attending integrated colleges and of entering, and succeeding in, professional occupations in which minorities have traditionally been under-represented. Marvin P. Dawkins & Jomills Henry Braddock II, "The Continuing Significance of Desegregation: School Racial Composition and African American Inclusion in American Society," J. of Negro Educ., Vol. 63, No. 3, p. 394 (1994).

8. Students attending racially isolated Black schools not only miss out on the educational benefits of learning in a diverse environment, they further suffer educational harms from attending racially identifiable or racially isolated schools. On average, Black students attending racially isolated Black schools do not perform as well on academic achievement measures as do other students. In addition to lower student achievement, these harms further include higher teacher turnover and greater difficulty in attracting high-quality teaching staffs. See, e.g., Jeannie Oakes, Multiplying Inequalities: Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science (1990 RAND). The current disparities in participation rates by Black students in the District's educational programs could be expected to become worse if the number of racially isolated or racially identifiable Black schools were to increase. See, e.g. Gary Orfield, Dismantling Desegregation (1996 The New Press)."

Dr. Foster similarly testified that some race-conscious measures for the assignment of faculty and students in the District would be necessary to prevent racial isolation and to maintaining racial diversity. See Foster Declaration, paragraph 6, (October 24, 2000).

Further evidence of the educational benefits of reducing racial isolation and maintaining the diversity of student enrollments in the school system is provided by a survey conducted in the fall of 2000 by researchers John Yun and Michal Kurlaender of the Civil Rights Project of Harvard University. Under the supervision of Harvard Professor Gary Orfield, these researchers developed a survey that was completed by 11th grade students in 32 high schools in M-DCPS. The survey was designed to assess the affect of desegregation on what students learn, both in specific content areas

and in general preparation for adult life and work.

The results of the survey reflect that M-DCPS students who attend more racially diverse schools report -- to a greater extent than their peers from less racially diverse schools -- that their school experiences have improved their ability to work with and understand members of other races and ethnic groups. The survey also shows that students from more racially diverse schools report more frequent discussions of racial issues during their social studies or history classes and that these discussions have changed the students' understanding of different points of view. This survey data helps to document that the conclusions found in national research, on which Dr. Braddock based his testimony, also hold true in M-DCPS.

B. The Case Law Concerning Race-Conscious Student Assignment Measures

On October 27, 2000, the School Board requested that the Court grant it unitary status and dissolve the desegregation orders to allow the Board to take full responsibility for the education of the students of M-DCPS. At that time, no recent decisions of the United States Supreme Court or the Eleventh Circuit Court of Appeal (the federal appellate court hearing appeals from this state) had directly addressed the authority of a unitary school district voluntarily to adopt race-conscious student assignment measures. Other federal courts had been inconsistent in their rulings on the constitutionality of such race-conscious student assignment measures. Therefore, the Board requested that Judge Dimitrouleas specifically approve its use, in the period after unitary status is attained, of race-conscious practices for assigning students to magnet programs, establishing attendance boundaries, siting new school facilities, and assigning faculty.

The Court responded to this request, ruling that the "...the District may use its current system

of assignments through June 30, 2002. However, the Court declines the District's request to prospectively grant the District specific authority to use race-conscious measures after June 30, 2002." In a footnote to this statement, the Court stated:

> "At the same time, the Court does not forbid the District from continuing to use its current system after June 30, 2002. The persuasive authority cited from the Louisville, Kentucky district court opinion, and cases cited therein, could lead one to conclude that a District having achieved desegregation, and having gone through court supervision, should be allowed some leeway in using race-conscious measures to avoid re-segregation. Nonetheless, this Court is reluctant to grant prospective, specific authority to use race-conscious measures. Rather, any such use in the future, after June 30, 2002, would be analyzed by whatever court hears a challenge to those policies at that time."

Order Granting Unitary Status and Relinquish Supervision, and Findings of Fact and Conclusions of Law, pg. 45, fn. 24

1. The Eleventh Circuit's Recent Ruling on a Race-Conscious University Admissions Policy

On August 27, 2001, the Eleventh Circuit Court of Appeals issued an opinion considering the constitutionality of a race-conscious admissions policy used by the University of Georgia (UGA). In Johnson v. University of Georgia, 2001 U. S. App. LEXIS 19154 (Nos. 00-14340 & 00-14382) (August 27, 2001), the Court limited voluntary race-conscious admissions programs in the higher education context and provided important guidance to all educational institutions seeking to promote diversity in their student bodies.

The Johnson decision explains that both the Supreme Court and the Eleventh Circuit have held that racial classifications, whatever the motivation for enacting them, are inherently suspect and thus call for strict judicial scrutiny. Under this standard, to be constitutional a racial

classification must: (1) serve a compelling governmental interest; and (2) be narrowly tailored to further that interest. The proponent of the policy bears the burden of making these showings.

Although the trial court in Johnson had ruled that the admissions policy, which was designed to create a diverse student body, did not serve a compelling governmental interest, the Eleventh Circuit chose not to address this issue. Rather, the Court stated that whether promoting the educational benefits of diversity is a compelling interest is an open question and ultimately is one that, because of its great importance, warrants consideration by the Supreme Court. The Court concluded, however, that, even assuming that the University had such a compelling interest, the UGA policy was unconstitutional because it was not narrowly tailored to serve that interest.

The Court explained that in determining whether the UGA policy was narrowly tailored, its analysis had to take into consideration the unique issues raised by the consideration of race in the higher education admissions context. The Court thus explained, at page 16 of its decision, that it would consider the following factors:

> "(1) whether the policy uses race in a rigid or mechanical way that does not take sufficient account of the different contributions to diversity that individual candidates may offer; (2) whether the policy fully and fairly takes account of race-neutral factors which may contribute to a diverse student body; (3) whether the policy gives an arbitrary or disproportionate benefit to members of the favored racial groups; and (4) whether the school has genuinely considered and rejected as inadequate, race-neutral alternatives for creating student body diversity."

The Johnson Court elaborated on these criteria in some detail.

First, the Court stressed that, even if racial diversity may be one consideration in attempting to create a diverse student body, it may not be the only factor considered. A university seeking genuine diversity should attempt to create an educational community that resembles the

broad mix of cultures, experiences, and ideas to be found in society. The Court proposed some other factors that might be considered in seeking such genuine diversity: economic disadvantage; experience in foreign countries; experience in remote or rural areas; foreign language ability; unique communications skills (such as an ability to read Braille or communicate with the deaf); and exposure to personal adversity or social hardship.[1]

The Court also emphasized that any consideration of race in university admissions must also be flexible. A university may not establish a quota system for members of certain racial groups and assess them with a separate set of criteria. The weight accorded to race or ethnicity in an admission decision must not be subject to any such rigid or mechanical application and must remain flexible enough to ensure that each applicant is evaluated as an individual and not in a way that looks to his/her membership in a favored or disfavored racial group as a defining feature of his/her candidacy. In response to the University's argument that it's size compelled it to use rigid criteria, the Court stated at page 19 of its decision:

> "If UGA wants to ensure diversity through its admissions decisions, and wants race to be part of that calculus, then it must be prepared to shoulder the burden of fully and fairly analyzing applicants as individuals and not merely as members of groups when deciding their likely contribution to student body diversity."

With regard to the second factor in its analysis, the Court explained that to be narrowly tailored to promoting diversity a university's admissions policy must ensure that race-neutral factors which contribute to a diverse student body are considered fully and fairly along with race in making decisions.

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[1] Later in the opinion, the Court indicates that it would also be appropriate to consider whether or not a student attended a low-performing Georgia high school in making admissions decisions.

With regard to the third factor, a university's admissions policy must use race in a way that does not give an arbitrary or disproportionate benefit to members of the favored racial groups, and thereby unduly disadvantage applicants from outside the favored groups who may well add more to the overall diversity of the student body. Race should not effectively be made the primary criterion for assessing diversity.

Finally, the Court noted that before considering race in an admissions process, a university should explore seriously and in good faith the wide variety of race-neutral measures that may enhance not only the overall diversity of the student body, but also racial diversity itself. Race-neutral measures include recruiting, advertising, financial incentives to admittees from less advantaged homes, and other outreach strategies. In the admissions process itself, a university could consider income-based selection or guaranteeing admission to the top percentage of graduating seniors in every high school in the state. The Court then advised that, while strict scrutiny does not require exhaustion of every possible alternative, it does require serious, good faith consideration of race-neutral alternatives either prior to or in conjunction with implementation of a race-conscious plan.

2. Other Court Decisions

The Johnson case dealt at length with the second prong of the strict scrutiny inquiry in the higher education context. It addressed the narrowness with which a race-conscious admissions policy must be drawn, but it did not rule on the first prong, whether promoting the educational benefits of diversity may be a compelling governmental interest.

The Johnson decision also did not address the question of narrow tailoring in contexts in which no scarce benefit is being allocated to a limited number of individuals. The School Board

faces many such contexts, including student assignment, attendance boundaries, student transfers and faculty and staff assignment. Other cases provide additional guidance about how the constitutional principles discussed in Johnson may be applied in these different contexts.

Hampton v. Jefferson County Bd. of Educ., 102 F. Supp.2d 358 (W.D. Ky. 2000), the case referred to by Judge Dimitrouleas in his footnote, for example, involved a school system in a situation quite similar to that of this School Board. Although there are numerous other cases addressing the issues addressed in Hampton -- some of which have completely rejected or severely restricted race-conscious measures in the elementary and secondary context -- the federal district court in Kentucky considered the applicable law, and its reasoning to be sound. Therefore, this approach is recommended, especially to issues regarding attendance boundaries and magnet programs.

Hampton involved a school district which recently had been declared unitary. The court found that once the desegregation decree had been dissolved, race could only be considered in student assignment if it was done through narrowly tailored measures in furtherance of a compelling governmental interest. The court then stated that voluntary maintenance of a desegregated school system should be considered a compelling state interest.

In discussing narrow tailoring, the district court in Hampton drew a distinction between magnet schools and other schools. Where the same basic education is offered at each school, and the schools have no special admission requirements, the court found that assignment to one school or another is essentially fungible. (Indeed, relying on similar logic, other courts have concluded that there is no individual right to attend a specific school in a district or to attend a neighborhood school.) The court in Hampton, therefore held that the school district had the

authority to consider race when assigning students to regular district schools.

On the other hand, the court in Hampton ruled that admissions policies for magnet schools were different. The court found that the school district's magnet programs were not providing the same education as other schools. Therefore, their admissions policies should be subject to the same type of narrow tailoring analysis used in assessing university admissions in Johnson. Accordingly, the court in Hampton held that the school district must either stop using race in magnet school admissions decisions or develop a policy designed to promote genuine diversity more broadly defined.

Finally, in Brewer v. West Irondequoit Cent. School Dist., 212 F.3rd 738 (2nd Cir. 2000), a federal appellate court addressed the consideration of race in student transfers and ruled in a manner similar to the Hampton court. The Brewer court noted that unlike plaintiffs challenging programs which deny access to a unique educational opportunity, the plaintiff in the case before it was simply prevented from attending a school of her choice. No unique educational program or selective admissions criteria were involved. The court of appeals also ruled that the school board was acting in accordance with the Constitution when it denied the transfer request because its policy was narrowly tailored to serve the compelling governmental interest of reducing racial isolation resulting from de facto segregation.

The Superintendent and the School Board Attorney are drafting rule revisions to be submitted to the School Board, and those proposed changes will be designed to comply with the law governing unitary school systems as summarized above.

C. The Law Applicable to Assignment of Staff

While recent courts have struck down a number of policies that consider race in hiring and

layoffs, the assignment of teachers so as to maintain racially diverse faculties generally has been approved. While neither the Supreme Court nor the Eleventh Circuit has directly addressed the issue and the reported appellate cases are relatively old, the federal courts have recognized that so long as an assignment or reassignment of a teacher does not constitute a serious professional setback, race-conscious faculty assignments may be made without violating the Constitution or other federal anti-discrimination laws. Accordingly, appropriate rule revisions in this area are being developed for the consideration of the School Board.

III. Strategies to Improve Parity in School District Programs

The Superintendent in paragraphs 9 through 22 of his attached declaration committed to implement strategies to increase the number of students of all races and ethnicities participating in advanced, honors and advanced placement ("AP") courses, and in gifted programs. Further, he committed to a course of action to ensure that all students are treated fairly and consistently in referral, evaluation, and placement in exceptional education programs, in disciplinary programs and with reference to retention in grade. The specific strategies developed by M-DCPS staff in each of these areas follow:

A. Advanced, Honors and Advanced Placement Courses

District staff is making efforts to increase the number of tenth grade students taking the PSAT. These efforts resulted in an increase of tenth grade test-takers from 3,249 in 1999 to 11,728 in 2000. Before September 21, 2001, all senior high school principals will receive a memorandum indicating the level of participation for their students, establishing an 85% student participation level for the District and mandating that beginning with the 2002-2003 school year all high schools administer the PSAT during the regular school day.

The Division of Advanced Academic Programs is committed to ensuring equal access to advanced, honors and AP courses. It also is committed to increasing both the number of students of all races and ethnicities taking advanced, honors and advanced placement ("AP") courses and the number of students in each group who earn a score of 3 or above on AP examinations.

By the 2002-2003 school year, the Division expects to initiate an annual report that will provide an analysis of middle and high school practices regarding recruitment, participation, and support of students in advanced, honors and AP courses. The report will be delivered by the Superintendent to the Board each year and shall be discussed each year by the Region Superintendents with the secondary school principals. On the basis of the data in the report, the Division of Advanced Academic Programs and secondary school principals will review and revise, if necessary to ensure fairness, the criteria for enrollment in advanced, honors and AP courses. In addition, at each secondary school, the principal will develop an action plan based on the data in the report and identify a key instructional staff member to ensure that the plan is being implemented.

Staff is investigating the feasibility of expanding the Advancing Academics for All Students Vertical Team initiative, which the District is currently implementing in Region VI, to three additional regions, selecting one feeder pattern per Region, during the 2001-2002 school year. During the months of May and June 2001, teams of middle and senior high school language arts, mathematics and social studies teachers were provided the opportunity to participate in staff development activities designed to develop an awareness level training of the Vertical Team concept. Working with The College Board, staff secured the services of Vertical Team experts from around the country to offer their advice and experiences to District teachers. Additionally, throughout the 2000-2001 school year, two of the Division's educational specialists visited the "high priority"

secondary schools to offer their assistance in developing Vertical Team programs. Staff development opportunities will continue to be offered during the 2001-2002 school year to schools wishing to implement this concept. The Division will develop a process to monitor the success of the initiative in increasing the number of students of all races and ethnicities taking advanced, honors and AP courses.

B. Gifted Programs

A pilot program will be implemented using a non-verbal instrument, such as the Universal Nonverbal Intelligence Test, to identify students for gifted programs during the 2001-2002 school year.

The Division of Advanced Academic Programs is also in the process of developing an action plan that includes a staff development component and materials for a series of workshops designed to provide training to all principals, guidance counselors and elementary teachers concerning the use of multiple criteria to identify students for gifted screening and how to discern the characteristics of giftedness in students with different racial, ethnic, socio-economic backgrounds, and in students who are limited English proficient or have exceptional education needs.

By June 1, 2002, the Division of Advanced Academic Programs plans to develop a brochure for parents that will provide an overview of the gifted programs offered in the District and will discuss (1) the methods for identifying students; (2) the processes by which parents/guardians may have their children evaluated, identified and placed in gifted programs; and (3) the procedures that parents may use to raise disagreements with the District with respect to issues of identification, evaluation, and services. Copies of the brochure will be distributed to every school and made readily available to parents and other members of the community. Annual notices will be provided to the

community regarding the District's gifted program through a variety of means, including notices to the media, communication with churches and community groups, and posting on the District's web site.

The Division of Advanced Academic Programs will work with the Office of Information Technology to collect data annually on all students who are referred, screened, tested, and identified for the gifted program, by school and District-wide, disaggregated by race and ethnicity and by socio-economic, LEP and exceptional education status. Based on this data, the Division shall recommend, if necessary, strategies to increase the number of students of all races and ethnicities in the gifted program. This information will be reported to the Superintendent by the Division , and the Superintendent in turn will report this information to the School Board on an annual basis.

C. Exceptional Education and Psychological Services

The Office of Exceptional Student Education and Psychological Services is responsible for the identification, design and implementation of programs for students with special learning needs. Through this Office the District has developed School Support Team (SST) procedures for pre-referral activities that address student learning and behavior problems at the school level prior to referral. These procedures, along with current assessment and eligibility procedures, are designed to ensure that no student is discriminated against in the exceptional education referral, evaluation and placement processes and to decrease any over-representation of students from particular racial or ethnic groups.

The District began piloting the SST procedures during the 2000-2001 school year with three elementary schools. This revised pre-referral process was reviewed to ensure implementation in a fair and non-discriminatory manner in each school. The pilot has been expanded for the 2001-2002

school year to include seven schools, five elementary, one middle and one high school. The District is planning to expand the implementation of the SST procedures during the 2002-2003 school year. The SST procedures provide specific data-driven interventions for students who are experiencing academic and/or behavior problems that may eliminate the need for placement in exceptional education programs.

During the 2000-2001 school year, the District provided staff development for school psychologists and chairpersons of the current pre-referral activity teams at each school on cultural differences and characteristics of different races and ethnicities. The District is reviewing the procedures for the assessment of culturally and linguistically diverse children to identify the best means to evaluate students of different races and ethnicities, according to state statutes and guidelines, and encouraging the use of non-verbal individual intellectual assessments where appropriate.

The District continually monitors exceptional education placements of students in emotionally handicapped and educable mentally handicapped programs. The District will establish a process to monitor a random sample of at least 5% of students identified and placed in programs for the emotionally handicapped, educable mentally handicapped and trainable mentally handicapped, which were identified by Drs. Braddock and Eitle in their analyses as programs with disparities in racial/ethnic representation. An internal review team will be used to identify the appropriateness of identifications and placements. This report will be submitted to the Superintendent each year commencing during the 2001-2002 school year.

D. Disciplinary Practices

The Office of Alternative Education and Dropout Prevention is committed to decreasing the

disparity in discipline rates between Black and non-Black students. To this end, the Division of Alternative Education compiles annual discipline reports that analyze and provide data on different categories of non-voluntary alternative school assignments with data disaggregated by race and ethnicity. The District's Division of Quality Management and the Department of Research Services prepare annual discipline reports on school suspensions with data disaggregated for each school by race and ethnicity. This information, which is found in the District and School Profiles, will be analyzed at the end of each school year to ascertain any trends that warrant further study and/or action to reduce disparities.

Among the programs currently being implemented by the Office are in-service training sessions on appropriate application of disciplinary measures for principals, directors, and new teachers, and the District-wide distribution of the award-winning brochure, "Safety Tips for Teachers," to administrators and instructional and non-instructional staff. The Code of Student Conduct is distributed to all schools, and its content is designed to be included in lesson plans to ensure that every student understands the consequences of each violation. More than 1000 parent appeal conferences are conducted annually to assure that discipline is being fairly imposed.

To further its commitment to decrease the disparity in discipline rates between Black and non-Black students, the District staff identified a large number of nonviolence education and multicultural awareness/sensitivity programs (District, as well as community-based) and recommended the effective ones as models. The most significant program in place at that time was PROUD (Peacefully Resolving Our Unsettled Differences), an initiative, which already has had considerable success in M-DCPS, as evidenced by the program evaluation. Project PROUD was selected to provide the umbrella for all District programs and to work in collaboration with the

community-based interface programs in providing nonviolence education and multicultural awareness/sensitivity.

To expand PROUD and other programs supporting nonviolence education and multicultural awareness, the Department of Cultural Diversity/Intergroup Relations developed a three-year action plan, "A Culture of Peace and Nonviolence" (ACOPAN) which addresses the reduction of anger, aggression, conflict resolution, mediation, multicultural/sensitivity training of staff members, students, parents and security monitors to take leadership roles in the prevention and resolution of conflicts through nonviolent means. ACOPAN has three phases in its implementation and includes (1) training of all staff members (including administrators, a PROUD facilitator at each school site, and security monitors); (2) the development and distribution of violence intervention/prevention and anger management lessons for grades K, 2, 4, 6, and 9; and (3) collaboration with effective community-based programs.

E. Retention and Graduation

The retention policy for students in Miami-Dade County Public Schools is delineated in the Pupil Progression Plan (PPP), approved by the School Board. Documentation of Student Performance Plans (SPP) is required by the PPP, and the SPP includes strategies aimed at addressing student needs in areas of unsatisfactory performance. A parent conference is required at which time lack of progress in academic achievement is discussed as well as the steps to be taken toward remediation. Students in grades K through 5 may not be retained more than twice without written recommendation by the principal and written approval by the Region Superintendent.

Starting with the 2001-2002 school year, the Office of Educational Planning and Quality Enhancement will prepare an annual report that analyzes and provides data on retentions in grade

for the District and for each school, disaggregated by race and ethnicity. These reports will be monitored to ascertain trends that warrant further study and/or action to reduce disparities.

The District has developed a District-wide Assistance and Intervention Plan for all schools designated by "Florida's High Quality Education System" as school Performance Grade "D" or "F" during the 2001-2002 school year. The District provides technical assistance to these schools to access grant funding and a portion of the Supplemental Academic Instruction fund has been dedicated to assist schools in the implementation of strategies that address issues of student performance. Further, the District has committed Class Size Reduction funding to the elementary schools that have been designated performance grade "F". As a result of this funding, these schools have a reduced class size of one teacher for every 18 students in grades one, two and three. Educational specialists have been sent to these schools to provide on-site professional development, coaching and mentoring, analysis of data, and other support activities. The District has designed a Co-Teaching model to assist and train newly hired teachers and improve student achievement.

IV. The Bi-Tri and Attendance Boundary Committees

In his declaration to the Court, the Superintendent expressed his continued commitment to the Bi-Racial/Tri-Ethnic (Bi/Tri) and Attendance Boundary Committees. The advice and recommendations of these committees over the years have been of such great assistance that it was felt that the ABC should be retained and the Bi/Tri reconstituted as a School Board committee after unitary status was achieved. In his June 21, 2001 order Judge Dimitrouleas ordered that:

> "The Bi-Tri Committee shall remain in existence, however, effective today, the School Board of Miami-Dade County shall have control over the appointment of members, including the terms and method of appointment. The terms of the current members shall end on December 31, 2001, and they shall remain on the Committee until

> that date, thus allowing for some overlap between the current members and any new members, unless current members individually choose otherwise. It is hoped that the current chairperson, Mr. James Howe, will remain the Chairman through at least December 31, 2001. Starting from today, the School Board may appoint additional members to the Committee and/or reappoint current members at their sole and unreviewable discretion, for such length of terms as the School Board shall determine."

Order Granting Unitary Status and Relinquishing Supervision, and Findings of Fact and Conclusions of Law at pages 45-46.

After receipt of a letter dated August 13, 2001 from the Chairman of the Bi-Tri Committee (copy attached) the Judge entered an order on August 16, 2001, providing the following:

> 1. The name "Bi-Racial Tri-Ethnic Committee" will end on December 31, 2001; 2. The School Board is free to rename the Committee with whatever name they so choose, including the freedom to keep the "Bi-Tri Committee" name if they choose to do so.

Order Modifying Order Regarding Name of Advisory Committee at page 2.

The Superintendent is submitting a new rule to the School Board establishing a School Board Bi-Tri Committee. The Committee shall review issues pertaining to the successful maintenance of a multicultural school system, including such matters as the recruitment and diversity of personnel, transportation of students, selection of school sites, establishment of attendance zones and other matters as may be identified by the School Board from time to time. Because the Bi/Tri Committee historically has been of such significance and because its assistance has been so invaluable over the years, the administration is recommending that its name be retained.

The Superintendent also committed to continue relying upon the Attendance Boundary Committee after unitary status was obtained. The Committee will be relied upon to advise the

Region Superintendents in proposing attendance areas for the schools in their respective regions. A revised rule on Attendance Boundaries, appropriate for a unitary school system, will be submitted to the School Board.

V. Recommended School Board Action

The testimony of the experts in Pate v. The School Board of Miami-Dade County, Florida, Case No. 69-1020-CIV-DIMITROULEAS, the survey conducted by researchers from the Civil Rights Project of Harvard University, and the experience of this School Board clearly show that diversity and the avoidance of racial isolation are compelling governmental interests in this school system. For this reason, the administration and the School Board Attorney's office are developing revisions to School Board Rules relating to attendance boundaries, magnet programs, and student and staff assignments which will encourage diverse school enrollments and staffs within the parameters of the law.

At this time the Superintendent and the School Board Attorney request that the Board adopt the strategies to improve parity set forth in this report and conclude that it wants to pursue its compelling governmental interests to the extent practicable in avoiding racially isolated schools and in promoting the educational benefits of diverse school enrollments and faculties. This conclusion will allow the Superintendent to proceed with the rulemaking process in the areas of student and staff assignment.

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF FLORIDA

CASE NO. 69-1020-CIV-DIMITROULEAS

HERBERT PATE, et al.,

Plaintiffs,

vs.

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, et al.,

Defendants.
_____/

ORDER GRANTING UNITARY STATUS AND RELINQUISHING SUPERVISION, and FINDINGS OF FACT AND CONCLUSIONS OF LAW

THIS CAUSE is before the Court upon this Court's initiation of a process by which the parties addressed the issues related to this Court's withdrawal of supervision of this case. In addition, the Court hereby GRANTS Plaintiffs' Motion for Second Enlargement of Time [DE 562] to file findings of fact and conclusions of law.

I. INTRODUCTION

On March 31, 1998, this Court issued an order requesting that the parties propose a timetable for conclusion of this case [DE 514]. This order was issued by Senior Judge C. Clyde Atkins, who had presided over this school desegregation case since it started more than 30 years ago. On April 27, 1999, after the case had been transferred from Judge Atkins to the undersigned, this Court approved the timetable that was submitted by the Board and requested that the School Board of the Miami Dade County Public Schools ("M-DCPS," "District," or "Board") file a report with the Court addressing: 1) whether the school district has maintained unitary status; 2) whether there exists any likelihood that resegregation will occur if supervision by the Court is withdrawn; and 3) applicable rules or guidelines issued by the United States

Department of Education regarding disparate impact in the schools [DE 527]. The Court indicated that a hearing would be held in December, 2000.

On October 27, 2000, the District filed its Report on Unitary Status addressing the three areas identified by the Court [DE 536]. The District also filed reports by two experts, Dr. Gordon Foster and Dr. Jomills Henry Braddock III, who have each testified as expert witnesses in other school desegregation cases. Dr. Foster and Dr. Braddock analyzed information from the District and together concluded that the District had maintained unitary status pursuant to the standards established by the Supreme Court in Board of Educ. of Oklahoma City v. Dowell, 498 U.S. 237, 248-50, 111 S.Ct. 630, 637-38 (1991), including that the District had complied with the Court's orders and eliminated the vestiges of segregation to the extent practicable in each of the areas identified by the Supreme Court in Green v. County School Board of New Kent County, 391 U.S. 430, 435, 88 S.Ct. 1689, 1693 (1968). Pursuant to this Court's briefing schedule, the Alice Love, et al Plaintiff-Interveners in this case (hereinafter, "Plaintiffs") filed a response to the Report on Unitary Status [DE 542]. The District then filed a reply in support of the acceptance of its Report [DE 543].

On December 18 and 19, 2000, this Court held an evidentiary hearing on the District's Report on Unitary Status ("unitary status hearing") [DE's 552 and 553, transcript filed at DE's 557 and 558]. At the unitary status hearing, the District presented the testimony of Dr. Foster and Dr. Braddock, and introduced their expert reports and curricula vitae into evidence. The District also introduced as evidence the Declaration of Superintendent Roger C. Cuevas which described forward-looking strategies the District intends to employ in the period after court supervision, if such supervision is ended. The testimony and documentary evidence introduced by the District addressed the factors identified by the United States Supreme Court as

relevant to a determination of unitary status. See Missouri v. Jenkins, 515 U.S. 70, 88-89, 115 S.Ct. 2038, 2049-50 (1995); Freeman v. Pitts, 503 U.S. 467, 491-92, 112 S.Ct. 1430, 1445-46 (1992); Dowell, 498 U.S. at 248-50. As discussed more fully herein, the District's evidence meets its burden for proving that the District has attained unitary status and is entitled to a dissolution of the desegregation orders in this case.

The Plaintiffs appeared at the unitary status hearing through counsel. Plaintiffs did not challenge the District's showing that it had maintained unitary status as to the Green factors of faculty, staff, facilities, extracurricular activities, or transportation. Plaintiff-intervenors presented the testimony of four witnesses: Charles Ansell, Lucy Margolis, James Howe, and Dr. Bradford Brown. The Court also heard a statement from the Bi-Racial/Tri-Ethnic Committee ("Bi/Tri Committee"), through its chair, James Howe. The Bi/Tri Committee further expressed its views by way of a letter to the court dated December 21, 2000 (hereinafter "Bi/Tri Statement") [DE 556]. The Bi/Tri Committee also did not challenge the District's conclusion that it had maintained unitary status as to the Green factors of faculty, staff, extracurricular activities, or transportation, and it presented no documentary evidence to the Court.

The primary objection of the Plaintiffs to the Board's showing that it has maintained unitary status was based on quality of education and the process undergone by the District to reach the unitary status conclusion. Counsel for the Plaintiffs argued that a finding of unitary status would be inappropriate because the District has failed to "invite" the Office for Civil Rights of the United States Department of Education ("OCR") and the Desegregation Assistance Center "into a process where everyone can be involved so that we can examine what we need to

do towards achieving unitary status." Tr. 12/19 at 80.[1] In addition, Plaintiffs argued that the District should be holding "community meetings" to "re-establish the process of involving the community, the parents, the Office of Civil Rights, the Desegregation Center and the NAACP." Tr. 12/19 at 80-81.

In issuing the following findings of fact and conclusion of law, the Court has carefully considered the arguments of counsel, the evidence presented, and the testimony of the witnesses. The Court has also determined the credibility of witnesses and is otherwise fully advised in the premises.

II. FINDINGS OF FACT

1. Litigation seeking the desegregation of M-DCPS was first filed in 1956, and on March 17, 1960, this Court entered an order in that case, Gibson v. Dade County School Board, that provided for implementation of a freedom of choice plan and retained jurisdiction over the case. See Pate v. Dade County Sch. Bd., 303 F. Supp. 1068, 1069 (S.D. Fla. 1969).[2]

2. On July 1, 1969, the Department of Health, Education and Welfare ("HEW") informed the Board that it was not in substantial compliance with Title VI of the Civil Rights Act, 42 U.S.C. § 2000d, concerning desegregation. Pate, 303 F.Supp. at 1069. The HEW letter, quoted in the Plaintiff's Proposed Conclusions of Law and Fact at pp. 14-15 [DE 563], found many violations of Title VI in the areas of student assignment, faculty, administration and supervision personnel, transportation, and comparability of services available to black and non-

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[1] Cites to "Tr." refer to the transcript of the unitary status hearing with a designation to the hearing date and page number of that day's transcript. The transcript for December 18, 2000 can be found at DE 557 and the transcript for December 19, 2000 can be found at DE 558.

[2] As noted above, prior to April 1, 1999, "this Court" refers to United States District Judge C. Clyde Atkins, except that the March 17, 1960 Order was entered by United States District Judge Joseph P. Lieb. Pate v. Dade County Sch. Bd., 303 F.Supp. at 1069.

black students. In response to this "liability letter" from the HEW, the District utilized the services of the Florida School Desegregation Center at the University of Miami,[3] a federally funded center at the University of Miami, and adopted, with minor changes, an Interim Desegregation Plan proposed by the Center. Pate, 303 F.Supp. at 1069. HEW approved the plan on August 4, 1969, pending receipt from the Board of a final desegregation plan by February 1, 1970. Id.

3. As the Board moved to implement the Interim Desegregation Plan for the 1969-70 school year, portions of the plan were met with opposition from the public. Id. Several groups of parents brought suit seeking to enjoin implementation of the Interim Desegregation Plan. The first of these suits, Pate v. Dade County School Board, was filed in state court and attacked a portion of the Interim Desegregation Plan that eliminated the all-Black Mays Junior High School. Id. at 1069-70. After the state court issued a temporary restraining order in Pate preventing the Board from implementing its plan with regard to the Mays School, this Court granted the Board's motion to remove the case to federal court and to consolidate it with the pending Gibson action and with another pending federal court challenge to the Interim Desegregation Plan. Id. at 1071.

4. This Court found that the Interim Desegregation Plan failed to meet constitutional standards. Id. But, with the start of the 1969-70 school year then just days away, the Court held that to require a different plan at that late date would result in "chaos". Id. This Court, therefore, approved the Interim Desegregation Plan, but further ordered the District to furnish a "final", more comprehensive desegregation plan by March 1, 1970. Id.; see Pate v. Dade County Sch.

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[3] Dr. Gordon Foster helped draft that Interim plan.

Bd., 434 F.2d 1151, 1159 (5th Cir. 1970), cert. denied, 402 U.S. 953, 91 S.Ct. 1613 (1971).

5. On December 10, 1969, after the decision of the Fifth Circuit in Singleton v. Jackson Municipal Separate School District, 419 F.2d 1211 (5th Cir. 1969), this Court entered an order that directed the Board to take steps, by February 1, 1970, to comply with that decision with regard to desegregation of faculty and staff, majority-to-minority transfers, transportation, school construction, school consolidation, and site selection (including the location of any temporary classrooms), and attendance outside of system of residence. Pate v. Dade County Sch. Bd., 307 F.Supp. 1288 (S.D. Fla. 1969).

6. On January 8, 1970, this Court entered an order approving the Final Staff Desegregation Plan. This plan, which was submitted by the Florida School of Desegregation Center, and subsequently adopted by the Board, required the racial composition of the faculty at each M-DCPS school to reflect the racial composition of the M-DCPS faculty district-wide at the elementary, junior high, and high school level, respectively. At that time, the racial composition of faculty was 24% Black and 76% White at the elementary school level, 21% Black and 79% White at the junior high level, and 12.2% Black and 87.8% White at the high school level. Order on Motion for Clarification (January 8, 1970) at 1. As for staff desegregation, the Board's plan required that there be no more than one Black administrator in any elementary school; not more than two Black administrators in any junior or senior high school; and that at least one Black staff member be assigned to counseling duties at each junior and senior high school. Plan for Desegregation of Staff (filed January 13, 1970).

7. On March 31, 1970, M-DCPS filed with this Court its Final Desegregation Plan, which had been adopted by the Board on March 25, 1970. A Plan for the Desegregation of the Dade County Schools 1970-71 ("Final Desegregation Plan"). The Final Desegregation Plan

addressed student assignment, faculty and staff assignment, transportation, extra-curricular activities, and school construction and site acquisition. Id.

8. This Court found, and the Court of Appeals agreed, that, with the exception of student assignment, the Final Desegregation Plan complied with all the factors identified by the Supreme Court in Green, 391 U.S. at 435, 88 S.Ct. at 1693. See Pate, 434 F.2d at 1159.

9. This Court ordered certain modifications to the student assignment portion of the Final Desegregation Plan to further decrease the number of schools with all-Black enrollments. Memorandum Opinion Approving Desegregation Plan for Dade County Public Schools with Modifications and Final Judgment at 5-27 (June 26, 1970)(reprinted in Pate, 434 F.2d at 1160-71). The Court found, however, that ten elementary schools, along with Drew Middle School and Northwestern High School, clustered together in the center of an all-Black residential community, "could be effectively desegregated [only] by cross-bussing with predominantly [W]hite schools," and concluded that "[t]he law does not compel this Court to require the School Board to desegregate these schools in that manner." Id. at 10-11 (reprinted in Pate, 434 F.2d at 1163).

10. The Court concluded as a matter of law that as modified by its June 26, 1970 Order, the plan submitted by the Board "constitutes a unitary system of public education." Id. at 28 (reprinted in Pate, 434 F.2d at 1171).

11. The Court further ordered the appointment of a Bi-Racial Committee - subsequently designated by Judge Atkins as the Bi/Tri Committee - to review the operation of the Board's majority-to-minority transfer rules, its transportation practices, the selection of school sites, and other issues as directed by the Court. Id. at 27 (reprinted in Pate, 434 F.2d at 1170).

12. In an order issued July 24, 1970, this court held that in light of the demographics of the District, "a predominantly Black school is desegregated when less than 85% of its enrollment is composed of Black students." Pate, 434 F.2d at 1175 (reprinting District Court Opinion).

13. On August 12, 1970, the Court of Appeals generally affirmed this Court's order, approving the Final Desegregation Plan with modifications, but also ordered the pairing and grouping of specific schools to further reduce the percentage of Black students attending all or virtually all-Black schools from 44% to 24%. Pate, 434 F.2d at 1154. The Court of Appeals held that while the District Court had discretion to adjust these modifications, its discretion was limited "to the extend that no adjustments may diminish the degree of desegregation required by this Court." Id. at 1158-59. The Court of Appeals also held that "the school board and the district court are under a continuing duty to appraise the system in light of actual conditions and experience and, within the limits we have just indicated, made whatever changes as are required to assure the maintenance of a unitary system." Id. at 1159 (emphasis added). Thus, following these court orders by this Court and the Court of Appeals, the District had obtained a unitary system beginning with the 1970-71 school year.

14. After the Supreme Court's decision in Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1, 91 S.Ct. 1267 (1971), this Court issued an order outlining the continuing duty of the Board to make the desegregation plan work, recognizing its own responsibility to ensure that the school system remained unitary, and giving all parties time to object to the Board's 1971-72 student assignment plan. Order of June 14, 1971. This Court further stated that with the implementation of the Board's Plan and proposed modification, "all vestiges of a state-imposed dual school system had been eliminated." Id. at 1.

15. On June 18, 1971, this Court approved the Board's proposed pupil assignment plan for the 1971-72 school year which had been challenged by Plaintiffs Alice Love, Carswell Washington, Margaret Washington, and the American Civil Liberties Union. This Court held that the Board need not seek approval of future modifications that improve the effectiveness of its student assignment plan and placed the burden upon the Plaintiffs to demonstrate the Board's failure to act in accordance with the principles outlined by the Court. Order of June 18, 1971 at 2.

16. On June 30, 1971, this Court denied the Plaintiffs' motion for an evidentiary hearing and found the student assignment plan for 1971-72 to be in compliance with Swann. Order on Motions for Evidentiary Hearing at 1 (June 30, 1971). This order also required the Bi-Tri Committee to review the Board's actions for compliance and required the Board to file semi-annual reports during the school year. Id. at 1-2 (June 30, 1971). This order was summarily affirmed by the Court of Appeals. Pate v. Dade County Sch. Bd., 447 F.2d 150 (5th Cir. 1971), cert. denied, 405 U.S. 1064, 92 S.Ct. 1493 (1972).

17. The District has timely filed every one of the semi-annual reports required by this Court over the last 30 years. These reports provide information including: the number of students by race enrolled in each school in the District; the number of full-time and part-time teachers by race assigned to each school in the District; the requests by race by majority-to-minority transfers and the results thereof; the number of inter-school transfers granted, showing the race of each student granted a transfer, and the school to which the transfer was allowed; a statement concerning the desegregated nature of the District's facilities; descriptions of present or proposed construction of new schools or major expansions of facilities; a list of school facilities sold or abandoned and; a list of recommendations by the Bi/Tri Committee and the

disposition of such recommendations.

18. In an Order issued August 17, 1972, the Court, in agreement with the Board and the Bi/Tri Committee, held that Dade County's Hispanic population had not been covered by the prior orders in Pate and was not directly under the supervision of the Court. August 17, 1972 Order at 3 (citing Alvarado v. El Paso Independent School District, 445 F.2d 1011 (5th Cir. 1971)).[4]

19. Throughout the decades that M-DCPS has been under this Court's supervision, actions of the Board with respect to student assignment were challenged on several occasions by the Alice Love Plaintiff-Interveners, the Bi/Tri Committee, and by other proposed intervenors. In every instance but one, those challenges were rejected by this Court, in decisions affirmed by the Court of Appeals. See, e.g., Darville v. Dade County Sch. Bd., 497 F.2d 1002 (5th Cir. 1974).

20. It has been more than 20 years since the only time that this Court has found the District - while it was under Court supervision - to have failed to uphold its students' constitutional rights. In April of 1978, the Bi/Tri Committee submitted a report expressing concerns about the proposed attendance zone changes for two newly built schools in the 1978-79 school year. After receiving a response from the Board, the District Court held an evidentiary hearing to consider the attendance zones for Miami Sunset Senior High School and Pine Lakes and Richmond Elementary Schools. After noting that the proceedings did not challenge the Board's conduct with regard to the entire system, but only concerned two newly built schools,

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[4] The decisions of the United States Court of Appeals for the Fifth Circuit, as that court existed on September 30, 1981, handed down by that court prior to the close of business on that date, shall be binding as precedent in the Eleventh Circuit, for this court, the district courts, and the bankruptcy courts in the circuit. Bonner v. Pritchard, 661 F.2d 1206, 1207 (11th Cir. 1981) (en banc).

this Court found that the attendance zones for Pine Lakes and Richmond Elementary Schools were inconsistent with the Board's duty to maintain a desegregated school system. June 16, 1978 Order at 2. The Board was directed to work with the Bi/Tri Committee to redraw the attendance areas for these elementary schools. Id. at 3-4. This order - concerning the attendance boundaries for only two schools - is the only time during more than thirty years of judicial supervision that this Court has found that M-DCPS has fallen short in its efforts to protect the constitutional rights of its students.

21. The Board proceeded to comply with the Court's order concerning the attendance zones for Pine Lakes and Richmond, and opposed efforts by a group of parents from Pine Lakes and Richmond who moved to intervene for purposes of pursuing an appeal. This Court denied the motion to intervene on August 3, 1978, in a ruling affirmed by the Court of Appeals. Pate v. Dade County Sch. Bd., 79 F.R.D. 638 (S.D. Fla. 1978), aff'd, 588 F.2d 501 (5th Cir.), cert. denied, 444 U.S. 835, 100 S.Ct. 67 (1979).

22. Over the subsequent twenty years, this Court, on a handful of occasions, has requested that the Board respond to concerns raised by the Bi/Tri Committee or reports generated by the OCR. In each of these instances, the Board responded to the Court's order, and no further action was taken by the Court.

A. Student Assignment

23. Turning to the first Green factor, the area of student assignment, the District introduced the testimony and expert report of Dr. Gordon Foster. Dr. Foster is a well-recognized expert with decades of experience in analyzing issues concerning school desegregation. Dr. Foster was long associated with the University of Miami Desegregation Assistance Center, and has been involved in the desegregation efforts of M-DCPS for more than 30 years, including

developing the staff desegregation plan for the District in 1969, and the student assignment plan filed by the Department of Health, Education and Welfare in 1970. Dr. Foster has served as a member of the Attendance Boundary Committee, the School Site Selection Committee and the Bi/Tri Committee. DX2 (Expert Report of Dr. Gordon Foster) at 2 and Attachment A.[5] He has been qualified as an expert many times in federal court litigation in the last thirty years, including being appointed by a court as an expert in more than a half dozen cases.[6] This Court accepted Dr. Foster as an expert witness in the field of desegregation. Tr. 12/18 at 45. This Court finds Dr. Foster to be a knowledgeable and credible witness.

24. The Board has consistently complied with this Court's orders concerning student assignment and, as Dr. Foster stated, has "adhered scrupulously to the Court's 1970 concern that the level of desegregation achieved by its 1970 order should not diminish." DX2 at 23-24; see Tr. 12/18 at 57-59. The only continuing requirements as to student assignment placed on the District by this Court are that a school is desegregated when its enrollment is less than 85% Black, and that the District should not lessen the level of desegregation achieved by the Court's 1970 orders. Pate, 434 F. 2d at 1158-59, 1175. Throughout the decades of this Court's supervision, this Court only once upheld a challenge to the Board's student assignment plans, and that occurred more than 20 years ago with respect to just two schools - Pine Lakes and Richmond Elementary Schools. See supra, paragraphs 20-21. On that occasion, in 1978, the Board expeditiously complied with this Court's order, consulting with the Bi/Tri Committee and

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[5] Exhibits submitted by M-DCPS at the unitary status hearing are referred to herein as "DX*" with "*" designating the exhibit number.

[6] The Court notes for the record that Dr. Foster has served intermittently as Judge Atkins' court appointed expert in the instant case. Tr. 12/18 at 43. However, the undersigned had no connection with this case at those times.

instituting the pairing arrangement suggested by the Committee. Tr. 12/18 at 57-59; see DX2 at 3-13, 23. In the few other instances when concerns were raised about student assignment practices, the Board responded as ordered by this Court, and the Court deemed that no further action was warranted.

25. M-DCPS also complied with this Court's order requiring the District to implement a majority-to-minority transfer policy, with free transportation provided to those students transferring under the policy as long as the distance allowed for transportation was within the requirements of state statute. Memorandum Opinion Approving Desegregation Plan for Dade County Public Schools with Modification and Final Judgment at 26 (June 26, 1970). M-DCPS implemented a majority-to minority transfer policy beginning with the 1970-71 school year and that policy has been in place continuously, with certain modifications, since that time. DX2 at 18-19.

26. M-DCPS also has eliminated the vestiges of segregation, to the extent practicable, in the area of student assignment. Dr. Foster, based on an extensive and uncontradicted analysis of the relevant data, testified that M-DCPS has eliminated the vestiges of segregation to the extent practicable in the area of student assignment. Tr. 12/18 at 60; DX2 at 23.

27. Any analysis of current student assignments in M-DCPS must be placed in the context of what Dr. Foster calls "a demographic double whammy." DX2 at 3. Between 1985 and 1995, M-DCPS gained approximately 100,000 students, and from 1980 to 1999, the composition of that student population changed from 32% White and 38% Hispanic in 1980, to 12% White and 54% Hispanic in 1999. Id. By contrast, during this time period, the Black student population was relatively stable, moving from 29% in 1980 to 32% in 1999. Id. at Attachment B, Table 1. Between July 1995 and August 2000, nearly 72,000 foreign-born

students entered the District's schools - with over 17,500 of those students enrolled in M-DCPS schools between July 1, 1999 and April 10, 2000. Id. at 3.

28. Based on enrollment data for 1999-2000, there are 39 schools in M-DCPS that fall outside of the Court's definition of a desegregated school because they exceed 85% Black enrollment - making them, in Dr. Foster's terms, racially isolated Black. Tr. 12/18 at 48-49; DX2 at 12. The 31% of Black M-DCPS students attending one of these racially isolated Black schools in 1999-2000 is substantially similar to the 28 % of Black students who attended a racially isolated Black school in 1970. Tr. 12/18 at 137-38; DX2 at 12-13.

29. The District is unitary despite the existence of 39 schools that fall outside of this Court's definition of a desegregated school, based on Dr. Foster's analysis which shows that none of these schools has a Black enrollment greater than 85% as a result of Board action. Tr. 12/18 at 48; id. at 24. Dr. Foster's analysis and testimony on this point were not refuted or challenged by the Plaintiffs, or the Bi/Tri Committee.

30. The schools with a greater than 85% Black enrollment in 1999-2000 fall into one of three categories. First are the 10 schools that remain racially isolated and which were among the 12 schools identified by this Court in 1970 as being exempt from the Board's desegregation plan because it was not feasible to desegregate them. Tr. 12/18 at 48-49.[8] Second, Dr. Foster

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[7] While the District has been under no requirement concerning schools that are greater than 85% "White and other," the number of these schools in 1999-2000 (121) was virtually identical to what it was in 1970 (117). DX2 at 12.

[8] Those schools include Drew Middle School, Miami Northwestern High School and the following elementary schools: Drew; Evans; Floral Heights; Liberty City; North County; Olinda, Orchard Villa; and Poinciana Park. DX2 at Attachment B, Table 4. Since 1970, two of the schools that this Court found were not feasible to include in the desegregation plan, Earlington heights, and Pine Villa, are no longer racially isolated, with Black enrollments of 59% and 74% respectively. Id.

identifies six "borderline" schools that have enrollments just barely 85% or more Black and have no record of persistent racial isolation. Id at 49; DX2 at 13-14, 23-24.[9] In the third category are schools with enrollments that became greater than 85% Black because of demographic factors beyond the Board's control, as shown by the detailed demographic analysis on which Dr. Foster relied. Tr. 12/18 at 50-52; DX2 at 14-16.[10]

31. In 1999-2000, there remained in M-DCPS only 11 schools with an enrollment greater than 85% Black that were historically Black schools as of 1965. Tr. 12/18 at 59; DX2 at 20-21. Eight of these schools, however, are among those that this Court held in 1970 were exempt from the District's desegregation plan. Tr. 12/18 at 59-60; DX2 at 20.[11] As for the three remaining historically Black schools that currently have enrollments greater than 85% Black, Dr. Foster concluded that the current racial composition of these schools is due to demographic changes and

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[9] These schools are Blanton Elementary; Hibiscus Elementary; North Miami Elementary; Carol City Middle School; Westview Middle School; and Miami Central High School. DX2 at Attachment B, Table 5. The Black enrollment of several of these schools exceeds 85% by just a handful of students. See id. at Attachment C (North Miami Elementary would have less than 85% Black enrollment if 2 fewer Black students attended; at Blanton Elementary School a change of 8 students would bring the school within this Court's guidelines).

[10] These schools include 4 in Region I (Brentwood, Bunche Park, Golden Glades, Young); 8 in Region II (Crestview, Myrtle Grove, Norland, Norwood, Parkview, Parkway, Parkway Middle School, Miami Norland High School); 5 in Region III (Holmes, King, Shadowlawn, Westview, Miami Edison High School); and 6 in Revion IV (Crowder, Edison Park, Little River, L'Ouverture, Miami Edison Middle School, North Carol City). DX2 at 14, and Attachment B, Table 6. Contrary to the suggestions by the Plaintiffs, Tr. 12/18 at 127-28, there has never been a finding in this case that M-DCPS bears responsibility for any residential segregation that exists in Dade County. Nor did Plaintiffs offer any such evidence at the unitary status hearing.

[11] These schools are Northwestern High School and the following elementary schools; Drew, Floral Heights, North County, Evans, Orchard Villa, Liberty City, and Poinciana Park. DX2 at 20.

not to Board action. Tr. 12/18 at 60; DX2 at 20.[12]

32. While stressing that "this standard was never applied to Dade County by the Court,", Dr. Foster also analyzed the number of M-DCPS schools with enrollments that differed from the district-wide average racial composition by more than 15% - schools which Dr. Foster defined as radically identifiable. DX2 at 16 (emphasis added); Tr. 12/18 at 53-55; see Tr. 12/18 at 138 (Dr. Foster agreeing that racial identifiability is "the toughest standard" and was not required by the Court). Dr. Foster performed this analysis because he finds it "instructive in understanding the status of individual schools." DX2 at 16. For M-DCPS in 1999-2000, a school having a Black enrollment of greater than 47% would exceed the District-wide average by more than 15% and therefore be, in Dr. Foster's terms, racially identifiable Black. See DX2 at 16-17 and Attachment B, Table 1.

33. In 1999-2000, 32% of the District's schools had Black enrollments that exceeded the District-wide average by more than 15%, and approximately 75% of the District's schools had an enrollment of either Black or non-Black students that exceeded the District-wide average for that group by more than 15%. DX2 at Attachment B, Table 7; Tr. 12/18 at 54-55. The degree of desegregation by this measure in 1999-2000 is again virtually identical to that existing in 1970, when the District implemented the Final Desegregation Plan. In 1970, 29% of the District's schools had enrollments that exceeded the District-wide average Black enrollment by more than 15%, and 79% of the District's schools exceeded the District-wide average for either Black or non-Black students by 15%. DX2 at Attachment B, Table 7. Therefore, even if one were to examine this toughest measure of desegregation - which has never been imposed on the District

[12] These schools are Bunche Park, Holmes, and Young Elementary Schools. Id.

by this Court - the District has complied with this Court's order that the degree of desegregation in M-DCPS schools not be diminished from that existing in 1970.

34. The District took further voluntary steps to increase the desegregation of its schools. Dr. Foster testified that the District's magnet program, which was voluntarily implemented, has been successful in increasing the desegregation of student enrollments in 22 schools. Tr. 12/18 at 55-56; DX2 at 18-19. The enrollment of seven of these schools would have exceeded 85% Black without magnets, and, while still outside the plus-or-minus 15% goal of racial identifiability examined by Dr. Foster, these schools now fall within the Court's definition of desegregated, with enrollments less than 85% Black. DX2 at 18-19. In 10 schools with a combined enrollment of over 8,000 students, magnet programs create school enrollments that approximate the District's racial/ethnic enrollment percentages. Id. at 19-20. Moreover, Black students in 1999-2000 were 27% more likely than all students to participate in the District's magnet programs. DX4 (Expert Report of Dr. Jomills Henry Braddock II and Dr. Tamela Eitle) at Table 1.0A.

B. Faculty and Staff Assignment and Hiring

35. The District has complied with this Court's orders concerning faculty assignment which required M-DCPS to undertake all hiring, promotions, assignments, demotions, layoffs, and other employment decisions without regard to race, color, or national origin. Supplement to and Modification of Order entered August 29, 1969 at 2-3 (December 10, 1969). The Board's policies require that employment decisions be made without regard to race or ethnic origin, and provide that all employees are expected to be able to work with, teach, supervise, and be supervised without regard to the race, color or national origin of their students, coworkers, or supervisors. Board Rules 6Gx13-4A-1.01. In addition, the Board has maintained control of the

assignment of faculty to comply with the Court's orders by requiring that "[a]cceptance of a work location assignment is a condition of employment." Id.

36. The Final Desegregation Plan, as approved by this Court and by the Court of Appeals, required the District to assign faculty such that the racial composition of faculty at each school approximated the faculty racial composition district-wide at the elementary (24% Black, 76% White), junior high (21% Black, 79% White), and high school (12% Black, 88% White) levels, respectively. See Final Desegregation Plan at 3; Pate, 434 F.2d at 1152. The District was required to maintain those ratios through the 1970-71 school year. Pate, 434 F.2d at 1152. On August 12, 1970, the Court of Appeals noted that the teaching staffs of all schools had been reorganized to reflect the required racial composition. Id. After 1970, the District was under "a continuing responsibility to appraise the system in the light of actual conditions and experience." Pate, 588 F.2d at 504.

37. M-DCPS clearly has complied with this Court's orders in the area of faculty assignment. In the more than thirty years of judicial supervision, this Court has not once found reason to order the Board to take any additional measures with regard to faculty assignment. Dr. Foster also testified that the Board has complied with this Court's orders concerning faculty assignments. Tr. 12/18 at 81; Defendant's Exhibit 2 at 31 (hereinafter, "DX2"). M-DCPS also has eliminated the vestiges of segregation to the extent practicable in the area of faculty. Based on an analysis of the racial composition of faculty between 1965 and 2000, Dr. Foster testified that the District has satisfied the requirements for unitary status in relation to the desegregation of its faculty. Tr. 12/18 at 81; DX2 at 31. Neither the Plaintiffs nor the B/Tri Committee challenged these conclusions, or offered any evidence to contradict them.

38. In 1965-66, at the very start of desegregation efforts by M-DCPS, there were only

three schools in the District out of 208 that could be considered not racially identifiable with regard to their faculty. DX2 at 29. In the fall of 1970, following implementation of the District's final plan, M-DCPS had made overwhelming progress towards meeting this Court's goals as to faculty, to the extent that 116 of the elementary schools in the District - 70% - met the Court's requirements for desegregation of faculty assignments. Id. At the secondary level in 1970, 47 of 56 schools, or 84%, met the Court's faculty assignment requirements. Id.

39. When faced with information in 1980 that the faculty racial composition of a number of individual schools deviated from the ratios established by this Court in 1970 - which were by 1980 no longer required by the Court - the District voluntarily instituted its own guidelines for the racial composition of the faculty in each school, based on this Court's guidance, and established the controlled status procedure to govern hiring at schools that fell outside these guidelines. Id. at 30; see supra at ¶ 36. In 1980, the faculty racial composition of 63% of the District's elementary schools, and 73% of its secondary schools, deviated from the guidelines set by this Court. DX2 at 30.

40. By 1990, the District had made improvement in the desegregation of its faculty assignments. The faculties of only 31 elementary schools out of 182, or 17%, were outside of the District's guideline range; and only five secondary schools out of 75, or 7%, had faculty racial compositions falling outside that range. Id.[10] Since 1990, however, there has been some regression by the District in terms of the desegregation of its faculty assignments. In 1995, 63 elementary schools out of a total of 193, or 33%, were outside of the guideline range, and 16

[10] The District's guideline range for 1990 was 24 to 36 percent Black faculty at the elementary level; 21 to 43 percent Black faculty at the middle school level; and,12 to 28 percent Black faculty at the high school level. DX2 at Attachment B, Table 12D.

secondary schools out of 78, or 21%, fell outside the range. Id.

41. In 1999, the compliance rates for faculty at both the elementary and secondary school level improved slightly from 1995, with 61 elementary schools, or 30% being outside the District's identified range, while at the secondary level, 15 schools, or 18% deviated from that range. Id. This is virtually the same level of desegregation in faculty that existed after implementation of the Final Desegregation Plan approved by this Court in 1970. See id. at 29. Moreover, there are 52 M-DCPS schools that would become compliant with the District's guidelines with the change of just one or two faculty members. See DX2 at Attachment F; see also Tr. 12/18 at 75-76.

42. While Dr. Foster notes that the current compliance level is not as good as it was in 1990, he concludes that the District has reached "a new level of stability" with regard to faculty assignment. DX2at 29. Further, in Dr. Foster's view, given the improvement over the 1980s, the Board clearly has effective tools available to minimize the number of schools that deviate from the District's faculty assignment guidelines, and therefore has the means to make similar progress again. Id.; Tr. 12/18 at 78.

43. Despite the fact that this Court's orders have never addressed the issue of hiring additional numbers of Black faculty or administrators, M-DCPS has shown continued growth and stability in its employment of Black teachers and administrators. Tr. 12/18 at 80-81; DX2 at 31. When desegregation started in 1970, 21% of M-DCPS teachers were Black. DX2 at 31. That percentage grew by 1980 to 27% where it has approximately stayed ever since, which compares favorably, in Dr. Foster's view, with other districts. Tr. 12/18 at 80-81; DX2 at Attachment B, Table 14. The percentage of Black administrators employed by the system overall also has increased over time, growing from 16% at the elementary level and 22% at the

secondary level to a relatively steady proportion since 1990 of about 35% at both levels. DX2 at 34-35.

44. M-DCPS also has complied with this Court's orders, and eliminated the vestiges of segregation to the extent practicable, concerning the assignment of staff, including school-based administrators and all school-based staff. Tr. 12/18 at 84. Neither the Plaintiffs nor the Bi/Tri Committee challenged these conclusions, or offered any evidence to refute them.

45. The Board's Final Desegregation Plan, as approved by this court, provided that no elementary school was to have more than one Black administrator; no junior or senior high school was to have more than two Black administrators; and in each junior and senior high school there was to be at least one Black staff member assigned to counseling duties. Tr. 12/18 at 83-84. In the fall of 1970, only one elementary school (out of 165) had more than one Black administrator and two secondary schools (out of 56 - or 3%) had more than two Black administrators assigned. DX2 at 34 and Attachment B, Table 15A. While there was a shortage in 1970 of Black secondary counselors, Dr. Foster notes that "temporary personnel were utilized as necessary to follow the Court guidelines." Id.

46. As Dr. Foster notes in his report, "the District adhered very closely to the assignment guidelines" for school-based administrators. Id. In 1986, only seven elementary schools out of 174, or 4%, had two Black administrators assigned and only two of the 70 secondary schools, or 2.8%, had more than two Black administrators assigned. Id. In 1990, 5% of the elementary schools, or nine out of 183, had two Black administrators, while only 1% of secondary schools, or one of 74, had more than two Black administrators. Id. In the 1990s, the numbers of Black administrators increased, and in 1995 and 1999 approximately 10% of the elementary schools had more than one Black administrator, and 7 to 8% of secondary schools

had more than two Black administrators. Id.

C. Extra-Curricular Activities

47. The District has complied with this Court's Orders concerning extra-curricular activities. The official policies of the School Board require that any student group approved by the principal to use school facilities must not use students' race, color or creed as a factor in selecting members or officers for the club or organization.

48. The Final Desegregation Plan provided that M-DCPS schools "have had in effect for several years policies by which there is to be no discrimination as to students participating in extra-curricular activities . . . as well as sports so that no student is effectively barred from participating in any of these activities because of race or color." Final Desegregation Plan at 5.

49. In 1970, this Court held, and the Court of Appeals affirmed, that the Final Desegregation Plan had "delineated [the District's] compliance with . . . Green, . . . with respect to extracurricular activities." Memorandum Opinion approving Desegregation Plan for Dade County Public Schools with Modifications and Final Judgment at 2, aff'd, Pate, 434 F.2d at 1159.

50. Dr. Braddock testified about the District's extra-curricular activities and the Court received as evidence an expert report prepared by Dr. Braddock and Dr. Tamela Eitle. See Defendant's Exhibit 3 (hereinafter, "DX3"). Dr. Braddock, a sociologist who is a professor and former chair of the Sociology Department at the University of Miami, has extensively researched issues relating to school desegregation and minority participation in academic and extracurricular programs. Over the past twenty years, Dr. Braddock has been asked repeatedly, including by the United States Department of Education and the United States House of Representatives, to share his expertise on these issues. Tr. 12/18 at 143-44; see DX3 (curriculum vita of Dr. Jomills Henry

Braddock II). Dr. Braddock has testified as an expert in at least a half-dozen school desegregation cases. Tr. 12/19 at 4-5. The Court received Dr. Braddock as an expert in research related to equity and social justice, particularly in the educational context. Tr. 12/18 at 147-48. The Court finds Dr. Braddock to be a knowledgeable and credible witness. Like Dr. Braddock, Dr. Eitle also has focused her research on issues relating to school desegregation and minority participating in academic and athletic programs. She has been asked repeatedly to present her findings before the American Education Research Association, the American Sociological Association, and other organizations interested in these issues. See DX4 at Exhibit B.

51. Based on an analysis of the extra-curricular athletic offerings at M-DCPS high schools in 1999-2000, Dr. Braddock concludes that overall most students, regardless of race, have access to a full range of sports participation options. Tr. 12/18 at 150-51; DX4 at 115. Neither the Plaintiffs nor the Bi/Tri Committee challenged this conclusion, or offered any evidence to contradict it. The expert report of Dr. Braddock and Dr. Eitle concludes that there are 14 sports that are offered in more than 80% of M-DCPS high schools and that these sports are made widely available to all M-DCPS students. DX4 at 115.[11] Eighteen additional sports are offered more selectively in anywhere between three and 74 percent of M-DCPS high schools. Id.

52. The student populations that participate in the District's extracurricular athletic activities also reflect M-DCPS's inclusive policies. Dr. Braddock uses an indicator of parity

[11] These sports include men's baseball, men's and women's basketball, men's football, men's and women's soccer, men's and women's track, men's wrestling, men's and women's cross country, men's and women's bowling, women's softball, and women's volleyball. DX4 at 115.

representation of student participating n various extracurricular activities.[12] In the 1999-2000 school year, both Black and non-Black high school students in M-DCPS participated in a wide variety of extra-curricular athletic activities. While participation by Black students in some sports is not at parity with participation by all students, high school athletic activities in M-DCPS reflect participation by students of all races, and the disparities in participation rates in M-DCPS are comparable to disparities manifest in national data. Tr. 12/18 at 150-52.

53. Based on the testimony of Dr. Braddock and the Board's policies on extra-curricular activities, the District has eliminated the vestiges of segregation in its extra-curricular activities. The plaintiff-intervener and the Bi/Tri Committee introduced no evidence, and raised no concerns, regarding unitary status in the area of extra-curricular activities. Nor did the plaintiff-intervener or the Bi/Tri Committee challenge the data relied upon by Dr. Braddock, the analysis he conducted, or the conclusions he reached with regard to extra-curricular activities.

D. Facilities

54. M-DCPS complied with this Court's orders requiring M-DCPS to adopt a desegregation plan providing that "all school construction, school consolidation, and site selection (including the location of any temporary classrooms) . . . shall be done in a manner which will prevent the recurrence of the dual school structure." Pate, 307 F.Supp 1288, 1290 (S.D. Fla. 1969).

55. In the Final Desegregation Plan, M-DCPS noted that the District "has long prior to the adoption of this plan had a policy by which new school sites are acquired and construction

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[12] The parity indicators used in Dr. Braddock's report have been employed in published research by Dr. Braddock and others in monitoring trends in student tracking and ability grouping, among other areas. See DX4 at 2.

of new buildings in the school system is accomplished only after study [by] a special staff committee to determine whether or not new site or new building construction tends to hamper the continued progress of desegregation in the [District]." Final Desegregation Plan at 4. In 1970, this Court held, and the Court of Appeals affirmed, that this plan "delineated [the District's] compliance with . . . Green, . . . with respect to . . . facilities." Memorandum Opinion Approving Desegregation Plan for Dade County Public Schools With Modifications and Final Judgment at 2 (June 26, 1970), aff'd, Pate, 434 F.2d at 1153.

56. In complying with this Court's orders concerning facilities, M-DCPS successfully addressed four major aspects of facilities management: school consolidation; the use of portable classroom buildings; site selection and new school construction; and racial parity in the quality of facilities necessary to provide a good education. Tr. 12/18 at 85-92; DX2 at 38. Dr. Foster concluded that with respect to each area, the District complied with this Court's orders and eliminated the vestiges of segregation to the extent practicable. The plaintiff-intervener raised no objection to the data relied on by Dr. Foster, or the method of his analysis, and did not challenge Dr. Foster's conclusions on the point.

57. With regard to school consolidation, by 1980, the Board had closed or converted to other use a number of schools, some that had formerly been operated as Black schools, and some that had formerly been operated as White schools. Tr. 12/18 at 85-87; DX2 at 39. The District also complied with this Court's order that the bi-annual reports filed with the Court include information concerning the disposition of closed or converted facilities to ensure that these properties had not been transferred to private groups who would use the facilities to establish and house segregated schools. DX2 at 39.

58. Since 1980, the District has sought to ensure equitable use of portable classrooms

through review annually by the Attendance Boundary Committee ("ABC") of any proposed changes in the distribution of portable classrooms. Tr. 12/18 at 87-88; DX2 at 40.

59. With regard to site selection and new school construction, M-DCPS has established several means to help prevent the opening of racially-isolated schools. Any proposed new school site is reviewed first by the Site Selection Committee,[13] then by the ABC, and finally by the Bi/Tri Committee. Tr. 12/18 at 88-89; DX2 at 41. Each of these groups reviews the proposed new school for, among other things, its likely effect on school desegregation. DX2 at 41.

60. Dr. Foster analyzed the 29 schools constructed or rebuilt by M-DCPS between 1995 and 2000. Of these schools, three opened with Black enrollments greater than 85%. DX2 at 41-42. Two of these schools, however, Miami Edison Middle School and Miami Northwestern Senior High School, were reconstructed schools, and the third, Saunders Elementary, which replaced an existing school, had an enrollment that by 1999-2000 was less than 85% Black. Id. Dr. Foster found that of the 13 schools that were opened during this period with non-Black enrollments greater than 85%, seven are west of the Florida Turnpike Extension, far removed from Black residential areas. Id. Accordingly, in addition to the fact that the District has never been required by the Court to address schools with enrollments that are greater than 85% non-Black, it was impractical to make these schools more diverse without putting a heavy burden on Black students who would have to be transported to these schools.

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[13] Board policy allows the Superintendent to establish School Site Selection committees when necessary to select sites for new schools. Board Rule 6Gx13-2C-1.15. Board policy further provides that such committees will include a representative of the Bi/Tri Committee and that the committee 'will also be sensitive to the impact that the site will have on furthering the goals of bi-racial and tri-ethnic distribution of students." Id.

61. Dr. Foster, relying on an extensive study of a selection of the District's facilities, concluded that there is no meaningful difference in the quality of schools with enrollments greater than 85% Black as compared to other M-DCPS schools. Tr. 12/18 at 93-94; DX2 at 45. The evaluation relied on by Dr. Foster was based on a stratified sample of 30 elementary schools and 12 secondary schools completed by a team of experts from Planning Advocates in Delaware, Ohio and Dr. Dwayne Gardner. Tr. 12/18 at 92-94; DX2 at 42. Evaluations of these schools were conducted, using a standard scale to rate the extent to which the school facilities, sites, and development serve the educational programs offered in the schools. DX2 at 42.

62. In selecting the schools to review, Planning Advocates evaluated the 15 elementary schools, three middle schools, and three high schools with the highest percentage Black enrollments in 1999-2000; each of these schools had an enrollment that was greater than 85% Black. DX2 at 43. Then each of these schools was matched with a school, which had a non-Black enrollment greater than 85% or was not racially identifiable, was built at approximately the same time, and had approximately the same capacity. Id. at 43-45 and Attachment B at Table 19. The scores of the two groups of schools were then compared. This comparison showed little difference for most of the pairs, with the racially isolated Black schools having higher scores in some instances, and the non-Black schools having higher scores in other instances. Id. at 44-45. Similarly, for the two pairs with the greatest difference in scores, the non-Black school had the higher score in one pair, and the racially isolated Black school had the higher score in the other. Id. at 45. Based on this analysis, and as Dr. Foster concluded, there is little or no difference between the facilities in the District having enrollments that are racially isolated Black and those that do not have such enrollments. Tr. 12/18 at 93-94; DX2 at 45.

63. While the Bi/Tri Committee expressed concern that a "truer evaluation" of

facilities might be conducted, neither the B/Tri Committee nor plaintiff-intervener presented any evidence concerning the District's facilities. See Bi/Tri Statement at 1. Plaintiffs furthermore raised no concerns about the District's facilities and did not challenge Dr. Foster's analysis or conclusions concerning facilities in the District.

E. Transportation

64. The District has complied with this Court's orders concerning transportation of its students. Dr. Foster, after reviewing the Court's orders and the District's current transportation practices, concludes that M-DCPS has "complied with the Court's orders and, by doing so, has eliminated any vestige of discrimination in transportation of students." DX2 at 49. Neither the plaintiff-intervener nor the Bi/Tri Committee challenged this conclusion, or introduced any evidence concerning transportation in M-DCPS.

65. On December 10, 1969, this Court ordered the Board to take steps not later than February 1, 1970, to comply with the Singleton provisions regarding the transportation of students and ordered that "transportation . . . shall be completely re-examined regularly by the superintendent, his staff, and the school board. Bus routes and the assignment of students to buses will be designed to insure the transportation of all eligible pupils on a non-segregated and otherwise non-discriminatory basis." Pate, 307 F.Supp. at 1290.

66. The Final Desegregation Plan provided that M-DCPS for a long time prior to the plan "had a policy of transportation of school children based upon economy, efficiency, and totally devoid of racial discrimination." Final Desegregation Plan at 4-5. In 1970, this plan was found by this Court, and by the Court of appeals, to comply with the requirements of Green. Pate, 434 F.2d at 1153. The District certifies in each of its reports to this Court that "the transportation system of the Dade County Public Schools operates on a desegregated basis, and

all eligible transportation students, regardless of race or color, are being transported daily on the same buses. DX2 at 48.

67. As of December 1999, M-DCPS used 1,686 buses to transport 70,324 students daily over 1,452 routes. DX2 at 48. Because students attending voluntary magnet programs are the only students being transported for desegregation purposes, no child is forced to bear a disproportionately greater transportation burden for desegregation purposes. See id. at 48-49. The Board has eliminated the vestiges of segregation to the extent practicable in the area of transportation. Tr. 12/18 at 95-96; DX2 at 49.

F. District's Good Faith Commitment to the Constitutional Rights of Its Students

68. The District's good faith commitment to the constitutional rights of its students is demonstrated by the District's decades of compliance with this Court's orders in this case.

69. The good faith commitment of M-DCPS to the constitutional rights of its students is further demonstrated by the efforts it has made, and is committed to making in the future, to identify and to eliminate racial disparities in the participating rates in the District's educational programs to the extent practicable. See DX5 (Declaration of Superintendent Roger C. Cuevas).

70. The District was under no obligation to identify, analyze, or report to the Court concerning any racial disparities in participating rates in the District's educational programs. There has never been a finding in this case that the District has discriminated in providing access to its educational programs. Nonetheless, Dr. Braddock, at the request of the District, conducted an analysis to determine whether disparities exist in participation rates in educational programs in the District. Tr. 12/18 at 148.

71. The pattern of disparities in participating rates by Black students in educational programs found by Dr. Braddock to exist in M-DCPS is comparable to disparities that are

evident in national data. Id. at 154. While there are trends towards parity in the participation rates of Black and Hispanic students in the District's gifted programs, and honors and advanced courses, some disparities remain in the participation rates of Black students in these programs, as well as in Advanced Placement ("AP") programs, and in exceptional education programs. Black students also are disproportionately retained in grade and disproportionately receive disciplinary sanctions. Tr. 12/18 at 153-54; see DX4.

72. While introducing no evidence on the subject, the Bi/Tri Committee expressed dismay that the Board had not dealt with the Committee in "aggressive good faith," and further expressed concern that the reconstituted Bi/Tri Committee would have "little authority" and "may easily become too politicized" if its members were appointed by members of the School Board. Bi/Tri Statement at 2, 3. The Court notes, however, that pursuant to Board policy, the members of other committees, including the ABC, are appointed by members of the Board, and that at least with regard to the ABC, this has not appeared to lessen its effectiveness. See Board Rule 6Gx13-8C-1.23; Tr. 12/18 at 64 (ABC member Charles Ansell testifying on behalf of the Plaintiffs that the ABC has had cooperation from the District at all times over the past ten years).

73. In response to this Court's order that the District report on the likelihood that resegregation will occur if Court supervision is removed, the District asked Dr. Foster and Dr. Braddock to address the issue. Dr. Foster testified that if M-DCPS does not employ some race-conscious practices where necessary for student and faculty assignment in the period after unitary status is attained, the number of schools with enrollments that are more than 85% Black will likely increase, and the District will be unable to prevent an increase in the number of schools with faculty racial compositions that differ from the District's guidelines. Tr. 12/18 at 73, 81-82.

74. Dr. Foster further made suggestions concerning student assignment in the future,

recommending that M-DCPS attempt to increase the diversity of student enrollments and decrease the number of racially isolated or racially identifiable schools. To accomplish these goals, Dr. Foster proposes specific strategies including adopting basic criteria governing general student assignments, implementing a "controlled choice" method of student assignment, at least for some schools,[16] and evaluating the use of magnet programs as a desegregative technique. DX2 at 21-22.

75. The District has committed to implementing Dr. Foster's recommendations as to the general criteria for student assignment, and the re-examination of magnet programs. DX5 at ¶ 3. The District has also committed to performing a feasibility study concerning use of a controlled choice method of student assignment for some part of the District. Id. With the assistance of the ABC, M-DCPS seeks to continue to establish attendance boundaries with a goal of maintaining desegregated student enrollments and minimizing the number of schools with enrollments that are greater than 85% Black. DX5 at ¶ 4. Due to the rapid growth of student enrollments in M-DCPS, the District is frequently siting new schools and redrawing attendance boundaries for the schools that surround new facilities. See DX2 at 3 and Attachment B, Table 2 (showing that M-DCPS opened 13 new regular schools between 1990 and 1995, and 15

[16] DX2 at 22-23. In a controlled choice student assignment plan, students in certain regions of the District would be allowed to choose which school they attend, with those students living within a certain proximity zone to the school being guaranteed placement there and with other assignments being made through a combination of parental choice, controls for diversity, and a random lottery. Dr. Foster notes that M-DCPS has experimented with the concept of controlled choice and recognizes that it would not be feasible to implement in the entire county, or even for a large part of the District. Accordingly, Dr. Foster suggests that controlled choice might be successful in a limited geographic area of the District. In addition, because controlled choice "promises tighter utilization of facilities than any other procedure, as well as efficient use of teaching personnel," DX2 at 22, it has distinct advantages for a fast-growing school system like M-DCPS. See Tr. 12/18 at 69-72; DX2 at 22-23.

additional regular schools between 1995 and 1999).

76. Dr. Braddock testified concerning the educational effects of attending racially isolated schools. Tr. 12/18 at 47-48. Dr. Braddock testified that students in racially isolated schools do not have access to the educational benefits that can only be provided in a school with a diverse student enrollment. Id. at 155-56; DX4 at Braddock Declaration ¶¶ 6-8.[17] In addition, students in racially isolated minority schools may suffer associated educational harms. Tr. 12/18 at 156-57; DX4 at Braddock Declaration ¶ 8. If M-DCPS, after being declared unitary, were to increase the numbers of schools that are racially identifiable Black, the racial disparities identified by Dr. Braddock in participation rates in educational programs would likely increase. DX4 at Braddock Declaration ¶ 8.

77. In the area of faculty assignment, the District also is committed to using race-conscious policies where necessary for the assignment - not the hiring - of teachers and school based administrators. See DX5 at ¶ 5. Dr. Foster notes that the controlled status mechanism used by M-DCPS could be successful in maintaining and increasing the level of desegregation in faculty assignments. See DX2 at 30-31.

78. To prevent the number of racially isolated schools from increasing, the District has requested that this Court permit it to use race-conscious practices as necessary and legal in the assignment of students, the drawing of attendance boundaries, the siting of new schools, and the assignment of faculty. In the absence of such action in the post-unitary period, M-DCPS argues that it is at grave risk of increasing the number of racially isolated schools and the educational harms that are attendant to such schools. The use of race-conscious efforts in student

[17] In M-DCPS magnet programs and majority-to-minority transfer policies generally provide students with the option of attending a racially diverse school. See DX2 at 19.

and faculty assignment, where necessary to prevent resegregation and as permitted by law, is a critical part of the Board's commitment to the constitutional rights of all of its students.

III. CONCLUSIONS OF LAW

79. The Eleventh Circuit recently stated that the ultimate objective of any desegregation order is the "restoration of state and local authorities to the control of a school system that is operating in compliance with the Constitution." Manning v. Sch. Bd. of Hillsborough County, Fla., 244 F.3d 927, 941 (11th Cir. 2001) (citing Missouri v. Jenkins, 515 U.S. 70, 89, 115 S.Ct. 2038, 2049 (1995)). See also Freeman v. Pitts, 503 U.S. 467, 490, 112 S.Ct. 1430, 1445 (1992) ("Returning schools to the control of local authorities at the earliest practicable date is essential to restore their true accountability in our governmental system").

80. In its Manning decision, the Eleventh Circuit reversed the legal conclusions of a district judge regarding the unitary status of the Hillsborough County (Tampa) school district. In its decision rejecting continuing federal court supervision over that school district, the Eleventh Circuit held that:

> In evaluating whether a school system is "unitary," a district court must carefully assess the facts and utilize its sound discretion to determine (1) whether local authorities have eliminated the vestiges of past discrimination to the extent practicable, and (2) whether local authorities have in good faith fully and satisfactorily complied with, and shown a commitment to, the desegregation plan.

Manning, 244 F.3d at 942. See also Freeman v. Pitts, 503 U.S. at 491-92, 498, 112 S.Ct. at 1445-46, 1449; Missouri v. Jenkins, 515 U.S. at 88-89, 115 S.Ct. at 2049-50 (1995); Bd. of Educ. of Oklahoma City v. Dowell, 498 U.S. 237, 248-50, 111 S.Ct. 630, 637-638 (1991). The Eleventh Circuit further described the obligations of the district court's determination of whether the vestiges of discrimination have been eliminated to the extent practicable to include an examination of "the six facets of school operation, the so-called Green factors: student

assignments, faculty assignments, staff assignments, transportation, extra-curricular activities, and facilities." Manning, 244 F.3d at 942 (*citing* Lockett v. Bd. of Educ. of Muscogee County Sch. Dist., 111 F.3d 839, 842 (11th Cir. 1997); Dowell, 498 U.S. at 245, 111 S.Ct. at 636 (*quoting* Green v. County Sch. Bd. of New Kent County, 391 U.S. 430, 435, 88 S.Ct. 1689, 1693) (1968)).

A. Eliminating the Vestiges of Discrimination

81. In determining that the District has eliminated the vestiges of segregation to the extent practicable, the Court in this case has examined each of the Green factors identified by the Eleventh Circuit and the United States Supreme Court: student assignment, faculty and staff assignment, facilities, transportation, and extracurricular activities. See Green, 391 U.S. at 435, 88 S.Ct. at 1693; United States v. Georgia, 171 F.3d 1344, 1347 (11th Cir. 1999); Lockett, 111 F.3d at 842.

82. M-DCPS has followed this Court's orders concerning student assignment and has eliminated the vestiges of segregation to the extent practicable. Therefore, M-DCPS has maintained unitary status in the area of student assignment, originally found in this case in 1970 following this Court and the Court of Appeals adjustments to the Board's plan.[18]

83. The Court bases this conclusion regarding unitary status as to student assignment

[18] The Court notes that the District has never been found to have operated a dual system or intentionally discriminated with regard to its Hispanic students, and, accordingly, this Court's orders have never been placed any requirements on M-DCPS concerning assignment of Hispanic students to schools, classes, or programs. Therefore, the efforts of M-DCPS to eradicate the vestiges of segregation must be measured with reference to the circumstances of Black students, faculty, and staff. See Alvarado v. El Paso Indep. Sch. Dist., 426 F.Supp. 575; 595 (W.D. Tex. 1976), aff'd, 593 F.2d 577 (5th Cir. 1979) ("[w]here no statutory dual school system has ever existed as to Plaintiffs [Hispanic students], Plaintiffs have the burden of proving that a segregated system exists and that such segregation was brought about and maintained by intentional station action") (citation omitted).

upon the District's compliance with the requirements placed on the District by this Court's orders. Those orders established that a school with less than 85% Black enrollment was desegregated, Pate, 434 F.2d at 1175, and required that the District not diminish the level of desegregation established by the 1970 Final Desegregation Plan as modified by the Court. Id. at 1158-59. This is the measure that must be used to determine unitary status in M-DCPS as to student assignment. See Jenkins, 515 U.S. at 101, 115 S.Ct. at 2055 (school district is "entitled to a rather precise statement of [its] obligations under a desegregation decree")(quoting Dowell, 498 U.S. at 246, 111 S.Ct. at 636); Pasadena City Bd. of Educ. v. Spangler, 427 U.S. 424, 439, 96 S.Ct. 2697, 2706 (1976).

84. The existence of schools in M-DCPS that fall outside of this Court's definition of desegregated schools - because they have student enrollments that are 85% or more Black, i.e., are "racially isolated" - does not defeat a showing that the District has maintained unitary status as to student assignment. See, e.g., Swann, 402 U.S. at 26, 91 S.Ct. at 1281; Morgan v. Nucci, 831 F.2d 313, 320-22 (1st Cir. 1987); Ross v. Houston Indep. Sch. Dist., 699 F.2d 218, 227-28 (5th Cir. 1983). The Supreme Court "has consistently held that the Constitution is not violated by racial imbalance in the schools, without more." Bradley v. Milliken, 433 U.S. 267, 280 n.14, 97 S.Ct. 2749, 2757 (1977)(citations omitted); see Jenkins, 515 U.S. at 91, 115 S.Ct. at 2050 (citations and footnote omitted); Freeman, 503 U.S. at 493-94, 115 S.Ct. at 1447 ("That there was racial imbalance in student attendance zones was not tantamount to a showing that the school district was in noncompliance with the decree or with its duties under the law. Racial balance is not to be achieved for its own sake."); Spangler, 427 U.S. at 434, 96 S.Ct. 2703.

85. The District, through the testimony and expert report Dr. Foster, made a persuasive and unrefuted, showing that it was not actions taken by the Board that led 39 M-

DCPS schools in 1999-2000 to fall outside of the Court's definition of a desegregated school, due to student enrollments that are greater than 85% Black. Because the District has demonstrated that existing racial imbalances are not the result of discrimination - a showing that was in no way contradicted at the evidentiary hearing in this matter - it has attained unitary status as to student assignment despite persisting racial isolation attributable to demographic factors. Manning, 244 F.3d at 944; Lockett, 111 F.3d at 843-44.

86. Districts that have similarly deviated from the precise requirements of their desegregation orders as to student assignment and that exhibit a similar, or even greater, degree of racial isolation than exists in M-DCPS have been found to have achieved unitary status as to student assignment. See Freeman, 503 U.S. at 476-77, 112 S.Ct. at 1438-39 (in district with 47% Black student enrollment, 24% of the schools had more than 90% Black student enrollment and 50% of all Black students attended a school with an enrollment that was more than 90% Black); Dowell v. Bd. of Educ. of Oklahoma City, 8 F.3d 1501 (10th Cir. 1993)(affirming finding of unitary status in district where 17% of elementary schools were more than 90% Black, see Dowell, 498 U.S. at 242, 111 S.Ct. at 634).[19]

87. This Court's orders have never required M-DCPS to meet the exacting standard of racial identifiability defined by Dr. Foster - that is, conforming every school to within 15% of the district-wide average for each racial group. Indeed, this Court specifically held in 1970 that the District was not ordered to attain desegregation at a level more exacting than racial isolation.

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[19] For the 1999-2000 school year, 39 of M-DCPS's 286 regular schools - or 13% - had Black enrollments greater than 85%, and 31% of Black students in the District attended a school with a Black enrollment greater than 85%. DX2 at 12-13.

See Pate, 434 F.2d at 1175.[20] M-DCPS's progress towards unitary status must be measured against the standard contained in its desegregation orders, rather than the more exacting racial identifiability standard. See Morgan v. Nucci, 831 F.2d at 320-21 ("illogical" to use standard other than that stated in desegregation decree as a means to find that district has not attained unitary status as to student assignment). Even if the Court were to examine the percentage of racially identifiable schools, the Eleventh Circuit has upheld a finding of unitary status where the percentage of racially identifiable schools in the district was similar to that existing in Miami-Dade. See Lockett, 111 F.3d at 844, *rev'g* 92 F.3d 1092, 1096 n. 2 (11th Cir. 1996) (school district found unitary, reversing prior panel decision which had reported that 69% of the district's schools were outside of a 15% range from the district-wide average racial percentages).[21] Moreover, in Lockett, the district was required by the terms of its desegregation orders to maintain student enrollments that "approximate [the] proportion[al] representation of each race in each school," a much more exacting standard than has ever applied to M-DCPS. Lockett, 111

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[20] This Court held in the 1970 order approving the Final Desegregation Plan that:

> The Court feels that a predominantly Black school is desegregated when less than 85% of its enrollment is composed of Black students. There are 3,761 Black students enrolled in [seven identified schools that were to be paired and matched] which is approximately 55% of the total enrollment. The School Board is under no direction to create a 55-45 ratio in each of the seven schools but it should be a factor to consider.

Supplemental Order Approving Segregation Plan for Dade County Public Schools, as Modified, and Amended Final Judgment (July 24, 1970) at 8, reprinted in Pate, 434 F.2d at 1175.

[21] See also People Who Care v. Rockford Bd. of Educ., 246 F.3d 1073, 1075 (7th Cir. 2001) (Fifteen percentage point range from the minority composition of the population of the school district "is a tighter range than imposed in most school desegregation cases," and, therefore, "the Rockford public schools are now less segregated than those in any previous case in which a school system was declared 'unitary.'").

F.3d at 840.

88. M-DCPS has complied with the Court's orders as to faculty and staff assignment and hiring, has eliminated the vestiges of segregation to the extent practicable with regard to faculty and staff, and is unlikely to return to its former discriminatory practices. Therefore, M-DCPS has attained unitary status in the area of the faculty and staff. The District's showing of unitary status in the area of faculty and staff was not contradicted, or even challenged, by the Plaintiffs or the Bi/Tri Committee.

89. M-DCPS also has complied with this Court's orders concerning extra-curricular activities and, to the extent practicable, has eliminated the vestiges of segregation in the area of extracurricular activities. Dr. Braddock provided unrefuted testimony concerning the desegregated nature of extra-curricular athletic activities in M-DCPS high schools. In addition, the District's policies as to extra-curricular activities ensure that equal opportunities exist for all students, showing that the District has attained unitary status as to extra-curricular activities. See Coalition to Save Our Children v. State Bd. of Educ., 90 F.3d 752, 768-69 (3rd Cir. 1996)("a school district's extra-curricular activities are unitary if they are available to all students within the [s]chool [d]istrict regardless of race")(internal quotation and citations omitted). Therefore, the fact that M-DCPS has attained unitary status in the area of extra-curricular activities was not contradicted, or even challenged, by the Plaintiffs or the Bi/Tri Committee.

90. M-DCPS has complied in good faith with this Court's orders concerning facilities, has eliminated the vestiges of segregation with respect to facilities to the extent practicable, and is not likely to return to its former discriminatory practices. Therefore, M-DCPS has attained unitary status as to its facilities. The District's showing of unitary status in the area of facilities was not challenged by the Plaintiffs, and was not contradicted by any evidence in the record.

91. M-DCPS also has complied with this Court's orders, and has eliminated the vestiges of segregation to the extent practicable, with regard to transportation. Therefore, M-DCPS has attained unitary status as to transportation. The District's showing of unitary status in the area of transportation was not contradicted, or even challenged, by the Plaintiffs or the Bi/Tri Committee.

92. While the Plaintiffs urged the Court to consider, in addition to the six Green factors, an additional "quality of education" factor, they failed to make the evidentiary showing necessary to support such consideration. See Manning, 244 F.3d at 942 ("Using its discretion, a court may also consider other facets," citing Freeman, 503 U.S. at 492, 112 S.Ct. at 1446 ("both parties agreed that quality of education was a legitimate inquiry in determining [District's] compliance with the desegregation decree"). This court has never specifically found that student achievement, or student access to educational programs, suffered as a result of the District's prior dual system. Accordingly, there is no presumption that any current alleged disparities in student achievement or program participation are the result of the Board's past unconstitutional conduct. See, e.g., Missouri v. Jenkins, 515 U.S. at 102, 115 S.Ct. at 2056; Jenkins v. Missouri, 122 F.3d 588, 594 (8th Cir. 1997)("the presumption of causation will only be applied to student achievement disparities if the court has already specifically found that student achievement in the district has suffered as a result of the dual system."); Coalition to Save Our Children, 90 F.3d at 777 ("Because we are reluctant to impose any unstated obligation on the school boards, we allocate the burden to prove any additional violation to the [party opposing unitary status]")(citations omitted). Thus, it is the Plaintiffs who bear the burden of proving a "causal link between present achievement disparities and past de jure segregation." Coalition to Save Our Children, 90 F.3d at 776.

93. No evidence has been offered to this Court that would link existing or alleged disparities - either in participation in educational programs or in educational achievement - to past unconstitutional conduct by the Board.[22] The Bi/Tri Committee's concern that the disparities found by Dr. Braddock "deserve the attention of the Court," while accurate, fall outside the legal precedents this Court must follow in determining whether to end its supervision of the District. Bi/Tri Statement at 2. Moreover, the statements of Lucy Margolis and the Bi/Tri Committee do not suffice to prove that existing disparities in participation rates, which are comparable to those that exist in national data, are causally related to the former dual system. See Tr. 12/19 at 25; Bi/Tri Statement at 1.

94. The mere existence of educational disparities, without more, therefore does not show that M-DCPS has failed to attain unitary status. See People Who Care v. Rockford Bd. of Educ., 246 F.3d 1073, 1076-77 (7th Cir. 2001); Coalition to Save Our Children, 90 F.3d at 776-78. See also, Jacksonville Branch NAACP v. Duval County Sch. Bd., 883 F.2d 945, 953 (11th Cir. 1989)("no evidence to suggest that the racial imbalances in the gifted and EMH [educable mentally handicapped] programs are vestiges of the prior de jure segregation").[23]

95. Moreover, this Court has never found that M-DCPS discriminated in assigning

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[22] The only evidence presented at the unitary status hearing that an achievement gap actually exists in M-DCPS was that the District has set up a Narrowing the Achievement Gap task force. Tr. 12/19 at 15.

[23] In the Duval County case, the Eleventh Circuit concluded that "the Duval County School Board's consistent failure to comply with the provisions of the Mims injunction and order, as well as its actions and omissions in the areas of faculty and staff assignment, have perpetuated the effects of the prior system of segregation." Id. at 953. The record showed in that case that "[s]egregation in the district as a whole has increased since 1972. In that year, eight schools had majority black populations; in 1985, twenty-seven schools fell into that category." Id. at 952.

students to classes or programs within particular schools. Accordingly, Plaintiffs bear the burden of demonstrating that there is a racial imbalance in individual M-DCPS classrooms or programs, and that any such imbalance is a vestige of the prior dual system. See, e.g., Coalition to Save Our Children, 90 F.3d at 777. In the absence of any record evidence on the issue, Plaintiffs have not carried their burden of demonstrating that any alleged in-school segregation, to the extent it exists at all, is a vestige of the former dual system.

96. Therefore, allegations of in-school segregation do not affect the conclusion that the District has attained unitary status as to student assignment. Plaintiffs and the Bi/Tri Committee expressed concern about in-school segregation. See, e.g., Bi/Tri Statement at 1. While the Bi/Tri Committee's primary concern on this point appears to be with the District's magnet programs, Dr. Braddock's analysis shows that Black students are more likely to participate in magnet programs than are all students in the District. Defendant's Exhibit 4 at 2-3.

97. To require a particular level of in-school desegregation now - after more than three decades of judicial supervision - would be to "retroactively impose new duties" on M-DCPS. To impose such a requirement on M-DCPS now would be improper because "[n]o federal court . . . has ever required specific levels of integration at the classroom level." Hampton v. Jefferson County Bd. of Educ., 102 F.Supp.2d 358, 364 (W.D. Ky. 2000) (Louisville, Kentucky school district).

B. Good Faith Compliance

98. In Freeman, the Supreme Court directed district courts to consider whether a school district seeking release from judicial supervision "has demonstrated . . . its good faith commitment to . . . those provisions of the law . . . that were the predicate for judicial intervention in the first instance." 503 U.S. at 491, 112 S.Ct. at 1446. To determine whether

such a commitment exists, courts generally look to three types of evidence. First "[a] history of good faith compliance" is a relevant consideration. Id. at 498, 112 S.Ct. at 1449. Second, a court should consider a school district's current course of action. See Brown v. Bd. of Educ., 978 F.2d 585 (10th Cir. 1992), cert. denied, 509 U.S. 903, 113 S.Ct. 2994 (1993). The Eleventh Circuit has stated that "a court should not dwell on isolated discrepancies, but rather should 'consider whether the school board's policies form a consistent pattern of lawful conduct directed to eliminating earlier violations.'" Manning, 244 F.3d at 946 (citing Lockett, 111 F.3d at 843).

99. M-DCPS has demonstrated its good faith commitment to the constitutional rights of its students by - in addition to complying with this Court's orders with one isolated discrepancy - adopting specific, proactive strategies and practices to eliminate, to the extent practicable, the disparities evident in the participation rates by students of different racial and ethnic groups in the District's various educational programs. None of these specific strategies could be required by the Court after the District has attained unitary status, but each demonstrates the Board's positive commitment to protect the constitutional rights of its students, and to eliminate, to the extent practicable, any current educational disparities in District programs. The District's voluntary commitment to this course of action is strong evidence of the District's good faith commitment to the constitutional rights of all of its students.

100. The District's record of compliance with this Court's desegregation orders, which was unrefuted by Plaintiffs, confirms that the remaining racial isolation within M-DCPS is not a vestige of school district segregation. See Lockett, 111 F.3d at 843-44 (affirming the district court's finding of unitary status, despite persistent racial isolation, because the district court had never had to enjoin or sanction the school board, the school board had never failed to comply with a court order, and the board had taken actions to further desegregation "which went above

and beyond" what existing orders required.)

101. The Plaintiffs' argument that District should "invite" the Department of Justice Office of Civil Rights to intervene in this case and hold a series of community meetings to "re-establish the process of involving the community, the parents, the Office of Civil Rights, the Desegregation Center and the NAACP." While these are legitimate arguments, this Court concludes that the failure to invite the Department of Justice or Department of Education, and the failure to hold such community meetings does not diminish the good faith compliance of the District with this Court's Orders. That the District could do more than it has done to ensure total community support for its actions is a valid argument, however, after thirty years of federal court supervision, and given the above legal analysis under Eleventh Circuit and United States Supreme Court precedent, this Court concludes that the District has met its legal obligations to maintain a unitary system at least as desegregated as it was in 1971 after this Court's initial remedial orders.

102. The District's good faith commitment to the constitutional rights of its students is further evidenced by its request to use race-conscious strategies - where legal and necessary - in drawing attendance boundaries, siting new schools, assigning students to magnet programs, and assigning faculty.

103. Willingness to use race-conscious measures where necessary has been recognized as a factor that is related to a district's good faith commitment to the constitutional rights of its students. In Hampton, the district court that granted unitary status to the Jefferson County School District (which includes Louisville, Kentucky) noted in the course of considering the use of race by the district after unitary status was attained:

> The very analysis for dissolving desegregation decrees supports

> continued maintenance of a desegregated system as a compelling state interest. The 'good faith of the school board in complying with the decree' is, of course a crucial component of the dissolution analysis. Dowell, 498 U.S. at 249, 111 S.Ct. at 638.... The school board's good faith is included in the analysis for only one reason - to predict the likelihood of future school board adherence to the principles that prompted the Decree in the first instance. Good faith was required in the use of race to remedy the former imbalances. If the Constitution somehow prohibits a school board from maintaining a desegregated school system, the good faith factor becomes something of a sham.

Hampton, 102 F.Supp. 2d at 380. While the district court in Hampton held that after attaining unitary status the district would be unable to use strict racial quotas in admitting students to a magnet school that offered programs not available elsewhere in the district, it further noted that in assigning students to "basically equal schools," the district "would not be prohibited from using race in its general student assignment to maintain its desegregated school system, even to the extent of some racial guidelines." Id. at 380-81 (citation omitted).

104. Accordingly, it is reasonable to conclude that the District's good faith commitment to the constitutional rights of its students is based, in part, on the Board's willingness to use race-conscious measures, where necessary and legal, to prevent the system from reverting to a de facto segregated system.

105. Finally, the Court acknowledges the dedicated service that the Bi-Tri Committee has provided to this Court and this community. The Court's ability to make a finding of unitary status and thereby relinquish jurisdiction over this case was greatly facilitated by the dedicated work of the Bi-Tri Committee over these many years. The fact that the Court is leaving control over the Bi-Tri Committee to the School Board should not be viewed as an abandonment of the Committee's work over the years, but rather a natural progression of return of control and decision-making to the democratically elected local entity responsible for educating the children

of Miami-Dade County.

IV. CONCLUSION

The Court concludes that federal court supervision over the School Board of Miami-Dade County should now end, as the District has maintained a unitary system under governing legal precedents. However, as the District requested, and to avoid last-minute changes or transfers affecting the upcoming 2001-2002 school year (See Tr. 12/19 at 75-76), the Court orders that the District may use its current system of assignments through June 30, 2002. However, the Court declines the District's request to prospectively grant the District specific authority to use race-conscious measures after June 30, 2002.[24]

Accordingly, it is **ORDERED AND ADJUDGED** as follows:

1. This Court concludes as a matter of fact and law that the District has maintained unitary status;

2. This Court hereby relinquishes and ends its supervision over the District, effective June 30, 2002;

3. The District's obligation to submit periodic reports to this Court terminates as of today's date;

4. The Bi-Tri Committee shall remain in existence, however, effective today, the School Board of Miami-Dade County shall have control over the appointment of members,

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[24] At the same time, the Court does not forbid the District from continuing to use its current system after June 30, 2002. The persuasive authority cited from the Louisville, Kentucky district court opinion, and cases cited therein, could lead one to conclude that a District having achieved desegregation, and having gone through court supervision, should be allowed some leeway in using race-conscious measures to avoid re-segregation. Nonetheless, this Court is reluctant to grant prospective, specific authority to use race-conscious measures. Rather, any such use in the future, after June 30, 2002, would be analyzed by whatever court hears a challenge to those policies at that time.

including the terms and method of appointment. The terms of the current members shall end on December 31, 2001, and they shall remain on the Committee until that date, thus allowing for some overlap between the current members and any new members, unless current members individually choose otherwise. It is hoped that the current chairperson, Mr. James Howe, will remain the Chairman through at least December 31, 2001. Starting from today, the School Board may appoint additional members to the Committee and/or reappoint current members at their sole and unreviewable discretion, for such length of terms as the School Board shall determine;

5. Any other pending motions are hereby denied as moot.

DONE AND ORDERED in Chambers at Fort Lauderdale, Broward County, Florida, this 21 day of June, 2001.

WILLIAM P. DIMITROULEAS
UNITED STATES DISTRICT JUDGE

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A-3

Superintendent of Schools, Roger C. Cuevas recommended that The School Board of Miami-Dade County, Florida:

101,533
RECEIVED THE REPORT *THE SCHOOL BOARD MIAMI-DADE COUNTY, FLORIDA POST-UNITARY STATUS PLAN OF ACTION REPORT*

1. receive the report entitled The School Board of Miami-Dade County, Florida Post-Unitary Status Plan of Action Report

2. adopt the strategies to improve parity set forth in this report; and

3. conclude that it wants to pursue its compelling governmental interest to the extend practicable in avoiding racially isolated schools and in promoting the educational benefits of diverse school enrollments and faculties.

Mr. Pat Tomillo, Jr., United Teachers of Dade, appeared before the Board to address this recommendation.

Ms. Susan Kairalla appeared before the Board to read a letter on behalf of Mr. John due with regard to this recommendation.

Mr. Brown reviewed with the Boar the actions it is asked to take in this recommendation. He then presented Ms. Snead, outside council representing the Board in this matter.

Board members discussed this recommendation; however, no action other than the recommended was taken.

Upon vote being taken, the recommendation carried 8-0, [It is noted for the record that Dr. Stinson was away from the dais and not available to vote on this recommendation.]

[A verbatim recording of this discussion is on file in the Office of the Board Recording Secretary.]

Office of Superintendent of Schools
Board Meeting of October 24, 2001

October 10, 2001

Roger C. Cuevas, Superintendent of Schools

SUBJECT: POST UNITARY STATUS PLAN OF ACTION REPORT

On June 21, 2001, Judge William P. Dimitrouleas of the United States District Court for the Southern District of Florida issued a 46 page opinion granting unitary status to this school district and relinquishing court supervision effective June 30, 2002. At the following School Board meeting of July 11, 2001, the Superintendent and the School Board Attorney informed the Board of the Court's decision. At that meeting, the Chair expressed the Board's continued commitment to the enactment of policies that will ensure, after the termination of Court supervision, that all students in Miami-Dade County regardless of their race or ethnicity have equal opportunities to participate and excel in educational programs. The School Board directed the Superintendent and the Board Attorney to provide the Board, at its October meeting, with a post-unitary status plan of action to ensure that this school system moves forward with fewer disparities and greater equality of access and participation for all students regardless of race or ethnicity. It was requested that the Bi-Racial Tri-Ethnic Advisory Committee and the Attendance Boundary Committee assist with this report. A copy of this report was provided to these committees for comment and is provided to the Board under separate cover. Additional copies of the report will be placed on file in the Citizen Information Center and the Board Recording Secretary's office.

As set forth in the report to the Board, the testimony of the School Board's experts, the survey conducted by researchers from the Civil Rights Project of Harvard University, and the experience of this Board clearly show that diversity and the avoidance of racial isolation are compelling governmental interests in this school system. For this reason, the administration and the Board Attorney's office are developing revisions to Board Rules relating to attendance boundaries, magnet programs, and student and staff assignments which will encourage diverse school enrollments and staffs and seek to avoid racial isolation within the parameters of the law.

At this time, the Superintendent and the School Board Attorney request that the Board adopt the strategies to improve parity set forth in the report and conclude that it wants to pursue its compelling governmental interests to the extent practicable in avoiding racially isolated schools and in promoting the educational benefits of diverse school enrollments and faculties. This conclusion will allow the Superintendent to proceed with the rulemaking process in the areas of student and staff assignment.

RECOMMENDED: That The School Board of Miami-Dade County, Florida:

1) receive the Report entitled The School Board of Miami-Dade County, Florida Post-Unitary Status Plan of Action Report;
2) adopt the strategies to improve parity set forth in this report; and
3) conclude that it wants to pursue its compelling governmental interests to the extent practicable in avoiding racially isolated schools and in promoting the educational benefits of diverse school enrollments and faculties.

PDB/mg

A-3

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the projec column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7011 AMERICAN SENIOR HIGH SCHOOL													
7048 ALONZO & TRACY MOURNING SR													
7049 WESTLAND HIALEAH SR													
7071 CORAL GABLES SENIOR SCHOOL													
7111 HIALEAH SENIOR HIGH SCHOOL													
7121 JOHN A FERGUSON SENIOR HIGH													
7131 HIALEAH-MIAMI LAKES SENIOR													
7141 DR MICHAEL M KROP SENIOR													
7151 HOMESTEAD SENIOR HIGH SCHL													
7191 HIALEAH GARDENS SENIOR HIGH													
7201 MIAMI BEACH SENIOR													
7231 MIAMI CAROL CITY SENIOR													
7241 RONALD W REAGAN/DORAL SR													
7251 MIAMI CENTRAL SENIOR													
7271 MIAMI CORAL PARK SENIOR													
7301 MIAMI EDISON SENIOR													
7341 MIAMI JACKSON SENIOR													
7361 MIAMI KILLIAN SENIOR													
7381 MIAMI NORLAND SENIOR													
7411 MIAMI NORTHWESTERN SENIOR													
7431 MIAMI PALMETTO SENIOR HIGH													
7461 MIAMI SENIOR HIGH SCHOOL													
7511 MIAMI SPRINGS SENIOR													
7531 MIAMI SUNSET SENIOR													

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the projec column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7541 NORTH MIAMI BEACH SENIOR													
7591 NORTH MIAMI SENIOR													
7701 SOUTH DADE SENIOR HIGH SCHL													
7721 SOUTH MIAMI SENIOR													
7731 MIAMI SOUTHRIDGE SENIOR													
7741 SOUTHWEST MIAMI SENIOR HIGH													
7751 BARBARA GOLEMAN SENIOR HIGH													
7781 FELIX VARELA SENIOR													
7791 BOOKER T WASHINGTON SENIOR													

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the project, column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be if in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Projected Enrollment as of October 1, 2013 (Year 1 of Project)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7011 AMERICAN SENIOR HIGH SCHOOL	ALL	1	0.0005	5	0.0025	575	0.2845	1367	0.6764	0	0.0000	71	0
7048 ALONZO & TRACY MOURNING SR	ALL	1	0.0005	18	0.0098	378	0.2068	894	0.4891	1	0.0005	534	0
7049 WESTLAND HIALEAH SR	ALL	0	0.0000	2	0.0010	30	0.0144	2008	0.9631	0	0.0000	44	0
7071 CORAL GABLES SENIOR SCHOOL	ALL	0	0.0000	37	0.0110	201	0.0597	2753	0.8179	1	0.0003	373	0
7111 HIALEAH SENIOR HIGH SCHOOL	ALL	0	0.0000	4	0.0013	132	0.0444	2782	0.9367	0	0.0000	52	0
7121 JOHN A FERGUSON SENIOR HIGH	ALL	12	0.0029	93	0.0225	93	0.0225	3627	0.8782	0	0.0000	300	0
7131 HIALEAH-MIAMI LAKES SENIOR	ALL	4	0.0024	12	0.0071	380	0.2237	1232	0.7251	0	0.0000	68	0
7141 DR MICHAEL M KROP SENIOR	ALL	3	0.0011	58	0.0217	1132	0.4244	905	0.3393	2	0.0007	562	0
7151 HOMESTEAD SENIOR HIGH SCHL	ALL	1	0.0005	7	0.0038	813	0.4364	967	0.5191	0	0.0000	70	0
7191 HIALEAH GARDENS SENIOR HIGH	ALL	1	0.0003	16	0.0055	34	0.0117	2790	0.9591	0	0.0000	68	0
7201 MIAMI BEACH SENIOR	ALL	2	0.0008	40	0.0161	241	0.0973	1605	0.6477	2	0.0008	581	0
7231 MIAMI CAROL CITY SENIOR	ALL	1	0.0006	2	0.0011	1529	0.8528	241	0.1344	0	0.0000	14	0
7241 RONALD W REAGAN/DORAL SR	ALL	2	0.0009	35	0.0163	31	0.0145	1889	0.8819	1	0.0005	180	0
7251 MIAMI CENTRAL SENIOR	ALL	2	0.0010	2	0.0010	1528	0.7946	378	0.1966	4	0.0021	9	0
7271 MIAMI CORAL PARK SENIOR	ALL	1	0.0003	16	0.0054	42	0.0142	2792	0.9461	0	0.0000	99	0
7301 MIAMI EDISON SENIOR	ALL	0	0.0000	1	0.0011	808	0.8754	110	0.1192	0	0.0000	4	0
7341 MIAMI JACKSON SENIOR	ALL	1	0.0007	2	0.0015	474	0.3516	859	0.6372	0	0.0000	12	0
7361 MIAMI KILLIAN SENIOR	ALL	6	0.0024	45	0.0180	522	0.2089	1502	0.6010	0	0.0000	409	0
7381 MIAMI NORLAND SENIOR	ALL	2	0.0012	6	0.0037	1553	0.9522	66	0.0405	0	0.0000	3	0
7411 MIAMI NORTHWESTERN SENIOR	ALL	1	0.0006	2	0.0012	1506	0.9205	122	0.0746	0	0.0000	3	0
7431 MIAMI PALMETTO SENIOR HIGH	ALL	8	0.0029	115	0.0412	480	0.1718	1150	0.4116	1	0.0004	1012	0
7461 MIAMI SENIOR HIGH SCHOOL	ALL	0	0.0000	10	0.0036	85	0.0304	2627	0.9402	0	0.0000	72	0
7511 MIAMI SPRINGS SENIOR	ALL	0	0.0000	16	0.0085	231	0.1229	1514	0.8057	0	0.0000	117	0
7531 MIAMI SUNSET SENIOR	ALL	0	0.0000	26	0.0123	97	0.0457	1790	0.8439	0	0.0000	203	0
7541 NORTH MIAMI BEACH SENIOR	ALL	3	0.0014	55	0.0261	1548	0.7350	433	0.2056	2	0.0009	62	0

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the project, column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be if in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Projected Enrollment as of October 1, 2013 (Year 1 of Project)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7591 NORTH MIAMI SENIOR	ALL	3	0.0012	28	0.0108	2252	0.8688	289	0.1115	0	0.0000	18	0
7701 SOUTH DADE SENIOR HIGH SCHL	ALL	10	0.0030	35	0.0104	694	0.2065	2154	0.6411	0	0.0000	457	0
7721 SOUTH MIAMI SENIOR	ALL	0	0.0000	11	0.0049	120	0.0538	1971	0.8843	0	0.0000	127	0
7731 MIAMI SOUTHRIDGE SENIOR	ALL	11	0.0050	34	0.0156	894	0.4097	1079	0.4945	1	0.0005	154	0
7741 SOUTHWEST MIAMI SENIOR HIGH	ALL	2	0.0006	15	0.0048	32	0.0103	2878	0.9266	0	0.0000	178	0
7751 BARBARA GOLEMAN SENIOR HIGH	ALL	0	0.0000	20	0.0109	193	0.1052	1484	0.8092	0	0.0000	134	0
7781 FELIX VARELA SENIOR	ALL	3	0.0010	54	0.0171	154	0.0488	2621	0.8307	1	0.0003	309	0
7791 BOOKER T WASHINGTON SENIOR	ALL	0	0.0000	5	0.0053	498	0.5264	430	0.4545	0	0.0000	12	0

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the projec column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7011 AMERICAN SENIOR HIGH SCHOOL	ALL	1	0.0005	5	0.0025	565	0.2810	1367	0.6798	0	0.0000	71	0
7048 ALONZO & TRACY MOURNING SR	ALL	1	0.0006	18	0.0099	378	0.2086	894	0.4934	1	0.0006	518	0
7049 WESTLAND HIALEAH SR	ALL	0	0.0000	2	0.0010	30	0.0145	1988	0.9627	0	0.0000	44	0
7071 CORAL GABLES SENIOR SCHOOL	ALL	0	0.0000	37	0.0111	201	0.0601	2733	0.8168	1	0.0003	373	0
7111 HIALEAH SENIOR HIGH SCHOOL	ALL	0	0.0000	4	0.0014	132	0.0447	2762	0.9363	0	0.0000	52	0
7121 JOHN A FERGUSON SENIOR HIGH	ALL	11	0.0027	93	0.0226	93	0.0226	3607	0.8778	0	0.0000	300	0
7131 HIALEAH-MIAMI LAKES SENIOR	ALL	4	0.0024	12	0.0071	380	0.2263	1212	0.7219	0	0.0000	68	0
7141 DR MICHAEL M KROP SENIOR	ALL	3	0.0011	55	0.0207	1127	0.4238	905	0.3404	2	0.0008	562	0
7151 HOMESTEAD SENIOR HIGH SCHL	ALL	1	0.0005	7	0.0038	808	0.4372	967	0.5233	0	0.0000	60	0
7191 HIALEAH GARDENS SENIOR HIGH	ALL	1	0.0003	16	0.0055	34	0.0118	2770	0.9588	0	0.0000	68	0
7201 MIAMI BEACH SENIOR	ALL	2	0.0008	40	0.0162	241	0.0976	1605	0.6503	2	0.0008	571	0
7231 MIAMI CAROL CITY SENIOR	ALL	1	0.0006	2	0.0011	1519	0.8519	241	0.1352	0	0.0000	14	0
7241 RONALD W REAGAN/DORAL SR	ALL	2	0.0009	35	0.0165	31	0.0146	1869	0.8808	1	0.0005	180	0
7251 MIAMI CENTRAL SENIOR	ALL	2	0.0010	2	0.0010	1518	0.7935	378	0.1976	4	0.0021	9	0
7271 MIAMI CORAL PARK SENIOR	ALL	1	0.0003	16	0.0055	42	0.0143	2772	0.9458	0	0.0000	99	0
7301 MIAMI EDISON SENIOR	ALL	0	0.0000	1	0.0011	788	0.8726	110	0.1218	0	0.0000	4	0
7341 MIAMI JACKSON SENIOR	ALL	1	0.0007	2	0.0015	469	0.3492	859	0.6396	0	0.0000	12	0
7361 MIAMI KILLIAN SENIOR	ALL	6	0.0024	45	0.0181	522	0.2102	1492	0.6009	0	0.0000	404	0
7381 MIAMI NORLAND SENIOR	ALL	2	0.0012	6	0.0037	1543	0.9519	66	0.0407	0	0.0000	3	0
7411 MIAMI NORTHWESTERN SENIOR	ALL	1	0.0006	2	0.0012	1496	0.9200	122	0.0750	0	0.0000	3	0
7431 MIAMI PALMETTO SENIOR HIGH	ALL	8	0.0029	112	0.0402	480	0.1722	1150	0.4125	1	0.0004	1010	0
7461 MIAMI SENIOR HIGH SCHOOL	ALL	0	0.0000	10	0.0036	85	0.0306	2607	0.9398	0	0.0000	72	0
7511 MIAMI SPRINGS SENIOR	ALL	0	0.0000	16	0.0086	231	0.1236	1504	0.8047	0	0.0000	117	0
7531 MIAMI SUNSET SENIOR	ALL	0	0.0000	26	0.0123	97	0.0459	1780	0.8432	0	0.0000	203	0
7541 NORTH MIAMI BEACH SENIOR	ALL	3	0.0014	55	0.0262	1538	0.7338	433	0.2066	2	0.0010	62	0

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the projec column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7591 NORTH MIAMI SENIOR	ALL	3	0.0012	28	0.0108	2242	0.8683	289	0.1119	0	0.0000	18	0
7701 SOUTH DADE SENIOR HIGH SCHL	ALL	10	0.0030	35	0.0104	694	0.2067	2154	0.6415	0	0.0000	455	0
7721 SOUTH MIAMI SENIOR	ALL	0	0.0000	11	0.0050	120	0.0543	1951	0.8832	0	0.0000	127	0
7731 MIAMI SOUTHRIDGE SENIOR	ALL	10	0.0046	34	0.0157	884	0.4072	1079	0.4970	1	0.0005	154	0
7741 SOUTHWEST MIAMI SENIOR HIGH	ALL	2	0.0006	15	0.0049	32	0.0104	2858	0.9261	0	0.0000	178	0
7751 BARBARA GOLEMAN SENIOR HIGH	ALL	0	0.0000	20	0.0110	193	0.1058	1474	0.8081	0	0.0000	134	0
7781 FELIX VARELA SENIOR	ALL	3	0.0010	54	0.0172	154	0.0491	2601	0.8297	1	0.0003	309	0
7791 BOOKER T WASHINGTON SENIOR	ALL	0	0.0000	5	0.0053	488	0.5214	430	0.4594	0	0.0000	12	0

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the projec column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Projected Enrollment as of October 1, 2015 (Year 3 of Project)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7011 AMERICAN SENIOR HIGH SCHOOL	ALL	1	0.0005	5	0.0025	555	0.2774	1367	0.6832	0	0.0000	71	0
7048 ALONZO & TRACY MOURNING SR	ALL	1	0.0006	18	0.0099	378	0.2086	894	0.4934	1	0.0006	518	0
7049 WESTLAND HIALEAH SR	ALL	0	0.0000	2	0.0010	30	0.0147	1968	0.9623	0	0.0000	44	0
7071 CORAL GABLES SENIOR SCHOOL	ALL	0	0.0000	37	0.0111	201	0.0604	2713	0.8157	1	0.0003	373	0
7111 HIALEAH SENIOR HIGH SCHOOL	ALL	0	0.0000	4	0.0014	132	0.0451	2742	0.9358	0	0.0000	52	0
7121 JOHN A FERGUSON SENIOR HIGH	ALL	11	0.0036	93	0.0301	93	0.0301	2587	0.8375	0	0.0000	300	0
7131 HIALEAH-MIAMI LAKES SENIOR	ALL	4	0.0024	12	0.0072	380	0.2291	1192	0.7185	0	0.0000	68	0
7141 DR MICHAEL M KROP SENIOR	ALL	3	0.0011	52	0.0196	1122	0.4232	905	0.3414	2	0.0008	562	0
7151 HOMESTEAD SENIOR HIGH SCHL	ALL	1	0.0005	7	0.0038	803	0.4381	967	0.5276	0	0.0000	50	0
7191 HIALEAH GARDENS SENIOR HIGH	ALL	1	0.0003	16	0.0056	34	0.0119	2750	0.9585	0	0.0000	68	0
7201 MIAMI BEACH SENIOR	ALL	2	0.0008	40	0.0163	241	0.0980	1605	0.6530	2	0.0008	561	0
7231 MIAMI CAROL CITY SENIOR	ALL	1	0.0006	2	0.0011	1509	0.8511	241	0.1359	0	0.0000	14	0
7241 RONALD W REAGAN/DORAL SR	ALL	2	0.0010	35	0.0167	31	0.0147	1849	0.8796	1	0.0005	180	0
7251 MIAMI CENTRAL SENIOR	ALL	2	0.0011	2	0.0011	1508	0.7924	378	0.1986	4	0.0021	9	0
7271 MIAMI CORAL PARK SENIOR	ALL	1	0.0003	16	0.0055	42	0.0144	2752	0.9454	0	0.0000	99	0
7301 MIAMI EDISON SENIOR	ALL	0	0.0000	1	0.0011	768	0.8698	110	0.1246	0	0.0000	4	0
7341 MIAMI JACKSON SENIOR	ALL	1	0.0007	2	0.0015	464	0.3468	859	0.6420	0	0.0000	12	0
7361 MIAMI KILLIAN SENIOR	ALL	6	0.0024	45	0.0182	522	0.2115	1482	0.6005	0	0.0000	399	0
7381 MIAMI NORLAND SENIOR	ALL	2	0.0012	6	0.0037	1533	0.9516	66	0.0410	0	0.0000	3	0
7411 MIAMI NORTHWESTERN SENIOR	ALL	1	0.0006	2	0.0012	1486	0.9196	122	0.0755	0	0.0000	3	0
7431 MIAMI PALMETTO SENIOR HIGH	ALL	8	0.0029	109	0.0392	480	0.1725	1150	0.4132	1	0.0004	1008	0
7461 MIAMI SENIOR HIGH SCHOOL	ALL	0	0.0000	10	0.0036	85	0.0309	2587	0.9394	0	0.0000	72	0
7511 MIAMI SPRINGS SENIOR	ALL	0	0.0000	16	0.0086	231	0.1243	1494	0.8037	0	0.0000	117	0
7531 MIAMI SUNSET SENIOR	ALL	0	0.0000	26	0.0124	97	0.0462	1770	0.8425	0	0.0000	203	0
7541 NORTH MIAMI BEACH SENIOR	ALL	3	0.0014	55	0.0264	1528	0.7325	433	0.2076	2	0.0010	62	0

Table 4: Feeder School - Enrollment Data

• For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary schools participating in the projec column associated with Elementary Feeder School "X").

• The enrollment data projections for years 1, 2, and 3 of the project should show what the enrollment of feeder schools would be expected to be in the project are successfully implemented.

LEA Name: Miami-Dade County Public Schools (M-DCPS)

Schools		Projected Enrollment as of October 1, 2015 (Year 3 of Project)											
FEEDER	MAGNET(S)	AMERICAN INDIAN CNT	AMERICAN INDIAN PCT	ASIAN CNT	ASIAN PCT	BLACK CNT	BLACK PCT	HISPANIC CNT	HISPANIC PCT	ISLANDER CNT	ISLANDER PCT	WHITE CNT	
7591 NORTH MIAMI SENIOR	ALL	3	0.0012	28	0.0109	2232	0.8678	289	0.1124	0	0.0000	18	0
7701 SOUTH DADE SENIOR HIGH SCHL	ALL	10	0.0030	35	0.0104	694	0.2068	2154	0.6418	0	0.0000	453	0
7721 SOUTH MIAMI SENIOR	ALL	0	0.0000	11	0.0050	120	0.0548	1931	0.8821	0	0.0000	127	0
7731 MIAMI SOUTHRIDGE SENIOR	ALL	11	0.0051	34	0.0157	874	0.4043	1079	0.4991	1	0.0005	154	0
7741 SOUTHWEST MIAMI SENIOR HIGH	ALL	2	0.0007	15	0.0049	32	0.0104	2838	0.9256	0	0.0000	178	0
7751 BARBARA GOLEMAN SENIOR HIGH	ALL	0	0.0000	20	0.0110	193	0.1064	1464	0.8071	0	0.0000	134	0
7781 FELIX VARELA SENIOR	ALL	3	0.0010	54	0.0173	154	0.0494	2581	0.8286	1	0.0003	309	0
7791 BOOKER T WASHINGTON SENIOR	ALL	0	0.0000	5	0.0054	478	0.5162	430	0.4644	0	0.0000	12	0

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires: 06/30/2013

☑ *Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires: 06/30/2013

☑ *Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 1 of Project October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
K	11	0.1	249	0.9	6135	23.6	17693	67.9	19	0.1	1783	6.8	
1	17	0.1	304	1.1	5985	22.5	18056	67.9	13	0.1	1970	7.4	
2	11	0.1	295	1.1	5789	22.1	17780	67.9	12	0.1	1933	7.3	
3	10	0.1	282	1.0	6251	22.9	18341	67.2	8	0.1	2054	7.5	
4	17	0.1	309	1.2	5709	22.2	17405	67.5	5	0.1	2201	8.5	
5	25	0.1	318	1.2	5890	22.7	17396	67.2	7	0.1	2157	8.3	
6	12	0.1	300	1.1	6203	23.2	17897	66.9	5	0.1	2195	8.2	
7	21	0.1	321	1.2	6385	23.3	18456	67.3	7	0.1	2111	7.7	
8	22	0.1	302	1.0	6378	23.1	18542	67.1	4	0.1	2318	8.4	
9	33	0.1	299	1.0	6594	23.4	18763	66.6	2	0.1	2412	8.6	
10	25	0.1	356	1.3	6626	23.8	18328	65.7	6	0.1	2490	8.9	
11	27	0.1	335	1.3	6141	23.6	17095	65.7	7	0.1	2324	8.9	
12	23	0.1	340	1.4	6247	25.0	16136	64.5	9	0.1	2177	8.7	
Total	254.0	0.1	4010.0	1.1	80333.0	23.2	231888.0	66.9	104.0	0.1	28125.0	8.1	18

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires: 06/30/2013

☑ *Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 2 of Project October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
K	11	0.1	250	1.0	6166	23.5	17781	67.9	19	0.1	1792	6.8	1
1	17	0.1	306	1.1	6015	22.5	18146	67.9	13	0.1	1980	7.4	2
2	11	0.1	296	1.1	5818	22.1	17869	67.9	12	0.1	1943	7.4	3
3	10	0.1	283	1.0	6282	22.9	18433	67.3	8	0.1	2064	7.5	3
4	17	0.1	311	1.2	5738	22.2	17492	67.5	5	0.1	2212	8.5	1
5	25	0.1	320	1.2	5919	22.7	17483	67.2	7	0.1	2168	8.3	[illegible]
6	12	0.0	302	1.1	6234	22.6	17986	66.9	5	0.1	2206	8.2	1
7	21	0.1	323	1.2	6417	23.3	18548	67.3	7	0.1	2122	7.7	1
8	22	0.1	304	1.1	6410	23.1	18635	67.0	4	0.1	2330	8.3	[illegible]
9	33	0.1	300	1.1	6627	23.4	18857	66.5	2	0.1	2424	8.5	[illegible]
10	25	0.1	358	1.3	6659	23.8	18420	65.7	6	0.1	2502	8.9	[illegible]
11	27	0.1	337	1.3	6172	23.6	17180	65.7	7	0.1	2336	8.9	[illegible]
12	23	0.1	342	1.4	6278	25.0	16217	64.5	9	0.1	2188	8.7	[illegible]
Total	254	0.1	4032	1.1	80735	23.2	233047	66.9	104	0.1	28267	8.1	18

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires: 06/30/2013

☑ *Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 3 of Project October 1, 2015)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
K	11	0.1	251	1.0	6197	23.6	17870	67.9	19	0.1	1792	6.8	
1	17	0.1	308	1.1	6045	22.5	18237	67.9	13	0.1	1980	7.4	
2	11	0.1	297	1.1	5847	22.1	17958	67.9	12	0.1	1943	7.4	
3	10	0.1	284	1.0	6313	22.9	18525	67.3	8	0.1	2064	7.4	
4	17	0.1	313	1.2	5767	22.2	17579	67.5	5	0.1	2212	8.5	
5	25	0.1	322	1.2	5949	22.7	17570	67.2	7	0.1	2168	8.3	
6	12	0.0	304	1.1	6265	23.2	18076	66.9	5	0.1	2206	8.2	
7	21	0.1	325	1.2	6449	23.3	18641	67.3	7	0.1	2122	7.7	
8	22	0.1	306	1.1	6442	23.1	18728	67.1	4	0.1	2330	8.3	
9	33	0.1	302	1.1	6660	23.4	18951	66.6	2	0.1	2424	8.5	
10	25	0.1	360	1.3	6692	23.8	18512	65.7	6	0.1	2502	8.9	
11	27	0.1	339	1.3	6203	23.6	17266	65.7	7	0.1	2336	8.9	
12	23	0.1	344	1.4	6309	25.0	16298	64.5	9	0.1	2188	8.7	
Total	254	0.1	4055	1.2	81138	23.2	234211	66.9	104	0.1	28267	8.0	

Table 2: Year of Implementation for Existing Magnet Schools included in the Project				
School Name	1. N/A	2. N/A	3. N/A	4. N/A
First year as a Magnet School	1. N/A	2. N/A	3. N/A	4. N/A
School Name	5. N/A	6. N/A	7. N/A	8. N/A
First Year as a Magnet School	5. N/A	6. N/A	7. N/A	8. N/A

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Data-Magnet Schools

Estimate of the school enrollment for the 2012-2013 school year if it had operated as a regular school.

BioTech: Estimated Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)
K												
1												
2												
3												
4												
5												
6												
7												
8												

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Data-Magnet Schools

Note: 2013-2014 is a planning year. If the facility had operated as a regular school, the demographics and population would approximate the Estimated Enrollment for 2012-2013.

BioTech: Projected Enrollment
(Year 1 of Project October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Nmuber)
K													
1													
2													
3													
4													
5													
6													
7													
8													
9	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0
10	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0
11	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0
12	0	0.0	0	0.0	0	0	0	0	0	0	0	0	0
Total	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Data

BioTech: Projected Enrollment
(Year 2 of Project October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
K													
1													
2													
3													
4													
5													
6													
7													
8													
9	0	0.0	2	1.0	46	23.2	132	66.7	0	0.0	17	8.6	
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	0	0.0	2	1.0	46	23.2	132	66.7	0	0.0	17	8.6	

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Data

BioTech: Projected Enrollment
(Year 3 of Project October 1, 2015)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	0	0.0	2	1.0	46	23.2	132	66.7	0	0.0	17	8.6
10	0	0.0	2	1.0	46	23.2	132	66.7	0	0.0	17	8.6
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	0	0.0	4	1.1	92	23.2	264	66.7	0	0.0	34	8.6

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Data-Magnet Schools

iTECH @Edison Estimate of the enrollment the school would have had for the 2012-2013 school year if it had operated as a regular school.

iTECH: **Estimated Enrollment**

(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)
K												
1												
2												
3												
4												
5												
6												
7												
8												

LEA Name Miami-Dade County Public Schools (M-DCPS)

Note: 2013-2014 is a planning year. If the facility had operated as a regular school, the demographics and population would approximate the Estimated Enrollment for 2012-2013.

iTECH: Projected Enrollment
(Year 1 of Project October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Nmuber)
K													
1													
2													
3													
4													
5													
6													
7													
8													
9	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Date

iTECH: Projected Enrollment
(Year 2 of Project October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
K													
1													
2													
3													
4													
5													
6													
7													
8													
9	1	0.4	3	1.2	58	23.2	165	66.0	0	0.0	22	8.8	
10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	1	0.4	3	1.2	58	23.2	165	66.0	0	0.0	22	8.8	

LEA Name Miami-Dade County Public Schools (M-DCPS)

Table 3 Enrollment Data

iTECH: Projected Enrollment
(Year 3 of Project October 1, 2015)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Nmuber)
K													
1													
2													
3													
4													
5													
6													
7													
8													
9	1	0.4	3	1.2	58	23.2	165	66	0	0	22	8.8	1
10	1	0.4	3	1.2	58	23.2	165	66	0	0	22	8.8	1
11	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	0.4	6	1.2	116	23.2	330	66	0	0	44	8.8	2

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School (s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	Miami-Dade County Public Schools
Magnet School(s):	iTech @ Edison; BioTech @ Zoo Miami

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Miami-Dade County Public Schools will use a lottery process to select students for each of the two MSAP project schools. No academic examination or performance testing will be used to screen or select students. Selection and participation in the project schools is based solely on student interest.
During the magnet school application period, parents who seek to enroll a child in one of these two magnet schools will complete an application and indicate their school and magnet strand choice(s). When the number of applications exceeds the number of spaces available for each magnet strand, the District will conduct a computerized random selection (lottery) process to fill the available spaces in each magnet strand according to the following process: (continued on the next page)

Magnet School(s):	

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☐ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

- The demographic and magnet school program information for each applicant is entered into the Management Information System (MIS) which assigns a random number to each student applicant.
- A rank order list of applicant names for each school is generated by the District's Office of Assessment, Research and Data Analysis and is forwarded to each magnet school.

By March 15th of each year, project schools will notify each applicant of his/her standing as a result of the random selection (lottery). Should additional space become available prior to the start of school, open seats will be filled with student applicants in the order in which their name appears on the list.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

LEA Name	Miami-Dade County Public Schools
Magnet School:	

Nature of Revision or Change to the Magnet School:

No Revised Magnet Schools Participating in the Project.

Explanation of How or Why the Revision is Significant:

AGROS FORNELL

[redacted]

WORK EXPERIENCE

Miami-Dade County Public Schools:

Office of Innovation and Accountability Chief Innovation and Accountability Officer	2012 – Present
Curriculum and Instruction Associate Superintendent	2009 – 2012
South Central Regional Center Temporary Region Superintendent	2009 - 2009
Secondary Education Assistant Superintendent	2005 – 2009
Region Center VI Administrative Director	2005 - 2005
Felix Varela Senior High School Principal	1999 – 2005
Miami Palmetto Senior High School Principal	1996 – 1999
Palmetto Middle School Principal	1994 – 1996
Glades Middle School Assistant Principal	1989 – 1994
South Central Area Office Mathematics Coordinator	1988 – 1989
Hammocks Junior High School Mathematics Department Choir	1984 – 1988
McMillan Junior High School Mathematics/Computer Teacher	1978 – 1984

EDUCATION

Florida International University
Master of Science in Mathematics Education 1981 – 1984

Florida International University
Bachelor of Science in Mathematics Education 1973 - 1977

Debbie Karcher

[redacted]

SUMMARY OF QUALIFICATIONS

As Chief Information Officer for the fourth largest school district, Miami-Dade County Public Schools (M-DCPS) I am responsible for directing the District's information technology strategy and maintaining the data integrity for the information systems and network infrastructure that includes over 400 schools and administrative locations, 45,000 District employees, and 340,000 students. This leadership role is directly responsible for over 500 information system employees and a $30 million technology budget.

ACCOMPLISHMENTS

Under this leadership role I was responsible for several cost savings initiatives and system deployments that have received world-wide recognition.

- With a strong focus on bringing redundant and disparate systems to an enterprise level, directed the elimination of over 260 servers and individual mail systems and 110 servers and individual grade book systems.
- Deployed one of the first enterprise-wide patch management and power management (BigFix) systems that controls the power and updating of over 120,000 desktop computers. The savings from the power management system resulted in an annual savings of $2.1 million.
- Continuing to take advantage of centralizing activities and economies of scale, a new service model was implemented that included an enterprise Password Reset System (Psynch), and Incident Reporting System (Frontrange HEAT). These processes allowed the District to reduce the number of Information Technology Computer Technicians used to support the district's 120,000 networked devices. This resulted in increased efficiency and an annual savings of $1.7 million.
- Leading the development and execution of the project plan that brought the SAP Finance, Supplier Relationship Management, e-Recruiting Human Resource and Payroll modules online under budget and on schedule. After a failed attempt by an outside integrator the District not only recovered from a $50 million possible loss but was able to add functionality that was previously removed. Using a modified version of the SAP ASAP implementation methodology and innovative techniques and strategies this ERP implementation was a success.
- Bridging legacy with server-based applications and presenting information on the web was accomplished by using Microsoft's SQL data warehouse, Exchange Active Directory services, and Office SharePoint. The result of utilizing these technologies was the creation of the MDCPS Portal or in today's term, a Cloud. The MDCPS Portal has received global recognition and its architecture has been replicated in many school districts. The MDCPS Portal has a secured, single point of access providing role relevant information, services, and applications for more than one million students, parents, teachers, principals, administrative staff

and community members. This has resulted in the elimination of many manual and paper driven processes and is available to everyone, anytime, anywhere, and on any device leading to one of the nation's first large urban implementation of Bring Your Own Device Technology.

- Provided the leadership necessary to administer the day-to-day operations of the data center, technical service centers, production scheduling functions, help desk, voice and data communication networks, systems development, internet services, user documentation and training, computer operations, staff development and budget.

EXPERIENCE

Chief Information Officer - (2002 - Present)
Miami-Dade County Public Schools, Miami, Florida

Manager, Enterprise Computing - (2000 - 2002)
Motorola, Plantation, Florida
Responsible for directing and managing the Enterprise Computing Service Center on-site and the phone support for 3,000 desktop users. Managed all software projects and process activities using the Software Engineering Institute Capability Maturity Model.

Director, Quality Assurance and Support - (1997 - 2000)
Amadeus, Miami, Florida
Responsible for directing, managing, planning, organizing, budgeting, and implementing departmental goals for the support area of Travel Management Systems. This area was also responsible for quality assurance, curriculum development, customer and employee training, product implementation, support of beta releases, and development of user guides.

Several Positions - (1980 - 1997)
Miami-Dade County Public Schools, Miami, Florida
During my career at M-DCPS I held several positions including Programmer Analyst, Director Information Technology Strategic Planning and Director, Student Services leading the development of the Student Information Systems.

EDUCATION

B.A., Finance, Minor: Computer Science
Florida International University, Miami

M.A., Public Administration
Florida International University, Miami, Florida

Certificate, Masters Certificate in Project Management
George Washington University, Washington, Washington, DC

Helen Blanch, Ed.D.
[redacted]
hblanch@dadeschools.net

Administrative Experience

Present: Assistant Superintendent, Innovation and School Choice
Responsible for the design and implementation of district-wide innovation inclusive of the broad expansion of school choice through a Portfolio District concept and the alignment of instruction and technology through the digital convergence project. Key assignments include the roll out of the $30 million Race-to-the-Top District grant, the iSpace digital elementary media center project, the K-12 One-Community; One-Goal economic development initiative and the China district-to-district partnership.

2010 – 2012 Assistant Superintendent, School Choice
Direct supervision of district public school choice options consisting of 395 magnet programs and 120 charter schools, as well as myriad other parental choice models including controlled open-enrollment schools, K-8 centers, satellite learning centers, senior high academies, and Opportunity Scholarships. During the 2011 – 2012 school year, approximately 46% (158,000 students) have made an active choice in the school or program in which they are enrolled.

2008 – 2010: Administrative Director, Business Services, Accountability and Performance
A direct report to the Superintendent of Schools overseeing the business functions of his office which included serving as his representative for multiple community organizations such as the Children's Trust, The Superintendent's Advisory Council, and the United Way; the liaison between the superintendent and the School Board; and oversight in the development of the district's Strategic Plan.

2002 to 2008: Administrative Director, School Choice and Parental Options
Direct supervision of expanded choice programs including; magnet schools/programs, charter schools, and controlled choice schools. Responsibilities included oversight of $70 million in federal grants including the Magnet Schools Assistance Program, Smaller Learning Communities and Voluntary Public School Choice Program.

1997 – 2002: Administrative Director, Network and Internet Services
Direct administrative responsibility for the implementation, management, and support of the MDCPS Internet, data, and telecommunications infrastructure including: the Wide Area Network, technical field support (design and implementation of Local Area Networks; server configuration, installation and maintenance of all administrative equipment); Internet-based services telecommunications infrastructure; and technological training.

1993 - 1997 Instructional Supervisor, **Instructional Technology Department**
Direct administrative responsibilities included: initiation, planning and implementation of an integrated K-12 instructional technology program, grant development and implementation, technical assistance for schools, school improvement plans, development of the Technology Competency Based Curriculum, the district technology plan, program reviews, the district instructional technology conference and staff development for instructional personnel.

Instructional Experience

2011 – Present **Adjunct Instructor, Nova Southeastern University, Doctoral Programs**
Online instructor for Policy and Governance courses for Doctoral Candidates pursuing Educational Leadership degrees and certifications. Each cohort includes international students from as far away as Taiwan, Qatar, South Korea and United Arab Emirates as well as students from throughout the United States.

1990 - 1993 **Teacher, G. Holmes Braddock Senior High School**
Department Chairperson for Computer Education, taught computer programming and multi-media production in grades 9-12. Recognitions include: National Tandy Technology Scholar, Dade-County High School Computer Teacher of the Year, Braddock Senior High Teacher of the Year. Invited presenter at state and national computer conferences including: ISTE and FETC,

1983 – 1990 **Teacher, Miami Springs Middle School**
Department Chairperson for Elective Programs, taught mathematics, computer education, reading, in grades 6-9. Recognitions include: Dade County Computer Middle School Teacher of the Year and Miami Springs Middle Teacher of the Year. Invited presenter at FETC.

1980 - 1982 **Teacher, St. John the Apostle Elementary School, Archdiocese of Miami**
Reading Chairperson, taught grade four.

1985 – 1995 **Adjunct Instructor, Barry University, School of Education**
Taught computer science and instructional technology graduate level courses.

Education

2004 Doctor of Education in Educational Leadership, Barry University
1989 Specialist in Education in Computer Science Education, Barry University
1985 Master of Science in Computer Science Education, Barry University
1980 Bachelor of Science in Elementary Education, Magna Cum Laude, Barry College

Associations

Florida Educational Technology Corporation (FETC) Advisory Board
New World School of the Arts, Executive Board
United States Department of Education Magnet Schools Assistance Program Working Group

Dr. Robert D. Strickland
School Choice & Parental Options
Miami-Dade County Public Schools
1501 NE Second Avenue, Suite 237
Miami, Florida 33132

[redacted]

305.995.7257 (work)
305.995.2351 (fax)
rstrickland@dadeschools.net

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PRESENT POSITION - As an District Director in School Choice & Parental Options, I am responsible for directing staff assigned to develop, implement, and monitor the Magnet, International Education, Opportunity Scholarship, and National Academy Foundation (NAF) Programs within Miami-Dade County Public Schools.

EDUCATION

Ed.D.	Educational Leadership	Nova Southeastern University	April	1997
M.F.A.	Theatre	University of Miami	May	1986
M.A.	Theatre	University of Miami	May	1985
B.S.	Music Education	University of Tennessee	June	1977

WORK EXPERIENCE in Education includes:

School Choice & Parental Options	District Director	2010-present
School Choice & Parental Options	Executive Director	2009-2010
Office of Professional Development	Executive Director	2008-2009
Office of Professional Development	Administrative Director	2005-2008
Division of Life Skills and Special Projects	Executive Director	2001-2005
Division of Life Skills	District Supervisor	1993-2001
Miami Sunset Senior High	Teacher	1990-1993
South Miami Senior High	Teacher	1986-1989
University of Miami	Instructor	1985-1986

AWARDS AND EDUCATIONAL RECOGNITION include:

Founder's Award	2006	Educational Theatre Association
Distinguished Career Award	2005	Florida Theatre Conference
Administrator of the Year Award	2004	Florida State Thespians
Herbert A. Drew, Jr. Memorial Award/Excellence in Ed.	2000	Nova Southeastern University
Outstanding Administrator of the Year	1997	FL Association for Theatre Education
Regional Designation Award in the Arts	1994	Atlanta Committee/Olympic Games
Teacher of the Year	1991	Dade County Public Schools/ Region V
Summa cum Laude	1985	University of Miami
Magna cum Laude	1977	University of Tennessee

PROFESSIONAL ORGANIZATIONS / COMMITMENTS include:

The College Board – National Task Force on the Arts in Education (2008-2010)
Educational Theatre Association (Governing Board 2007-2009; 2010-2011)
Florida Association for Theatre Education (President 1992-94)(Conference Program Chair 1990-91, 2002-03)
Florida Teacher Certification Examination Core Test Writing Team
FL Department of Education/Curriculum Frameworks Writing Team (Sunshine State Standards)
FL Department of Education/Curriculum Course Descriptions Writing Team (Sunshine State Standards)

Dade Association of School Administrators (Board of Directors 2000-2002; 2005-2011)

PUBLICATIONS include:

THEATRE: Art in Action (Textbook)	Glencoe/McGraw-Hill (3rd Edition, 2008)	1999
Shakespeare-ience: Romeo & Juliet	Perfection Learning, Inc.	2002
Shakespeare-ience: Macbeth	Perfection Learning, Inc.	2003
Shakespeare-ience: Julius Caesar	Perfection Learning, Inc.	2004

Amy Padolf

[redacted]

Relevant Experience:

April 2010 - **Director of Education**
Fairchild Tropical Botanic Garden, Miami, FL

- Overseeing all national and international multidisciplinary education programs that engage over 150,000 Pre-K through adult students each year.
- Designing and managing Fairchild's Graduate Studies program.
- Manages an operating budget of over $1,000,000
- Cultivating local and national corporations, government organizations and private individuals to acquire monetary and material donations for education programs.
- Building and maintaining Fairchild's strategic plan and core education principals

May 2009 – April 2010 **Youth Programs Manager**
Fairchild Tropical Botanic Garden, Miami, FL

- Managing all Field Studies education programs
- Developing and implementing the Fairchild Challenge Pilot Program for Elementary Schools.
- Supervise the Museum Magnet program: a collaborative effort with Miami Dade County Public Schools which generates $125,000 per year
- Cultivating local and national corporations, government organizations and private individuals to acquire monetary and material donations for education programs.
- Collaborating with the Miami Dade County Public Schools Department of Curriculum and Instruction to incorporate FTBG education curriculum into the County Educational Pacing Guides

June 2007 - April 2009 **Director of Operations**
Miami Children's Museum, Miami, FL

- Developed and managed an annual budget of over $2,000,000
- Cultivated local and national corporations, government organizations and private individuals to acquire monetary and material donations totaling over $1,000,000
- Recruited, hired, supervised, and evaluated the performance of over 100 full and part-time staff and over 400 volunteers.
- In collaboration with Board of Trustees and Senior Management Team, developed a 5 year Business and Strategic Plan including appropriate goals, timelines and action steps
- Created the *Learning Framework for which all* messaging, exhibits, marketing and development materials and educational programs were based
- Developed income and expense for budget and monitor grant based programs expenses and reimbursements in compliance with contracts.
- Directed the American Association of Museums' Accreditation Process including composing the self-assessment questionnaire and the presenting findings to the Board of Trustees

July 2006 - June 2007 **Manager of Traveling Exhibit Education**
Children's Museum of Pittsburgh (CMP), Pittsburgh, PA

- Cultivated local and national corporations to acquire monetary and material donations and support currently totaling over $100,000
- Wrote and design signage text
- Managed the major project partners which include Family Communications, Inc. and Up-close, Inc.
- Developed all educational components for use by (CMP) and all exhibit renters including traveling education trunks, education programs and museum training programs
- Developed and managed web-based content for the traveling exhibits
- Developed all marketing materials including brochures and conference exhibit displays and other public correspondence.

July 1999 – Nov. 2005 **Director of Education**
National Aviary, Pittsburgh PA

- Managed departmental annual operating budget of over $300,000.
- Cultivated local and national foundations totaling over $1,500,000.
- Developed and instructed standards-based school education programs for over 400,000 participants, with a minimum yearly increase of 10%.
- Recruited, supervised and evaluated over 100 staff and volunteers.

May 1999 - August 2002 **Adjunct Professor**
Chatham College, Pittsburgh PA

- Developed curriculum for Innovative Teaching Techniques for Math and Science and Encouraging Success in Math and Science for Girls
- Instructed Masters of Education candidates and evaluate students' performances

Education:

1994 – 1997 Duquesne University, *Pittsburgh PA*
Master of Education
Current *Pennsylvania Teaching Certification in* ***Elementary and Middle School Science Education***

1989 – 1993 University of Pittsburgh, *Pittsburgh PA*
Ba*chelor of Arts in Communication/Rhetoric*

Most Recent Elected Positions:

2011 – Present Vice-Chair of the Education Section
American Public Garden Association

2008 Vice Chair of the All Kids Included Steering Committee
Miami Dade Department of Cultural Affairs

2007 International Technology Education Association K.I.T.S. State Coordinator

2002 - 2006 Chair - Conservation Education Committee
Association of Zoos and Aquariums

Tedor Whitman

Zoological Society of Florida

[redacted]

twhtiman@zsf.org

Experience

Management

2010-present Director of Education, Zoological Society of Florida
Director of all Society's education programs, personnel, grants, and animals including Zoo Miami's Children's Zoo and volunteer programs.

2007-2010 Curator of Education, Connecticut's Beardsley Zoo
Director of all Zoo's education programs, personnel, grants, and animals as well as Zoo's conservation and research activities. Assists General Curator with all Zoo operations including animal care, maintenance, and visitor services. Assists Executive Director with all fund raising activities.

2005-2006 Director of Biological Stewardship & Adult Education, Teatown Lake Reservation
Supervised all stewardship, landscape management, and biological monitoring activities in and around Teatown's properties including captive biological collections. Was responsible for development of adult education programs and curriculum based upon stewardship activities.

2003-2005 Director of Education, Teatown Lake Reservation
Supervised all education staff, programs, grants, budgets, and events for Teatown's Nature Center, preserve, Wildflower Island, and Cliffdale Farm. Planned new integrated land management with organic farm program, and new partnerships with Westchester County's Youth Bureau, Ossining Children's Center, Boys & Girls Club, and Community Supported Agriculture program.

1996-2003 Director of Education, Wetlands Institute
Supervised all education staff, volunteers, programs, grants, budgets, and events for the Wetlands Institute's 40,000 annual visitors and 9,000 school children. Planned, researched, edited, and completed refurbishing of old aquarium and new reptile exhibit. Initiated Wetlands Institute's entry into the South Jersey Distance Learning Consortium and established a classroom site provider program. Directed avian research projects in conjunction with a National Science Foundation grant. Functioned as the New Jersey State Coordinator for Project WET (Water Education for Teachers).

1994 -1996 Public Education Specialist, New Jersey State Aquarium
Developed and oversaw the presentation of public programs. Recruited, trained, and supervised 35 part-time education employees and 50 volunteers. Assisted in development and execution of grants for education programs.

Teaching and Research

1995-2003 Adjunct Instructor, Richard Stockton College
Taught Conservation Biology & Biology of Marine Mammals for non-science majors.

1993-1996 Teaching Assistant, University of Pennsylvania
Field Technician, Conservation and Research Center/Smithsonian Institution
Served as instructor for University of Pennsylvania's Conservation Field Ecology Course held at the Smithsonian Institute's Conservation and Research Center. Assisted in study of white-tailed deer impact upon oak forests. Took census of small and large mammal, bird, and insect populations and performed vegetation analysis. Served as instructor for Earthwatch volunteers.

1993-1994 Substitute Teacher, Philadelphia Friends School system
Taught upper-school biology, general sciences, and math classes.

1993 Field Technician, Delaware River Conservancy
Completed flora and fauna analysis of Burlington Island for Delaware River Greenway Conservancy's Historical Park proposal.

Work in Zoological Field

1991-1994 Teacher/Naturalist, Academy of Natural Sciences of Philadelphia
Developed and presented environmental-education public programs using live animals and various multi-media. Assisted in the supervision and training of part-time staff and volunteers. Organized programs for special events in the museum.

1989-1994 Traveling Naturalist/Classroom Instructor, Zoological Society of Philadelphia
Developed and presented education programs utilizing live animals.

1987-1989 Animal Trainer, Zoology Society of Philadelphia
Trained sea lions, birds of prey, and border collies for educational demonstrations.

Board Affiliations, Conferences, and Publications

2007–2010 Member of AZA and its Conservation Education Committee (CEC); head of SSP/TAG Education Advisors CEC sub-committee

2007–2010 Member of Connecticut Outdoor Environmental Educators Association

2007–2008 Board member of the New England Environmental Educators Association

2003–2006 Member of the New York State Outdoors Educators Association.

1999–2003 Member of the Youth Environmental Society Board. Duties included development of action plan and budget to purchase, rehabilitate, and begin operations for an overnight environmental center at the Barnegat Light House.

1997–2003 Attended the annual National Project WET Conference for State Coordinators. Served on the Publications and Products committee.

1994–2003 Member of the Alliance of New Jersey Environmental Education.

- Whitman, T., and N. Wielert. 1996. Bio-diversity: Teaching about a sustainable and endangered resource. *Association of New Jersey's Environmental Educators (ANJEE) annual conference*.

- Whitman, T., and K. Trautmann. 1988. Laughing While They Are Learning; Combining entertainment with education in a public demonstration. *American Association of Zoological Parks and Aquariums (AZA) regional conference proceedings*.

Education

1993 Master of Arts in Conservation Biology
University of Pennsylvania

1992 Bachelor of Arts in Biology
University of Pennsylvania

Other Areas of Interests and Skills

Holds Master Banding permit, SCUBA (PADI) certification, open water kayak rescue certification, Coast Guard Small Boat Handling and Operation certification, participant in 11 World Series of Birding (NJ), participant in Christmas Bird Count for 9 years, horseshoe crab census for 7 years, black belt shotokan karate.

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Education

School of Social Welfare, State University of New York at Albany, PhD, 1990
Academy of Certified Social Workers (ACSW), 1982-present
State University of New York at Stony Brook, MSW, School of Social Welfare, 1973
State University of New York at Stony Brook, BS, Sociology and Mathematics, 1970

Recent Work Experience

2003-present: Professor (2003-08, Associate Professor), Florida Memorial University, Miami, FL.

1992-2003, Professor of Research and Evaluation, Fischler Graduate School of Education and Human Services, Nova Southeastern University, North Miami Beach, FL.

1991-1992, Assistant Professor of Social Work, Florida International University, Miami, FL.

1989-1991, Assistant Professor of Social Work and Coordinator of Graduate Field Education, Department of Social Work, University of Vermont, Burlington, VT.

1979-1989, Associate/Assistant Professor of Sociology and Community Services Program/ Coordinator of Community Services Program, Clinton Community College, Plattsburgh, NY

Recent Research and Evaluation Projects

The Use of Evidenced-Based Practices in Promoting Behavioral Health at Florida Memorial University, Substance Abuse and Mental Health Services Administration/Center for Substance Abuse Prevention (2011-2012) (with Edward Stephenson, Associate Professor of Psychology, Florida Memorial University)

Project Protect, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, subcontract from Switchboard of Miami, Inc., (2010-2015) (with Switchboard of Miami and University of Miami Miller School of Medicine)

External Evaluator, Arts in Education Model Development and Dissemination Program (AEMDD) HeARTS & Minds Program, School District of Miami-Dade County, 2010-present (with L. Fontana)

External Evaluator, 21st Century Community Learning Centers, School District of Miami-Dade County, 2011-present (with L. Fontana)

External Evaluator, School Choice/Magnet School Assistance Program (MSAP) *CHOICES*^{2} and Invitational Priority Grant, School District of Miami-Dade County, 2007-2011

External Evaluator, Comprehensive School Counseling Project, Broward County Public Schools, 2008-2009

Principal Investigator, Child Welfare Caseworkers' Decision-Making: Attitudes and Approaches to Permanency Planning when a Parent is Incarcerated, University of Kentucky Center for Poverty Research, 2007-2008

External Evaluator, Marine Sciences Magnet Program, Broward County Public Schools, 2006-2007

External Evaluator for School Board-funded tutoring program for students in foster care group homes in the School District of Miami-Dade County, 2006-2007

External Evaluator, School Choice/Magnet School Assistance Program (MSAP) *ECHOES* and Invitational Priority Grant, School District of Miami-Dade County, 2004-2008

Research Director, ▪ Hispanic Men and Women who are Living with HIV/AIDS, ▪Men who Have Sex with Men who are Living with HIV/AIDS, ▪ Homeless Persons Living with HIV/AIDS, and ▪ Recently Incarcerated Persons Living with HIV/AIDS Broward Regional Health Planning Council, Fort Lauderdale, FL., 2003-2007

Developing Special Olympics' Programs in Culturally Diverse Communities in Broward and Miami-Dade Counties, funded by the Knight Foundation, 2002

Study of Coordinated Case Management Services in Services in Broward County, Florida; funded by Broward County Children's Services Administration, 2001-2002

Evaluation of the effectiveness of the Technology Focused Family Grant Program, Broward Public School District, 2000 to 2001

State of the Haitian-American Community in Broward County, funded by Sun-Sentinel Minority Development Fund, 2000

Evaluation of Peace Education programming in Miami-Dade County, funded by Echo Bridge Productions, 2000

External Evaluator, Effectiveness of Magnet School Assistance Program (MSAP), Broward County School Board, FL., 2000-2008

Co-Principal Investigator, Effectiveness of day treatment, evening outpatient, perinatal addictions, drug court, and domestic violence programs. Broward County Substance Abuse and Health Care Services Division, Fort Lauderdale, FL., 1999-2004

Welfare Reform Monitoring Project, statewide project funded by Florida Department of Children and Families, 1999-2001

Florida Safe Learning Environment Data Project, statewide project funded by Florida Department of Education, 1998-2000

Recent Publications

Child Welfare Legislation and Policies: Foster Children with a Parent in Prison. In Y. R. Harris, J. A. Graham, G. J. Carpenter (Eds.) *Children of Incarcerated Parents. Theoretical, Developmental and Clinical Issues*, Springer Publishing Company, 2010

CURRICULUM VITA

EDUCATION

Brooklyn College	SUNY at Stony Brook	SUNY at Stony Brook
Degree: B.A. (1966)	Degree: M.A. (1971)	Degree: Ph.D (1978)
Major: Political Science	Major: Sociology	Major: Sociology

EMPLOYMENT

1996-present: Evaluation Consultant, Coral Springs, Florida

1990 to 2010*: Senior Professor of Social and Behavioral Sciences* (1998-2010), *Department Head of Social and Behavioral Sciences* (1990-1999), *Project Coordinator/International Affiliates Program*: United Arab Emirates-India-Sri Lanka (1998-2003)

1992 to 1994: *Interim College-wide Curriculum Director*, Humanities and Social/Behavioral Sciences, Broward Community College, Ft. Lauderdale, Florida.

1983 to 1986: *Chairperson*, Department of Sociology, SUNY at Plattsburgh, Plattsburgh, New York.

1977 to 1990: *Associate/Assistant Professor of Sociology*, Department of Sociology, SUNY at Plattsburgh.

1987 to 1988: *Visiting Professor of Sociology*, Department of Sociology, University of Reading, Reading, England.

1974 to 1977: *Lecturer*, School of Social Work, San Diego State University, San Diego, California.

1973 to 1974*: Lecturer*, School of Social Work, Adelphi University, Garden City, New York.

1971 to 1973: *Research Director*, National Urban League, New York, New York.

1967 to 1970*: Staff Assistant*, Center for Urban Education, Office of Education, U.S. Department of Health, Education and Welfare.

PUBLICATIONS

"Medical Treatment for Men Who Have Sex With Men And Are Living with HIV/AIDS" AMERICAN JOURNAL OF MENS' HEALTH, 2009, Vol.3. No.4, 319-329

"Recently Released with HIV/AIDS: Primary Care Treatment Needs and Experiences", JOURNAL OF HEALTH CARE FOR THE POOR AND UNDERSERVED, 18 (2007) 698-713

"Childhood Violence Prevention Education Using Video Games", INFORMATION TECHNOLOGY IN CHILDHOOD EDUCATION ANNUAL, Volume 2004, Issue 1, pp 49-62

"The Transition from AFDC to PRWORA in Florida: Perceptions of the Role of Case Manager in Welfare Reform", JOURNAL OF SOCIOLOGY AND SOCIAL WELFARE, Vol. 28, No. 3, September, 2001

"Issues of Race and Gender in Court-Ordered Substance Abuse Treatment: A Case Study of Drug Court Treatment", JOURNAL OF OFFENDER REHABILITATION Vol.33, no.4 (2001) Re-printed as a chapter in James J. Hennessy (Editor), *Drug Courts in Theory and Practice* (Haworth Press, 2001)

Medical Treatment for Men who Have Sex with Men and are Living with HIV/AIDS. *American Journal of Men's Health*, 2009, 3(4), 319-329 (with L. Fontana)

Recently Released with HIV/AIDS: Primary Care Treatment Needs and Experiences. *Journal of Health Care for the Poor and Underserved*, 2007, 18(3), 699-714 (with L. Fontana)

Two Heads Are Better Than One: The Case-Based Rationale for Dual Disciplinary Teaching in Child Advocacy Clinics, *The Florida Coastal Law Review,* 2006, 7(3) (with C. A. Zawisza)

Birth Defects as an Indicator of the Health Status of Haitian Women and their Children, *Journal of Health and Social Policy,* 2006, 22(1), 93-109

Young Chronic Offenders: A Case Study of Contextual and Intervention Characteristics, *Youth Violence and Juvenile Justice*, 2005, 3(2), 133-150 (with A. Mullis, R. Mullis, T. Cornille, D. Perkins, & M. A. Kershaw)

Childhood Violence Prevention Education Using Video Games, *Information Technology in Childhood Education,* 2004, 1, 49-62 (with L. Fontana)

Issue of Race and Gender in Court-Ordered Substance Abuse Treatment: A Case Study of Drug Court Treatment, in James Hennessy (Ed.) *Drug Courts in Operation. Current Research*, Haworth Press; published simultaneously in *Journal of Offender Rehabilitation*, 2002, 33(4) (with L. Fontana)

The Transformation from AFDC to PRWORA in Florida: Perceptions of the Role of Case Manager in Welfare Reform, *Journal of Sociology and Social Welfare*, 2001, 28(3), 29-48 (with L. Fontana)

Charting a Course: Addressing Major Challenges to Permanency Planning for Incarcerated Mothers, *Child Welfare*, 1998, 77(5), 513-529

"Community Colleges and the Question of Equity: The End of Innocence?" (With A. Witt) FLORIDA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT POLICY REVIEW, Vol. 2, No. 2 (winter, 1994)

"Increasing Environmental Education K-8 in Florida Classrooms: Ideas for Replicating the Model in other Florida School Districts," (with Romance, Green, Stumpe, Bath) FLORIDA SCIENCE TEACHER Vol. 9, No. 1 (winter, 1994)

"Fieldwork in Proprietary Agencies and Private Practice Settings: The Perceptions of Fieldwork Coordinators in Graduate Social Work Programs," JOURNAL OF TEACHING IN SOCIAL WORK, Vol. 7, No. 2 (1993)

"Working for Patients: The National Health Service in the 1990s," HEALTH AND SOCIAL POLICY, Vol. 3, No. 2, (1991)

Book review, Earl Rubington and Martin S. Weinberg (Eds.) *THE STUDY OF SOCIAL PROBLEMS* (4th edition), (New York, Oxford University Press, 1989), TEACHING SOCIOLOGY, Vol. 18, No. 2, (April, 1990)

"Health Planning and the Closure of a Community Hospital" INTERNATIONAL JOURNAL OF HEALTH PLANNING AND MANAGEMENT, Vol. 3, No. 4, (October-December, 1988)

Book review, Earl Klee, *POLITICS AN AMERICAN PERSPECTIVE: UNEASY DEMOCRACY THE TENSION OF CITIZENSHIP AND IDEOLOGY*, NATIONAL SOCIAL SCIENCE JOURNAL Volumes ll/lll, No. 5, spring, 1991

Book review, Abram de Swaan, *IN CARE OF THE STATE: HEALTH CARE, EDUCATION AND WELFARE IN EUROPE AND THE USA IN THE MODERN ERA*, (Oxford University Press, 1988), INTERNATIONAL JOURNAL OF COMPARATIVE SOCIOLOGY, Vol. XXX, Nos. 3-4, (September-December, 1989)

"Vietnam Veterans and the Criminal Justice System," CRIMINAL JUSTICE AND BEHAVIOR, (with A. Beckerman), Vol. 16, No. 4, (December, 1989)

"Professional Education in a Maximum Security Prison: A Comparative Study," THE JOURNAL OF CORRECTIONAL EDUCATION, (with A. Beckerman) Vol. 40, No. 4 (December, 1989)

"Political Ideology and Local Health Planning in the United States," HUMAN RELATIONS, Vol. 39, No. 6, (1986)

"Clique Formation in a Regional Health Planning Agency," HUMAN RELATIONS, Vol. 38, No. 9 (1985)

"Perceptions and Aspirations of Community College Business Students: "Does Gender Make a Difference?" (With A. Beckerman), COMMUNITY COLLEGE REVIEW, Vol. 15, No. 2, (fall, 1987)

"Value Orientations of Prison and Non-Prison Social Work Students," JOURNAL OF OFFENDER COUNSELING, SERVICES AND REHABILITATION, Vol. 11, No. 2 (Spring/Summer, 1987)

"Social Work Education in a Correctional Setting: Some Proximate Changes Linked to Rehabilitation" (with A. Beckerman) PROCEEDINGS OF THE INTERNATIONAL CORRECTIONAL EDUCATION ASSOCIATION, (1981)

"Training Prison Inmates in Social Work" (with A. Beckerman), INTERNATIONAL JOURNAL OF OFFENDER THERAPY AND COMPARATIVE CRIMINOLOGY, Vol. 25, No. 2 (1981)

"Political Demoralization of the Poor: Organizing Lower-Class Families of the Mentally Retarded," JOURNAL OF SOCIOLOGY AND SOCIAL WELFARE, Vol. 7, No. 1 (1980)

"Commentary on HSA Interest Groups," AMERICAN JOURNAL OF PUBLIC HEALTH, Vol. 69, No. 11 (1979)

"An Evaluation of Project STAR," SOCIAL CASEWORK, Vol. 55, No. 5 (1974

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

"Impact of the Transition to a Museum Magnet School on the Academic Achievement of Historically Underperforming Students", 27th National Conference on Magnet Schools, Charlotte, N.C. (2009)

"The Black Church: Meeting the Challenges of Today", Conference of the National Association of Family Services, San Diego, California, November, 1998

"Significance of Science Education Standards to Colleges", Eighth National Conference on College Teaching and Learning, Jacksonville, Florida, April, 1997

"Leadership 2000", League for Innovation in the Community College, San Francisco, July, 1995

"Building Bridges through Histories of Oppression," Conference on Valuing Diversity: Building Healthy Attitudes in Diverse Communities," Jacksonville, Florida, February, 1993

"Working for Patients: The National Health Service in the 1990s," American Public Health Association Conference, October, 1990

"Restructuring Higher Education," Society for Research into Higher Education, Birmingham, England, December 1987

"Perceptions and Aspirations of Community College Business Students: Does Gender Make a Difference?" Society for the Study of Social Problems, August, 1987 (with A. Beckerman)

"Clique Formation in a Regional Health Planning Agency," Eastern Sociological Society, March, 1985

Session Organizer and Chair, "Social Organization," New York State Sociological Association, November, 1983

"Ideological Consensus in a Regional Health Planning Agency," Society for the Study of Social Problems, August, 1983

Moderator, Eighth New England Undergraduate Research Conference in Sociology, Providence College, March, 1983

"Social Work and Corrections: Should we give Up on Rehabilitation?" National Association of Social Work Professional Symposium, (with A. Beckerman) November, 1983

"Training Prison Inmates in Social Work," Council on Social Work Education (with A. Beckerman), March, 1981

"Organizational Collaboration and the Failure of Social Welfare Reform," Society for the Study of Social Problems," August, 1980

"Political Demoralization of the Poor," Eastern Sociological Association, March, 1980

"Political Authority and National Economic Planning in the United States," Ninth International Atlantic Economic Conference, February, 1980

"Social Planning in a Pluralist Political Context," New York State Sociological Association, October, 1979

Conveyor/Ad-hoc Working Group on Health Policy and Delivery: "The Roles of Formal Organizations and Informal Support Networks," American Sociological Association, August, 1979

"Medical Malpractice Suits: A Consumer Response to the Changing Organization of Medicine," Pacific Sociological Association, April, 1977

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SUSAN O'CONNOR

TEACHING/WORK EXPERIENCE

Years	Location	Assignments
2012-2013	School Choice & Parental Options, Miami-Dade County Public Schools (M-DCPS)	Special Projects 1. Museum of Science & Vizcaya Museum & Gardens Executive Internship: Project-Based Learning Coordinator; Curriculum Development; Teacher/Mentor 2. Project Director: Collaborate with Information Technology Services, ZooMiami, Fairchild Tropical Botanic Gardens to design STEM initiatives
2010-2012	Pine Lake Elementary School	Environmental Magnet School Lead Teacher: Science Curriculum Development; Grant Writing and Administration; Professional Development design/delivery, Marketing and Recruitment; Accountability Data and Statistical Reports; Parent Outreach; Technology Implementation and Coordination; School Collaborative Sharepoint Administrator; Electronic Gradebook Administrator; Webmaster
2008-2010	Homestead Senior High School	Test Chair: Testing Administrator; Curriculum Support; Accountability Data and Statistical Reports; Webmaster
2007-2008	M-DCPS: Charter School Operations (CSO)	Educational Specialist: Compliance Management; Curriculum Support; Technology Coordinator; CSCMS Software Compliance Administrator (includes HTML coding of ad hoc benchmarks); Webmaster
1997-2007	Coral Reef Senior High	Magnet Teacher: International Baccalaureate (IB)/Advanced Placement (AP) English; IB Information Technology in Global Society (ITGS); Journalism/Desktop Publishing; Extended Essay Mentor and Coordinator; SAT Test Center Supervisor
1984-1997	Sunset Senior High	Teacher: Yearbook Journalism; Honors English; SAT Testing Center Supervisor
1974-1984	South Dade Sr. /Redland Middle	Teacher: English, Journalism

OTHER EXPERIENCE

Years	Location	Assignments
2007-2013	International Baccalaureate Organization: Cardiff, Wales	Assistant Examiner (ITGS Extended Essays)
2010-2012	M-DCPS Parent Academy	District-wide Parent Workshop Trainer
2008-2012	HP/Intel	Digital Learning Environments Blogger
2005-2010	Adobe® Systems Inc.	National/State Technology Presenter; Trainer Beta Tester/Evaluator
2003-2007	Miami Dade Public Schools Auditing Department	Consultant/Trainer
2001-2002	Technical Writer	Procedural/Financial/Publication Writer
2001-2007	National Board for Professional Teaching	National Board Mentor; Group Facilitator

Standards (NBPTS)

SPECIAL RECOGNITION

Years	Recognition/Award	Organization
2007	2007 Technology Education Innovators Award	T.H.E. Journal
2005	Merrill Scholar Outstanding Educator	Cornell University
2003	Outstanding Technology Educator (5 National Winners) Adobe® Master Teacher/Education Leader	Adobe® Systems Inc.
2001	State of Florida Teacher of the Year	Florida Scholastic Press Association
1995, 2005	District Teacher of the Year	Florida Scholastic Press Association
2000	National Board Certified Teacher	NBPTS
1996	Teacher of the Year	Sunset Senior High, M-DCPS
2000, 2004		Coral Reef Senior High, M-DCPS
1990-2000	District Director/ State Board	Florida Scholastic Press Assoc.
1995	Gold Key	Columbia University Scholastic Press Association

EDUCATION CREDENTIALS

Bachelor of Arts in Journalism
OHIO STATE UNIVERSITY, COLUMBUS, OHIO

Graduate Coursework/ Curriculum
UNIVERSITY OF MIAMI, MIAMI, FLORIDA
FLORIDA INTERNATIONAL UNIVERSITY, MIAMI, FLORIDA

PROFESSIONAL CERTIFICATION
LANGUAGE ARTS 6-12
JOURNALISM
ELEMENTARY K-6

PROFESSIONAL AFFILIATIONS
National Council Teachers of English
Adobe Education Leaders
Florida Scholastic Press Association
Columbia Scholastic Press Association
National Scholastic Press Association

LUPE FERRAN DIAZ, Ph.D.

[redacted]

Office: (305) 995-2636

lupediaz@dadeschools.net [redacted]

SUMMARY OF QUALIFICATIONS

Leadership Roles

Director – School Choice & Parental Options, Miami-Dade County Public Schools - serve as Project Director for the SLC 2008 grant; organize and facilitate professional development activities in support of the SLC grant; participate as the district liaison for 2008 SLC cohort schools; document target areas of improvement to support grant implementation; and manage and monitor the disbursement of grant funds allocated to schools; oversee all National Academy Foundation career academies (51 academies in five career themes)

Department Chairperson – Department of Career/Technical Education - overseeing 10 teachers, 17 years; Grade book Manager, 2006-2009; School Web mistress, 2005-2007

Lead Teacher - Academy of Hospitality and Tourism - responsible for professional development, recruitment, retention of students, and management of 10 teachers across the disciplines of Business Technology Education, Social Studies, Language Arts, Mathematics and Science

Technology Mentor - Miami Beach Senior High School, 2003-2006 – responsible for development of train-the-trainer sessions and creation of technology cadre of teachers

Speaker at local, national and international conferences on topics ranging from customer service to reporting of survey research results on employer views of summer internship programs and whole school reform

Liaison, Miami-Dade County Public Schools Business Technology Advisory Committee, 2001-2009

Grant Administrator - Manpower Demonstration and Research Corporation - longitudinal study on the effects of Academy program models - one of ten sites nationwide participating in the study, 3 years

Responsible for staffing, training and development of faculty, developing curriculum, ensuring compliance with state and federal regulations with private vocational schools, 5 years

Assistant Professor - University of Maryland- responsible for supervising graduate research in Business Education, teaching undergraduate and graduate level courses-designed and developed three courses: Youth Leadership Development, Office Technology and Training in Business

Significant Accomplishments

Co-author, "Bilingual Business Education/Integration with Foreign Language Programs," National Business Education 2010 Yearbook, a refereed publication, Spring 2010.

Certified as a Serv Safe Food Safety Protection Manager, 2007-2012

Certified Hospitality Instructor through the Educational Institute of the American Hotel and Lodging Association, 2009; Completed one-week internship at two local Marriott properties: Biscayne Bay Marriott (*Loss and Prevention*) and the Courtyard Miami Airport (*Revenue Management*), 2007

Selected by the National Academy Foundation to represent all high school programs in a two-week teacher intern program: one week at Marriott International headquarters and one week at Orlando Marriott Village, 2005

Received National Board Certification in Career and Technical Education, 2003

Responsible for overseeing the Business Technology Education program at Miami Beach High School that has consistently been recognized for producing state and national winners in Future Business Leaders of America and DECA—An Association of Marketing Students competitive events

Responsible for directing the Miami Beach High School Academy of Hospitality and Tourism (1991-present) that has been recognized as an innovative program with the National Academy Foundation and winner of the prestigious Aldo Papone Award for best academy program in the Southeast U.S. and the Academy of Information Technology (2003-2004; 2006-2007). As lead teacher, responsible for matching employer needs with student ability levels for internship positions and seeking appropriate employer partner sites for student paid internships

Responsible for producing an online auction website for the Marketing Committee of the Academy of Hospitality and Tourism Advisory Board; additional responsibilities have included working on the Student Services Committee to help plan an annual conference for over 800 students

Conducted training workshops and developed curriculum in Hospitality and Tourism for the National Academy Foundation and the State of Florida Department of Education in Business Technology Education

Writer, *Cruise Lines Office Administration Teacher Manual* (after completion of one-week internship at Royal Caribbean Cruise Lines, 1994) and *Miami-Dade Public Schools Business Technology Department Head Manual* featured in the Miami-Dade County Public Schools website

PROFESSIONAL EXPERIENCE

September 2009 – present: Director, School Choice & Parental Options, Miami-Dade County Public Schools
August 1990-2009: Career and Technical Education Teacher and Department Chairperson, Miami Beach Senior High School
May 1990 - June 1990: Business Cooperative Education Teacher, Carol City Senior High School (filling in for teacher on medical leave)
November 1989 - August 1990: Administrative Assistant, Manpower Temporary Service (worked for local vice president and several large account companies)
August 1988 - November 1989: Director of Education, International Beauty School
September 1983 - August 1988: Senior Vice President-Education, Robert Fiancé Companies, New York, NY
September 1978 - August 1983: Assistant Professor, University of Maryland, Department of Industrial Education

OTHER EXPERIENCES

2005-2007	**Adjunct Professor, St. Thomas University, Department of Education Administration, Miami, Florida**
1998-2001	**Adjunct Professor, Florida International University, Department of Subject Specialization, College of Education, Miami, Florida**
1980-1983	**Adjunct Professor, Prince George's Community College, Office Administration Department, Largo, Maryland**
1977-1978	**Graduate Research/Teaching Assistant, The Ohio State University, National Center for Vocational Research and the Department of Vocational-Technical Education**

EDUCATION

2004	**Certificate in Educational Leadership, St. Thomas University**
1978	**Ph.D., Vocational-Technical Education, The Ohio State University**
1974	**M.A., Business Education, The Ohio State University**
1973	**B.A., Business Education, Hunter College of The City University of New York**

SPECIAL SKILLS

Received Microsoft certification in both MS Word (expert) and MS Excel as well as IC3 certification; Certified Hospitality Instructor; tri-lingual (English, Spanish, Italian) and bi-literate (English, Spanish); accomplished stenographer and typist; knowledgeable in html and various computer software programs such as Dreamweaver, dual platform (MAC and PC), etc.; continue to participate and present at numerous conferences, workshops, and seminars

PROFESSIONAL AFFILIATIONS

Delta Pi Epsilon, (graduate honorary society in Business Education), 1974 - present
International Society of Travel and Tourism Educators, 2000-present (Board Member, 2008-10)
National Business Education Association, 1975 - present
Phi Delta Kappa, 1974 - present
South by Southeast Professionals in Travel, 2007 – present (Parliamentarian-2010-12;Treasurer-2012-present)

AWARDS/HONORS

Janet Linton Leadership Award, awarded by the National Academy Foundation, 2012
South Florida Hispanic Chamber of Commerce, Outstanding Women in Leadership Award, March 2007
Honorary Alumna, Johnson & Wales University, bestowed in 2006
Outstanding Educator Award, City of Surfside, FL, 2006
International Society of Travel and Tourism Educators Outstanding Educator Award, October 2006
Florida Lodging Management Teacher of the Year Award, American Hotel and Lodging Association, May 2006
Outstanding Educator of the Year Award, City of Miami Beach Hispanic Affairs Committee, September 2005
Outstanding Educator of the Year Award, City of Miami Beach Black Host Committee, February 2004
Outstanding Hispanic Educator of the Year Award, Nova Southeastern University, 2001
Nominated and appointed to the Florida League of Teachers, 1996
Outstanding Marketing Educator of the Year, Dade Association of Vocational, Adult, Community and Career Education, 1999
Outstanding Business Educator of the Year, Dade Association of Vocational, Adult, Community and Career Education, 1996
Teacher of the Year, Miami-Dade County Public Schools, Regional Center II, 1995

REFERENCES **(Available upon request)**

marcus Ortega

ART DIRECTION CONCEPT DEVELOPMENT MARKETER

EDUCATION

2000-2002 — Savannah, Georgia
SAVANNAH COLLEGE OF ART & DESIGN
MFA: Advertising
Concentration: Motion Graphics / Interactive Design

1993-1997 — Sarasota, Florida
RINGLING SCHOOL OF ART & DESIGN
BFA: Graphic & Interactive Communications
Minor: Photography

EXPERIENCE

2011-PRESENT — Miami, Florida
MIAMI-DADE PUBLIC SCHOOLS (SCHOOL CHOICE & PARENTAL OPTIONS)
Position: Director Community Development and Public Outreach
Duties: See page 2

2007-2011 — Miami, Florida
MIAMI-DADE PUBLIC SCHOOLS (SCHOOL CHOICE & PARENTAL OPTIONS)
Position: Educational Specialist
Duties: Develop comprehensive marketing materials for internal and external programs/projects

2006-2008 — Beltsville, Maryland
MERRICK TOWLE COMMUNICATIONS
Position: Senior Advertising Director
Duties: Responsible for managing a creative team of 8; Develop and manage the execution of marketing campaigns, product branding, as well as numerous print and digital pieces

2005- PRESENT — Miami, Florida
BERNIE'S ROCK & GARDEN
Position: Advertising Director
Duties: Assist the VP/General Manager with related advertising strategy and initiatives aimed at developing measurable targeted action plans for account penetration and growth

2005-2006 — Miami, Florida
THE AD STUDIO
Position: Advertising Director
Duties: Develop and communicate industry-leading creative concepts while balancing strategic development with the client business objectives

2004-2006 — Miami, Florida
MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN
Position: Adjunct Professor
Duties: Identify the needs of individual students by using a range of strategies to develop/support students' mastery of the basic skills, processes and concepts

2005 — Miami, Florida
UNIVERSITY OF MIAMI
Position: Adjunct Professor
Duties: Identify the needs of individual students by using a range of strategies to develop/support students' mastery of the basic skills, processes and concepts

2002-2005 — Miami, Florida
MIAMI-DADE PUBLIC SCHOOLS (DIVISION OF LIFE SKILLS)
Position: Teacher on Special Assignment (TSA)
Duties: Work with Administrative Director and other directors to produce and implement an effective marketing plan. Work with directors to organize and promote special events

2000-2002 — Savannah, Georgia
SAVANNAH COLLEGE OF ART & DESIGN
Position: Department Head and Teacher Assistant
Duties: Assist the Department Head and Professors with a range of duties and responsibilities

1999-2000 — Miami, Florida
SOUTH MIAMI SCHOOL OF THE ARTS
Position: Magnet School Program Teacher
Duties: Identify the needs of individual students by using a range of strategies to develop/support students' mastery of the basic skills, processes and concepts

1998-1999 — Miami, Florida
REISER & REISER ADVERTISING AGENCY
Position: Assistant Sales & Merchandise Director
Duties: Creating comps, storyboards, initial graphic concepts and final deliverables as needed for sales

1997-1998 — Miami, Florida
DENEBA SYSTEMS (SOFTWARE COMPANY)
Position: Sales and Merchandise Director
Duties: Building & maintaining relationship with clients and partner agencies. Manage creative deliverables

Samples and References furnished upon request

SKILLS

- Advanced knowledge of art direction and management/supervision based from both the hands-on technical side as well at the client, need-based side
- Specialized in concept development and the ability to generate comprehensive strategies
- Expert in effectively generating targeted and innovative monetization strategies
- Commanding understanding of brand development, brand equity growth and brand centered sales tactics
- Over 15 self-motivated years of accomplished and compelling design tailored for specific market requirements
- Results oriented business development and communications
- Clear understanding of public relations, communications and government-relations within our expanding global environment
- Capable of exerting clear and concise information whether written or spoken in both English and Spanish

CURRENT RESPONSIBILITIES

- Work with District administration/principals to establish effective communications
- Train and aid teachers/principals in the development of recruitment materials
- Manage consistency of the School Choice brands to ensure maximum brand value
- Prepare and manage marketing plan
- Apply brand knowledge to brand schools as sub-brands of the larger Magnet Schools brand
- Establish marketing plans that are in line with the budget and maximize the return on investment
- Design and produce all in-house marketing materials
- Utilize marketing strategies to implement creative campaigns for maximum effectiveness
- Design and produce the comprehensive online and print versions of the Magnet Schools application
- Design and produce Magnet Schools' marketing materials
- Responsible for art directing various multimedia projects
- Track effectiveness of implemented marketing plans and provide detailed reports for assessment
- Prepare and manage all printing orders for the department and Magnet Schools
- Work as a closely with department directors to prepare and organize special events
- Research and assist in purchasing materials for the purpose of workshops, training, special events, and student recruitment
- Working with Administrative Director and other department directors, to prepare marketing plan and associated budget for Magnet Schools
- Responsible for being the webmaster and designer of department website and various Magnet Schools
- Build out marketing recruitment packages for Magnet Schools
- Art direct photo-shoots and document special events at Magnet Schools
- Administer print production press-checks
- Manage payment process for projects to ensure good standing with vendors and contractors
- Research the lowest production bid for marketing materials
- Provide site supervision for recruitment materials installations
- Consult Magnet lead teachers to effective collateral materials
- Carry out data input to the department database
- Provide technical assistance

Ana M. Amador
[redacted]
E-mail: aamador@dadeschools.net

PROFESSIONAL EXPERIENCE

MIAMI-DADE COUNTY PUBLIC SCHOOLS, Miami, FL **2005-Present**
School Choice & Parental Options

Budget Analyst
Responsibilities:
Assist the Project Director in managing the Smaller Learning Communities grants. Handle the transfer and distribution of grant funds to the schools. Audit the schools' Grant Availability Reports assuring that the schools use the funds provided to them. Help schools in interpreting grant rules as they relate to budget. Process and provide assistance to school personnel with the processing of travel and purchase orders. Help with professional development workshops. Assist various organizations providing professional development to our schools. Work with schools in completing annual performance reports and annual evaluation reports required by the U.S. Department of Education.

STANFORD COINS & BULLION, Metairie, LA **2004-2005**

Administrative Assistant
Responsibilities:
Wrote up the sales orders for the Sales Associates. Printed them and mailed them to customers. Processed credit card purchases by clients. Handled bank deposits. Helped to keep inventory of coins purchased for sale. Assisted in tracking monthly sales commissions for Sales Associates.

PAN-AMERICAN LIFE INSURANCE COMPANY, New Orleans, LA 1982-2003

Systems Support Specialist, Information Technology Department 1991-2003
Responsibilities:
Prepared software and hardware budget for the various branch offices and affiliates. Kept track of monthly expenses and prepared budget reports for supervisor. Provided customer service to Latin American offices for computer related problems; provided support for their projects; monitored and managed Help Requests for computer related problems in their offices; purchased/shipped computer equipment needed by these offices; managed international travel arrangements for personnel traveling to Latin America

Executive Secretary, Group International Operations 1990-1991
Responsibilities:
Provided secretarial support to Group International Operations Vice President. Managed correspondence, generated and distributed sales reports, handled customer inquiries, received and sorted claims received Maintained filing system for the area. Managed travel arrangements and travel vouchers for

international travel. Kept track of monthly expenses and prepared budget reports for supervisor as needed.

Secretary, International Operations Budgets & Personnel 1982-1990
Responsibilities:
Provided secretarial support to International Budgets and Personnel Manager and Supervisor. Created and generated monthly reports of remittances from the Latin American offices. Helped with the consolidation of the budget from the Latin American offices. Ordered and sent service awards for Latin American employees' anniversaries. Managed travel arrangements and travel vouchers for international travel. Maintained personnel records for Latin American employees. Kept track of monthly expenses and prepared budget reports for the department and Latin American offices. Worked with various offices to resolve budget problems.

EDUCATION

Bachelor's of Science, Office Administration, University of New Orleans 1981

PROFESSIONAL DEVELOPMENT

Microsoft Office Professional, Microsoft Project, FoxPro, Lotus, WordPerfect

COMMITTEE ON FOREIGN AFFAIRS

CHAIRMAN
Subcommittee on the
Middle East & North Africa

SUBCOMMITTEE ON
Western Hemisphere

COMMITTEE ON RULES

www.twitter.com/roslehtinen
www.youtube.com/ileanaroslehtinen

Congress of the United States
House of Representatives
ILEANA ROS-LEHTINEN
27TH DISTRICT, FLORIDA

PLEASE RESPOND TO:
2206 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515–0918
(202) 225–3931
FAX: (202) 225–5620
http://www.house.gov/ros-lehtinen

DISTRICT OFFICE:
4960 SW 72 AVENUE
SUITE 208
MIAMI, FL 33155
(305) 668–2285
FAX: (305) 668–5970

February 26, 2013

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As a Member of Congress representing the nation's fourth largest school district in the nation, Miami-Dade County Public Schools (M-DCPS), I write in strong support of the school district's grant application for the Magnet Schools Assistance Program (MSAP, CFDA #84.165A).

The proposed project will build on M-DCPS' proven track record of implementing magnet programs/schools which have promoted diverse student enrollments, stemmed declining enrollment and improved overall education quality. Two new high schools focusing on science, technology, engineering, and mathematics (STEM) are proposed.

The first school, BioTech @ the Zoo, will focus on Conservation Biology and is designed to provide integration of scientific research and technology using state-of-the-art tools to analyze and propose solutions for local and international conservation issues. The second, iTech @ Edison, will focus on three strands: Geospatial Information Systems (GIS); Microsoft Applications (APPS/SE); and Enterprise Resource Planning (ERP). This school is designed to inspire creativity and collaboration while teaching students how to use technology to solve real world STEM challenges.

An MSAP award to M-DCPS would enable this large urban district to increase its STEM-ready workforce, benefiting the South Florida community as well as the nation. I respectfully request, within all applicable rules and regulations, you give your full consideration to the M-DCPS Magnet Schools Assistance Program grant application.

Sincerely,

Ileana Ros-Lehtinen
Member of Congress

IRL:ng

DEBBIE WASSERMAN SCHULTZ
23RD DISTRICT, FLORIDA

CHIEF DEPUTY WHIP

COMMITTEES:
COMMITTEE ON APPROPRIATIONS
RANKING MEMBER
SUBCOMMITTEE ON LEGISLATIVE BRANCH
SUBCOMMITTEE ON STATE, FOREIGN OPERATIONS

STEERING AND POLICY COMMITTEE

Congress of the United States
House of Representatives
Washington, DC 20515–0923

WASHINGTON OFFICE:
118 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515–0923
(202) 225–7931
(202) 226–2052 (FAX)

DISTRICT OFFICES:
10100 PINES BOULEVARD
PEMBROKE PINES, FL 33026
(954) 437–3936
(954) 437–4776 (FAX)

19200 WEST COUNTRY CLUB DRIVE
THIRD FLOOR
AVENTURA, FL 33180
(305) 936–5724
(305) 932–9664 (FAX)

February 26, 2013

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

RE: Miami-Dade County Public Schools
Dept. of Education, Office of Innovation and Improvement (OII)
FY 2013 Magnet Schools Assistance Program (MSAP, CFDA #84.165A)

As the Member of Congress for the 23rd Congressional District of Florida, representing portions of Miami-Dade County, I write in support of Miami-Dade County Public Schools' (M-DCPS) application to the Department for the FY13 Magnet Schools Assistance Program grant. This funding would allow for the development of two new Science, Technology, Engineering, and Mathematics (STEM) high schools, a critical educational innovation for the students of Miami-Dade.

The proposed project would build on M-DCPS's proven record of implementing magnet programs and schools that promote diverse student enrollments, curtail drop-outs, and improve overall instructional quality. The two schools that M-DCPS plans to develop are the "BioTech at the Zoo" and the "iTech at Edison" programs. BioTech at the Zoo is designed to provide integration of scientific research and technology with state-of-the-art tools to find solutions for local and international conservation issues. iTech at Edison will focus on technology solutions for real-world STEM challenges by inspiring creativity and collaboration based on the studies of Geospatial Information Systems (GIS), Microsoft Applications (APPS/SE), and Enterprise Resource Planning (ERP). These smart investments in cutting-edge STEM education are critical to keeping the gates of opportunity open to the students of my community, as well as for preparing the highly-skilled workforce that will power South Florida's high-tech economy.

Miami-Dade Public Schools are particularly worthy of this grant. Their track-record with "Race to the Top" dollars proves that they are good stewards of additional funding, and their recent receipt of the prestigious Broad Prize for Urban Education is a testament to the aggressive, student-centered approaches they are using to reach their academic goals.

Thank you for your consideration of this thoughtful proposal to improve the educational opportunities in my community. If you have any further questions or concerns, please do not hesitate to contact Seth Extein in my Washington, D.C. office at 202-225-7931.

Sincerely,

Debbie Wasserman Schultz

Debbie Wasserman Schultz
Member of Congress

JOE GARCIA
26TH DISTRICT, FLORIDA

1440 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-2778

Congress of the United States
House of Representatives
Washington, DC 20515–0926

February 26, 2013

The Honorable Arne Duncan
United States Secretary of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Secretary Duncan:

As a Member of Congress I represent Miami-Dade County. My district includes the nation's fourth largest school district, Miami-Dade County Public Schools (M-DCPS). I contact you today in strong support of the school district's grant application for the Magnet Schools Assistance Program (MSAP, CFDA #84.165A).

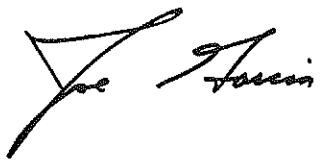
I personally know the benefits that magnet schools give our children. Magnet schools like Coral Reef Senior High School in my district allow our students to not only to excel, but to pursue their dreams in subjects such as agri-science, law, health sciences, and visual and performing arts.

The proposed project will build on M-DCPS' proven track record of implementing magnet programs/schools which have promoted diverse student enrollments, stemmed declining enrollment and improved overall education quality. Two new high schools focusing on science, technology, engineering, and mathematics (STEM) are proposed.

The first, BioTech at the Zoo, will focus on Conservation Biology and is designed to provide integration of scientific research and technology using state-of-the-art tools to analyze and propose solutions for local and international conservation issues. The second, iTech at Edison, will focus on three strands: Geospatial Information Systems (GIS); Microsoft Applications (APPS/SE); and Enterprise Resource Planning (ERP). This school is designed to inspire creativity and collaboration while teaching students how to use technology to solve real world STEM challenges.

An MSAP award to M-DCPS would enable this large urban district to increase its STEM-ready workforce, benefiting the South Florida community as well as the nation. We respectfully request, within all applicable rules and regulations, you give your full consideration to the M-DCPS Magnet Schools Assistance Program grant application.

Sincerely,



Joe Garcia
Member of Congress
Florida's 26th District

THE BEACON COUNCIL

Miami-Dade County's Official Economic Development Partnership

80 Southwest Eighth Street
Suite 2400
Miami, Florida
33130
Telephone: 305.579.1323
Facsimile: 305.375.0475
www.beaconcouncil.com
E-mail: fnero@beaconcouncil.com

Frank R. Nero
President & Chief Executive Officer

February 26, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Mr. Shelton:

As President and CEO of The Beacon Council, Miami-Dade County's official economic development partnership, I am pleased to support Miami-Dade County Public Schools' Magnet Schools Assistance Program (MSAP) grant application which proposes to create two Science, Technology, Engineering, and Mathematics (STEM) magnet high schools.

The Beacon Council is charged with bringing new, job-generating investments to the community, while assisting existing businesses in their efforts to expand. Through The Beacon Council Economic Development Foundation, a 501(c)3, Florida not-for-profit organization, a new program called One Community One Goal (OCOG) has been created. This initiative is a community-wide effort that has rallied our top leaders from business, education, and government around one goal: creating jobs for this community's future through the identification of seven target industries that include sectors that a have a strong STEM component such as IT and Life Sciences.

As outlined in our OCOG Education Report, employers frequently state that access to talent is their most important site selection factor. Having a skilled workforce can be a key factor in determining whether industries will thrive in a region or if they will migrate to other locations. Rapid changes in technology, scientific discovery, global economics, business strategy, and human demographics require regions to have an educational ecosystem in place that ensures worker availability and skill sets keep pace with business needs. Having a world class educational system is a critical requirement for growing jobs in all of Miami-Dade county.

Miami-Dade's educational leaders are committed to the County's economic development and have taken a strong leadership role in One Community One Goal. The Miami-Dade County Public Schools Superintendent, South Florida Workforce, and all major college and university presidents in the County serve on the project's Steering Committee. They have been active in the planning process since the beginning and are dedicated to staying involved through its implementation. As you can see, education is the foundation of the One Community One Goal initiative and it is the foundation for future economic success.

We support the funding of Miami-Dade County Public Schools' Magnet Schools Assistance Program (MSAP) so that Miami-Dade County students will have the capacity of education and training to meet current and future workforce demand.

Sincerely,

[redacted]

Frank R. Nero

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

As a long standing partner of Miami-Dade County Public Schools, we are pleased to support the Magnet Schools Assistance Program (MSAP) grant application which proposes to create two Science, Technology, Engineering, and Mathematics (STEM) magnet high schools.

Discovery Education, Inc. (DE) is a subsidiary of Discovery Communications, LLC the leading global, non-fiction media-company. Discovery creates the highest quality educational and entertaining content, services and products to help people explore their world and satisfy their curiosity:

- 1.5 billion cumulative subscribers
- 105 unique television networks worldwide
- Over 170 countries & territories
- 100,000+ hours of video footage
- 6 billion consumer impressions worldwide
- 97 countries with Discovery licensed products

Discovery Communications revolutionized television with the Discovery Channel and is now transforming classrooms through Discovery Education. As the leader in digital video-based learning, Discovery Education produces and distributes high-quality digital video content in easy-to-use formats and all core-curricular subject areas.

- Over 1 million educators use Discovery Education digital curriculum services
- More than 1/2 of U.S. schools access Discovery Education digital curriculum services
- 90,000+ members in our Discovery Educator Network (DEN)
- Over 1/2 million educators reached through Discovery Education professional development events
- 5 year partnership with the state of Georgia to provide streaming content statewide

For more than a decade, Discovery Education (DE) has partnered with schools, districts, states, and ministries of education to positively increase student achievement and improve teacher effectiveness. At its' core, Discovery Education is committed to helping educators ignite their students' natural curiosity and desire to learn. To date, we have helped more than 2,000+ district partners, 1 million educators and 35 million

students to improve schools, strengthen instructional culture, and bolster teaching practices using digital media and available classroom technologies in concert with the best research-based instructional strategies and sensible classroom routines.

As en existing partners of Miami-Dade County Public Schools, Discovery Education provides K-12 Streaming Plus, Science Supplemental (all ES and MS), MediaShare content resources, as well as two days of professional development and district wide curriculum alignment resources.

Discovery Education will form a collaborative partnership with Biotech @ Zoo Miami (grades 9-12), built to ignite a culture of inquiry, creative thinking and discovery. In this highly collaborative environment, student centric classroom instruction experience will be provided using real life resources from the zoo and gardens and will be magnified through Discovery Educations rich content to provide an engaging and comprehensive learning experience. Discovery Education will provide professional development, streaming content, Science Techbook and access to the Discovery Educator Network, a community built for teachers, by teachers.

We look forward to continuing our meaningful and long-standing relationship with MDCSP and MSAP.

To the future,

[redacted]

Sarah Cummins
Director – Strategic Communications & Marketing
Discovery Education

DOLPHIN RESEARCH CENTER

Teaching . . . Learning . . . Caring
For Marine Mammals and the Environment We Share

February 11, 2013

Mr. James H. Shelton, III,
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Mr. Shelton,

Dolphin Research Center (DRC) is a nonprofit education and research facility located in Marathon on Grassy Key in the beautiful Florida Keys. At DRC, a colony of Atlantic Bottlenose dolphins, California sea lions and the people who care for them are creating a greater understanding and appreciation of marine mammals and the environment. We are very excited about the possible partnership with Miami Dade County Public Schools.

Dolphin Research Center is a unique facility in that our dolphins and instructional staff work side by side to offer a variety of hands on ***multidisciplinary educational programs***. We have found that tying students' fascination with marine mammals to the objectives teachers need to meet in the classroom creates a perfect catalyst for learning and retention. The experiential nature of our programs creates lifelong memories.

Options available include both distance learning and onsite school group programs, some of which are college accredited. These experiences range from just a few hours to a week in length. Students that visit onsite engage in multi sensory presentations, private discussions that promote critical thinking and problem solving, live demonstrations and interactive activities with the animals. DRC provides a dormitory for those groups engaged in multi day programming. In order to further diversify a group's experience, we can include fieldtrips to the National Marine Sanctuary Coral Reef (snorkeling), the Turtle Hospital, and Crane Point Hammock.

All of our educational programs meet the ***state and national educational standards, as well as Ocean Literacy principles***. DRC is able to customize our programs to meet the educational needs, interests, budget and time constraints of school groups that wish to visit DRC.

As part of DRC's commitment to conservation, students in every program are encouraged to take action and use the knowledge they have gained to promote environmental stewardship in their own communities. We firmly believe in a quote by the well renowned environmentalist, Baba Dioum, made in 1968 to the general assembly of the International Union for Conservation of Nature in New Delhi, India. "In the end, we will conserve only what we love, we will love only what we understand, and we will understand only what we are taught".

We look forward to making a positive difference in the lives and education of our future generation.

Sincerely,

[redacted]

Kirsten Donald
Director of Education
Dolphin Research Center/College of Marine Mammal Professions

58901 Overseas Highway, Grassy Key, FL 33050-6019
Phone: (305) 289-1121 Fax: (305) 743-7627 www.dolphins.org

Wednesday, February 13, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Hello Jim,

We've met and talked several times at SETDA meetings, which we sponsor. My letter today is on behalf of a long-time user of Esri's geographic information system (GIS) technology in school administration, Miami-Dade County Public Schools. They want to open a new program in MDCPS for instruction, which we very much support.

As you've heard me say, GIS is technology for making maps and analyzing data, which is critical for solving problems and understanding the world. Whether on desktop, server, mobile, or web technology, GIS allows users in countless jobs in scores of industries (www.esri.com/industries) to integrate and analyze data. Students can begin doing this at young age, and those who develop good skills and background through high school can use them to jumpstart college and career. As hardware and software evolve with increasing speed, ever more opportunity opens up for those skilled in collaborating with people, working with disparate data, making decisions with it, and communicating results. These are all skills that youth can learn, in the right programs supported by educators with appropriate background. GIS is a powertool, and it takes experience to know how to use such power to best effect. Educators and their students can truly change lives, communities, and the planet with their work.

I hope you will look favorably upon MDCPS's effort to boost their GIS capacity. Please let me know if I can provide any additional information. I look forward to our next meeting.

Sincerely,

Charlie Fitzpatrick
Esri Education Manager
2001 15th St N #1403
Arlington, VA 22201 USA
v: 651-994-0823 x.8349
c: 651-323-7280
f: 909-793-5953
e: cfitzpatrick@esri.com
http://edcommunity.esri.com

Office of the College President
300 N.E. Second Avenue
Miami, Florida 33132-2297

Miami Dade College

Eduardo J. Padrón
College President
(305) 237-3404 / FAX: (305) 237-3109
email: eduardo.padron@mdc.edu

February 19, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Mr. Shelton:

I am pleased to support Miami-Dade County Public Schools' Magnet Schools Assistance Program (MSAP) grant application which proposes to create a Science, Technology, Engineering, and Math (STEM) magnet high school (iTech) to be housed at Edison Center with a focus on three (3) strands, Geospatial Information Systems (GIS), Microsoft Applications (APPS/SE) and Enterprise Resource Planning (ERP). iTech is designed to inspire creativity and collaboration and teach students how to use technology to solve real world science, engineering, and mathematics challenges. Through a true partnership created to maximize dual enrollment options, students will be able to earn college credit certificates, associate in science degrees, and baccalaureate degrees in the field of Information Technology. Each of the three strands will be aligned to pathways to upper division majors in technology fields established at Miami Dade College.

This new, innovative technology-focused STEM high school will provide students with the opportunity to conduct field studies and complete projects in an environment similar to what they will find in a business infrastructure. The three strands are defined as follows:

- **Enterprise Resource Planning (ERP)**
  This strand will provide students with training in state-of-the-art Enterprise Resource Planning (ERP) software processes, which will assist them in building a solid background in business functionality and provide them with a hiring advantage as they attempt to enter a very competitive job force, while giving employers access to well-prepared graduates, skilled in the latest business concepts and tools.

- **Geospatial Information Systems (GIS)**
  This strand will provide training in geographic information system (GIS) technology, important tools that assist professionals in solving problems with both local and global implications. GIS problems, in fields as diverse as health and human services, conservation, marine sciences, tourism , transportation, and defense and military, are steeped in both critical and spatial thinking, motivating learners as they learn workforce ready skills with which to face global challenges.

- **Microsoft Applications (APP)**
  This strand will provide students with training in a set of skills on core Microsoft technologies, and validation of the skills with Microsoft Certification for eligible students. The school will offer two tracks: the development track or the systems engineer track.

Miami Dade College is fully committed to the success of this initiative. Through our partnership, these talented magnet students will have access to multiple Information Technology career pathways and industry options through rigorous, cutting edge hands-on, project-based learning curriculum. We look forward to collaborating on these challenging technology-based content areas through curriculum development, professional development, and internship opportunities. We have a strong, established partner in Miami-Dade County Public Schools and we anticipate this school to be yet another successful endeavor.

Sincerely,

[redacted]

Eduardo J. Padron, Ph.D.
President

CC: Mr. Tony Miller, Deputy Secretary, U.S. Department of Education

CARLOS A. GIMENEZ
MAYOR
MIAMI-DADE COUNTY

February 20, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Mr. Shelton:

I am pleased to support Miami-Dade County Public Schools' Magnet Schools Assistance Program (MSAP) grant application which proposes to create a Science, Technology, Engineering, and Math (STEM) magnet high school to be housed at Richmond Heights Center with a focus on Conservation Biology. This new high school program will build upon the success of the Zoo Magnet Program at Richmond Heights Middle school (grades 6 – 8) which was developed in partnership with our renowned Zoo Miami and the Zoological Society of Miami.

The Conservation Biology magnet curriculum at BioTech @ Zoo Miami is designed to provide integration of scientific research and technology using state-of-the-art tools to analyze and propose solutions for local and international conservation issues. Areas that are critical to this community and our fragile ecosystem. Student projects will focus on issues related to resource conservation and ecosystem management in an interdisciplinary learning environment. Through experiential and project-based learning activities in the field, primarily at Zoo Miami, students will research and evaluate global issues and concerns related to the human impact on biological diversity (genetic, species, and ecosystem) with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction.

As the owner and operator of Zoo Miami, Miami-Dade County is fully committed to the success of this initiative. Through our partnership, magnet students will have access to the Zoo grounds for field studies and invaluable hands-on, project-based learning activities. We have provided support, resources and on-site classroom location for the middle school program for many years and anticipate a growing presence for this new expanded high school component as well. We have a strong, established partner in Miami-Dade County Public Schools and we anticipate this school to be yet another successful endeavor.

Sincerely,

[redacted]

Carlos A. Gimenez

STEPHEN P. CLARK CENTER • 111 N.W. FIRST STREET • 29TH FLOOR • MIAMI, FLORIDA 33128-1930 • (305) 375-1880 • FAX (305) 375-1262

Miami-Dade County Council of PTAs/PTSAs
everychild.onevoice®

Sharon Watson
President
Joseph Gebara
Vice President-Advocacy & Legislation
Sandra West
Vice President-Regions and Locals
Gia Braynon
Vice President-Education
Sue Ramdas
Vice President-Organization
Gisela Eckel
Recording Secretary
Diane Shapiro
Corresponding Secretary
Taja Elbert
Treasurer

Region Coordinators
Nelson Rodriguez – North
Yashica Bent – North Central
Teri Weinstein – South
Pablo Orta – South Central

Julie Palm
Parliamentarian

1450 NE 2nd Avenue
Room 103
Miami, FL 33132-1308
PO Box 10309
Miami, FL 33101

Phone: 305.995.1102
Fax: 305.995.1105

Website:
www.dccptaptsa.org

Email:
info@dccptaptsa.org

Twitter:
@mdccptaptsa

Facebook:
Miami-Dade County Council of PTAs/PTSAs (MDCC)

February 27, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Mr. Shelton:

The Miami-Dade (M-DCPS) County Council of PTA's/PTSA's strongly supports Miami-Dade County Public Schools' Magnet Schools Assistance Program (MSAP) grant application which proposes to create two Science, Technology, Engineering, and Math (STEM) magnet high schools. The proposed project will build on Miami-Dade County Public Schools' proven track record of implementing magnet programs which have promoted diverse student enrollments, stemmed declining enrollment and improved overall education quality.

The first high school, BioTech @ at the Zoo, will focus on Conservation Biology and is designed to provide integration of scientific research and technology using state-of-the-art tools to analyze and propose solutions for local and international conservation issues. The second, iTech @ Edison, will focus on three strands: Geospatial Information Systems (GIS); Microsoft Applications (APPS/SE); and Enterprise Resource Planning (ERP). This school is designed to inspire creativity and collaboration while teaching students how to use technology to solve real world STEM challenges.

M-DCPS Council of PTA's/PTSA's encourages the efforts of the school system to expand choice options for students and their families through hands-on, project-based learning curriculum with a focus on STEM. We are pleased to partner with Miami-Dade County Public Schools in order to broaden and deepen public understanding of home-school cooperation and become a channel of communication between schools and parents.

Please contact me should you have any questions.

Sincerely,

[redacted]

Sharon Graham Watson, President
Miami-Dade County Council PTA/PTSA

Act Today to Touch Tomorrow

Microsoft Corporation
One Microsoft Way
Redmond, WA 98052-6399

Tel 425 882 8080
Fax 425 936 7329
http://www.microsoft.com/

Microsoft

February 25, 2013

Mr. James H. Shelton III, Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department of Education
400 Maryland Avenue. S.W.
Washington, DC 20202-5970

Dear Mr. Shelton:

It is with great pleasure that Microsoft Corporation supports Miami-Dade County Public Schools (M-DCPS) Magnet Schools Assistance Program (MSAP) to create a high tech Science, Technology, Engineering and Math (STEM) Microsoft Development/System Engineer Program at iTech@Edison.

The key to any successful technology initiative is having people with the right talent and training behind the project. As a provider of development software and network solutions, Microsoft depends on the existence of this talent to make our solutions work in the workplaces and educational institutions. We believe that supporting M-DCPS to help educate and train the next generation of technology professionals makes sound business sense and at the same time is part of our corporate citizenship efforts. We are delighted to see this vision taking shape in South Florida. Microsoft is committed to supporting this initiative. We also look forward to having South Florida-based Microsoft employees volunteer to speak about their experience of working for Microsoft and how their work experience help create the next generation of technology. Providing students exposure to the world of business technologies and Microsoft will help guide and inspire students to pursue high paying careers in computers and technologies, which will ultimately benefit the entire community.

We, therefore. are very supportive of a magnet school of this nature in this area where it is so very much needed.

Sincerely,

[redacted]

Charlene Volker
Account Executive

SAP Public Services, Inc.
1300 Pennsylvania Avenue, NW
Washington, DC 20004
T: 202-312-3500
www.sap.com

Mr. James H. Shelton III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

February 6, 2013

Re: SAP's Support of Technology Magnet School

Dear Deputy Secretary Shelton:

"It is with great pleasure that SAP Public Services supports Miami-Dade Public Schools' Magnet Schools Assistance Program (MSAP) grant application to create a high-tech Science, Technology, Engineering, and Math (STEM) Enterprise Resource Planning (ERP) program at iTECH@Edison. We believe that it is vitally important to bring to the students of Miami-Dade County an opportunity to learn more about business information technology. SAP, the world's leading provider of business software, has been proud to work with M-DCPS for the past five years on helping to modernize and improve the District's technology in areas such as finance, payroll, procurement, and human resources.

The key to any successful technology initiative is having people with the right talent and training behind the project. As a provider of enterprise technology, SAP depends on the existence of this talent to make our solutions work. We believe that partnering with M-DCPS to help educate and train the next generation of technology professionals makes sound business sense, and are delighted to see this vision taking shape in South Florida. SAP is committed to supporting this initiative through our University Alliances program, which works with local educational institutions in offering college-level credit to your more advanced students. We also look forward to having South Florida-based SAP employees volunteer to speak about their experience working for our company. Providing students exposure to the world of business technology and SAP will help guide students to pursue high paying careers in business technology, which will ultimately benefit the entire community.

Best Regards,

[redacted]

Art Dorfman
National Vice President State & Local Government, Higher Education
SAP Public Services
T: 508-353-1434
Email: art.dorfman@sap.com

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Greetings Mr. Shelton,

It brings me great joy to share with you how my enrollment in the Richmond Heights Middle School Science Zoo Magnet Program impacted my life.

The diverse array of hands-on activities was outstanding. Specialized workshops and laboratories, fieldtrips to partnering museums and institutions, individual interactions with animals and the use of technology were a fundamental component of the curriculum. My educators approached lessons using a myriad of strategies. Lecture, textbook activities, outdoor walks, zoo talks, animal demonstrations and videos were implemented to facilitate the learning process. This mixture of teaching techniques appealed to a wide range of learners and made learning attractive.

The combination of passionate educators teaching a rigorous interdisciplinary curriculum that utilized the natural world as the integrating context for learning was a recipe for an exceptional educational adventure. Each moment was conducive for students to discover, explore and experiment. It fostered an environment for me to have an active role in my education and have fun.

The program challenged everything about my life: the way I understood the world, interacted with living and non-living things, and most importantly, the manner which I approached complex issues that required me to critically analyze situations. This immersive program stealthily developed my appreciation for nature, science, technology, math, art and culture.

These experiences established the foundation and purpose of my education. I later pursued a degree in Biology and Chemistry at Florida International University, and then secured a position in the Education Department at Fairchild Tropical Botanic Garden. This fall, I will begin FIU's Graduate School to pursue a Master of Science degree in the Department of Earth and Environment.

I attribute my education and professional career entirely to my involvement in the unique and extraordinary experiences provided by the Science Zoo Magnet Program. It is undoubtedly an innovative educational program that merits your support. I encourage you to provide assistance to Richmond Heights to expand this program. Please call or email me should you like to learn more about my experience.

Sincerely,

Juan Rivera Jr., Fairchild Challenge Program Coordinator
Fairchild Tropical Botanic Garden
10901 Old Cutler Road Coral Gables, FL 33156 305.663.8073
jrivera@fairchildgarden.org

February 10, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U. S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202

Dear Mr. Shelton,

My name is April Garrett, and I am writing in support of The Zoo Magnet program at Richmond Heights Middle School in Miami, FL. With a variety of research based projects and hands on activities, this program is designed to take students on a scientific journey through the grounds of Zoo Miami. Through those projects and activities, I was exposed to the field of observation and research. This became the foundation for my education throughout my college years, and in my adult life.

In the early 90's I was a Zoo Magnet student at Richmond Heights Middle School. I was afforded the opportunity to work behind the scenes with the animals on a daily basis, and collaborate with peers regarding the different behaviors and habitats of the animals. This experience taught me values and habits that were very important in my educational growth. I graduated from college with a Bachelors degree in Psychology and a Masters degree in Guidance and Counseling. Both of these majors dealt heavily with observation and research which I first fell in love with at Richmond Heights Middle in the Zoo Magnet program.

After graduating from college, I returned to my old neighborhood as a teacher and counselor with a passion to positively inspire the youth. I found myself back where my unbridled passion and curiosity to learn started, Richmond Heights Middle School. It has now been over 9 years, and I am thrilled to have learned that The Zoo Magnet program is now being considered to become a high school Zoo Magnet program. This will offer middle school students the opportunity to continue to further their knowledge of animals and research throughout their high school years. I cannot tell you how grateful I am to have had the opportunity to be involved in the Zoo Magnet Program because it changed my life immensely. Hopefully through this extension of the Zoo Magnet program, students will become more awareness of animals and themselves to benefits our society.

Best Regards,

[redacted]

April Garrett
Richmond Heights Middle School
15015 SW 103th Avenue
Miami, FL 33176
305-238-2316
305-251-3712 Fax
agarrett@dadeschools.net

Michelle P. Skinger

11351 S.W. 156th Street
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305.256.4178 Home
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Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

February 8, 2013

Ref: Richmond Heights Middle School Zoo Magnet Expansion Grant

Dear Mr. Shelton,

I am writing on behalf of Richmond Heights Middle School Zoo Magnet program. I have three children that have been fortunate to attend the program. The past five years that we have attended the Zoo Magnet program have been the most rewarding school experience in all of my children's school years. The knowledge that my children have learned is far beyond what is received in a regular school setting. My daughter Rachael is in a program to become a Veterinarian. My son Douglas who attended the Zoo Magnet Program and Argi-Science Program wants to become a National Parks Ranger. Gregory wants to go into the robotic science research field. As a parent it is very rewarding to be proud of your child's knowledge.

The Zoo Magnet Program at Richmond Heights is truly a unique program! Every child that attends the program receives an education to surpass any other program. Students are advanced and prepared to succeed at the next level of their education. Once a Zoo Magnet student, always a Zoo Magnet student. We are proud members of this family.

If you need any further information regarding my experience with Richmond Heights Middle School Zoo Magnet or Ari-Science Programs please feel free to contact me.

Sincerely,

[redacted]

Michelle Skinger

ZOO MIAMI

February 20, 2013

Mr. James H. Shelton, III, Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5970

OUR MISSION:

To encourage an appreciation for the world's wildlife and to help conserve it for future generations.

Dear Mr. Shelton,

We are pleased to support Miami-Dade County Public Schools' Magnet Schools Assistance Program (MSAP) grant application which proposes to create a Science, Technology, Engineering, and Math (STEM) magnet high school (to be housed at Richmond 6-12 Center) with a focus on Conservation Biology.

The program will build upon the success of the Zoo Science Magnet Program at Richmond Heights Middle school (grades 6-8).

Studies will focus on issues related to resource conservation and ecosystem management in an interdisciplinary learning environment. Through experiential and project-based learning activities in the field primarily at Zoo Miami, students will research and evaluate global issues and concerns related to the human impact on biological diversity (genetic, species, and ecosystem) with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction.

Zoo Miami has enjoyed a long term relationship with the Richmond Heights Middle school magnet program for more than 20 years working together on curriculum, professional presentations by zoo staff, and hands on education with each student. We look forward to not only continuing this historical relationship but to an expansion which will include more students on a wider variety and higher level of subject matter.

MIAMI-DADE COUNTY

One Zoo Boulevard
12400 SW 152 Street
Miami, FL 33177-14
Tel: 305-251-0400
Fax: 305-378-6381

www.zoomiami.org

[redacted]
Eric J. Stephens
Director

[redacted]
Ron Magill
Zoo Ambassador

ACCREDITED BY THE ASSOCIATION OF ZOOS & AQUARIUMS

ZOOLOGICAL SOCIETY OF FLORIDA

February 6, 2013

Mr. James H. Shelton, III
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Mr. Shelton:

As President and CEO of the Zoological Society of Florida (ZSF), the non-profit arm of Zoo Miami, I am pleased to write this letter in support of Miami-Dade County Public Schools' (MDCPS) application for the Magnet Schools Assistance Program (MSAP) Grant. ZSF/Zoo Miami have always been committed to being an educational resource for the MDCPS and have proudly maintained a mutually beneficial relationship with the magnet schools within the district. In particular starting 1988 the zoo has been collaborating with Richmond Heights Middle School to implement the school's Zoo Magnet program. The Zoo Magnet program is one of eleven in the entire country, and one of three with satellite classrooms on zoo grounds. It is an intensive, challenging, and innovative program which stimulates and encourages learning. Each year 300 middle school students from a diverse population are enrolled in the Zoo Magnet program whose curriculum is primarily centered on conservation education. Students are engaged in learning about our world's diverse plants and wildlife through interactive lessons, hands-on activities and field experiences. For example, each year our seventh graders hold a conservation awareness day at the zoo, where they interact with the general public in front of a selected animal exhibit and share their knowledge and conservation concerns of their selected species. The Zoo Magnet program "plants the seed" that instills respect and concern for wildlife and nature as a whole.

The Conservation Biology program will build upon the success of the Zoo Magnet Program at Richmond Heights Middle school (grades 6 – 8) by expanding to include a full high school magnet program. Studies will focus on issues related to resource conservation and ecosystem management in an interdisciplinary learning environment. Through experiential and project-based learning activities in the field, primarily at Zoo Miami, students will research and evaluate global issues and concerns related to the human impact on biological diversity (genetic, species, and ecosystem) with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction.

As part of the collaboration ZSF/Zoo Miami will provide:

- Assistance in the development of conservation biology curriculum designed for Grades 9-12;
- Training of educators to use curriculum;
- Conservation Educators to supplement Zoo grounds instruction and;
- Access to one of the largest zoos in the United States

The Zoological Society of Florida strongly supports the funding of this MDCPS magnet program as proposed in their application.

Sincerely,

[redacted]

Benjamin H. Pingree
President & CEO

12400 SW 152 Street
Miami, FL 33177-1499
Tel: 305-255-5551
Fax: 305-255-7126
www.zsf.org

Our mission is to encourage an appreciation for the world's wildlife and to help conserve it for future generations.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** MDCPS Budget MSAP 2013.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY2014**	**FY2015**	
Personnel				
Project Director (.30 FTE) 12-Month Position	$ [redacted]	[redacted]	[redacted]	Ensure that the *STIRR* project is completed on time and within budget, and provide general oversight, support, and assistance to the Project Coordinator who will monitor and coordinate the day-to-day operations of the project.
Project Coordinator (1.0 FTE) 12-Month Position	$ [redacted]	[redacted]	[redacted]	Coordinate, monitor, and guide the *STIRR* project implementation; serve as liaison between project partners, the schools, and district staff; maintain on-going communication with project district and school site personnel; monitor marketing and recruitment efforts, budget expenditures, implementation of professional development activities, and progress towards achieving project goals and objectives; provide curricular support; and collect, organize, and provide data to the external evaluator.
Business and Community Partnerships Facilitator (.25 FTE) 12-Month Position	$ [redacted]	[redacted]	[redacted]	Coordinate STEM and Project-based Learning professional development training; assist *STIRR* schools with academy structure and development; serve as liaison between M-DCPS and the Miami-Dade Beacon Council Foundation on the *One Community One Goal (OCOG)* initiative; interact with local businesses/multi-national corporations on development and implementation of comprehensive joint ventures for *STIRR* high schools with a focus on preparing students for college and career readiness by supporting curriculum delivery and developing expanded learning options to include student internships.

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY2014	FY2015	
Budget Analyst (1.0 FTE) 12-Month Position	$ [redacted]	[redacted]	[redacted]	Assist *STIRR* Project Director and Coordinator with on-going oversight of MSAP grant funds; distribute/transfer grant funds to *STIRR* Project schools; monitor Grant Availability Reports to ensure grant funds are being expended as proposed and on time; assist project staff with processing purchase orders; and compiling all budget-related information, in collaboration with staff from the District's Accounting Department, for the project's annual/final performance reports required by the U.S. Department of Education.
Secretary (1.0 FTE) 12-Month Position	$ [redacted]	[redacted]	[redacted]	Organize and maintain all project records, logs, and documents; prepare and process payroll of district project staff; schedule appointments and arrange meetings; coordinate preparations for workshops and seminars; review, edit, compose, and prepare correspondence for coordinator's signature; assemble information for MSAP annual and final performance reports; process contractual agreements with service providers; develop letters and memoranda; and facilitate ConnectEd mass messaging communications on behalf of project schools and marketing specialist.

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY2014**	**FY2015**	
Marketing Assistant 12-Month Position (25 hours x 49 weeks x $23.50)	$ [redacted]	[redacted]	[redacted]	Assist the Marketing Specialist to identify the most effective ways to communicate to the community through the use of innovative marketing methods and materials; develop a marketing brand for the project; design all related marketing materials; produce and maintain *STIRR* school websites; and employ technical expertise to finalize projects for production release.
Hourly Assistant 12-Month Position (25 hours x 49 weeks x $23.50)	$ [redacted]	[redacted]	[redacted]	A part-time (25 hours/week) Hourly Assistant will be hired to process *STIRR* magnet school applications, support *STIRR* schools with procurement, and assist each school with parent involvement and outreach efforts.
1. SUBTOTAL PERSONNEL SALARIES	**$** [redacted]	[redacted]	[redacted]	
2. SUBTOTAL BENEFITS Full-Time - $68,089.45 Hourly - $8,992.00	**$ 77,081.45**	**$ 77,081.45**	**$ 77,081.45**	Calculation for determining employee benefits is [redacted] plus insurance ([redacted]) for full-time employees and [redacted] for hourly employees.
Travel				
Project Directors Meeting	$ 3,200.00	$ 3,200.00	$ 3,200.00	Fund travel for the Project Director and Project Coordinator to attend the U.S. Dept. of Education's Office of Innovation & Improvement Project Directors/Technical Assistance Meeting
3. SUBTOTAL TRAVEL	**$ 3,200.00**	**$ 3,200.00**	**$ 3,200.00**	
Equipment				
Dell Computer, 3rd Generation Intel Core, XPS 8500, 24 GB, 23" Monitor	$ 1,759.97	$ -	$ -	Purchase high level computer for use with design programs required to develop sophisticated marketing/recruitment materials as outlined in *STIRR* Project Marketing Plan (*Plan of Operation* section).

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY2014	FY2015	
HP Color LaserJet CP6015dn Printer/paper feeder/toner cartridges	$ -	$ -	$ 8,423.90	Replace high level capacity printer, currently being utilized by the Marketing Specialist, for in-house printing of recruitment/ marketing materials as outlined in *STIRR* Project Marketing Plan (*Plan of Operation* section).
2 - Laptop/Tablets ($1,499.00 EACH)	$ 2,998.00	$ -	$ -	This will allow the Project Director and Project Coordinator to make presentations at school sites, in the community, and at professional conferences.
4. SUBTOTAL EQUIPMENT	$ 4,757.97	$ -	$ 8,423.90	
Supplies				
Marketing: *Digital Banner Ads* -Graphic Optimization Software ($1,440.00/yr.)	$ 1,440.00	$ 1,440.00	$ 1,440.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Purchase graphic optimization software for design of digital banner advertisements in key media channel outlets (e.g. local news websites, realtor property search websites, and specified target audience websites)
Marketing: *Signage* -Fence Banners ($24,500.00) -Building Wraps [Banners] ($8,000.00) -Directional Signage ($1,200.00) -School Lobby Kiosks ($4,000.00) -Installation/Re-Installation [e.g. hurricane] ($400.00/yr./per site)	$ 38,500.00	$ 800.00	$ 800.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Purchase lobby kiosks, printing/installation of banners (fence; directional) at *STIRR* school-site locations.
Marketing: *Events* -Booth Presentation Materials	$ 10,000.00	$ 4,800.00	$ 4,800.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Purchase booth presentation materials for participation in marketing opportunities (e.g. *Back to School Splash* at The Falls Mall; *Halloween Haunted House* at Mall of the Americas; and *Parent Academy Expo* at the Dade County Fairgrounds

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY2014**	**FY2015**	
Marketing: *Collateral/Print Materials* -Brochures ($5,800.00 - Year 1) -Postcards ($1,600.00 - Year 1) -Applications ($300.00/yr.) -One-page Flyers ($700.00/yr.)	$ 8,400.00	$ 3,000.00	$ 3,000.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Print brochures, postcards, and magnet applications, in three languages, for District and *STIRR* school marketing events
Marketing: *Media Placement* -Production Costs ($8,000.00/yr.) -Local TV and Radio Flight Schedule Media Buys: 40 spots in a month period at $300.00 per flight ($12,000.00/yr.)	$ 20,000.00	$ 20,000.00	$ 20,000.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Fund production costs for media placement ads (e.g. 30-second TV commercials; 30-second videos shown at AMC theaters; 30-second radio commercials on local NPR and Spanish-language stations); and integrate into third-party educational search engines (e.g. GreatSchools.org)
Dell OptiPlex 9010 Mini Tower, Intel Core I 3-3220; 3MB 23" monitor 5 x $699.00	$ 2,097.00	$ 1,398.00	$ -	Maintain *STIRR* Project databases, payroll, budgets, professional development training logs, communication with project schools; process *STIRR* Project magnet applications; and submit MSAP annual/final grant performance reports.
HP LaserJet P2035 Printer 5 x $249.99	$ 749.97	$ 499.98	$ -	Print *STIRR* Project budgets; payroll; contracts; professional development training manuals/ handouts/ worksheets; letters/ memorandums; evaluation data; and annual/ final grant performance reports.
General Office Supplies	$ 30,000.00	$ 30,000.00	$ 30,000.00	Purchase general office supplies (e.g. paper, toner, professional development workshop supplies); professional printing; and software (e.g. Adobe Creative Office Suite)
5. SUBTOTAL SUPPLIES	$ 111,186.97	$ 61,937.98	$ 60,040.00	

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY2014**	**FY2015**	
Contractual				
Dr. Adela Beckerman Program Evaluator	$ [redacted]	$ [redacted]	$ [redacted]	Conduct formative/summative evaluation to assess whether GPRA measures and outcomes identified for the project are attained; and assist with preparing the annual and final performance reports required by the USDOE. Note: The evaluation consultant is local to the South Florida area. Therefore, annual evaluation costs were minimized as travel-related expenses for site visits to project schools are not incurred.
Lynda.com 2 x $10,000.00 per school	$ 20,000.00	$ 20,000.00	$ 20,000.00	Online software training and tutorial video library to be used by students and teachers at BioTech @ Zoo Miami and iTech @ Edison for anytime, anywhere learning on Macs, PCs, tablets, and Smart Phones.

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY2014	FY2015	
Buck Institute for Education (BIE) Year 1 $8,500.00 x 2 schools $4,500.00 Year 2 $8,500.00 x 2 schools $4,500.00 x 4 days x 2 schools $9,000.00 x 2 schools Year 3 $8,500.00 x 2 schools $4,500.00 x 4 days x 2 schools $9,000.00 x 2 schools	$ 21,500.00	$ 71,000.00	$ 71,000.00	Fund **Project-based Learning (PbL)** workshops for teachers/administrators: **PbL 101**: 3 days ($8,500 per school): Principles for designing, assessing, managing standards-based projects; using performance assessments to evaluate work Cohort 1 (yr 1); Cohort 2 (yr 2); Cohort 3 (yr.3) **Follow-up Sessions:** ($4,500/day per school): Training, classroom observation, teacher coaching, curriculum review Cohort 1: 4 days (yr 2); Cohorts 1 & 2: 4 days (yr 3) **PbL 201:** 2 days ($9,000 per school): Advanced practices; topics include PbL/Web 2.0; PbL/Advanced Placement; PbL/Math Inquiry; PbL/Critical Thinking Cohort 1 (yr 2); Cohort 2 (yr 3) **PbL Leadership Workshop:** 1 day ($4,500): Best practices in leading schools in effective, sustainable PbL implementation
Zoological Society of Florida	$ 75,200.00	$ 93,000.00	$ 120,000.00	Fund **planning** of the Conservation Biology magnet curriculum and program development (year one) in collaboration with the Lead Teacher and two Magnet-themed Content Area Teachers at BioTech @ Zoo Miami; program delivery at Zoo Miami with students (inquiry-based activities; field-based research using global positioning systems (GPS)/map GPS data points using GIS technologies; citizen science projects using global online platform of Project Noah); professional development for teachers; and further curriculum development (years two and three).

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY2014	FY2015	
Fairchild Tropical Botanic Garden (Fairchild)	$ 73,560.00	$ 89,438.00	$ 89,602.00	Fund **planning** of *Conservation Biology* magnet curriculum, program development, and "train the trainer" professional development program (Yr 1); program delivery at Fairchild with students (field studies; citizen science projects/culminating showcase; school-site habitat restoration; authentic research projects with graduate students in Fairchild labs, botany "boot camp"); professional development for teachers; and additional curriculum development (Years 2/3)
Discovery Education	$ 100,000.00	$ 68,754.00	$ 54,814.00	Fund **planning** and development of Conservation Biology magnet curriculum at BioTech @ Zoo Miami: STEM-focused digital content and cross-curricular alignment for ten courses/two model lessons per course (Year 1); on-site classroom coaching/modeling; 24/7 access to Discovery Education Digital Content Streaming Plus MediaShare for teachers, students, families, stakeholders; 9th/10th grade Science Techbooks; job embedded PD and curriculum alignment; curriculum/ instruction resources; communications, community, and awareness building (Yrs 2/3)
Miami Dade College GIS Strand: 300 hrs. X $65/hr(yrs. 1-3) ERP Strand: 300 hrs. X $65/hr(yrs. 1-3) APP/SE Strand: 300 hrs. X $65/hr(yrs. 1-3)	$ 58,500.00	$ 58,500.00	$ 58,500.00	Fund planning of the highly specialized GIS, ERP, and APP/SE magnet curriculum and program development in collaboration with the Lead teacher and three magnet themed Content Area Teachers at iTech @ Edison. Planning for dual enrollment curriculum alignment.
6. SUBTOTAL CONTRACTUAL	$ 388,760.00	$ 440,692.00	$ 453,916.00	
7. SUBTOTAL CONSTRUCTION	**$ -**	**$ -**	**$ -**	**MUST BE ZERO**

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY2014**	**FY2015**	
Other				
Marketing: Digital Banner Ads -Media Placement ($1,600.00/yr.)	$ 1,600.00	$ 1,600.00	$ 1,600.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Purchase ads for placement of digital banner advertisements in key media channel outlets (e.g. local news websites, realtor property search websites, and specified target audience websites)
Fees: Entrance Fees Yr 2: 200 students x 75 days x $1.80/day Yr 3: 200 students x 150 days x $1.40/day (reduced price fee)	$ -	$ 27,000.00	$ 42,000.00	Fund entrance fees to Zoo Miami where students will explore, discover, and examine biology on zoo grounds using a multitude of disciplines and approaches. Utilizing specialized research tools, students from all grade levels will conduct hands-on scientific research on topics as diverse as habitat restoration, invasive species monitoring, wildlife corridors, animal nutrition, and animal enrichment.
Fees: Event Participation (Marketing) $5,000.00/yr per school	$ 10,000.00	$ 10,000.00	$ 10,000.00	Implement *STIRR* Marketing Plan (outlined in *Plan of Operation*): Fund fees for participation in marketing opportunities (e.g. *Back to School Splash* at The Falls Mall; *Halloween Haunted House* at Mall of the Americas; and *Parent Academy Expo* at the Dade County Fairgrounds)
Fees: Website (Marketing) -Domain Registration ($200.00/yr) -Form Management ($480.00 yr) -Database Management ($600.00/yr)	$ 3,840.00	$ -	$ -	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Fund registration of a domain name for each STIRR school, for a three-year period with the renewal option.
Rental Fees: Media Placement (Marketing) 2 months per school for 25 buses	$ 60,000.00	$ 60,000.00	$ 60,000.00	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Install bus wraps, in dual languages, on local Miami-Dade County municipal, public buses.

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget

Magnet Schools Central Office

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY2014**	**FY2015**	
Postage	$ 2,000.00	$ 2,000.00	$ 2,000.00	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Purchase postage to distribute direct mail postcards to targeted zip codes announcing "Open House" events.
Fees: Media Placement (Marketing) -Media Placement ($1,200.00/yr.)	$ 1,200.00	$ 1,200.00	$ 1,200.00	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Purchase media placement ads (e.g. 30-second TV commercials; 30-second videos shown at AMC theaters; 30-second radio commercials on local NPR and Spanish-language stations); and integrate into third-party educational search engines (e.g. GreatSchools.org)
Creative Suite 6 Master Collection Site License Software and Medium	$ 13,675.00	$ -	$ -	Software for use by project staff for marketing; print/digital media, website development; and video production.
8. SUBTOTAL OTHER	**$ 92,315.00**	**$ 101,800.00**	**$ 116,800.00**	
9. TOTAL DIRECT COSTS	$ 972,457.09	$ 979,867.13	$ 1,014,617.05	**Total 1-8**
10. INDIRECT COSTS	$ 86,802.00	$ 89,114.00	$ 93,126.00	
12. TOTAL COSTS	$ 1,059,259.09	$ 1,068,981.13	$ 1,107,743.05	**Total 9 and 10**

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget

iTECH @ EDISON

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
Personnel				
In-Service Reimbursement [redacted]	$ [redacted]	$ [redacted]	$ [redacted]	Provide professional development training time in the summer or on weekends in an effort to assist teachers in improving program delivery in *Project-based Learning* with trainers from Buck Institute for Education.
Lead Teacher (1.0 FTE) 10-Month Position	$ [redacted]	[redacted]	[redacted]	Provide leadership in the development and implementation of the project; coordinate daily logistical operations; facilitate development and implementation of GIS; ERP; and Microsoft APP/SE magnet strands' curricula; assist with identification of appropriate personnel qualified to teach the unique curriculum; coordinate community resources; market/recruit students to prevent minority group isolation. (Yr 1: Planning)

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Magnet-themed Content Area Teacher (3.0 FTE) 3[redacted]	$ [redacted]	[redacted]	$ -	Hire personnel who are highly specialized and knowledgeable in GIS; ERP; and Microsoft APP/SE magnet strands content. These individuals will collaboratively plan (yr 1) with the lead teacher/school's project partners to develop the program curriculum and design interdisciplinary projects. In year two, they will continue to build their respective programs and also deliver quality content in the specialized magnet classes to incoming students. Once enrollment targets are met, the District will subsidize these salaries (yr 3).

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Magnet Schools Assistance Program (MSAP) FY 2103 Budget

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Extended Day Salary Supplements Yr 2: 18 teachers x $6,534.00 Yr 3: 27 teachers x $6,534.00	$ -	$ 117,612.00	$ 176,418.00	Prevent barrier to access magnet courses for students who have not attained a minimum level of proficiency in reading and/or mathematics on state assessment exams; provide 4 x 4 block schedule to allow students concentrated time to participate in field research and interdisciplinary magnet-themed projects; and provide teachers opportunity to plan collaboratively within and across subject areas.
Temporary Instructor Year Two 19 teachers x 4 days x $94.00 day Year Three 28 teachers x 4 days x $94.00 day	$ -	$ 7,144.00	$ 10,528.00	Provide follow-up training, classroom observation, teacher coaching, and curriculum review in project-based learning with staff from Buck Institute for Education in an effort to assist teachers improve program delivery and promote magnet program sustainability.
Temporary Instructor 15 teachers x 5 days x $94.00/day	$ 7,050.00	$ 7,050.00	$ 7,050.00	Provide opportunities for magnet teachers to participate in Devintersection, ESRI Education GIS, and SAP Academic conferences to assist with improvement in program delivery.

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
Temporary Instructor 6 teachers x 10 days x $94.00/day	$ 5,640.00	$ 5,640.00	$ 5,640.00	Provide opportunities for magnet teachers to participate in ESRI, SAP, Trimble handheld, and Microsoft professional development training in order to improve magnet curriculum delivery.
Temporary Instructor 5 teachers x 10 days x $94.00/day	$ -	$ 4,700.00	$ 4,700.00	Provide collaboration planning with Miami Dade College for dual enrollment and curriculum alignment.
Hourly Personnel: Planning Yr 1: 4 teachers x 5 hrs/wk x 30 wks x $33.00/hr Yr 2: 19 teachers x 1 hr/wk x 30 wks x $33.00/hr Yr 3: 28 teachers x 1 hr/week x 30 wks x $33.00/hr	$ 19,800.00	$ 18,810.00	$ 27,720.00	Provide instructional staff with time after school, on weekends, or in the summer to plan STEM-related interdisciplinary project-based learning activities for students.
Hourly Personnel: Summer Bridge Program 15 teachers x 6 hours/day x 11 days x $33.00/hour	$ 32,670.00	$ 32,670.00	$ 32,670.00	Provide incoming students with two-week *Summer Bridge* program that will prepare them with ninth grade transition and with strategies for success in the rigorous and challenging GIS; ERP; and Microsoft APP/SE magnet program strands.
1. SUBTOTAL PERSONNEL SALARIES	**$ 284,304.00**	**$ 413,070.00**	**$ 321,907.00**	

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Magnet Schools Assistance Program (MSAP) FY 2103 Budget

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
2. SUBTOTAL FRINGE BENEFITS [redacted]	$ [redacted]	[redacted]	[redacted]	Calculation for determining employee benefits is [redacted] plus insurance [redacted] for full-time employees and [redacted] for hourly employees. The percentage for In-Service is [redacted] and for Temporary Instructor it is [redacted]
Travel				
Devintersection Conference (5 teachers x $4,274.00)	$ 21,370.00	$ 21,370.00	$ 21,370.00	Fund attendance (5 teachers) at Devintersection, an educational, on-site conference providing training using the Microsoft application development platform students in all three strands will be using to develop their projects.
ESRI Education GIS Conference (5 teachers x $3,402.00)	$ 17,010.00	$ 17,010.00	$ 17,010.00	Fund attendance of GIS strand teachers at ESRI Education GIS Conference , the world's premier gathering of GIS educators, researchers, and administrators. Technical sessions, hands-on workshops, and user presentations, will assist teachers improve program delivery.

Miami-Dade County Public Schools (MDCPS)
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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
SAP Academic Conference Americas (5 teachers x $2,004.00)	$ 10,020.00	$ 10,020.00	$ 10,020.00	Fund attendance of SAP strand teachers to SAP Academic Conference Americas, showcasing opportunities for collaboration to enhance student academic/career outcomes, and which will assist teachers improve program delivery.
3. SUBTOTAL TRAVEL	**$ 48,400.00**	**$ 48,400.00**	**$ 48,400.00**	
Equipment				
Class 4 Monochrome 60 Page a Minute MFP (Copier $4,100, plus $932.40 - 9 Months of Maintenance Year 1) ***Main Office***	$ 5,032.40	$ -	$ -	This will allow students to print maps and charts that are created as part of their course work in the GIS strand. This will also allow students in the SAP/Business strand to print presentations and business graphs and charts.
Class 4 Monochrome 60 Page a Minute MFP (Copier $4,100, plus $932.40 - 9 Months of Maintenance Year 1) ***Teachers Lounge***	$ 5,032.40	$ -	$ -	This will allow students and teachers to print maps and charts that are created as part of their course work in the GIS strand. This will also allow teachers and students in the SAP/Business strand to print presentations and business graphs and charts.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Wireless Class 4 Monochrome 60 Page a Minute MFP (Copier $4,100, plus $932.40 - 9 Months of Maintenance Year 1, $380 for Wireless) ***Student Lab***	$ 5,412.40	$ -	$ -	This will allow students to print maps and charts that are created as part of their course work in the GIS strand. This will also allow students in the SAP/Business strand to print presentations and business graphs and charts.
Servers and SAN (2) (Web and Data Base)	$ 248,709.42	$ -	$ -	This will allow students to interact with applications that are essentials to the projects and activities that they will be creating/developing on a daily basis. This will also give student a place to store their work or projects with the ability to access them from anywhere/anytime.
Video Conferencing System	$ 4,500.00	$ 4,500.00	$ -	This will allow students to interact with students in other schools not only within our school district, but across the nation and around the world. Students will also have an understanding of the global impact of their projects.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Laptop/Tablets - Students (250 Years 1&2, 500 Year 3 @ $1,529 each)	$ 382,250.00	$ 382,250.00	$ 764,500.00	These devices will allow students to have interactive access anytime/anywhere, including to e-texts. Access to e-text will be insured as all devices include assistive technology as standard features, including large type and voice over screen access technologies for the blind and visually impaired.
10 - Laptop/Tablets - Teachers ($1,499.00 EACH)	$ 14,990.00	$ 14,990.00	$ 29,980.00	This will allow students to interact with their teachers not only in the classroom, but at anytime of the day. This type of interaction will help students improve their math and science skills, and their scores on the end of course exams.
Interactive Table Device for Computer Projection (6)	$ 13,194.00	$ -	$ -	This will allow students to work in groups on projects that are essential to the GIS strand. This interaction will allow students to not only improve their social skills but enforce the collaborative spirit that is essential to being successful in the real world.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Color Plotter (2)	$ 9,800.00	$ -	$ -	This will allow students to print large scale maps and charts that are created as part of their course work in the GIS strand. These maps are essential to understanding how their math calculations transition to maps.
4. SUBTOTAL EQUIPMENT	**$ 688,920.62**	**$ 401,740.00**	**$ 794,480.00**	
Supplies				
45 - Project Based Learning (PBL) Starter Kit for Senior High School ($30.00 EACH)	$ 1,350.00	$ -	$ -	Buck Institute for Education (BIE) Project Based Learning (PBL) resource materials for teachers.
45 - Project Based Learning (PBL) Handbook ($40.00 EACH)	$ 1,800.00	$ -	$ -	Buck Institute for Education (BIE) Project Based Learning (PBL) resource materials for teachers.
23" Monitors - Microsoft/ SAP Student Lab (60)	$ 13,200.00	$ -	$ -	This will allow students to work on projects while working in a lab environment with their peers. This is a collaborative tool for students in the development and engineering strands.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
23" Monitors - GIS Student Lab (60)	$ 13,200.00	$ -	$ -	This will allow students to work on projects while working in a lab environment with their peers. This is a collaborative tool for students in the GIS strand who will be asked not only to create maps and graph, but work on complex math calculations.
Wireless Mobile Mouse Teachers and Student Labs Years 1 & 2 - 210 x $24.95 Year 3 - 420 x $24.95	$ 5,239.50	$ 5,239.50	$ 10,479.00	This will allow students to work more efficiently on projects and activities especially those that require interaction with complex applications and activities.
Battery Power Packs with Charging Carts	$ 15,200.00	$ 15,200.00	$ 15,200.00	This will ensure that students will have the ability to be mobile during the school day by ensuring that their equipment is charged and ready.
Canon EOS Rebel T3 Digital Camera 15 x $317.12	$ 4,756.80	$ -	$ -	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects, and presentations; and in maintaining the school's social media site.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Canon Deluxe Camera Bag 15 x 24.95	$ 374.25	$ -	$ -	To protect Canon EOS Rebel digital cameras used by students when gathering data, conducting citizen science projects, and preparing multimedia, interdisciplinary presentations; and in maintaining the school's social media site.
Replacement Batteries 64 x $175.00	$ -	$ -	$ 11,200.00	This will ensure that students will have the ability to be mobile during the school day by ensuring that their equipment is charged and ready.
Paper for monochrome printers 100 cases x $27.04	$ 2,704.00	$ 2,704.00	$ 2,704.00	Paper for monochrome printers.
Plotter Paper 4 rolls x $96.99	$ 387.96	$ 387.96	$ 387.96	Supplies for color plotter.
Plotter Toner 4 (set of 4 colors) x $485.94	$ 1,943.76	$ 1,943.76	$ 1,943.76	Supplies for color plotter.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Tables For Interactive Device (6)	$ 785.94	$ -	$ -	This will allow students to work in groups on projects that are essential to the GIS strand. This interaction will allow students to not only improve their social skills but also enforce the collaborative spirit that is essential to being successful in the real world.
Android 16GB Tablet (6 For Student Lab)	$ -	$ 2,994.00	$ 2,994.00	This device will allow students to test applications that they develop to work across multiple platforms.
APPLE iPad Tablet WiFi Only (6 For Student Lab)	$ -	$ 2,994.00	$ 2,994.00	This device will allow students to test applications that they develop to work across multiple platforms.
Windows 16GB Tablet (6 For Student Lab)	$ -	$ 5,394.00	$ 5,394.00	This device will allow students to test applications that they develop to work across multiple platforms.
Android Phone (6 For Student Lab)	$ -	$ 1,794.00	$ 1,794.00	This device will allow students to test applications that they develop to work across multiple platforms.
APPLE iPhone (6 For Student Lab)	$ -	$ 1,194.00	$ 1,194.00	This device will allow students to test applications that they develop to work across multiple platforms.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Windows 8 Phone (6 For Student Lab)	$ -	$ 594.00	$ 594.00	This device will allow students to test applications that they develop to work across multiple platforms.
GIS Hand-Held Devices: 30 unit classroom kit including one year of maintenance	$ 18,990.00	$ -	$ -	For student use in gathering scientific data, mapping GPS data points and manipulating data collected using GIS technologies in field studies and research.
All Strands - (9th grade) - Introduction to Computers and Information Technology with Course Smart eText Years 1 & 2 - 62 x $63.47 Year 3 - 124 x $63.47	$ 3,935.14	$ 3,935.14	$ 7,870.28	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
Application Development and System Engineering - (Year 2) - Introduction to Programming with JAVA: A Problem-Solving Approach Year 2 - 62 x $70.50 Year 3 - 124 x $70.50	$ -	$ 4,371.00	$ 8,742.00	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
Application Development and System Engineering - Hands-On Networking Fundamentals Year 2 - 62 x $126.00 Year 3 - 124 x $126.00	$ -	$ 7,812.00	$ 15,624.00	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Application Development and System Engineering - (10th grade) - Database Systems Year 2 - 62 x $185.20 Year 3 - 124 x $185.20	$ -	$ 11,485.50	$ 22,971.00	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
ERP Business - (9th grade) - Introduction to Business Years 1 & 2 - 62 x $75.50 Year 3 - 124 x $75.50	$ 4,681.00	$ 4,681.00	$ 9,362.00	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
ERP Business - (9th grade) - Business Management: Real World Applications and Connections Years 1 & 2 - 62 x $74.40 Year 3 - 124 x $74.40	$ 4,612.80	$ 4,612.80	$ 9,225.60	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
ERP Business - (9th grade) - Entrepreneurship - Building a Business Years 1 & 2 - 62 x $70.32 Year 3 - 124 x $70.32	$ 4,359.84	$ 4,359.84	$ 8,719.68	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
ERP Business - (10th grade) - The Office Procedures and Technology, 5th Edition Year 2 - 62 x $100.49 Year 3 - 124 x $100.49	$ -	$ 6,230.38	$ 12,460.76	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
ERP Business - (10th grade) - Entrepreneurship Ideas in Action Year 2 - 62 x $75.50 Year 3 - 124 x $75.50	$ -	$ 4,681.00	$ 9,362.00	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
GIS - (9th grade) - Getting to Know ArcGIS Desktop, Second Edition Years 1 & 2 - 62 x $79.95 Year 3 - 124 x $79.95	$ 4,956.90	$ 4,956.90	$ 9,913.80	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
GIS - (9th grade) - Geosystems: An Introduction to Physical Geography Year 1 & 2 - 62 x $92.14 Year 3 - 124 x $92.14	$ 5,712.68	$ 5,712.68	$ 11,425.36	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
GIS - (9th grade) - GIS Tutorial for Crime Analysis Year 1 & 2 - 62 x $79.95 Year 3 - 124 x $79.95	$ 4,956.90	$ 4,956.90	$ 9,913.80	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
GIS - (10th grade) - Fundamentals of Geographical Information (4th Edition) Year 2 - 62 x $59.50 Year 3 - 124 x $59.50	$ -	$ 3,689.00	$ 7,378.00	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
GIS - (10th grade) - Designing Geodatabases: Case Studies in GIS Data Modeling Year 2 - 62 x $27.35 Year 3 - 124 x $27.35	$ -	$ 1,695.70	$ 3,391.40	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
GIS - (10th grade) - Spatial Database Year 2 - 62 x $77.95 Year 3 - 124 x $77.95	$ -	$ 4,832.90	$ 9,665.80	Student texts to direct exploration and mastery of technology skills, supplement the project-based learning component, and allow for differentiated learning based on individual students' needs.
5. SUBTOTAL SUPPLIES	**$ 113,147.47**	**$ 118,451.96**	**$ 212,904.20**	
Contractual				

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
ESRI GIS Consulting And Professional Development Services	$ 10,000.00	$ 10,000.00	$ 20,000.00	This will provide teachers with professional development they need to successfully deliver the high tech curriculum and ensure student achievement.
SAP Professional Development	$ 18,000.00	$ 18,000.00	$ 18,000.00	This will provide teachers with professional development they need to successfully deliver the high tech curriculum and ensure student achievement.
GIS Training for Trimble Hand-Held	$ 11,700.00	$ -	$ -	On-site training at M-DCPS facility for up to 6 attendees per day ($6,000) plus training for 6 additional attendees per day ($4,800) and training manuals for 4-day training ArcPad and Pathfinder Office/TerraSync ($900).
Team Foundation Servers (TFS) Professional Development	$ 50,000.00	$ 50,000.00	$ 100,000.00	This will provide teachers with Professional Development necessary to utilize the server architecture the students use in application development (Visual Studio and Testing).
6. SUBTOTAL CONTRACTUAL	**$ 89,700.00**	**$ 78,000.00**	**$ 138,000.00**	
7. SUBTOTAL CONSTRUCTION	$ -	$ -	$ -	**SHOULD READ ZERO**
Other				
AutoDesk Design Academy 2013 Software Suite for labs	$ 10,499.00	$ -	$ -	To allow students to build and design infrastructures.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
SQL Enterprise Server Licensing (40 Cores @ $1,180.00 Per Core)	$ 47,200.00	$ 47,200.00	$ 94,400.00	Required Microsoft SQL server licensing necessary for student to save to the Microsoft database.
MICROSOFT IT Academy Annual Subscription Licensing	$ 1,400.00	$ 1,400.00	$ 1,400.00	This will provide students and teachers with access to a variety of resources which includes electronic books, lesson plans, software, etc. that will be used as part of the Development/Systems Engineer strand.
MICROSOFT Certified Professional Training (MCP) 30 Exams	$ 1,871.12	$ 1,871.12	$ 1,871.12	This will allow students to sit for and take Microsoft Certifications MCP Exams that are part of the Development/Systems Engineer strand.
GIS Space Certification (GIS Series 1 and 2)	$ 91,084.44	$ -	$ -	This will provide GIS students with 180 hours of online training in preparation for the GIS user certification exam.
GIS Star Certification (GIS Technician) preparation Series 3 and 4	$ -	$ -	$ 34,000.00	This will provide GIS students with 180 hours of online training in preparation for the GIS technician certification exam.
Stoneware/LanSchool Annual Subscription Licensing	$ 1,400.00	$ 2,800.00	$ 5,600.00	Software used for students to share presentations and allow teachers to monitor.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
GIS Hand-Held Devices: 30 unit classroom kits - maintenance for Years 2 and 3	$ -	$ 3,798.00	$ 3,798.00	For student use in gathering scientific data, mapping GPS data points and manipulating data collected using GIS technologies in field studies and research.
Subscription: ERP Simulation Game	$ -	$ 95,000.00	$ 95,000.00	For use by students in the ERP and Microsoft APP/SE strands to train and provide a model for online simulation development.
Fees: Class 4 Monochrome 60 Page a Minute MFP ***Main Office*** Year 2 - maintenance fee for 1 year Year 3 - maintenance fee for 2 years	$ -	$ 1,243.20	$ 2,486.40	This will allow students to print maps and charts that are created as part of their course work in the GIS strand. This will also allow students in the SAP/Business strand to print presentations and business graphs and charts.
Fees: Class 4 Monochrome 60 Page a Minute MFP ***Teachers Lounge*** Year 2 - maintenance fee for 1 year Year 3 - maintenance fee for 2 years	$ -	$ 1,243.20	$ 2,486.40	This will allow students and teachers to print maps and charts that are created as part of their course work in the GIS strand. This will also allow teachers and students in the SAP/Business strand to print presentations and business graphs and charts.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Fees: Wireless Class 4 Monochrome 60 Page a Minute MFP ***Student Lab*** Year 2 - maintenance fee for 1 year Year 3 - maintenance fee for 2 years	$ -	$ 1,243.20	$ 2,486.40	This will allow students to print maps and charts that are created as part of their course work in the GIS strand. This will also allow students in the SAP/Business strand to print presentations and business graphs and charts.
Fees: Creative Suite 6 Master Collection Site License Software and Medium	$ 13,675.00	$ -	$ -	Software for student use in preparing podcasts and digital/video presentations as part of their multimedia, interdisciplinary projects; and in maintaining the school's social media site.
ADOBE CS Design & Web Premium Site Licensing	$ 8,745.08	$ -	$ -	This software will allow students to create images and icons that will be used when developing mobile or web applications, as well as, when creating presentations and maps.
MDM Software - Students & Teachers (210 in Year 1, 420 in Year 2, and 840 in Year 3) $55 Per Device Per Year	$ 11,550.00	$ 23,100.00	$ 46,200.00	Software used to monitor hardware and prevent loss.
Postage	$ 2,400.00	$ 2,400.00	$ 2,400.00	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Purchase postage to distribute direct mail postcards to targeted zip codes announcing "Open House" events at each *STIRR* school.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
MICROSOFT Technology Associate (MTA) Certification Licensing	$ 2,700.00	$ 2,700.00	$ 2,700.00	This will allow students to take MTA certification exams that are part of the APP/SE strand.
8. SUBTOTAL OTHER	**$ 192,524.64**	**$ 183,998.72**	**$ 294,828.32**	
9. Total Direct Costs	$ 1,495,515.73	$ 1,341,827.68	$ 1,868,347.52	**Total of 1-8**

Miami-Dade County Public Schools (MDCPS)
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BioTech @ Zoo Miami

ITEM **FUNDS REQUESTED** **JUSTIFICATION**

	FY 2013	FY 2014	FY 2015	
Personnel				
In-Service Reimbursement Year One [redacted]	$ [redacted]	[redacted]	[redacted]	Provide professional development training time in the summer or on weekends in an effort to assist teachers improve program delivery in *Project-based Learning* with trainers from Buck Institute for Education; and in *South Florida Plants and Ecosystems* and *Basic Botany* with staff from Fairchild Tropical Botanic Garden.
Lead Teacher (1.0 FTE) 10-Month Position	$ [redacted]	[redacted]	[redacted]	Provide leadership in the development and implementation of the project; coordinate daily logistical operations; facilitate development and implementation of Conservation Biology curriculum; assist with identification of appropriate personnel qualified to teach the unique curriculum; coordinate community resources; market/recruit students to prevent minority group isolation. **(Yr 1: Planning)**

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ITEM **FUNDS REQUESTED** **JUSTIFICATION**

	FY 2013	FY 2014	FY 2015	
Magnet-themed Content Area Teacher (2.0 FTE) [redacted]	$ [redacted]	[redacted]	$ -	Hire personnel who are highly specialized and knowledgeable in conservation biology theme content. These individuals will collaboratively **plan** (yr 1) with the lead teacher/school's project partners to develop the program curriculum and design interdisciplinary projects. In year two, they will continue to build their respective programs and also deliver quality content in the specialized magnet classes to incoming students. Once enrollment targets are met, the District will subsidize these salaries (yr 3).

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
Extended Day Salary Supplements Yr 2: 14 teachers x $6,534.00 Yr 3: 19 teachers x $6,534.00	$ -	$ 91,476.00	$ 124,146.00	Prevent barrier to access to magnet courses for students who have not attained a minimum level of proficiency in reading and/or mathematics on state assessment exams; provide 4 x 4 block schedule to allow students concentrated time to participate in field research and interdisciplinary magnet-themed projects; and provide teachers opportunity to plan collaboratively within and across subject areas.
Temporary Instructor Year Two 14 teachers x 8 days x $94.00 day Year Three 21 teachers x 8 days x $94.00 day	$ -	$ 10,528.00	$ 15,792.00	Provide follow-up training, classroom observation, teacher coaching, and curriculum review in project-based learning with staff from Buck Institute for Education and Discovery Education in an effort to assist teachers improve program delivery and promote magnet program sustainability.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
Temporary Instructor 5 teachers x 19 days x $94.00 day	$ 8,930.00	$ 8,930.00	$ 8,930.00	Provide follow-up training, classroom observation, teacher coaching, and curriculum review in project-based learning with staff from Buck Institute for Education and Discovery Education in an effort to assist teachers improve program delivery and promote magnet program sustainability.
Hourly Personnel: **Planning** Yr 1: 3 teachers x 5 hrs/wk x 30 wks x $33.00/hr Yr 2: 15 teachers x 2 hr/wk x 30 wks x $33.00/hr Yr 3: 20 teachers x 2 hr/week x 30 wks x $33.00/hr	$ 14,850.00	$ 29,700.00	$ 39,600.00	Provide instructional staff with time after school, on weekends, or in the summer to **plan** STEM-related interdisciplinary project-based learning activities for students.
Hourly Personnel: Summer Bridge Program 10 teachers x 6 hrs/day x 11 days x $33.00/hr	$ 21,780.00	$ 21,780.00	$ 21,780.00	Provide incoming students with two-week Summer Bridge program that will prepare them with ninth grade transition and with strategies for success in the rigorous and challenging Conservation Biology magnet program.
1. SUBTOTAL PERSONNEL SALARIES	**$ 210,783.00**	**$ 330,737.00**	**$ 267,129.00**	

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
2. SUBTOTAL FRINGE BENEFITS [redacted]	**$** [redacted]	**$** [redacted]	**$** [redacted]	Calculation for determining employee benefits is [redacted] plus insurance [redacted] for full-time employees and [redacted] for hourly employees. The percentage for In-Service is [redacted] and for Temporary Instructor it is [redacted]
Travel				
	$ -	$ -	$ -	
	$ -	$ -	$ -	
3. SUBTOTAL TRAVEL	**$ -**	**$ -**	**$ -**	

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	FY 2013	FY 2014	FY 2015	
Equipment		**BIO-TECH LAB**		
1 - BIOLOGICAL SAFETY CABINET ($6,970.00 EACH)	$ 6,970.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 -BIOMEDICAL STARTUP KIT ($10,743.91 EACH)	$ 10,743.91	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - PHOTO IMAGING SYSTEM PACKAGE ($7,490.69 EACH)	$ 7,490.69	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - PROJECTION SYSTEM, ULTRA SHORT THROW XGA LCD COMPUTER/VIDEO COMPATIBLE 3000 LUMENS W/ WALL BRACKET ($1,079.70 EACH)	$ 1,079.70	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
		BIOLOGY LAB		
1 - BIOLOGICAL SAFETY CABINET ($6,970.00 EACH)	$ 6,970.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - PROJECTION: CUSTOM PACKAGE D - INTERACTIVE WHITEBOARD WALL-MOUNTED W/CUSTOM CEILING FOUNDATION SET - INCL 77" DIAG BOARD AND FOUNDATION SET W/ ALL MISC. EQUIPMENT/SUPPLIES, AND INSTALLATION INCLUDED ($2,108.47 EACH)	$ 2,108.47	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
	CHEMISTRY LAB			
1 - BIOLOGICAL SAFETY CABINET ($6,970.00 EACH)	$ 6,970.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Chemistry laboratory.
1 - CLASSROOM SOUND SYSTEM - INCL 4 SPEAKERS, TEACHER LAVALIER MICROPHONE, STUDENT MICROPHONE, AMPLIFIER, BLUETOOTH CONNECTION, SHELF/BRACKET, INSTALLED ($1,150.00 EACH)	$ 1,150.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Chemistry laboratory.
1 - PROJECTION: CUSTOM PACKAGE D - INTERACTIVE WHITEBOARD WALL-MOUNTED W/CUSTOM CEILING FOUNDATION SET - INCL 77" DIAG BOARD AND FOUNDATION SET W/ ALL MISC. EQUIPMENT/SUPPLIES, AND INSTALLATION INCLUDED ($2,108.47 EACH)	$ 2,108.47	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Chemistry laboratory.
	SCIENCE MEDIUM MATERIAL STORAGE			
1 - BALANCE, ANALYTICAL 210G, 0.1 MG EXPLORER SERIES - SHIP TO SITE ($2,071.78 EACH)	$ 2,071.78	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology and Chemistry laboratories.
1 - DISTILLER, PORTABLE, 110V, 12 AMPS, 1.8 LITERS PER HOUR ($1,725.00 EACH)	$ 1,725.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology and Chemistry laboratories.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
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iMac Computer 21.5-inch: 2.7 GHz 25 x $1,299.00 x 3 computer labs (one lab per yr.) 25 x $1,299.00 x 6 classrooms (two labs per yr.)	$ 97,425.00	$ 97,425.00	$ 97,425.00	For student use in the computer labs (3) and STEM classrooms (6) when conducting research; and preparing multimedia, interdisciplinary projects, and presentations.
Epson SureColor T5000 Printer 1 per year	$ 3,995.00	$ 3,995.00	$ 3,995.00	For student use in the computer labs (3) when conducting research; and preparing multimedia, interdisciplinary projects, and presentations requiring large print outs.
Apple iPad Learning Lab (with 10 iPad 2 16GB Wi-Fi devices) with AppleCare Protection Plan 20 x $7,059.00 (yrs 1 and 2) 40 x $7,059.00 (yr.3)	$ 141,180.00	$ 141,180.00	$ 282,360.00	For student use in conducting hands-on scientific research (e.g. recording observations, researching information, graphing data, and preparing reports. Tablets purchased in year three will be for incoming 11th/12th grade students.
Bretford PowerSync Cart for iPad $2,599.95 x 2 carts per yr	$ 5,199.90	$ 5,199.90	$ 5,199.90	Charges and configures iPad tablets for student use in conducting field studies and scientific research.

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	FY 2013	**FY 2014**	**FY 2015**	
Apple MacBook Learning Lab (20 MacBook Air laptops) with AppleCare Protection Plan 2 x $25,199.00 per year	$ 50,398.00	$ 50,398.00	$ 50,398.00	For students to check out when conducting research and working on interdisciplinary projects at home.
MacBook Air (5-pk) 2 x $5,910.00 per year	$ 11,820.00	$ 11,820.00	$ 11,820.00	For students to check out when conducting research and working on interdisciplinary projects at home.
Bretford Mobility Cart 30 (Assembled) 2 x $1,799.95 per year	$ 3,599.90	$ 3,599.90	$ 3,599.90	Charges and configures laptops for students to check out when conducting research and working on interdisciplinary projects at home.
4. SUBTOTAL EQUIPMENT	**$ 363,005.82**	**$ 313,617.80**	**$ 454,797.80**	
Supplies				
29 - Project Based Learning (PBL) Starter Kit for Senior High School ($32.95 EACH)	$ 955.55	$ -	$ -	Buck Institute for Education (BIE) Project Based Learning (PBL) resource materials for teachers.
29 - Project Based Learning (PBL) Handbook ($39.95 EACH)	$ 1,158.55	$ -	$ -	Buck Institute for Education (BIE) Project Based Learning (PBL) resource materials for teachers.
Swift SM 90 Series Stereo Microscope 20 x $561.00	$ 11,220.00	$ -	$ -	For student use in scientific research projects at Fairchild Tropical Botanic Garden that will allow them to collect and analyze data that tackle local and international conservation issues.

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Fisher Scientific Education University Compound Microscope 20 x $856.00	$ 17,120.00	$ -	$ -	For student use in scientific research projects at Fairchild Tropical Botanic Garden that will allow them to collect and analyze data that tackle local and international conservation issues.
Canon EOS Rebel T3i 18MP CMOS SLR Camera 3 x $781.99	$ 2,345.97	$ -	$ -	For student use in gathering data and conducting citizen science projects at Fairchild Tropical Botanic Garden in collaboration with graduate students.
Canon EOS Rebel T3 Digital Camera 15 x $317.12	$ 4,756.80	$ -	$ -	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects, and presentations; and in maintaining the school's social media site.
Canon Deluxe Camera Bag 18 x 24.95	$ 449.10	$ -	$ -	To protect Canon EOS Rebel digital cameras used by students when gathering data, conducting citizen science projects, and preparing multimedia, interdisciplinary presentations; and in maintaining the school's social media site.

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	FY 2013	FY 2014	FY 2015	
Canon EF-s 60mm f/2.8 Macro USM Lens 3 x $368.80	$ 1,106.40	$ -	$ -	For student use in gathering data and conducting citizen science projects at Fairchild Tropical Botanic Garden in collaboration with graduate students.
Garmin 5" Portable GPS Navigator $127.99 each Qty: 200 (yr 1); 200 (yr 2); 400 (yr 3)	$ 25,598.00	$ 25,598.00	$ 51,196.00	For student use in gathering scientific data, mapping GPS data points and manipulating data collected using GIS technologies in field studies and research conducted on-site at Zoo Miami, Fairchild Tropical Botanic Garden, and at school. GPS units purchased in year 3 will be for incoming 11th/12th grade students.
Apple iPad 3 $499.00 each Qty: 75 (yr1)	$ 37,425.00	$ -	$ -	For student use in conducting hands-on scientific research (e.g. recording observations, researching information, graphing data, and preparing reports) on-site at Zoo Miami and Fairchild Tropical Botanic Garden.

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HP LaserJet Pro 400 6 classrooms x $481.26	$ 2,887.56	$ 2,887.56	$ 2,887.56	For student use in when conducting research; and preparing multimedia, interdisciplinary projects, and presentations in STEM classes.
HP 305A Ink (Four Pack) 6 classrooms (two per classroom/yr) x $400.00	$ 4,800.00	$ 4,800.00	$ 4,800.00	For student use when conducting research; and preparing multimedia, interdisciplinary projects, and presentations in STEM classes.
Xerox Paper (8.5" x 11") $27.04 x 90/yr. (15 boxes x 6 classrooms)	$ 2,433.60	$ 2,433.60	$ 2,433.60	For student use in preparing multidisciplinary, project reports and printing assignments in STEM classes.
Epson UltraChrome XD 350ML (Photo Black) (6 per computer lab/yr) x $153.00	$ 2,754.00	$ 2,754.00	$ 2,754.00	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects, and presentations requiring large print outs.
Epson UltraChrome XD 350ML (Magenta) (6 per computer lab/yr) x $153.00	$ 2,754.00	$ 2,754.00	$ 2,754.00	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects, and presentations requiring large print outs.

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Epson UltraChrome XD 350ML (Cyan) (6 per computer lab/yr) x $153.00	$ 2,754.00	$ 2,754.00	$ 2,754.00	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects, and presentations requiring large print outs.
Epson UltraChrome XD 350ML (Yellow) (6 per computer lab/yr) x $153.00	$ 2,754.00	$ 2,754.00	$ 2,754.00	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects, and presentations requiring large print outs.
Epson Photo Glossy Paper 18 rolls x $299.00 (2 rolls per computer lab/yr)	$ 5,382.00	$ 5,382.00	$ 5,382.00	For student use in the computer lab when conducting research; and preparing multimedia, interdisciplinary projects.
Apple TV 10 x $99.00	$ 990.00	$ -	$ -	For student use when making presentations to a large audience.
HTMI cable for Apple TV 10 x $29.00	$ 290.00	$ -	$ -	For student use when making presentations to a large audience.
Avervision 300 AF+ Document Camera 6 x $518.99	$ 3,113.94	$ -	$ -	For student use in conducting scientific research and laboratory investigations.

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	FY 2013	FY 2014	FY 2015	
Beakers 20 x $153.00; 20 x $195.00; 20 x $273.00; 20 x $383.00; 20 x $177.00	$ 11,810.00	$ 11,810.00	$ -	For student use in conducting scientific research and laboratory investigations.
Flask 50 x $35.00	$ 875.00	$ 875.00	$ -	For student use in conducting scientific research and laboratory investigations.
Desk-mounted Magnifying Glass 10 x $129.00	$ 1,290.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations.
Funnel 75 x $24.00	$ 600.00	$ 600.00	$ 600.00	For student use in conducting scientific research and laboratory investigations.
Petri Dish 10 x $235.00 (yr 1 & 2) 20 x $235.00 (yr 3)	$ 2,350.00	$ 2,350.00	$ 4,700.00	For student use in conducting scientific research and laboratory investigations.
Test Tube Year 1 and 2 10 x $162.00; 10 x $199.00 10 x $528.00; 10 x $155.00 Year 3 20 x $162.00; 20 x $199.00 20 x $528.00; 20 x $155.00	$ 10,440.00	$ 10,440.00	$ 20,880.00	For student use in conducting scientific research and laboratory investigations.
Thermometer 2 x $556.00 (yr 1 & 3) 1 x $556.00 (yr 2)	$ 1,112.00	$ 556.00	$ 1,112.00	For student use in conducting scientific research and laboratory investigations.

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	FY 2013	FY 2014	FY 2015	
Graduated Cylinder Sets 75 x $28.00	$ 700.00	$ 700.00	$ 700.00	For student use in conducting scientific research and laboratory investigations.
Slides Year 1 - 25 x $6.45 Year 2 - 50 x $6.45 Year 3 - 100 x $6.45	$ 161.25	$ 322.50	$ 645.00	For student use in conducting scientific research and laboratory investigations.
Prepared Slides 10 x $242.40	$ 2,424.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations.
Slide Making Kits 36 x $188.00	$ 2,256.00	$ 2,256.00	$ 2,256.00	For student use in conducting scientific research and laboratory investigations.
Food Chain Flip Chart Set 4 x $36.00	$ 144.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations.
Owl Pellets	$ 330.00	$ 330.00	$ 660.00	For student use in conducting scientific research and laboratory investigations.
Dissection Kit (Teacher) 4 x $70.00	$ 280.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations.
Dissection Kit (Students) 25 x $30.00	$ 750.00	$ 750.00	$ 750.00	For student use in conducting scientific research and laboratory investigations.

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	FY 2013	FY 2014	FY 2015	
Botany Dissection Kit 25 x $14.00	$ 350.00	$ 350.00	$ 350.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Do Landfills Really Work? 4 x $98.40	$ 393.60	$ -	$ -	For student use in conducting scientific research and laboratory investigations.
Genetic Concepts Kit 4 x $194.00	$ 776.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: How Pollution Affects Plants	$ 71.00	$ 71.00	$ 71.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Simulating the Effects of Acid Rain	$ 76.00	$ 76.00	$ 76.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Detergents and the Environment 12 x $43.25	$ 519.00	$ 519.00	$ 519.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Plant Growth Kit	$ 535.00	$ 535.00	$ 535.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Ecosystem Set	$ 508.00	$ 508.00	$ 508.00	For student use in conducting scientific research and laboratory investigations.

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Investigation Kit: EcoSpheres	$ 630.00	$ 630.00	$ 630.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Introduction to Plant Cell Culture	$ 117.00	$ 117.00	$ 117.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Isolation of Chloroplasts, Mitochondria, Extraction of Plant DNA	$ 127.00	$ 127.00	$ 127.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: DNA Staining Kit	$ 110.00	$ 110.00	$ 110.00	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Turning Genes On and Off	$ 59.95	$ 59.95	$ 59.95	For student use in conducting scientific research and laboratory investigations.
Investigation Kit: Energy Dynamics	$ 100.00	$ 100.00	$ 100.00	Engages students in the study of energy flow and complex interactions between organisms.
Investigation Kit: Advanced Placement Labs	$ 1,077.00	$ 1,077.00	$ 1,077.00	Allows students to explore concepts of AP Biology in an investigative context.
Investigation Kit: Comprehensive Biotechnology Lab	$ 11,700.00	$ 11,700.00	$ 11,700.00	For student use in conducting high level biotechnology laboratory investigations.

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Investigation Kit: Power Supply	$ 650.00	$ 650.00	$ 650.00	Provides power for electrophoresis apparatus when students are conducting electrophoresis on samples simultaneously.
Investigation Kit: FOTO Printer	$ 485.00	$ 485.00	$ 485.00	For student use at digital workstations when utilizing electrophoresis apparatus for capturing fluorescent images, etc.
Investigation Kit: Mineral Study Kit 4 x $144.00	$ 576.00	$ 576.00	$ 576.00	Engages students in the study of mineral production.
Investigation Kit: Luster Study Kit 4 x $25.00	$ 100.00	$ 100.00	$ 100.00	Allows students to differentiate between metallic and non metallic physical properties.
Investigation Kit: Landforms Model	$ 352.00	$ 352.00	$ 352.00	For student use when studying landforms and geological processes.
Investigation Kit: Alternative Energy Fuel Cells (Bio) 4 x $100.00	$ 400.00	$ 400.00	$ 400.00	For student use when investigating how to produce, store and use clean energy.
Investigation Kit: Alternative Energy Fuel Cells (Hydro-wind)	$ 190.00	$ 190.00	$ 190.00	For student use when investigating how to produce, store and use clean energy.
Investigation Kit: Alternative Energy Fuel Cells (Renewable)	$ 275.00	$ 275.00	$ 275.00	For student use when investigating how to produce, store and use clean energy.

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	FY 2013	FY 2014	FY 2015	
Investigation Kit: Alternative Energy Fuel Cells (Solar Hydrogen)	$ 105.00	$ 105.00	$ 105.00	For student use when investigating how to produce, store and use clean energy.
Environmental Engineering Oil Spill Management Kit	$ 552.00	$ 552.00	$ 552.00	Increase student awareness of oil spill and clean-up processes.
Modeling and Comparing Fossil Fuel and Biofuel Combustion	$ 107.00	$ 107.00	$ 107.00	Allows students to simulate combustion and evaluation of fossil fuels.
Groundwater Exploration	$ 661.00	$ 661.00	$ 661.00	Engages students in discovering why preservation of groundwater is necessary.
Water Quality Assessment	$ 499.00	$ 499.00	$ 499.00	Allows students to study the basic concepts of water chemistry and the water quality index.
Soil Texture Unit	$ 90.00	$ 90.00	$ 90.00	Allows students to test and observe different soil textures and properties.
Light and Moisture Meters 15 x $22.75	$ 341.25	$ 341.25	$ 341.25	Allows students to measure soil's moisture and light qualities.
Classification of Soil Layers 4 x $75.00	$ 300.00	$ 300.00	$ 300.00	Allows students to investigate the conditions of soil formation.
Porosity of Soils and Water 4 x $77.75	$ 311.00	$ 311.00	$ 311.00	Allows students to examine soil porosity and its effects on groundwater flow.

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A Primer of Conservation Biology 200 x $62.49	$ 12,498.00	$ -	$ -	For student use in 10th grade research course. Focuses on biological diversity and its value; threats to biological diversity; conservation at the population and species levels; protecting, managing and restoring ecosystems; and sustainable development.
	BIO-TECH LAB			
1 - BIOLOGICAL SAFETY CABINET STAND ($670.00 EACH)	$ 670.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - CART, UTILITY 24"W X 36"L X 33"H - 2 SHELVES W/RAISED SIDES, EA HOLDS 200LBS, 5" RUBBER CASTERS, CORROSION-RESISTANT, INCL EXTRA SHELF - GREY ($299.95 EACH)	$ 299.95	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
30 - CHAIR DESK, DSCVR 18" SEAT ONE PIECE SHELL WITH BOOKRACK, DESK TOP 24"W X 18"D, OVERALL DIM. 31"H X 24"W X 35"D, FUSION MAPLE, 7909-60 TOP, INDIGO SHELL ($60.50 EACH)	$ 1,815.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - CHAIR TEACHERS SWIVEL, CASTERS, CHAR FRAME FABRIC - GRADE II - BK19 IRON ($67.97 EACH)	$ 67.97	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.

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30 - CHAIR, 18" STACKING, DSCVR OVERALL DIMENSIONS 31"H X 17"W X 19"D CHROME FRAME, ONYX SHELL ($23.50 EACH)	$ 705.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - CLINITEK 50 ($710.00 EACH)	$ 710.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
2 - DELL BASIC NETWORK PRINTER, MODEL #2350dn ($224.00 EACH)	$ 448.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - DELL COLOR LASER PRINTER, MODEL #5130CDN ($899.00 EACH)	$ 899.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - DELL MAINSTREAM COMPUTER, with 19" LCD and AC-201 HEADSET INCLUDES DELL STANDARD INSTALL ($569.00 EACH)	$ 569.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
2 - FILE CABINET, 2-DRAWER LEGAL WITH LOCK 18-1/4"W X 28-1/2"D X 29"H MUST INCLUDE COMPRESSOR, BLACK - P ($145.90 EACH)	$ 291.80	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.

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	FY 2013	FY 2014	FY 2015	
10 - HOT PLATE/STIRRER, 10 X 12.7 CM HEATING SURFACE STIRRING RANGE FROM 150 TO 1500 RPM, TEMP RANGE 55 TO 460 DEGREES C, FOR 120V 50/60 HZ, CORNING PC-220 ($316.08 EACH)	$ 3,160.80	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
8 - PCR BASED IDENTIFICATION OF FOODSTUFFS FROM GENETICALLY MODIFIED ORGANISMS KIT ($124.55 EACH)	$ 996.40	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
5 - PIPET PUMPS ($19.00 EACH)	$ 95.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
2 - RACKS GRID-BOTTOM ($22.86 EACH)	$ 45.72	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
4 - STAINING JARS ($7.29 EACH)	$ 29.16	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
32 - STOOL, LAB ADJ GAS CYLINDER HEIGHT, W/UGLIDES, BLACK SHELL ($83.33 EACH)	$ 2,666.56	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - STOOL, TASK, ADJ FOOT RING, PNEUMATIC HGT ADJ, BACK HGT, SWIVEL, BLACK FRAME, GRADE II - BK19 IRON ($117.86 EACH)	$ 117.86	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
8 - TABLE, 36" X 60" X 36"H, 1-1/4 CHEM GUARD TOP AND MAPLE WOOD BASE - QUOTE ID 14017 ($496.19 EACH)	$ 3,969.52	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
2 - THERMOMETER 0-50 C ($30.00 EACH)	$ 60.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - THERMOMETER -40 - 100 C ($30.00 EACH)	$ 30.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - VOLUMETRIC PIPET 10ML PACKAGE ($48.35 EACH)	$ 48.35	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
1 - VOLUMETRIC PIPET 5ML PACKAGE ($48.41 EACH)	$ 48.41	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the BioTech laboratory.
BIO-TECH LAB ASST EQUIP STORAG				
1 - CABINET, STORAGE STEEL, 36"W X 18"D X 72"H DOUBLE LOCKING DOORS WITH 5 ADJ SHELVES & CLIPS, BLACK - P ($219.72 EACH)	$ 219.72	$ -	$ -	Purchase cabinets for BioTech laboratory to store science medium materials.
	BIOLOGY LAB			

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
1 - BIOLOGICAL SAFETY CABINET STAND ($670.00 EACH)	$ 670.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - AQUARIUM, 30 GAL. COMPLETE SET WITH PUMP AND ALL ACCESSORIES, 24" X 12" X 22" ($178.81 EACH)	$ 178.81	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - AQUARIUM, 5 GALLON COMPLETE SET WITH PUMP AND ALL ACCESSORIES, 16" X 8" X 10" ($53.87 EACH)	$ 53.87	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - CART, UTILITY 24"W X 36"L X 33"H - 2 SHELVES W/RAISED SIDES, EA HOLDS 200LBS, 5" RUBBER CASTERS, CORROSION-RESISTANT, INCL EXTRA SHELF - GREY ($299.95 EACH)	$ 299.95	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - CHAIR TEACHERS SWIVEL, CASTERS, CHAR FRAME FABRIC - GRADE II - BK19 IRON ($67.97 EACH)	$ 67.97	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
26 - CHAIR, 18" STACKING, DSCVR OVERALL DIMENSIONS 31"H X 17"W X 19"D CHROME FRAME, ONYX SHELL ($23.50 EACH)	$ 611.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - CHART, BOTANY SET, 21 CHART SET ON SPRING ROLLER SYSTEM ($679.00 EACH)	$ 679.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.

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1 - CHART, GIANT HUMAN ANATOMY SERIES, 40"W X55"H 7 CHART SET ($245.00 EACH)	$ 245.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - CHART, ZOOLOGY SET, 21 CHARTS ($594.80 EACH)	$ 594.80	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
5 - DELL MAINSTREAM COMPUTER, with 19" LCD and AC-201 HEADSET INCLUDES DELL STANDARD INSTALL ($569.00 EACH)	$ 2,845.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - DNA ELECTROPHORESIS ($539.00 EACH)	$ 539.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
2 - FILE CABINET, 2-DRAWER LEGAL WITH LOCK 18-1/4"W X 28-1/2"D X 29"H MUST INCLUDE COMPRESSOR, BLACK - P ($145.90 EACH)	$ 291.80	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - FIRST AID KIT, METAL CASE 9-1/2" X 6-3/4" X 2-5/8", CAN BE WALL MOUNTED ($45.25 EACH)	$ 45.25	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
16 - MICROSCOPE, MONOCULAR 4X, 10X, 40XR ($137.49 EACH)	$ 2,199.84	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.

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	FY 2013	FY 2014	FY 2015	
16 - MICROSCOPE, STEREO, 10X, 30X ($199.99 EACH)	$ 3,199.84	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - OVEN, ECONOMY DRYING LAB, MAINTAINS CONSTANT TEMPERATURE UP TO 225 DEGREES C, CHAMBER DIMENSIONS 12"W X 10"D X 10"H ($335.83 EACH)	$ 335.83	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
1 - PROJECTION SYSTEM, PORTABLE XGA LCD COMPUTER/VIDEO COMPATIBLE 2600 LUMENS ($690.75 EACH)	$ 690.75	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
25 - STETHOSCOPE, STUDENT STANDARD MEDICAL WITH FLEXIBLE TUBING, FORD TYPE ($11.64 EACH)	$ 291.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
26 - STOOL, LAB ADJ GAS CYLINDER HEIGHT, W/UGLIDES, BLACK SHELL ($83.33 EACH)	$ 2,166.58	$ -	$ -	For student use in conducting scientific research and laboratory
1 - STOOL, TASK, ADJ FOOT RING, PNEUMATIC HGT ADJ, BACK HGT, SWIVEL, BLACK FRAME, GRADE II - BK19 IRON ($117.86 EACH)	$ 117.86	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
6 - TABLE, 36"W X 36"D, MAPLE TOP, STANDARD LEGS CHAR BLK ($84.00 EACH)	$ 504.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.

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	FY 2013	FY 2014	FY 2015	
1 - TELEVISION EXTERNAL TV TUNER/ADAPTER W/VERTICAL STAND, AC POWR ADAPTER, VGA CABLE, AUDIO CABLE S-VIDEO COMPONENT,YPbPr (480i) 2 IN 1 CABLE, USER MANUAL, INSTALLATION - 4" X 6.5" X 1" ($199.60 EACH)	$ 199.60	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Biology laboratory.
	CHEMISTRY LAB			
1 - BIOLOGICAL SAFETY CABINET STAND ($670.00 EACH)	$ 670.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the Chemistry laboratory.
4 - BALANCE, ELECTRONIC PRECISION PIONEER 310GX0.001G ($834.76 EACH)	$ 3,339.04	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - BALANCE, RS32 INTERFACE KIT FOR ELECTRONIC BALANCE TS SERIES ($64.21 EACH)	$ 64.21	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - BAROMETER, 3-SCALE ANEROID, 13 CM DIAMETER DIAL ($46.44 EACH)	$ 46.44	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
50 - BURETTE CLAMP - STEEL BURETTE TEST TUBE CLAMP W/RUBBER COATED JAWS ($5.22 EACH)	$ 261.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.

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10 - BURETTE CLAMP DOUBLE - DOUBLE STEEL BURETTE TEST TUBE CLAMP HEAVY DUTY W/COATED JAWS ($7.92 EACH)	$ 79.20	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - CART, UTILITY 24"W X 36"L X 33"H - 2 SHELVES W/RAISED SIDES, EA HOLDS 200LBS, 5" RUBBER CASTERS, CORROSION-RESISTANT, INCL EXTRA SHELF - GREY ($299.95 EACH)	$ 299.95	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - CHAIR TEACHERS SWIVEL, CASTERS, CHAR FRAME FABRIC - GRADE II - BK19 IRON ($67.97 EACH)	$ 67.97	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - CURVED SHIELD 36"H X 19-1/2"W POLYCARBONATE ($325.74 EACH)	$ 325.74	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - DELL BASIC NETWORK PRINTER, MODEL #2350dn ($224.00 EACH)	$ 224.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
5 - DELL MAINSTREAM COMPUTER, with 19" LCD and AC-201 HEADSET INCLUDES DELL STANDARD INSTALL ($569.00 EACH)	$ 2,845.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
2 - FILE CABINET, 2-DRAWER LEGAL WITH LOCK 18-1/4"W X 28-1/2"D X 29"H MUST INCLUDE COMPRESSOR, BLACK - P ($145.90 EACH)	$ 291.80	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.

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1 - FIRST AID KIT, METAL CASE 9-1/2" X 6-3/4" X 2-5/8", CAN BE WALL MOUNTED ($45.25 EACH)	$ 45.25	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - OVEN, ECONOMY DRYING LAB, MAINTAINS CONSTANT TEMPERATURE UP TO 225 DEGREES C, CHAMBER DIMENSIONS 12"W X 10"D X 10"H ($335.83 EACH)	$ 335.83	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - PROJECTION SYSTEM, PORTABLE XGA LCD COMPUTER/VIDEO COMPATIBLE 3600 LUMENS	$ 690.75	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the
26 - STOOL, LAB ADJ GAS CYLINDER HEIGHT, W/UGLIDES, BLACK SHELL ($83.33 EACH)	$ 2,166.58	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - STOOL, TASK, ADJ FOOT RING, PNEUMATIC HGT ADJ, BACK HGT, SWIVEL, BLACK FRAME, GRADE II - BK19 IRON ($117.86 EACH)	$ 117.86	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
6 - TABLE, 36"W X 36"D, MAPLE TOP, STANDARD LEGS CHAR BLK ($84.00 EACH)	$ 504.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
1 - TELEVISION EXTERNAL TV TUNER/ADAPTER W/VERTICAL STAND, AC POWR ADAPTER, VGA CABLE, AUDIO CABLE S-VIDEO COMPONENT, YPbPr (480i) 2 IN 1 CABLE, USER MANUAL, INSTALLATION - 4" X 6.5" X 1" ($199.60 EACH)	$ 199.60	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
50 - TRIPOD BASE SUPPORT STAND W/ 1/2" X 24" ROD ($17.71 EACH)	$ 885.50	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the chemistry laboratory.
SCIENCE MEDIUM MATERIAL STORAGE				
1 - (BIO) AUTOCLAVE ELECTRIC BASE FOR STERILIZER, HT-70-1695A 110-VOLT ***PLACE IN THE "WET STORAGE" TEACHER PREP AREA*** ($82.00 EACH)	$ 82.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) AUTOCLAVE STERILIZER, HT-70-1695 ***PLACE IN THE "WET STORAGE" TEACHER PREP AREA*** ($665.00 EACH)	$ 665.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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1 - (BIO) CABINET, MICROSCOPE SLIDE UNIT SYSTEM STORAGE, EQUIPPED WITH 25 ALUMINUM TRAYS FOR HOLDING 500 (3" X 1") SLIDES, 8-1/2" X 12" X 10"H **PLACE IN DRY STORAGE ROOM** ($415.00 EACH)	$ 415.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) CABINET, MOBILE MICROSCOPE STORAGE ($844.90 EACH)	$ 844.90	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) LIFE ON EARTH A FOSSIL HISTORY - FOSSIL REPRODUCTIONS AND MODEL SHOWING ROCK LAYERS FROM CAMBRIAN TO PRESENT	$ 96.85	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) MODEL, ANIMAL CELL SOMSO GREATLY ENLARGED, 39 X 26 X 52 CM HIGH, ON STAND WITH BASE ($700.00 EACH)	$ 700.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) MODEL, ANIMAL MITOSIS SET, SOMSO, GREATLY ENLARGED, INCLUDES EIGHT MODELS PROPHASE (1,2,3) METAPHASE (4) ANAPHASE (5,6,7) AND TELOPHASE (8) ON INDIVIDUAL STANDS ($475.00 EACH)	$ 475.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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1 - (BIO) MODEL, DNA MOLECULE KIT, ENLARGED 100 MILLION TIMES; SCALE 10cm = 1 nm (NANOMETER), CHROME LIKE STAND AND MAHAGONY BASE 24"H X 8"W ($76.32 EACH)	$ 76.32	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) MODEL, GRASSHOPPER, BOBBITT EXTERNAL ANATOMY, 7" X 24" MOUNTED ON BASE WITH MANUAL ($360.00 EACH)	$ 360.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) MODEL, HUMAN SKELTON WITH MUSCLE ORIGIN/INSERTIONS AND JOINT LIGAMENTS, MOLDED PLASTIC, DETACHABLE SKULL, LEFT ARM, AND LEG, PELVIC MOUNT ON ROLLER STAND, AND DUST COVER ($546.48 EACH)	$ 546.48	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (BIO) MODEL, HUMAN TORSO LIFE SIZE MALE/FEMALE, DISSECTABLE INTO 24 PARTS, DETACHABLE HEAD ($807.50 EACH)	$ 807.50	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
16 - (BIO) MODEL, MOLECULAR MODEL, 74 BALLS, 30 BONDING LUGS, AND 85 SPRINGS (P297) ($38.34 EACH)	$ 613.44	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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8 - (BIO) TEXAS INSTRUMENTS BIOLOGY ACCESSORY LABORATORY PACKAGE FOR TI-84+ INCL. CBL2 DATA COLLECTION KIT, HEART RATE MONITOR, PH SENSOR, CONDUCTIVITY PROBE, 2 ADAPTORS, COLORIMETER, RESPIRATION RATE (PC COMPATIBLE) ($583.25 EACH)	$ 4,666.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
2 - (BIO) TEXAS INSTRUMENTS GRAPHING CALCULATOR, TI-84+ TEACHER PACKAGE OF 10 INDIVIDUAL CALCULATORS, MANUALS, LINK CABLES, ETC. ($952.80 EACH)	$ 1,905.60	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
2 - (BIO) TEXAS INSTRUMENTS TI-84+ SILVER EDITION VIEWSCREEN PACKAGE - OVERHEAD/VIEWSCREEN CALCULATOR, INCLUDES GRAPHLINK AND CARRYING CASE, WINDOWS COMPATIBLE ($294.68 EACH)	$ 589.36	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (CHEM) CENTRIFUGE, TABLETOP #228, TIMER, 6-TUBES, 12" X 13" X 9", 115V **PLACE IN WET STORAGE ROOM** ($629.46 EACH)	$ 629.46	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
2 - (CHEM) CONDUCTIVITY DEMONSTRATOR, HEAT CONDUCTOMETER, CONSISTS OF 5 METAL RODS 4" LONG, COPPER, ALUMINUM, BRASS, STEEL AND NICKEL-SILVER WITH PLASTIC HANDLE ON EXTENSION ROD ($11.00 EACH)	$ 22.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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1 - (CHEM) DEIONIZER CARTRIDGE, ULTRAPURE, HIGH CAPACITY, REMOVES 1870 G **PLACE IN WET STORAGE ROOM** ($93.47 EACH)	$ 93.47	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (CHEM) DEIONIZER, DELIVERS 19-38 L/HR DEMINERAL DIRECT READING C **PLACE IN WET STORAGE ROOM** ($720.00 EACH)	$ 720.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - (CHEM) ELECTROLYSIS HOFFMAN APPARATUS **PLACE IN DRY STORAGE ROOM** ($188.22 EACH)	$ 188.22	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
8 - (CHEM) PH TESTER 3 PH METER, PORTABLE, 0.01 RESOLUTION ($68.65 EACH)	$ 549.20	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
8 - (CHEM) TEXAS INSTRUMENTS CALCULATOR BASED LABORATORY CHEMISTRY PACKAGE CBL-2, CONTAINS CBL, CONTACT TEMP PROBE, PH SENSOR, PRESSURE SENSOR, CONDUCTIVITY PROBE, 2 ADAPTORS, COLORIMETER - PC COMPATIBLE ($582.50 EACH)	$ 4,660.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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1 - (CHEM) WATER BATH, 9 LITER STAINLESS STEEL TANK WITH TEMPERATURE ADJUSTMENT TO 65 DEGREES C, OFF-ON SWITCH, 120 VOLT UNIT **PLACE IN DRY STORAGE ROOM** ($304.95 EACH)	$ 304.95	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
2 - ANEMOMETER, WORKING MODEL SHOWS PRINCIPAL OF WND VELOCITY MEASUREMENT, 9 CM X 9CM BASE ($25.55 EACH)	$ 51.10	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - BALANCE, ANALYTICAL SECURITY DEVICE, EXPLOYER SERIES (SHIP TO SITE) ($75.97 EACH)	$ 75.97	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
6 - BALANCE, ANTI-THEFT KIT FOR CT SERIES OR PRECISION TS SERIES (SHIP TO SITE) ($35.11 EACH)	$ 210.66	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - BALANCE, CALIBRATION MASS FOR PORTABLE STANDARD CT SERIES, 1000G ($35.87 EACH)	$ 35.87	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - BALANCE, CALIBRATION MASS FOR PORTABLE STANDARD CT SERIES, 500G ($20.98 EACH)	$ 20.98	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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16 - BALANCE, ELECTRONIC SCOUT PRO SERIES, 200G -0.01G, OHAUS #SPE202 ($183.38 EACH)	$ 2,934.08	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
24 - BALANCE, TRIPLE BEAM MODEL 750S WITH STAINLESS STEEL 15.2CM WEIGHING PLATFORM, 610G CAPACITY WITH 0.1G READABILITY ($85.20 EACH)	$ 2,044.80	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
50 - CAST IRON RINGS, 6" DIAMETER, WITH SETSCREW ($23.75 EACH)	$ 1,187.50	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
8 - CHART, CLASSROOM PERIODIC TABLE ($30.75 EACH)	$ 246.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - ECOSYSTEM TANK ($419.00 EACH)	$ 419.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - ELECTROPHORESIS EQUIPMENT PACKAGE I, CONTAINES 3 POWER SUPPLIES, 6 GEL CHAMBER SETS, 6 GRADUATED MICROPIPETS, AND LIGHT SOURCE ($948.96 EACH)	$ 948.96	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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3 - FILE CABINET, 4-DRAWER LEGAL WITH LOCK 18-1/4"W X 28-1/2"D X 52"H MUST INCLUDE COMPRESSOR, BLACK - P ($281.16 EACH)	$ 843.48	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
3 - FIRST AID KIT, METAL CASE 9-1/2" X 6-3/4" X 2-5/8", CAN BE WALL MOUNTED ($45.25 EACH)	$ 135.75	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
2 - FLEXCAM TEACHCAM #N0650T1, 350 LINES HORIZ RESOLUTION, 8MM LENS, FLEXIBLE SUPPORT & BASE, 3 MICROSCOPE ADAPTERS, POWER SUPPLY, 25' EXTENSION CABLE ($995.00 EACH)	$ 1,990.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
10 - GLOBE, LARGE WITH TOPOGRAPHICAL FEATURES AND OCEAN CURRENTS ($47.57 EACH)	$ 475.70	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
24 - HOT PLATE, 10 X 12.7 CM HEATING SURFACE **PLACE IN DRY STORAGE ROOM** ($157.49 EACH)	$ 3,779.76	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
16 - HOT PLATE/STIRRER, 10 X 12.7 CM HEATING SURFACE, TEMP RANGE 25 TO 550 DEGREES C, FOR 120V 50/60 HZ, CORNING 6795-220 ($299.94 EACH)	$ 4,799.04	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

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ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	FY 2014	FY 2015	
16 - MICROSCOPE, DISSECTING, LEICA BF200 W/BINOCULAR BODY - P32 ($983.09 EACH)	$ 15,729.44	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
36 - MICROSCOPE, MONOCULAR 4X, 10X, 40XR ($137.49 EACH)	$ 4,949.64	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
8 - SOLAR ELECTRICITY DEMONSTRATION KIT (PAGE 969, CATLG #70) ($21.00 EACH)	$ 168.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - SPECTRUM TUBE CARBON DIOXIDE ($24.03 EACH)	$ 24.03	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - SPECTRUM TUBE HELIUM ($22.68 EACH)	$ 22.68	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - SPECTRUM TUBE HYDROGEN ($23.00 EACH)	$ 23.00	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget
BioTech @ Zoo Miami

ITEM **FUNDS REQUESTED** **JUSTIFICATION**

	FY 2013	FY 2014	FY 2015	
1 - SPECTRUM TUBE NEON ($24.03 EACH)	$ 24.03	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
2 - STOOL, TASK, ADJ FOOT RING, PNEUMATIC HGT ADJ, BACK HGT, SWIVEL, BLACK FRAME, GRADE II - BK19 IRON ($117.86 EACH)	$ 235.72	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
1 - TOOL KIT, MULTIPURPOSE, 14 PC IN SEETHROUGH VINYL CASE ($220.21 EACH)	$ 220.21	$ -	$ -	For student use in conducting scientific research and laboratory investigations in the biology and chemistry laboratories.
5. SUBTOTAL SUPPLIES	$ 314,068.36	$ 105,080.86	$ 131,992.36	
Contractual				

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget
BioTech @ Zoo Miami

ITEM **FUNDS REQUESTED** **JUSTIFICATION**

	FY 2013	FY 2014	FY 2015	
Contracted Item	$ -	$ -	$ -	Justification must be detailed and complete.
6. SUBTOTAL CONTRACTUAL	**$ -**	**$ -**	**$ -**	
7. SUBTOTAL CONSTRUCTION	$ -	$ -	$ -	**SHOULD READ ZERO**
Other				
Software: iPad Applications Qty: 200 (yr 1); 200 (yr 2); 400 (yr 3) -*Pages* ($9.99/tablet x 800) -*Numbers* ($9.99/tablet x 800) -*Keynote* ($9.99/tablet x 800) -*iMovie* ($9.99/tablet x 800) -Lab Apps ($29.00/tablet x 800)	$ 13,792.00	$ 13,792.00	$ 27,584.00	To be used by students for productivity. -*Pages* (word processing); -*Numbers* (data analysis); -*Keynote* (presentations); -*iMovie* (editing film clips); and lab apps (productivity in the lab setting).
iMovie Software 25 x $14.99 x 3 computer labs (one lab per year) 25 x $14.99 x 6 classrooms (2 classrooms per year)	$ 1,124.25	$ 1,124.25	$ 1,124.25	For student use in the computer labs (3) and STEM classrooms (6) when conducting research; and preparing multimedia, interdisciplinary projects and presentations.

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget
BioTech @ Zoo Miami

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
Fees: Social Media (Marketing) Monthly tutorial subscription ($600.00/yr.)	$ 600.00	$ 600.00	$ 600.00	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Purchase yearly tutorial subscription for use in maintaining the school's Facebook account, in which a student organization, administrated by a teacher, would provide consistent, relevant content as it relates to the school's magnet program(s). **(Comments will not be posted without administrator review and approval.)**
Fees: Creative Suite 6 Master Collection Site License Software and Medium	$ 13,675.00	$ -	$ -	Software for student use in preparing podcasts and digital/video presentations as part of their multimedia, interdisciplinary projects; and in maintaining the school's social media site.
Postage	$ 2,400.00	$ 2,400.00	$ 2,400.00	Implement *STIRR* Marketing Plan (outlined in Plan of Operation): Purchase postage to distribute direct mail postcards to targeted zip codes announcing "Open House" events at each *STIRR* school.

Miami-Dade County Public Schools (MDCPS)
Magnet Schools Assistance Program (MSAP) FY 2103 Budget
BioTech @ Zoo Miami

ITEM	FUNDS REQUESTED			JUSTIFICATION
	FY 2013	**FY 2014**	**FY 2015**	
Fees: All In Learning Cloud Subscription	$ -	$ 2,500.00	$ 3,000.00	Support student achievement by providing teachers with immediate feedback on student performance (e.g. test, quizzes) The All in Learning Cloud has a variety of data collection options that will automatically aggregate data so that teachers can immediately determine best practices and strategies for student intervention.
8. SUBTOTAL OTHER	**$ 31,591.25**	**$ 20,416.25**	**$ 34,708.25**	
9. Total Direct Costs	$ 977,960.43	$ 846,535.91	$ 938,039.41	**Total of 1-8**

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

School Board of Miami-Dade County, FL

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	790,242.70	1,038,962.70	884,191.70			2,713,397.10
2. Fringe Benefits	214,112.45	251,932.45	184,321.45			650,366.35
3. Travel	51,600.00	51,600.00	51,600.00			154,800.00
4. Equipment	1,056,684.41	715,357.80	1,257,701.70			3,029,743.91
5. Supplies	538,402.80	285,470.80	404,936.56			1,228,810.16
6. Contractual	478,460.00	518,692.00	591,916.00			1,589,068.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	316,430.89	306,214.97	446,336.57			1,068,982.43
9. Total Direct Costs (lines 1-8)	3,445,933.25	3,168,230.72	3,821,003.98			10,435,167.95
10. Indirect Costs*	86,802.00	89,114.00	93,126.00			269,042.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	3,532,735.25	3,257,344.72	3,914,129.98			10,704,209.95

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 3.77 %.

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

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

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	58,900.00	58,900.00	58,900.00			176,700.00
2. Fringe Benefits	14,871.10	14,871.10	14,871.00			44,613.20
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	73,771.10	73,771.10	73,771.00			221,313.20
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	73,771.10	73,771.10	73,771.00			221,313.20

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11338918 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-02-28T18:02:41-04:00