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**Charter School Applicant Interview  
Fulton-Holland Educational Services Center  
Ibis Building E  
September 10, 2010  
8:30 a.m.**

**My Choice Academy  
Interview Summary**

**Attendees:**

Juanita W. Edwards, Director, Dept. of Charter Schools  
Jeannette Merced, Accounting Specialist, Accounting Dept.  
Pamela McCoy, Compliance Specialist, Dept. of Charter Schools  
Lyn Bryant, Secretary, Dept. of Charter Schools  
Kenyetta Haywood, Personnel Compliance Manager, Quality Assurance  
Sheila Acevedo, ELL Specialist, Multicultural Education  
Altermease Kendrick, Executive Director, My Choice Academy  
Tracy Wiley, My Choice Academy  
Vincent Kendrick, My Choice Academy

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Edwards: It's about 8:30 a.m., September 10<sup>th</sup>, and we'd like to welcome everyone to the interview for My Choice Academy, grades K-8, and everyone did sign in, is that correct?

All: Yes.

Edwards: Now that we've signed in on paper, we are going to start with Ms. Haywood. She is going to give us her name, the entity that she's employed by or with, and the position held.

Everyone introduced themselves.

Edwards: Ms. McCoy will you pass out and review the folder contents please.

McCoy: Okay, in this folder you will find an Agenda in the front. The next document you have explains the "Meets Standard," "Partially Meets Standard," or "Does Not Meet Standard." To "Meet Standard" states that it reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It also addresses the topic with specific and accurate information and shows thorough preparation and presents a clear, realistic picture of how the school expects to operate;

"Partially Meets," the response addresses most of the criteria, but the responses lack meaningful detail and require important additional information; or

"Does Not Meet Standards," the response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

The next documents you have are the evaluators' reviews; that either "Partially Meet" or "Did Not Meet Standards." You also have a copy of the 2010 Florida Statutes, a copy of the Overview Process of the application.

We are up to Step No. 5, which is what we are doing today, and a copy of the Model Florida Charter Application. You have all of that?

All: Yes.

Edwards: Mrs. Kendrick, did you receive Mrs. Bryant's email on September 3<sup>rd</sup> with an attached letter acknowledging today's interview, the evaluators' signed copies of the seven sections that partially or did not meet standards and the Overview of the Florida Charter School Application Process?

Kendrick: Yes, I did.

Edward: Okay, on September 3<sup>rd</sup>, did you receive the budget information?

Kendrick: Yes, I did.

Edwards: Did the Founding or the Governing Board Members have a chance to review those documents that were emailed to you?

Kendrick: Yes.

Edwards: Just an FYI, we have to have a key to use the restrooms. It's out on my secretary's desk, and we have water and coffee on the far west wall if you need a beverage.

Now, let's take a moment, if you will take the Overview of the Florida Charter School Application Process out and put on top of your folder. The purpose of the interview is explained in Step 5, on the second page. In your review of this document, you found that we've actually completed Steps 1 through 4, and today we are at Step 5. That explains why we are here today. I would like for you all to take a few minutes to read that information, starting with Step 5, Applicant Interview; "The evaluation team will interview applicants to," and that tells why we are here today. So please take a few minutes to look at that. We can turn the tape off for a moment, please.

Are there any questions regarding Step 5?

Kendrick: No.

Edwards: Today we have a number of concerns and questions to go through, so we ask that your responses be brief and to the point. We have a member of our team, Mrs. Bryant, taking notes of your responses. In addition, this session is being taped to preserve the record and if you ruffle your papers, do it lightly because this recorder is very sensitive. The recorded responses will be transcribed and shared with the reviewers in order to reevaluate the seven sections of the application. You can request a copy of the transcript and the audio tape. These are the ground rules. My Choice Academy will designate a primary reader, and/or a respondent for each question's concerns listed in your packet. Section 3 is placed on top. You did not receive that section, Mrs. Kendrick? Mrs. Bryant did not note, even though that section meets the standard, I just wanted us to dialogue about those two things. If you need a few minutes to look at it, we can grant you that. If you need a few minutes, we can stop the tape. I referenced page 15, the Daily Schedule, I need someone to read that question and I need a response from the Founding Board.

Kendrick: Section 3. How will the Daily Schedule with the rotations 45 minutes for Physical Education (PE), Art and Music fulfill the mandatory 150 minutes of PE per week for the K-5 students?

Wiley: I designed the 45 minute block based upon a sample of instructional strategy for core subjects. The 45 minute rotation will be included within this block in addition to our recess period. And also we will set up a, other than your physical outside activity, also physical education in terms of course information. So, that in addition to our outside physical education time, we will be adding core information in terms of textbooks. So that will be included in addition to our recess.

Edwards: So the 150 minutes will fit in 30 minutes per day?

Wiley: Yes, Ma'am.

Edwards: . . . will fit in which block for physical education?

Wiley: The 30 minutes will fit into the . . . here we have it under the 1:15 to 2:00; however, prior to that time, we'll also have the additional physical education as far as the textbook material. We are introducing health fitness. We haven't decided the curriculum . . . (inaudible) . . . and then we have in addition, the rotations for physical education for our outdoor physical education time.

Edwards: So what you're saying is the daily schedule will be modified?

Wiley: Yes, Ma'am.

Edwards: To accommodate the core curriculum?

Wiley: Yes.

Edwards: Okay, the next part please.

Kendrick: Please show in the Application where the research for Project Approach is addressed.

Project Achieve or Project Approach?

Edwards: That's what it is?

Kendrick: Yes, I was going to make a note of that. It's in Section 4, in the Curriculum Section on page 30.

Edwards: Okay, I see it there. You don't have to read that. I just wanted to know where it was. Thank you. Because you already meet the standard there but in addition to the evaluation criteria when I looked at the Daily Schedule, I must ask about the PE. So I have to have an explanation because that's mandatory.

Okay, now we can move on to Section 4. Throughout the interview today, there may be additional questions that you did not receive that we will allow you to search out your document to get those answers for us. It's not an "I got you," it's just a clarification of things that we may need to ask.

Merced: Can I add one more question regarding PE, art and music. In the budget, I don't think you budget for any of those features.

V. Kendrick: I'm going to address that in the budget.

Merced: Okay.

Edwards: Alright, we're ready for Section 4.

Kendrick: Section 4. Applicant states that My Choice Academy will follow "Florida Department of Education (DOE) Next Generation Sunshine State Standards (SSS) and the grade Level Expectations as curriculum guides for Language Arts, Mathematics, Reading, Science, and Social Studies." (Page 34) Why are you referencing GLE's? Please explain.

I will explain. We included the GLE's because when comparing them to the Next Generation Sunshine State Standards, they were actually the same. So we felt that you knew what those standards were and we wanted to show that they were comparable. We didn't put them side by side, but since you knew what the Next Generation Sunshine States Standards were, we indicated ours so that you could see that they were in line with the Next Generation Sunshine State Standards.

Edwards: When you're finished, just go on to the next one.

Kendrick: Section 5. Applicant states that, "In addition to the Core Knowledge curriculum, My Choice Academy will also teach various skills-based topics in order to meet district and state requirements." (Page 24)

What are the topics and how will the teacher implement them to meet district and state requirements?

I will answer part one of that question, and Tracy will answer part two. With regards to the skill-based topics, we will utilize various skills that will equip students to recall formulas, processes. For example, for learning phonics, the pronunciation, the rule "i" before "e" except after "c," those kinds of rules to better equip them when they're trying to read or doing homework or testing, if it's math, the formulas for math. We will go over those skills so that they will be embedded so that they will be able to take them on any task, on any process and follow them or track them through even something as simple as art. We go over basic primary colors giving them that option of seeing that these are the primary colors and yet we can take them another step further and blend in our own and be as creative as possible with those basic steps to help them learn processes, recall processes so that they can be successful in a variety of core topics, testing and building a foundation for greater success.

Wiley: In addition to the various skill-based topics, we also found in compliance with the Palm Beach County School District and the State of Florida Requirements for the Florida Anti-Bullying Act. We also decided to include some skill-based topics to refer to public resolution skills, social skills, character-building skills and other topics that are actually defined under the Project Achieve Program located in Section 3. We intend to include these topics in addition to the Core Knowledge curriculum and we acknowledge that Palm Beach County widely used the (AVB) Aggressors, Victims and Bystanders (inaudible) and in comparison and parallel to that, we decided because character counts is morale initiative in elementary schools. Under Project Achieve they focus on middle schools and would also include character counts, so we wanted to show in addition to those topics, that conflict resolution skills, social skills and character-building skills were also important and that we would like to utilize that program in addition; that we would like to create a safe school environment and stand up for safety and that our teachers would do this by the (inaudible) of strategic planning, student focus instruction and parent and community involvement. And all this will lead to better services for our students.

And also, would like to, if I can, add to the previous question. Inside of the Core Knowledge curriculum we included a chart that has the benchmarks. We chose that

curriculum because they designed it so that our state requirements for the Sunshine State Standards and the benchmarks are parallel so that any student that may attend a public school and transfers to a charter school, that they don't have a gap in their learning. So we just implemented a chart just to show the benchmarks were parallel.

Kendrick: Please show in the application the detailed description of the measurable educational objectives?

Wiley: I will start. Page 42 gives a description of how we will carry on our educational objectives. Page 45 states the educational objectives and goals underneath. The goals and objectives were done as a brief overview for all grade levels. The measure goals and objectives in terms of a matrix plan are listed in our curriculum at the beginning of the Core Knowledge assessment. They include a matrix and within the matrix they show all the measurable goals and objectives and within this researched curriculum the curriculum has found valid and reliable assessments that are used to measure student performance through listing the measurable objectives that are located within the Core Knowledge curriculum. We reference the curriculum in Section 1 under the Educational Plan, and Section 3 under Program Design, and in Section 4 under the Curriculum Plan.

Kendrick: Please show in the application the detailed description of the school's student placement and promotion standards (e.g. K-1, 1-2, 2-3, 3-4, etc.).

Wiley: We are using the Questar Curriculum that has the Sunshine Standards in alignment with student placement promotion in addition to the FCAT. We understand that our students have to take and pass the FCAT. So we wanted to be sure that whatever we use will allow them to be successful in taking and passing the test. So our Questar Curriculum referenced has tests in each core subject area. And the student components on this test will indicate the progress made in each content area and ensure that they are able to enter the next grade. In addition, the Core Knowledge Sequence content and skill guidelines for grades K-8 are guided by the precedents that are coherent, cumulative and content specified which is one of the strengths that you complimented us on. The measure of learning outcomes using the Core Knowledge is simple. The assessment and instruction are intertwined when teachers use the evaluation of each student's progress in an ongoing fashion. That could be conducted within the content of daily lesson plans and it allows teachers to fine tune their planning to meet the student's individual needs.

Kendrick: On pages 7 and 11, that information is found.

Edwards: I think that is what the evaluator wanted to know.

Kendrick: And also in the clarification, I will add the strengths that Ms. Horne identified that speaks to all of the references that are listed in that question. In terms of strength that it ensures that content standards are introduced, reinforced and assessed and that instruction is targeted to student needs, state and national standards. Applicant states this curriculum offers a balanced approach of real-world applications, hands-on activities, direct instruction, writing exercises, higher order thinking, and practice that enables students to both conceptual understanding and procedural knowledge. Applicant states that within Core Knowledge, intervention and differentiated instruction is provided throughout to help students with varied backgrounds and learning styles achieve success. Applicant states Core Knowledge offers an outstanding collection of authentic children's literature designed to support the Core Knowledge Curriculum from grades Pre-K-8. Based on the research-based Core Knowledge Sequence, these libraries include leveled books on a variety of cross-curricular topics that take students beyond functional literacy and provide them with a foundation in cultural literacy. Applicant states that at My Choice Academy, reading will be a primary focus of the school's curriculum. Applicant states the integrated language arts curriculum connects all aspects of phonics/word study, vocabulary, reading comprehension, grammar, spelling, and writing in a meaningful context. The scope and sequence provides for instruction that meets the various needs of students and is designed to promote acceleration in the language arts curriculum. Applicant states the school will administer *The Degree of Reading Power Program (DRP)* by Questar Assessment, Inc. a holistic, criterion-referenced measure of how well students understand the meaning of text. My Choice Academy will mainly focus on the e-DRP component which is the web-based component of DRP. Some benefits are: Allows control over how and when to administer, to whom you administer, and who has access to the results. Results are available immediately, so students' reading needs and progress can be monitored right away. No time used to distribute materials, fill in answer sheets, and collect and secure assessment materials. Applicant will administer *Signposts Early Literacy Assessment System* (Questar Assessment, Inc.) which is designed for K-3 that provides teachers with a set of tools to monitor students' reading progress. All of those were concerns within that reference component and they are answered in our strengths.

Wiley: On page 44, they can note that we also stated that we would use the District's plan for the performance as well as in addition to, so that we can encompass that in conclusion, using grade by grade valid and reliable procedures. And by using the



FCAT, we will be able to compare our students' outcome with other schools within our district and state.

Kendrick: Please show in the application the description of your school's unique curriculum and assessment process. (Unlike that of the Sponsor's)

Some of that was included in the strengths that I just read as it reflects the State Standard requirement. However, the fact that we will allow the students, the tests are not timed so students can work at their own pace, find a measure of success within every core subject and so building a child's confidence up through that process is a trait or a tool that we will use when grading our students or assessing our students.

Wiley: In addition to that, we will use parental involvement as a tool that we thought that was different. From surveys that were taken previously, we find that some students come in, maybe their parents are challenged where they can't get the help or challenged in reading or challenged with time where they can't get help with homework. So we decided that we wouldn't necessarily penalize the student based upon their inability to get the extra help that is needed. So in addition to that, we implemented a parental involvement piece that we will take into consideration so we can get extra help for our students by getting them tutorial help for free for any low performing students that they're not penalizing, they can actually work on an individualized student plan not only where they can work at a slower pace but we're dealing with a holistic approach in trying to get help for even parents who may need help with their children. Because we realize that there is a large amount, over 85% of students that are not graduating and we try to look in depth into the problem to see where we can step in and help the child to go in another direction.

Merced: Where's the pages that that is cited?

Wiley: Oh, I'm sorry, pages 42-43 and 45. And we will also allow them to retake, throughout each assessed period, they'll also be able to retake tests until they have a passing score. So they will not just get one chance, as long as it's in the assessed period, they will be able to retake and retake and retake until they have a passing score, ultimately leading to a passing grade to promote to the next grade.

Edwards: You're referring to the school's implemented assessments, not the District's assessments where there's a time line, a time frame . . .

Wiley: Yes.

Kendrick: Please show in the application the description of how baseline achievement data will be established, collected, and used to change student academic performance.

Core Knowledge is a vertically aligned curriculum series that ensures that content standards are introduced, reinforced and assessed as stated in our strengths that have already been read. It's easy for teachers to use with planning and pacing suggestions, background information for every content, vertically aligned charts, standard alignment information. There's a diagnostic assessment within each component of the lessons and it is identified in our Curriculum Section 4, page 23. We have software that will collect statistical data and that will be used to obtain clear and precise information. That information can be found on pages 44-45.

Wiley: Our Read 180 software program that will also and additionally collect our statistics for our students as far as maintaining their guidelines for . . . used to change their academic performance. We have that under the Curriculum Plan. Upon collecting that information, we will begin to, and we're gonna be getting the students involved by allowing them to actually chart daily, anytime they are able to, we're going to allow them to chart daily their progression and use it so that they can also see their progress throughout the time. So that software program that we're referring to is Read 180 and also on the diagnostic tests in the beginning of each section of Core Knowledge, it assesses the . . . we do pretests and posttests and with the pretests we will see where the students are before we begin the assessment period throughout we will be charting, and then at the end, with the posttests we will see by valid reasons how the data was collected throughout the assessment periods. That will show us what we need to do to make a plan to show a student's strengths from their weaknesses.

Edwards: So you've elaborated on 4 and 5 when you looked at the students' strengths that need to be identified?

Kendrick & Wiley: Yes.

Kendrick: We've covered both, 4 and 5. And as a follow-up in Section 4, the Curriculum Plan on page 23, if I did not indicate a place in the application for that answer.

Wiley: Also on page 29, I believe we stated that page number, but speaking of the students' strengths, we identify under Signposts, we have a needs assessment within Signposts from Questar that delivers information that is accurate, comprehensive and

timely and tailored to the needs of different audiences, whether they're high achievers, mid-level or low achievers and it deals with each audience for assessment information. I just wanted to make sure I didn't jump ahead to the next question.

Kendrick: Please show in the application the description of how student progress and performance will be evaluated and compared to comparable student populations?

That should be on page 43. My Choice will ensure that each student will receive at least a year's worth of learning for each year that a child is enrolled. As partners in their own education, each student will have the personal improvement portfolio, where he or she will chart weekly successes. This is an important tool in documenting each child's progress throughout the school year. Each curriculum chosen has an assessment tool within its program. Core Knowledge, Signposts, Read 180, etc. They all share or exceed the requirements of the Sunshine State Standards with grade level expectations. Student outcomes can be compared with other student populations by utilizing the results of the FCAT which the students are required to pass and take. We recognize that in order to demonstrate improvement and measure success in comparison to other choice programs or other learning institutions, therefore, we must use the same tool or a similar tool in order to be fair and realistic in the assessment. We will use the FCAT as a valuable means of assessing our students and comparing them to other student populations. And that should complete Section 5 on page 43.

Kendrick: Please show in the application where students' IEPs are addressed.

They are addressed on page 48.

Edwards: Will you give us the paragraph. I mean paragraph one or two on that page? Which sentence it starts with? Start reading that sentence and the evaluator will go back and look at that.

Kendrick: My Choice will follow guidelines for both pre-enrolled periods and first twenty days . . .

Edwards: That's the second paragraph?

Kendrick: Yes.

Edwards: You can go to number 8 now.

Kendrick: Please show in the application where students' LEP status are addressed.

Let's go to pages 51 and 53. Parents who enroll their students in My Choice Academy will complete the Home Language Survey on the enrollment form application. If a parent answers "yes" to one or more of three Home Language survey questions, the student is tested for ELL services through the administration of the English Language Proficiency Assessment in addition to the pragmatic assessment. A student qualifies for LEP placement if he/she scores in the A, B, or C category. Upon entry into the program, a LEP folder is generated and maintained. My Choice will adhere to the Palm Beach County School District's plan for identifying these students within the first twenty days of school.

Edwards: Let's go to the next section, unless you all have additional information that you would like to add.

Kendrick: Section 6. How do they plan to identify ESE students? How do they plan to implement IEP's? What does the continuum of services look like?

Page 48. You want to take that Tracy?

Wiley: Yes. My Choice Academy will follow the guidelines for both the pre-enrollment and the first twenty days of the screening process for the Palm Beach County School District which will determine which students are in need of IEP plans. We will be working collaboratively with our sponsor to identify those students with special needs. After recommendation given by our sponsor, an IEP plan will be established. Section 6, page 48. We will, according to needs evaluation determined by our sponsor's ESE Department, ESE services will be established with a continuum of services.

Kendrick: What are proven tools for evaluation? How will "sponsor" assist in evaluation process?

Pages 51-53. My Choice Academy with partner with the sponsor's ESOL coordinator to ensure during the first twenty days of initial entry to school, all ELL students will be screened and identified by the ESOL endorser . . .

Merced: Excuse me, you're in ESE.

Kendrick: Oh, okay. What did you say?

Merced: We are in the ESE section not the ESOL section.

Edwards: Which page did you say you were reading from?

Kendrick: You're just trying to confuse me.

Edwards: No, we're not.

Kendrick: That was a joke, that was a joke. Pages 51 - 53. I didn't understand what you said?

Merced: We're on the section for ESE students and you're mentioning ESOL.

Kendrick: Ah, I went too far. I thought I answered that . . . ESE.

Merced: You are on the second question for ESE students.

Kendrick: Oh, I see what you're saying. ESE is on pages 48 . . .

Edwards: Do we need to stop the tape and give you a minute? Stop the tape.

Kendrick: Part B to that I guess, what are proven tools for evaluation? How will "sponsor" assist in evaluation process?

Page 48. According to the needs, evaluation determined by its sponsor, My Choice will employ additional ESE or ESOL teachers. Any other specialized services will be made on a contractual basis; including but not limited to speech and language pathologist. My Choice will adhere to this policy in order to ensure an appropriate education for all students with special needs - complying with state and federal requirements. Once our ESE or ESOL/ELL enrollment projections reach fifteen students, we will hire an additional teacher per specialized instruction. We will use our sponsor's skills and expertise in identifying these students.

Kendrick: Gifted services mentioned however no gifted endorsement mentioned?

Page 49.

Wiley: On page 49, My Choice aspires to challenge its gifted and talented student population in providing ability grouping, in-classroom differentiation and deeper

exploration. Teacher training in gifted education and special education will be important for our professional development plan. Inside of that professional development plan we realize that that teacher has to be . . . has to have a gifted endorsement. So on page 49, we listed that in the first paragraph. In the first paragraph we talk about teacher training in gifted education and special education and inside the professional development plan that teacher will be gifted endorsed.

Edwards: Anything else on Section 6? Section 7, English Language Learners.

Kendrick: Section 7. Where is the ESOL Teacher/Coordinator located in the budget?

Mr. Kendrick will probably answer that. But we also, on page 48 explain, give an . . . explanation with regards to why that is not identified in the budget as of yet.

Merced: Juanita, I just want to mention, in the application that I have, we were going to have the same issue. Because my page 48 is just this and she is showing a different page.

Edwards: What we will do . . . we will go on and scan the documents that we have because these documents right here, each section mirrors what Mrs. Kendrick has there. But we sent our evaluators a flash drive, so we're noticing now that something happened, I don't know if you all scanned it to the flash . . . and the pages don't align. A great lesson learned for us this year so we'll correct it.

Merced: Somewhere, somehow - those pages that you're referencing . . .

Edwards: These are correct. Just assemble this and scan it and we'll send it back to our reviewers to evaluate. And while we're at this juncture, we asked the Founding Board for an extension to the 60 days, because you will see that all the information that you are giving us today; we have until October 1<sup>st</sup>, so we're going to ask again when we finish today, because we have seven sections and we have some in depth information that you all have clarified and you pointed out in your application where the information is. Even if we can get 15 or 30 additional days, you can see that we do need some additional time beyond October 1<sup>st</sup>. But we would give you all an opportunity to think about that before we leave today. Now, on our letter we have up to January 2011, but with our first 13 applications that did not grant us an extension, we're going to try to get them done as soon in October as we possibly can. So I just like to put it right where I think it's needed when you can see for yourself that we may need that time. Okay? We're on Section 7.

V. Kendrick: I will reread the statement that I just read on page 48. My Choice will hire one Exceptional Student Education teacher and one English for Speakers of other languages teacher who will also serve as the ESOL contact for the school. We will work collaboratively with our sponsor to identify students. After recommendation given by our sponsor, we will develop IEPs to be made record according to the needs evaluation determined by our sponsor. My Choice will employ additional ESE or ESOL teachers. Other specialized services will be made on a contractual basis; including but not limited to Speech and Language Pathologist. We did not include those student numbers in the budget either but based on the assessments that will be done, we will hire them.

Kendrick: How will one ESOL teacher cover all ESOL students for instruction one period per day without pulling out the students to groups?

We have observed, from the after school program, as well as in our reading, that ESOL students grasp the language best when they are surrounded by people that speak the English language. And so, we feel that the more they are in those environments the better or more familiarized they will become with the English language. So we have the rotational model whereas they can work with the lead teacher or the teacher of that classroom for a period of individualized time by themselves, computer time to strengthen that. The ESOL instructor will make up part of that classroom for a period of time to review that piece. That person will float. Now that will, of course, change if our numbers are higher than the expected fifteenish category. So that will change based on the number of students that we have. Did you want to add something to that?

Wiley: Yes, within the two hour block each week we wanted to make sure that we create a collaboration so that we will have the ESOL endorsed teacher there along with our other teacher and as Ms. Kendrick mentioned, they'll go on a rotational basis and so that they can actually stay with their cluster. And the healthy part of this is not only are we wanting to allow the ESOL students to be in the mainstream, but we also want to allow the foreign language opportunity for the English student to also be able to grasp the foreign language. So that we will peer them off in peer settings from Peer 1 to Peer 2 and we're able to exchange the languages in terms of collaboration so that we can create like a foreign language which is as well as the ESOL student staying in the mainstream. If there is a situation . . . there will be times that pull out may be necessary. In a situation in that case, small groups will be pulled to the side for reinforcement and the ELL learners will not at all times be isolated but there may be situations where they will be pulled into small groups.

Kendrick: I think we covered number 3 as well.

Edwards: Section 9, Governance. There will be some additional information that Ms. Haywood will be sharing with us and you have additional concerns and questions that you will be sharing, when it comes to governance because governance is such a vital part of the application because most things build on the governance of the application. So in addition to my two comments, Ms. Haywood will have additional comments to address and concerns and questions. Is that correct?

Haywood: Yes.

Edwards: So we can start with the two that I asked, the two that I stated here, and then Ms. Haywood will take over.

Kendrick: Section 9. Please show in the application how the school will be governed.

I will preface this question with this statement. The charter school is an expansion in our hearts and minds of the after school program. We have run an after school program for over eight years with a governing board with staff and all of the requirements for non-profit and we currently serve 120 students Monday through Friday in after school care. We have observed many of these students having difficulty with social skills, having difficulty reading. We pick up from eleven schools in Palm Beach County and they come to us and we're spending so much time helping them with homework and clarifying so many things with them. So we came together to see how we could better assist the families and the students - that birthed the concept of the charter school. And so, My Choice Community Development, Inc. (My Choice) birthed My Choice Academy. And so, in your program or in your reading, you might see My Choice, Inc., My Choice Academy intertwined but for the process of this application, we're separate entity 501 C (3) applicant.

V. Kendrick: In addition to that, and as I get to the budget I will explain more of that, I've worked on the government side almost three years, the last three years, and part of what I've observed over the last three years is if you're an avilorian (sic) based agency for government or where its non profit or whether it's the district, when you have economic times like you have now, you're going to have to make cuts. So what my experience has always been is that you have to be able to bridge the private sector and the public sector and the non-profit in order to be able to do the things you need to do to actually be able to educate the kids. So that's the approach we've taken with My Choice, Inc. I'm retired from the government and what I've done is I'm going to



actually build the school. So I'm going to take the use of the private sector side, create a LLC from the private sector side, and build a school for My Choice, Inc. One of the other things I've done is over the last six months, I've been able secure about \$5.5 million in grants. One of them is the Workforce Alliance grant. So all those other teachers, anything under \$40,000, I have about \$2.9 million in grant services just to hire people. They have to meet a certain category because it's a back to work program and I get reimbursed for all of those, up to 87% of their salary and benefits. So what we tried to do in establishing a budget, which is my role, is to make sure you get the core teachers and the core programs and you try to get as much of the funding, the allocation you have from the district and make sure you cover all those core things. And our goal is to try to get 92% of the funding that we have allocation for right back into the program. So my job is to be able to find those additional funds because we want to be in this targeted area. We want to be here. We know all these kids need additional services. We have a huge population of Haitian that we need to be able to have additional services. We know our kids are about two grades behind in reading, so we need to be able to supply all those services. And I was going to show documents when I get to my section. I've hired the first 28 people out of that Workforce program. Ms. Wiley is one of them. So I was able to put four people directly into My Choice, Inc. to help strengthen that as we go through the next nine months as I'm billing it. I went to see Riviera Beach and part of their cuts is they cut the librarian. I was able to take one of the people I have now and put them in as the librarian because they're closing on Saturday and the kids that we serve cannot even go to the library because the library will be closed on Saturday. So I'm able because I was able to get this \$3 million grant and we can put people in certain things and that librarian will actually come back to My Choice a year from now when we open the school. So we've tried to do things to help because one entity cannot fund this program. I tried to make sure I've secured enough funding to assist My Choice, Inc. I'll get into more detail when I . . .

Edwards: Okay, I have one question while were here Jeannette. It sounds to me, please correct me if I'm wrong, it sounds to me as if you may be operating as a management organization, or not?

V. Kendrick: No.

Edwards: No?

V. Kendrick: No, because a true management corporation, even though we have 17% (inaudible) fees and another 20% on that first year, that funding is going to be in case we have additional programs as we do assessments, we're going to put most of that

funding back to that. We have about 83% of the funding that will actually go back to the kids and the board. What we're trying to do is do about 92% because the charter school is not going to have to take the whole burden of the debt services of this school. I'm taking that off everybody because my responsibility is going to be to operate the facility through underneath a non-profit. So I'm going to bill it as a for-profit because I can take advantage of all the tax credits . . .

Haywood: Point of clarification. For this part it is important to use the full legal name of each entity, because when we get to the "My Choice" part, you could be talking about either "A" or "B."

V. Kendrick: Okay, My Choice, Inc. is the non-profit that we currently have.

Haywood: But that's the My Choice Community Development?

Merced: It's the same?

V. Kendrick: Yes.

Merced: So what is your role in My Choice, Inc.?

V. Kendrick: My role is . . . I am actually going to bill the school for . . .

Merced: What is your position under My Choice, Inc.?

V. Kendrick: I don't have a position with My Choice. I have a company called Community Learning Outreach Center.

Kendrick: He's part of the Founding Board and the planning for the school.

Merced: My Choice Academy?

Kendrick: He serves as an advisor to My Choice's Board.

Merced: So you said you have billed for several grants. That would be for your company or for My Choice or for My Choice Academy. I just want to make it clear.

V. Kendrick: My Choice Academy and My Choice, Inc.

Merced: You said that you've already secured that?

V. Kendrick: Yes . . .

Merced: Do you have verification?

V. Kendrick: Sure.

Merced: Because it's not here. You did not put it on the application, correct?

V. Kendrick: No, no but I can explain it in more detail as we go. (Inaudible) This is my budget . . . and if you notice in the business plan my completed plan was to actually do this from the very beginning. (Inaudible)

Merced: Why didn't you include this in your application? If it's going to be something that you're going to help the school?

V. Kendrick: Because in my planning, and if you look at this chart here . . . I've got about \$11 million projects on here. I'm working on trying to build a school and I'm going to phase all these people in. So I'm not even addressing all your school people until 2011. I work on the master plan for the (inaudible), then I work on four month increments. So my cash flow is immediately . . . I'm trying to put 177 people to work. The whole theory, like we said, I'm trying to affect the whole neighborhood because if I've got to foreclose houses around my schools, then I've got people who are out of work, then the people won't actually be able to come to the school. So I've been able, in the last several months, to secure a \$3 million grant to hire 177 people. The majority of them will be working for building a school. The other parts are, I've been able to help other cities and My Choice, Inc. by putting people specifically in there.

Merced: Okay. And you're going to charge 14% to the school for your services according to the budget?

V. Kendrick: No, that's My Choice. I'm not going to be part of the management.

Edwards: Kenyetta, you wanted to interject at this time?

Haywood: I'd like to just take a moment and do something very slowly and clarify - now it looks like three different organizations may be involved in the application. My

Choice Community Development, Inc., we're calling it My Choice, Inc. in this conversation. Can you clarify - that is already a 501 C (3), is that correct?

Kendrick: Yes.

Haywood: But your organizational purpose is what, for My Choice, Inc. In your certificate of incorporation, what was your purpose?

Kendrick: Our initial purpose, and we've revised it, our initial purpose was to provide the after school program.

Haywood: And when you say you revised it, you submitted in the application a document, and I asked for clarification.

Edwards: Do you have the Articles of Incorporation?

Haywood: On page 62, the Amended and Restated Articles of Incorporation, would you explain it?

Edwards: It may be page 68 in your documents.

Kendrick: These are Articles of Incorporation for My Choice Academy.

Haywood: Okay, so going back to My Choice Community Development, Inc., that organization does not have the organizational purpose of operating My Choice Academy?

Kendrick: Yes. We've amended My Choice Academy, I'm sorry, My Choice Inc.'s Articles of Incorporation to reflect community building to reflect the school through our strategic plan. The school was incorporated in the strategic plan.

Haywood: Let me refer and go back to legal documents . . .

Kendrick: Organizational philosophy . . .

Haywood: Okay, in legal documents, what document in the application shows that My Choice Community Development, Inc. has the organizational purpose of operating My Choice Academy? Does that document exist in the application?

V. Kendrick: No.

Kendrick: We did not include the Articles of Incorporation from My Choice, Inc., if that's your question.

Haywood: Correct.

Kendrick: No, but we did include, this is for My Choice Academy, Inc. You're looking for the state Articles of Incorporation?

Haywood: I want to clarify something. The Amended and Restated Articles of Incorporation that you put in the application, where does that show the initial 501 C (3) authorization of My Choice Academy? This is amended but it doesn't show the initial.

Kendrick: The amended, and that's a legal technical term, when the attorney drafted these and submitted them, in the process of crossing the mail, I'm assuming a new law went into effect so they sent them back to us and asked us to add something specific into the Articles and we sent it back, so it was stated to them, we had to restate it to them amended and restated.

Haywood: So drawing your attention to the Amended and Restated Articles of Incorporation for My Choice Academy, Article III A, please explain where that says that you will be operating a charter school called My Choice Academy?

Kendrick: (Reads Article III A to herself . . .) It does not say My Choice Academy other than the fact that it is the establishment of My Choice Academy. It says so in the first paragraph.

Haywood: I won't be redundant, but it doesn't say that in your purpose that it's to operate a charter school.

V. Kendrick: I think probably the strategic plan . . . cause we have for non-profit first we have thirty hours of strategic planning and on how to go about doing this. We know we wanted to have a separate 501 C (3) school but we didn't want to be a true management company. We want to build a school for My Choice, Inc. that's trying to fit the whole community, and then My Choice Academy would just operate in that facility. That was the original purpose; to have two 501 C (3)s. Have the executive director of My Choice, Inc. be the liaison for the My Choice Academy. I think that's what the strategy was. It wasn't to operate as a management plan to take a huge fee

from it. It was to try to find out how we can strengthen what My Choice Academy would be successful like we've been doing for the after school program. Provide all those tools to make sure it's successful in that target area. Cause we have experience in that area and we know we're going to need a lot more money than what we allocated. So, we're not really even going to charge My Choice, Inc., I mean charge My Choice Academy to be there. So we don't have a true management team. And maybe that was our fault for trying to say it's going to be a true management team, cause it's not. It's going to be my wife as executive director of My Choice, Inc. being able to be a liaison to make sure My Choice Academy has all those tools necessary in order for it to be successful.

Edwards: Do you see the confusion for us, though?

V. Kendrick: When we went to chapter 11, as service provider, we thought that didn't fit us. Because we're not the true traditional one.

Haywood: If I may follow up with a question. It sounds like it's a partnership between almost three organizations right now. My Choice Academy, My Choice Community Development, Inc., and the new Community Learning Outreach Center.

V. Kendrick: Yes, and the reason is because one entity, and this has been my experience for 30 years, is not going to be able to service those kids in that community. Unless I had a huge donor that could supplement what I get in the allocations, and we don't. So, we have to partnership with the private sector, the non-profit and the district in order to have one. So, we don't want to take anything away from My Choice Academy. We want to try to add to it. I'm trying to add value to it from the private section side. For the district . . . we know we have to take care of the poor but we have so many other problems - ESE students, ESOL, there's no transportation. I'm buying a hybrid bus. I'm helping the town of Lake Park with (inaudible). I'm doing so much more to strengthen the community because we have so many problems in that community and I've taken it upon myself that that's all I'm going to do. I'm going to make sure when that facility opens, My Choice Academy, that it has every tool that it needs to be successful. And they don't have to worry about the facility, the utilities and all that stuff, because I'm putting in a state of the art facility.

Kendrick: Let me clarify something. When we applied in 2002 for our 501 C (3), we had the number and when we applied to state, we thought we applied to the state, through the IRS, got the number when we applied to the state. A month later they sent back and said somebody else has that name. The federal government already had ours and so the

state said you have to change the name. So, IRS had My Choice, Inc. The state said just add something else to it. Same name, so My Choice, Inc. does business as My Choice Community Development, Inc.

Haywood: So you filed for the business and registration, so . . .

Kendrick: Yes, so that's why you'll see two names if you pull it up. But when I file my 990, it's filed under My Choice Inc., My Choice Academy. Both names, same number.

Merced: We pulled My Choice Academy from the Division of Corporations. I see Gerald Adams, Mario Dickerson, Robert Wilson, Sheneitha Brooks, Felicia Hester and Cory Neering as Board Directors or Officers. Why are none of them here? Why are these board members not here if they are ones putting the application together?

Kendrick: We are the Founding Board. We decided that we would have a separate, and I think that is indicated in here, a separate board . . . when we filed all these papers . . . remember last year we were seated at the same table, and those were the board members. We are going to, upon the decision made from today, we will establish a new board members, a list, because one of those board members is a relative. But we will identify a new board that will serve just the charter school.

Merced: My Choice Academy is the school. Even the Founding Board members have to show, because the Founding Board members are the ones that set up the corporation, correct?

Kendrick: Yes.

Merced: So, your board members . . . whoever is the Founding Board should show here and I don't see your name, your name . . . um, um . . . Mr. Ken. . .

V. Kendrick: For . . .

Kendrick: My Choice Academy . . .

Merced: For the school, for the school, so we're talking to people here at the table who have no relation as board members according to a state document. Now, in addition to that, My Choice Community Development has several board members that co-relate, so there . . . like Mr. Adams, let me see what else, Ms. Dickerson, Mr. Wilson.

Kendrick: It's the same. It's the same board.

Merced: Okay.

Kendrick: It's the same board. Now we filed the papers last year and the current My Choice board helped develop the . . .

Merced: But you amended it and restated it on March 4, 2010, so you have the opportunity to change the names when you amend it . . . the corporation.

Kendrick: Well, we haven't identified the board yet. And as soon as a decision is made, if you look at our Action Plan, we will identify board members and do the amended . . . we decided to just leave it as it was rather than go back and forth making various changes. Because we have not identified the board members. We had retreats and a consultant working with us to identify the type of people that we need. So, we've done that piece in terms of the skills set that we need a strong board for this. And we're having a meeting on the 20-something of this month, the board, the current board, to identify and go over the list of board members that have been submitted. All the board members brought in names and we're going to have a meeting to review that list of names and follow a process of board selection.

Haywood: I just want to go back to my question for a minute. The board members for My Choice Community Development, Inc., My Choice Academy, Inc. and Community Learning Outreach Center, are they the same?

V. Kendrick: Well, My Choice Inc. and My Choice Academy are the same now but we don't . . . but we are going to revise that whole My Choice Academy board.

Haywood: Okay.

V. Kendrick: To strengthen it. To bring a banker in. To bring an accountant in. To bring those more specific to what the district is going to be requiring. But we just filed the papers. We are going to amend them, if we get a contract. If we don't get a contract, we can continue under My Choice, Inc. Because we're still going to deal with a facility. We wouldn't need to have a My Choice Academy, if we didn't get the contract.

Haywood: But explain please, Community Learning Center . . . Outreach Center.



V. Kendrick: This is a for-profit company. And again, the reason I created a for-profit company is because I can take advantage of all the tax credits. The new market tax credits, the rebates, all those things I can actually build this facility with. I can do that on the for-profit side. I'm going to incorporate that division into the non-profit side once it's built.

Haywood: But that's my question. You're going to be creating a different corporate structure and that's almost like a subsidiary then. Somehow or another you are going to be merging?

V. Kendrick: Yes, after the school's built.

Haywood: After the school is built you're going to be merging the Academy into the Community Learning . . .

V. Kendrick: No, we're going to be incorporating this for-profit into My Choice, Inc. I'm trying not to even be involved with My Choice Academy. I work in My Choice, Inc. I'm building it for her because we have a structure there now. She has a history for the last eight years of serving this community. It's easier for me to market that because all those things have been in place. Her success has been . . . I can market her success in order to build this facility. Does that make sense?

Kendrick: The two . . . I'm non-profit. I can tap into resources, grants, funding that's specifically tied to non-profit, that as a for-profit, he can't. Likewise, as a for-profit he can tap into CRA dollars and things of that nature, tax based components that My Choice, Inc. can benefit from but cannot access. And so yes, to answer your question, there is a partnership.

Haywood: But there's beyond a partnership at some point. There's anticipated merging of the Community . . . the for-profit Community Learning Outreach Center into My Choice Academy, Inc.

Kendrick: My Choice, Inc.

Haywood: Not the community group?

Kendrick: Yes.

Haywood: But the community group is still affiliated with My Choice Academy? But I mean all three . . .

Kendrick: Yes.

Haywood: Because merging a for-profit with a non-profit can jeopardize your non-profit status. So it's not just a matter of merging names. You're aware of that?

V. Kendrick: We're aware of that. And I've been able to do partnerships on the government's side, cause I've got corporate partnerships. I've got Pepsi I got \$700,000. I've got all kinds of partnerships . . . (inaudible). I'm able to get corporate dollars to blend with the government dollars to be able to maximize what I need to do. I'm not doing anything different . . .

Haywood: Nothing illegal.

Kendrick: No, because he's done it with the City of Deerfield Beach, Deerfield Beach High, what's the middle school?

Merced: Yes, that's okay, but you have the contract for services. It's a partnership but there's always a contract for services. So the section for the location service provider not necessary is for the location part, it covers management, administrative management. So when you're saying that you're not going to manage, you're partnering and you're managing because you're going to charge something to the school according to the budget. You're going to charge something to the school. So, there's a management piece that is missing on the application and that's what is so confusing.

Kendrick: And we didn't see ourselves as . . .

Merced: Cause it doesn't matter how you partner. There needs to be a contract in between the two parties that provides services, provides the scope of services, provides the fee, provides the termination, provides all these items that has to be agreed upon by the parties in order to do that partnership. And especially when it's a for-profit company.

Edwards: On the ESP, Section 10, the service that may be provided and the two categories that the ESP can fall under. So . . .

Kendrick: I read that.

Edwards: You read that?

Kendrick: I read that and I didn't see how it fit because the whole intent is for the school to focus on the academics, the success, all of that that relates to the success of that school. And My Choice, Inc. will provide um . . . support . . .

Edwards: The EMO, the Educational Management Organization, that provides comprehensive school management services and may provide school designs and/or educational programming as well. And I heard Mr. Kendrick say that he is going to, some of the people that you have funds for will work for . . . is that not a part of the educational programming? Or are you going to build a school . . . so I'm wondering will that fit . . .

Kendrick: Our interpretation was that it didn't and so we responded that it didn't.

V. Kendrick: What my goal really is, is that we get zero dollars from the district to the management . . . whatever we call it . . . and I'm going to get to that point.

Merced: We understand that. We understand what you're trying to do and you're jeopardizing your corporate structure and basically not following what the statute for charter schools is all about. Doing that partnership and doing it the way that you're presenting it.

Edwards: It's not transparent.

Merced: It's not transparent.

Edwards: The way the business will be performed and with your good intentions . . . what we're saying here, and this is why we stated that we will have additional questions at this juncture, because it is not clear to us; the governance of the school.

V. Kendrick: I would like to ask you one question. If we got to the contract and we had no fee from the Academy to the school and 100% of the dollars were going for just My Choice Academy, that this allocation would be 100% for My Choice Academy . . .

Edwards: Wouldn't that be placed on the contract, the draft contract?

Merced: One way or another, if you're not putting the structure per student finance contributions, so one way or the other, you have to show it. State it in the contract.

Edwards: Whatever it is, state it in the contract.

Haywood: I just want to follow up on that. Something else for governance. There was a question, if you can show me in the application where the answer is . . . Please explain whether the proposed charter school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner. This is alternative argument to being EMO. Because you said it's a partnership. So there's one question. Is that explained anywhere here?

Kendrick: That question is in . . .

Edwards: No, it's not.

Kendrick: May I have a copy of that?

Haywood: Sure.

V. Kendrick: Well, maybe I can explain how best we can do this, because our goal is to put 90% to 95%, even 100% of the money we get allocated for My Choice Academy. We don't want to add more students so we can get that per student more. We want to take that core of 216 the first year, a one to eighteen ratio, add whatever additional services we need to do, and teach this targeted area. We don't want to leave this targeted area. This is what we want to do. There is not enough money allocated to be able to do that. So how do we go about taking this facility and being able to do that, without jeopardizing whatever contract we would have with the school? I want every allocation that I get, to be able to put back into the kids. So, how do I go about doing that? And the reason we created that 17% was to be able to say, alright, I need extra ESE students; let's put that in there. Because we said it in the narrative, that as soon as we do the assessment, we will take whatever money we have from these dollars or balance that we have, and put it back into the program.

Edwards: The "how to" question would have come before today. But, if you could address Ms. Haywood's questions and then we can move on to the budget.

Haywood: Let me draw your attention to a couple things. On this sheet, I'm asking question 14.

Kendrick: Please explain whether the proposed charter school is filing an application with a college, university, museum, educational institution, another non-profit organization or any other partner.

Filing an application in conjunction with, I guess that's the key phrase within that sentence. We are not filing another application in conjunction with another entity. My Choice, Inc. is making the application on behalf of My Choice Academy, or to establish My Choice Academy.

Haywood: Okay. Looking at number 13 very quickly, please show where in the application policies and procedures for the board is set forth.

Kendrick: The policies and procedures . . .

Haywood: For board operations.

Edwards: Did you send any by-laws with the application?

Haywood: There was an appendix referencing . . . this is another question . . . but I'll wait and give you . . .

Edwards: No by-laws are here. And the application stated that you may send them.

Kendrick: We have not established the by-laws for My Choice Academy. All we have done for My Choice Academy is file for the non-profit corporation status. Once the board is identified, we will do the by-laws. We were piggybacking, if you will, on the by-laws or policies and procedures of My Choice, Inc. um . . . policies and procedures. I know it should be in the management section.

Edwards: But one of the bullets did ask for you to describe the policies and procedures by which the governing board will operate, including board power and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and meeting schedule. That bullet is there and then it said that you may include the by-laws. But you needed to describe the policies and procedures.

Kendrick: Okay, let's see. The board has a legal responsibility as a public school to serve the people, to not operate for personal gains, and to stay true to its mission. Each board member will have a clear understanding of all procedure matters, will participate

in the decision making process, and will contribute a level of expertise to the governing board. It will abide by the laws pertaining to the District Rules of the School Board of Palm Beach County/Policy 3.02 (Code of Ethics) Florida's Sunshine Law (open meeting law), charitable solicitation laws, health and safety standards, local building and zoning codes and conflict of interest with board members and outside vendors. All governing board members shall adhere to this policy, the Code of Ethics for Public Officers and Employees as set forth in the Florida Ethics Code, part III of Chapter 112, Florida Statute and the Code of Ethics of the Education Profession in Florida, and the Principles of Professional Conduct in Chapter 6B-1.001 and 1.006, F.A.C.

Merced: How are you going to comply with the Code of Ethics policy when all of you are intertwined in this venture? .

Kendrick: We have a nepotism policy in place that we have had for the last eight years. I have no voting power. He has no voting power. We will have a memorandum of understanding which clearly indicates or delineates any conflict of personal interest or anything of that nature, will be in place and the board will have that responsibility of making that decision. As we have for the past eight years, anytime a matter comes up and there is a conflict of interest; that is all spelled out in our current policy and procedure manual. I am certified through non-profit (inaudible) for the past two years and in the process of certification right now and that is strictly one of the components that is necessary for certification.

Haywood: Two follow up questions. The manual, the board manual you referenced, I believe in your answer to Section 9, you said it would be an in appendix to the application. Can show me where the appendix is? It was not submitted with the application. Do you have that appendix?

Kendrick: What page are you on?

Haywood: My number might be different than yours. It's the page that starts with the words, "of Ethics) Florida's Sunshine Law . . ." If you go to paragraph 4, line 2, at the end, it says, "Attached is a detailed copy . . ."

Kendrick: That may have inadvertently not been included. We scanned . . .

Edwards: We're getting the flash . . .

Merced: I don't think that it's on the flash. Because I looked . . .

Edwards: We will check.

Haywood: And I believe my final question is, on the next page it says "Division of Roles between Board and Executive Director." Okay, drawing your attention to the first line, "The chart describes the roles and responsibilities of the board and the My Choice Inc./My Choice Academy's Executive Director . . ." I'm just asking clarification. Will one executive director be executive director of both organizations?

Kendrick: Yes.

Edwards: Is that it for Section 9?

Merced: I have one more.

Edwards: You have one more question?

Merced: Well no, there's another question on the . . .

Kendrick: Please show in the application the list of each of the governing board members and a brief description of their background.

There is not a list of governing board members. As stated, we are having a meeting the last Thursday of this month to identify potential board members, their job descriptions, the needs will be finance, accounting, education. So, we have identified a number of candidates to serve on our board that will fit or meet that need for the overall day to day operations to be successful.

Merced: Did you provide a list of the Founding Board members in the application?

Kendrick: We have just gotten that list, after the application . . .

Merced: For the Founding Board members? Who put this application . . .?

Kendrick: I'm sorry. I was doing one thing for the governing board members. We put the application together.

Merced: Who is we?

Kendrick: The three of us. I'm sorry, you want our names?

Merced: Yes.

Kendrick: Tracy Wiley, Altermease Kendrick, Vincent Kendrick.

Merced: On behalf of My Choice, Inc.?

Kendrick: On behalf of My Choice, Inc.

Merced: And your role at My Choice, Inc.? Can you state it for the record?

Kendrick: I am Altermease Kendrick, Executive Director and Founder of My Choice, Inc.

Wiley: Tracy Wiley, Administrative Assistant.

V. Kendrick: Vincent Kendrick, I was on the original My Choice board as a Founder.

Merced: But you're not the board of My Choice, Inc. You are employees of My Choice, Inc.?

Kendrick: Yes. I am an employee and Tracy is. Vince Kendrick, initially, when we initially founded My Choice in 2002, Vince Kendrick served as our President. But because of the competition, I mean nepotism and conflict of interest, he stepped down. And Carolyn Williams filled in as the President of My Choice, Inc. Now Gerald Adams is the President of My Choice, Inc.

Merced: So you did not list the proposed members of the school's Founding Board or Governing Board, according to the application?

Kendrick: We indicated the . . . uh, no.

Edwards: That's why I asked you to show it to us in the application, because I did not see it in there. And I just had Mrs. Bryant to get your flash drive that was submitted and there are no appendices on that flash drive. That's why you all didn't receive any; we don't have any on this flash drive from My Choice.

Are we finished with Section 9? Section 18, budget.



Kendrick: Section 18. Based on the reading of the budget, it appears that the school will enter into a management agreement with My Choice, Inc. Why the management agreement not explained in Section 11 and why was the supporting documentation not provided? Explain all costs and services provided by My Choice, Inc.

I think that we've answered that but . . .

Merced: But I need . . . we discussed a little bit of that through the management but I need to know all the costs and services that will be provided by My Choice, Inc.

Kendrick: My Choice, Inc. in partnership with Clock Community Learning Outreach Center, LLC has a contract with Workforce Alliance for \$2.9 million to hire 177 employees. Some of the staffing for the school will be hired through the funding source, plus My Choice will employ the following personnel in these positions; a media specialist, bus drivers (inaudible) to serve both entities, My Choice, Inc. and My Choice Academy.

V. Kendrick: My Choice, Inc. will actually own the building and that board of directors will cover everything from utility costs, transportation, they will own the buses, they will provide all the necessary insurances for automobile, liability, all insurance that will take to operate the facility. And in the extra budget, those line items that we said My Choice, Inc. would actually do under assumptions, those are things we are pulling out so that My Choice Academy, there will be no funding from the school that will have to pay for those.

Merced: So it will be paid through that 14%?

V. Kendrick: No, it won't.

Merced: Well, you're charging . . . according to this budget there's a charge, it's a management fee.

V. Kendrick: And again, what we would like to do is those services that we will identify during that period, we're going to take most of that 14% and use that to make sure we have enough ESOL teachers, a coordinator. We're going to take all that funding because the liaison, that's what she's going to be there, and I think we probably used the term "management" in the wrong terminology because we're not trying to

take the district funds and use them for something else. We're trying to pull that funding to be able to use it more for the school.

Merced: I understand what you're trying to do. It's that it's not clear in the application. I understand that you are trying to provide certain things but, um . . . you're getting through other grants but I need to make sure that this is My Choice or it's the Community Outreach because if you're going to own the building, your community . . . what is the company?

V. Kendrick: Community Learning Outreach Center.

Merced: Community Learning Outreach is going to own the building and then they're going to give it to My Choice Academy and your Community Outreach is a for-profit company established by you . . .

V. Kendrick: Yes, but it's only going to be a for-profit . . . the construction part of the Community Outreach Center, I am actually going to put it underneath the non-profit. I have other things under the for-profit side that I'm going to be doing. To risk those 177 people . . . I'm going to be putting work . . . I'm going to be retro-fitting all the houses. I'm going to be doing things outside of the school to help strengthen, so those people can actually pay their mortgage and actually come to the school.

Merced: How is Community Outreach going to charge My Choice for that building? One way or another, you need to get . . . funding

V. Kendrick: It's free. I'm not making a dime.

Merced: No lease, you're not going to lease it out.

V. Kendrick: I'll give it to my lovely wife. I'm building it for her because this is what she's been doing all her life.

Merced: Okay.

V. Kendrick: I make zero dollars. I'm retired.

Merced: Why then did you do a for-profit . . .

V. Kendrick: Because I can take advantage of more tax breaks and all those type things.

Kendrick: To pay for the building.

V. Kendrick: To pay for the building. I've got to drive the debt service down so when I turn it over to her, she has very few debt services. I just worked out a deal for solar panels. I just got a solar panel company underneath the for-profit side. The deal with FP&L, we're going to drive the utility costs, it's only about \$110,000 for a facility this size that we're going to be using. We're going to drive that down to about \$30,000 a month and, if I get the right combination, FP&L, for these lights right here it's about .09 cents a kilowatt. I'm going to be able to sell back to them .32 cents a kilowatt back to FP&L. I may be able to fund this whole thing where it don't cost anything for utilities. Because that's what I've been doing for 30 years. So, as a retired person and one of the original founders, I want to be able to build this so the things she is trying to do, she has no debt service at all. She doesn't have to worry about the facility. All she has to worry about is doing the best she can in the curriculum and make sure she has every tool she needs in order to comply with the district. Because there is not enough money in the FEFP to be able to fund all those extra services that we're going to be needing. So what do I think. I think I'll go out and get a \$3 million grant. I can hire all those people under \$40,000 for her as the after school program. Whether she'll use it for her school, what do I care? I'm doing it for My Choice, Inc. I'm not working for My Choice as at (inaudible) because I'm trying to take your dollars and keep as much of that in there.

Haywood: Okay, can I ask a question? For that example, please help me understand the money flow? Clock gets the grant for the Workforce people?

V. Kendrick: Yes.

Haywood: But in that grant you've asked for Workforce people who will work for My Choice Outreach, Inc.?

V. Kendrick: Yes, but they will still be working for me.

Haywood: But they'll be assigned to work for the Outreach, Inc.?

V. Kendrick: Yes.

Haywood: But instead of working for the Outreach, Inc., they going to be working in the Academy?

V. Kendrick: No, they'll be working for My Choice, Inc.

Haywood: But My Choice, Inc. and the Academy . . .

Kendrick: And that's written in the grant.

Haywood: But in the grant where you got the Workforce money, My Choice Academy is not mentioned. They're going to work for My Choice Outreach.

V. Kendrick: In my original business plan when I applied for these dollars, I took in account for that. I put every person associated with a charter school that makes under \$30,000, I can get it for free.

Haywood: But here's my question. Specifically, when you got the dollars from Workforce Alliance, those employees are supposed to be working for My Choice Outreach, Inc. That's the understanding from the grant for Workforce.

Merced: Yes, because the charter school is not built yet.

V. Kendrick: Exactly. So I can't say they are going to be working for the school because it hasn't been built yet.

Haywood: But in essence, at the end of the day, they are going to be working for the school, because the school's going to be partnered with My Choice Outreach, Inc.

Kendrick: My Choice, Inc. and Clock have partnered to provide, because some of the employees that are on Clock now are contractors and GE people who build the school. Included in that were some employees that will benefit the after school component right now as well. 2011 the next role out will be to assist with the school. That's how it is written in . . .

V. Kendrick: Because I want to get the people in the neighborhood . . . (inaudible) and they given employers like me to give them a chance to get them back to work. So I went down through every possible category to get a person back to work. There's about 30% unemployment rate in this area. I can get almost everybody back to work. So I went to the city manager, they cut eleven people. I said I can put a clerk in your office. I can put somebody in the library because you're closing the library on Saturday. I can help you and it won't cost you anything. First thing he said is what is this going to cost me? It's not going to cost you anything because I get reimbursed. I get a tax break

because I'm a for-profit. I've already listed everybody from school nurse, staff assistant, anything that My Choice and after school people would need, I can provide for them now. I can say you need a library. We're getting ready to write a grant with the Bill Gates Foundation. We just got \$21,000 in non-profit to get computers. We're applying for a Geo-tech because when I build the school, I want to have a state of the art computer system in the library which we'll try to connect to Lake Park, Riviera Beach and five historical black colleges' libraries, so when the kids leave our eighth grade, we can continue to follow them and we will actually give them a laptop and let them have a path on to go to college. Cause the problem we have now is when the kids get to the ninth grade, they're reading at a fourth/fifth grade level. So we're saying that just by making this grant, I've already put somebody in the library so it won't close on Saturday; so the kids in Riviera Beach can go to the library. It's not costing me anything but I'm doing it through My Choice, Inc. because the school's not built.

Haywood: Thank you.

Edwards: You're passionate.

V. Kendrick: You know why I'm passionate? Because 67% of the people in that community, male, don't graduate and they've got one of the top schools in the country right there. We pick up from eleven schools and the kids are coming there hungry, with the lead paint and all those other things, I've been doing this all my career. I grew up in the area. Seagull's in the area. I'm retired and I want to come back and do something to help these kids. So tell me how I can do it? I've raised \$5 million since the last five months. There's not a penny coming to me; not a penny coming to her. We split \$300,000 so why would we do that if we're trying to not do anything but give back. That is what her ministry is. I've tried every way I can to figure out how I can do this to help. I've been doing for 30 years. In Deerfield I just raised over \$26 million in profits, mostly going into the same type of neighborhoods because there is no funding. So that's what we're doing.

Haywood: Thank you.

Edwards: We've been here two hours. Do we need a bathroom break?

Break is taken.

Acevedo: My name is Sheila Acevedo and I'm the ESOL Specialist for charter schools in the district.

Edwards: Are we ready to resume?

Merced: Okay, I think we are ready for the second one. I think that we have covered some of them but I just want it for the record, so you need to read it.

Kendrick: Please explain the contract with My Choice, Inc. for the cost of media specialist, library materials, books, equipment, curriculum consultants, lease of copy machine, office equipment, computer equipment, facilities repair and maintenance, central services cost, transportation, plant operation and maintenance, administrative technology cost, etc.

V. Kendrick: I'm actually going to do all of that. And when it's completed, all these things will be facility ready.

Merced: So, for the record, when you said, "I'm going to do it," who is going to do it? Which company?

Kendrick: I will read this. Clock is building the facility for My Choice and will incorporate into the construction cost the expenses of furnishings, equipment, etc. as My Choice will manage the facilities. Our aim is to have the principal and staff's primary focus to be on the success of each student and equipping the teachers to operate in excellence.

Merced: Just keep going.

Kendrick: Transportation section states that the school will purchase buses, please show in the budget where the cost has been allocated.

V. Kendrick: Actually, My Choice, Inc. will purchase the buses.

Kendrick: My Choice Inc. currently has . . .

V. Kendrick: A bus and a van.

Kendrick: A bus and a van. Of course, we will use the bus to pick up the students. It is an ADA equipped bus that was donated to us from the factory (inaudible) Prime Time Palm Beach County.

Merced: Okay, because the situation is under Section 16, Transportation, and the second paragraph said My Choice Academy currently has one 18 passenger bus and one 15 passenger . . . so it's not Academy it's Inc.

V. Kendrick: Right. That's correct and because there is no surplus buses available through the district and one of our requirements . . . there is no road, currently a road that will . . . 75% of the kids will actually come from Riviera Beach, about 10% from Lake Park and this is based on what we do in the after school program. Some will come from Palm Beach Gardens and eleven other schools that we pick up from. So what we tried to do in our strategic plan is we're going to have 216 kids the first year. Part of the statute says if you don't have bike paths or sidewalks, and to the north of Water Tower Road there is no sidewalks. There is some going down Congress. And you can't cut through the property right now to get to where the school's going to be, so we're planning on getting two hybrid buses supplied by My Choice, Inc. and we will actually bus the majority of the kids whose parents don't bring them. Even though they may stay within the two mile radius, our goal is to be able to . . . cause what we want to try to encourage is . . . we (inaudible) have to help the county, the Department of Transportation, the Town of Lake Park, to actually help them facilitate a road. We're writing a grant for them now. They are building the easement to My Choice, Inc. The owners have built about \$300,000 of easement to My Choice, Inc. We're using the easement for that and the city, the town, to actually match the Department of Transportation grant. We will put sidewalks, because part of my lead points is I got to encourage kids to walk or ride a bike after hours, have to encourage parents to carpool to be part of my energy efficient facility. So I'm in the process now, like I said, I'm writing a grant for hybrid buses, writing grants for all the energy efficient, but at this current state I would have to bus everybody in because it's considered a hazardous condition, by statute, so I will have to bus the majority of people in.

Merced: So what . . . you have in your budget a professional service contract transportation amount? It's a very small one but a transportation company retainer of \$2500. What is that?

V. Kendrick: If . . . I'm going to get two buses, an eighteen passenger van, all 216 students will have to be bused. I may have to go out to the list of charter school, I mean buses services that you have provided and may even have to put a retainer on one of those for emergencies. We've had several times where our bus has broke down. So we may have to buy, in addition to the two hybrid buses, we may have to have one on a retainer along with the two vehicles we already have.

Merced: So why is that paid by the school and not as a comprehensive service from My Choice, Inc.?

V. Kendrick: We can actually put it over there.

Merced: Okay. You said there is a van?

V. Kendrick: We have a fifteen passenger van and an eighteen passenger bus, and we're getting ready to . . .

Merced: The van you're not going to be able to use.

V. Kendrick: Well, we're buying two buses. But it depends on how many parents bring their kids. We're saying we can't exclude anybody because if I'm trying to encourage kids to follow my lead points, they should be able to have bike racks, have kids ride their bike or walk to the school. From the point of the avenue from Silver Beach Road and the school is only about 100 yards, 200 yards. But they actually have to go almost a mile and a half to get to the school if they walk.

Edwards: On the sidewalk . . .

V. Kendrick: Kinda like they did for Hal Watkins. From Blue Heron to Hal Watkins is a long way. I don't want that to happen cause it's dangerous. So if I have to bus 100% of the students, that's what I'm going to do.

Merced: And how are you going to bus so many kids on just one bus?

V. Kendrick: We're going to have probably three. And we have to put the retainer on our side. If we put the retainer on our side, but because it was a list of charter school buses that was already approved, I just stuck that retainer in there.

McCoy: The charter company buses?

V. Kendrick: The charter company buses, because you have no surplus buses. What we would liked to have done would be able to use your own buses and have them be able to go get serviced at your facility.



Kendrick: Based on their address, we will identify key places where parents can drop their kids off without going to everyone's home. Key drop off locations and pick up locations. We will establish that based on the enrollment and address.

Merced: Okay. Next.

Kendrick: Show in the application where the detained staff plan is located.

Merced: And let me insert that on Section 10, Management, one of the bullets for that section, I think the third bullet, "Provide a staffing plan for each year of the charter term." So I used that to make sure the budget includes everything and I did not see it on Section 10 of the Management area.

V. Kendrick: No, we didn't include that in the budget.

Kendrick: I'm looking to see if we have it in the application.

Merced: Did you come for the District training this year?

V. Kendrick: I attended both; I attended that and the state one in Tallahassee.

Merced: You attended this year's training for the District? Cause that's one of the requirements that I ask on the budget section and I gave examples of the detailed staffing plan.

V. Kendrick: I attended both. I thought that would be covered in the actual assumption; that we would identify those people and in part of my master plan, I do have staffing plans . . .

Kendrick: It's not in here . . .

V. Kendrick: . . . dollars allocated because I'm trying to take . . . The first year, the majority of the budget is about \$800,000, \$835,000 . . .

Kendrick: I know we have a staffing plan; it's not included . . .

V. Kendrick: . . . the salaries instructional. My goal is to cut that in half if I can. Everybody who works under \$40,000, I probably can get from the private sector. So I can almost cut your salary budget in half. That would benefit the school. So if I go

through My Choice, Inc., and I go through Workforce Alliance, that's why I have so much detail on the . . .

Merced: You were supposed to, if you were going to present this, you were supposed to present it in your application.

V. Kendrick: I realize that. And again, our goal is to try to find ways that we can reduce the burden on the district by using all three entities to try to reduce the burden to the district. Because there is not enough money to do what you're asking us to do.

Merced: But you have to understand that you are not doing any burden to the district. We allocate based on your students, you as a separate charter school entity. You have to deal with the funding that the district provides. I understand your intent but it's not a burden to the district. It is a burden to My Choice, Academy to try to manage the funding that is available to educate. I understand that because we face it here at the district. We also understand that it is not enough and that is why we need to partner with other people. But it has to be presented. Did we locate the staffing plan?

Edwards: Not yet, go ahead.

Merced: While she's checking, let's go to the next one.

Kendrick: Describe the school's fundraising plan.

Merced: As required in the application. Again, there is a bullet that asks for the fundraising plan. I didn't see it in the application. If you can point it out?

V. Kendrick: Well, in the narrative and the budget, we said the school, My Choice, will do the fundraising for the facility . . . (inaudible)

Wiley: I don't know . . . on the flash drive we scanned the grants and projections. I don't know if you have that or not . . .

Merced: It was not on the flash drive.

Edwards: We checked. Do we need to stop the tape at this time?

Kendrick: Here . . . a grant writer/fund development person to identify and apply for funds that will meet the needs of both My Choice Academy, as well as, My Choice, Inc.

These are a list of grants, both federal, local, county grants and funders that we have and are making application to for various things with regards to, of course, driving down the debt services . . . um

V. Kendrick: There won't be anything specific that we will find My Choice to have a fundraiser. We're going to try to let them concentrate just on the curriculum and let My Choice, Inc. have the burdening of trying to get additional funding. So we're not going to put the burden on My Choice, Inc., especially the first couple of years, until we get to the capital campaign in the third year. So all we want My Choice Academy to do is to have enough resources to educate the kids. Everything else, the burden is going to be on somebody else. So we're trying not to put any fundraising effort on My Choice Academy but put that burden on My Choice, Inc. cause they're going to own the facility. Right now, because we don't have a school, everything we're marketing, all the fund development, all the grant writers, all the things that we're putting, we're putting it for My Choice, Inc. We will build that up and when the school opens up, then we'll make a strategic plan what kind of fundraisers they can apply for. But anything with the Department of Education as far as (inaudible) with my wife. Anything on the construction, energy efficient, hybrid buses, solar panels, construction dollars, I'm going to handle on behalf of My Choice, Inc. So like I said, we look to the beginning and say how can we fund all the things necessary for the district? Let's get the private sector and use what they do best. Let's get the district and concentrate on the educational part. Let's get My Choice, Inc. who has a history and let them do what they've done. They have a budget of almost \$500,000 million; all by funds, (inaudible) services, family central, about nine foundations that send funding to them now. That's what they do best. That's how she's been able to operate for eight years. So why don't we enhance that? Raise as much money as we can . . .

Merced: I'm sorry that I'm interrupting you but I have to go to the next meeting. Let's go the point.

Kendrick: May I add one point please? Because My Choice has laid the foundation, we have more longevity in the community of existence. Even speaking with some of my foundations and funders because the school would be so new, they would probably not give to the school or be leery of giving to the school until the school has been established for two years. So funding will come, will be applied . . . applications rather, would be done through My Choice. We have brochures and we will put either tax exemption so that the foundation can get it's exemption or contributions can come. They can specify on whether they want to contribute to the school or contribute to My

Choice, Inc. And that would be distinct; always laid out and handled from that perspective. But benefiting from the strength of longevity and the actual school.

Merced: Okay. The next one.

Kendrick: Explain the presentation of the reports for start up . . . is that?

Merced: For the cash flows provided, explain the presentation of the reports for start up and each year of the requested term.

V. Kendrick: Under the start up we filed for an implementation grant for about \$25,000, and so we went back to where we suspect the contract will be signed and all those things, whether mandatory board training, whatever we can bring the teachers ahead. The school will actually be built by June of 2011, so that will actually be programmed in there when we bring the teachers in for training and all that stuff, we will actually have a facility for them. So the \$25,000, we went back to November and we went all the way through (inaudible).

Merced: The reason I'm asking it is because this cash flow is not a cash flow. Let's put it this way; it's not detailed enough. Just putting whatever revenues and expenditures is not detailed. It doesn't have descriptions. It like a bunch of pages has been cut. Your presentation has to be clear because you cannot follow these line items. What that means for me is October 2014 there is \$211,000 and \$175,000. What is the net? It has to be a little bit more detailed. I don't know what is included on that expenditure or how I'm going to know . . .

V. Kendrick: Well, see I kind of explained that in the narrative. The narrative and the cash flow probably should have been on the same page. On page 138 paragraph e., "The assumption for the start-up budget is limited to specific curriculum material, Board and staff training (Core Knowledge), supplies needed for start-up. Also included are two months of salaries and benefits for Executive Director (included in Management plan line item), bookkeeper, HR/Guidance person, lead teachers, and key personnel for week prior for grand opening. The projected opening of the facility will allow four months of preparation, prior to the fall opening. Summer camps will be held at the facility in the summer 2011, which will give a preliminary projection of the remaining inventory of equipment and supplies, needed for the school opening.

Merced: So where's all those expenses here in this cash flow? Can you show me?

V. Kendrick: I can show you in the \$25,000 . . .

Merced: I'm asking for the cash flow.

V. Kendrick: I know. If you go to December 2010, it says Board Training/Legal/

Merced: Okay.

V. Kendrick: So you have no other expense . . .

Merced: You have one in March, no?

V. Kendrick: Both of those are for board training.

Merced: But you have that in December, so you have board training again in March? See how detailed you need to do this? Because how am I going to assess what you have inside there? And you have mathematical errors too, you know that?

V. Kendrick: Uh, I don't see where they're at. Look, what I tried to do after I got through with the start up point, was take the monthly salary, the allocation of \$117,000 and I kept those expenses related to the July and August and then I calculated which teachers and salaries would be on a 10-month salary and which would be on a 12-month. I tried to get all the teachers on the 10-month or 182 days, and I tried the principals' and all the ones that were going to work 12 months and divide those salaries by twelve and divide the ones by ten and so at the peak period there will be a carryover of \$90,000 and \$117,724 from . . .

Merced: Which month are you on?

V. Kendrick: I'm at August, 2011.

Merced: That's including the \$117,000?

V. Kendrick: Right.

Merced: No, \$128,000 . . .

V. Kendrick: So if you've got \$117,000 in June, revenue in July because at the bottom of your revenue allocations, you give a monthly revenue that you get based on the number of students. So I go to revenues and I see the \$117,000.

Merced: Okay.

V. Kendrick: So those are the monthly allocations that the district is going to be giving to the Academy. So, as I calculated the 10-months and the 12-months, they were all (inaudible) in August, so the expenditures for August 2011 would be \$128,226, which would give me a balance that carries over to September. I still have that allocation of \$117,724 and I got the expense. Now, when I come to November, when there's a mandatory board training, there will be a little additional expenses of \$135,514.

Merced: Where in the cash flow is the purchase of textbooks and materials for the kids before the school starts?

V. Kendrick: Before the school starts, the majority of those dollars are actually, they will be in there the first month, which is total expenditures of \$90,093 . . .

Merced: Which month?

V. Kendrick: The first month on June, 2011. Those expenditures would be in that line . . . I would get an allocation of \$117,000, and those expenses are all part of that \$90,000.

Merced: You said your total expenditures are \$77,336 for June, 2011. This is June, 2011? This one here? On this page?

V. Kendrick: That's not the one we have.

Merced: This is from my jump drive but they have it here.

Edwards: Is that where you pulled that document from? Turn the page.

Merced: Actually, they don't have pages here.

V. Kendrick: This was actually my worksheet.

Edwards: Is it included here?

V. Kendrick: No, but it was included with the jump drive.

Merced: It's included in the application. It's supposed to be at the end of the cash flow.

V. Kendrick: It says under the 5000 account, that those supplies and equipment would be allocated for those things, especially the first year, is plugged in there.

Merced: But your June number is \$72,000 and you have \$77,000 here. It's very difficult to assess. I will take a look again. Next, the last one on the first page.

Kendrick: Show in the budget where property and auto insurance is allocated.

V. Kendrick: It would be in My Choice, Inc.

Merced: Next.

Kendrick: Show in the budget where the Executive Director's salary is included.

The Executive Director's salary will come from My Choice, Inc.

Merced: Next.

Kendrick: Show in the budget where the ESOL teacher is included.

As stated before, the position is not included in the budget because we're not sure how many we would need initially. We determined that based on the number of students My Choice will reduce the percentage of its fees to adequately provide for this position.

Acevedo: My I ask a question? I am the ESOL Specialist. Will all of your teachers as KA, will all of your teachers have ESOL endorsements or certification or be in process when you hire them?

Kendrick Every teacher that is hired will be qualified at that particular time.

Acevedo: Okay, and your grades seven through eight, will your English teachers have ESOL endorsements?

Kendrick: Yes, they will.

Acevedo: And your content area teachers will have training?

Kendrick: Yes.

Acevedo: And who will be the district contact for ESOL if you don't have a position when you begin? Will it be yourself? Will it be an AP?

Kendrick: It will be the principal.

Merced: Next.

Kendrick: Explain the rationale of calculating high level ESE students for transportation when ESE students to be served are only matrix 251.

V. Kendrick: We're going to have to transport all 216 kids.

Merced: Let me explain it to you because it's probably a little bit confusing. When you did the FEFP revenue, and you calculate transportation, you put all your students on the ESE (inaudible) funding, and through the training that we did it was explained that only that funding is provided to students that meet a criteria. Usually 251s don't meet that criteria. It has to be that they need to have a wheelchair, or they need to have restraining, or that they cannot have sun or the bus needs to be covered. It's unlikely. We have very limited students that meet that criteria. So creating that situation, you're overstating your budget, your revenues. Just and FYI.

V. Kendrick: I understand that because I saw 251 and my first assumption is because a person has a condition, I'm going to have to take all these 251s and bus them all. Even though it may have been a person with ADA, handicaps or severe . . . I didn't realize that would have to be pulled out of that and it would be more than 251.

Merced: Even if they're 251, that doesn't mean that you have to provide transportation. Cause it has to be driven by the IEP, so it's not necessary because it's a 251 . . .

Kendrick: It's mainly because of our location and not having the road there or the sidewalks . . .

V. Kendrick: Cause if not, I wouldn't meet the statute because there is no sidewalks and there's a hazardous condition for about a half of mile. There is no sidewalk or road or bike paths. And I can't have the kids cutting through the property, so I went through



whatever 251s I added the rest of the students and I assumed I better bus all 216. So that's what dictated the transportation dollars.

Merced: Okay.

Kendrick: Show in the application where the appendix stated in page 158 is located.

Merced: It could be a different page. Cause we're having issues with the pages. It is basically an appendix, it says, attached in the appendix are the 2009 independent audit non-profit first's certification for sound fiscal management and board training for children services council for non-profits. And that's not included in the application. At least, for me, it's behind one of the budget questions,

Kendrick: I don't understand what you said.

Merced: My copy, when I printed it out from the jump drive, came after probably the implementation grant, let's see . . . 137 in your application. Okay.

Kendrick: Explain the back-up plan if the competitive grant for implementation of a charter school is not granted.

V. Kendrick: It would all be rolled over into the construction, in the grant, in the fundraiser that we're doing for My Choice, Inc.

Merced: What is your back-up plan if that grant is not granted?

V. Kendrick: I already got \$5 million in grants now and I can probably pay for all the books and computers and that stuff now, which is part of the plan for My Choice, Inc. Once I complete the construction, if we don't need that \$25,000 implementation grant, we probably won't use it. If we get all the grants that we've applied for, I applied for seven in the last three months, we will have enough to pay for the computers, the books, the desks, the tables; hire the people a month ahead of time, bring in teachers early, get whatever certification they have during their spring break; do all those things then I haven't imposed on the district to provide \$25,000 as a start up grant.

Merced: This is just for the record, on the Budget, Section 18, the sixth bullet, when you're talking about the fundraising plan, it states, "Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the

school's start-up or operating budgets." So, they're asking for a type of verification that was not included. That's why I keep asking you.

V. Kendrick: But we're not doing it for the Academy, we're doing it for My Choice . . .

Merced: But it's affecting My Choice . . .

V. Kendrick: But I can't sell My Choice Academy because it's not in existence. I can sell My Choice Inc. because it's been operating and it has a name, I can tie into it. I've already put a marketing video together. I've got a capital campaign going. It's critical cause I know what I can sell. I can't sell the school. If the school were already in existence, then that would be valid. But the school's not there; just dirt. I can show people dirt where it's going to be but I can't sell it. I can sell a green school that My Choice, Inc. that has been in that community for eight years and she's lived there for over 50 years and everybody knows her and knows her reputation. I can sell that.

Merced: Okay. And the last one.

Kendrick: The District prepared an analysis to reflect missing personnel and other operational costs. The net result is a loss putting the charter school at risk for being in financial emergency.

Merced: And that's just a comment based on those missing costs because of the lack of transparency of the application regarding the relationship between My Choice and the Academy, the school.

So it's very risky. I understand your passion and your desire to build the school, but you have to understand that when you put in an application, it's not "what if" it's what is the school is responsible because this is a separate governing board that is running the school and we as a sponsor are responsible to see that in this application and be transparent. So you just need to be careful when you put a budget together, so it could make sense for us to understand that the school can stand by itself and run the operations of the school. We have 33 schools and all of them run by itself. Yes, they do fundraising, they do things but they still work by themselves. Okay. I'm going to excuse myself because I have to go to another meeting. Nice to see you again.

Wiley: I have a question for you. Are the charter schools allowed to put any kind of services in the budget?

Merced: Yes.

Edwards: Section 20.

Kendrick: Section 20. Please explain how unanticipated events will be addressed.

Unanticipated events will be . . . well we have an action plan and, of course, an action plan is basically a template for what you're going to do or need to do. However, I have run an after school program for the past eight years and in that eight years, I can count several times during the week that unanticipated events arise. Depending on the event, and I guess this sounds vague, but I could never have anticipated certain things that have happened. I run completely on funding and I have lost funding and that means I have to regroup, reassess, and come back without losing any quality; even going without salary for myself a number of years so that the quality of our program succeeds and that's our goal. As long as the quality of the services and programs do not lose any of its strength, we will just make adjustments in areas wearing several hats; doing what needs to be done. When one fund ended because of the economy, I had to regroup and go out and knock on some doors, speak at some luncheons and build that base back up. I've have to do what I've had to do to make it work.

McCoy: Thank you.

Edwards: Thank you so much. Now that all of the sections have been addressed by the Founding Board members, the next step will be . . .

Kendrick: May I add something please? In Section 9, please let me find it, under Governance, flipping through for something else, I found the positions that we will be identifying in regards to the board members or roles that they will bring to the table. Included in that list, and this is in the financial management and oversight piece with regards to the different kinds of . . . it has their duties. I was thinking it had their job . . . there was a question regarding policies and procedures. There are some policies that are listed here on page 59 through Financial Controls and Operation Procedures, through page 66; 166

Edwards: Ms. Haywood, would you write those numbers down? Will you give us those numbers again?

Kendrick: Pages 160; 159 through 166.

Edwards: Let's go back, it's time for the Overview of the Florida Charter School Application Process. On the second sheet, Step 5, starting at the paragraph that states, "Each interviewer will evaluate the information gathered through the applicant interview against the Charter School Application Evaluation Tool and analyze, based on their professional assessment of the written application and interview, whether the applicant should be recommended for approval. Only applicants who have presented a quality plan with no material weaknesses and have demonstrated the capacity to operate a quality charter school should be recommended for charter approval.

That's where we are right now. We have to take the information that we've gathered today, and rescan the application so that the pages that the Founding Board members referenced today, align with the information that we received that should analyze, clarify and corroborate the information that we received to reevaluate these sections and resubmit another form with those same sections on it that if they partially met; once they review the information, I don't know if it would move up to meets standard or not. The ones that do not meet can move up to partially meets or meets. So we have to reevaluate the information that is why we are going to ask, once the meeting is over, that the Founding Board members look at this extension letter and reconsider the decision not to grant us that. Because Mr. Kendrick alone gave us an inordinate amount of information trying to clarify the governance and the management and the funding for the three partnerships. And we have to listen to it. The secretaries have to listen to it, transcribe it and send it to the evaluators so we can relook at it. So we would like for you all to reconsider that. We're going to give you an opportunity for that and as of today, this is a listing of all the sections on one sheet and I've signed and dated it. I don't know who will sign for the applicant, and you will get a copy. We will need your signature there, but you will have to decide if you're going to give us that extension.

Staff, is there any additional information you need to add before we close our meeting?

Acevedo: I just have a question because I wasn't here when you went through the ESOL section. Did you list some page for me to review?

Edwards: Yes, she did. Ms. Haywood?

Haywood: No, thank you so much.

Edwards: Alright. That ends the session. It's 11:22 a.m.