

A Case Study of The Miami Beach and Miami-Dade County Education Compact:  
Responsive Education and Reform in a Diverse 21<sup>st</sup> Century

Dissertation

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By

Terron Banner

Graduate Program in Arts Administration, Education, and Policy

The Ohio State University

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Dissertation Committee

Dr. Candace Stout, Advisor

Dr. Joni Acuff

Dr. Wayne Lawson

Dr. James Sanders

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## Abstract

The purpose of this dissertation is to provide an intrinsic case study investigation of The City of Miami Beach and Miami - Dade County Public School's Education Compact.

The Education Compact provides a model of how school districts are using innovative educational governance strategies to improve failing and low performing schools. The impetus for the design and instigation of The Education Compact was to address the rapidly growing changes in 21<sup>st</sup> century demographics of The City of Miami Beach and Miami-Dade County. The underlying goals of this case study are not to build theory, but to provide context-specific knowledge, and provide a detailed example and understanding of the intrinsic value of The City of Miami Beach and Miami-Dade County Public School Education Compact.

## Dedication

To Sophia Sharp and Yvonne Pardon for the foundation of learning and scholarship provided and the unwavering support and encouragement over the years. Most of all, thank you for your love and guidance.

## Acknowledgments

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vent when nothing seemed to be going right. I admired her work ethic, poise, and grace through her own dissertation process. Thank you for being that light when things seemed dark. Dr. Clayton Funk would provide a light-hearted voice of reassurance in academia from someone who has been through the process. Thank you for allowing me to escape, if but for a moment. Dr. Kathy Kastner provided an olive branch of hope and encouragement when I needed it most. Thank you for extending a hand; you will never know how much it meant. I would like to thank all the organizations, departments, and individuals who took part in the study for generously sharing their time and ideas. Specifically, Dr. Leslie Rosenfeld for taking an interest in the project and unselfishly taking time out of her schedule to provide information, data, and points of contact that helped to guide the study. I have learned much through our conversations. Finally, thank you to Jayden Banner and MaCayla Cole-Banner for giving me a reason to get started, motivation to continue along, and determination to finish.

## Vita

Terron Banner

Banner.47@osu.edu

### Education:

The Ohio State University, Columbus, Ohio

2019 – Doctorate Degree in Art Administration, Education, and Policy

#### Relevant courses to research:

History/Policies of Art Education

Educational Policies

Concepts/Issues in Art Education

Educational Politics in a Democratic Society

Politics and Leadership in American Education

Kentucky State University, Frankfort Kentucky

2012 – Masters Degree in Business Administration

#### Relevant courses to research:

Organizational Strategic Management

Organizational Sustainability

Human Behavior in Organizations

Management Information Systems

2010 – Bachelors Degree in Studio Art with Minor in Marketing

Relevant courses to research:

Contemporary Art in Education

2008 – Associate Degree in Liberal Studies

Relevant courses to research:

Self/Society in Multi-Cultures

Teaching Experience:

2006 – 2010 Kentucky State University, Frankfort, Kentucky

Art Multimedia Teaching Assistant

2014 – 2018 The Ohio State University, Columbus, Ohio

Graduate Teaching Associate and Instructor of Record

Art Criticism in Television

Fields of Study

Major Field: Art Administration, Education, and Policy

Secondary Field: Business Management



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## Chapter 1. Introduction

This dissertation will present a case, rather than argue a point. This approach rests on the description of intimate experiences<sup>1</sup> with a case and various intra-cases “with all their nuances of difference”<sup>2</sup> being laid out. The dissertation invites readers to consider the complex densities of the case without filtering them into basic formulas or summing up the description to “close”<sup>1</sup> the case study. Instead, this dissertation invites the reader to enter the phenomenon and explore it inside and out to discover their own path and truth inside the case.<sup>1</sup> This dissertation contends that more research centered on innovative education reform and governance is needed as the demand for accountability, and better preparation of students within The United States education system grows. The thick, multidisciplinary description of the case will, purposefully, not point down one narrow theoretical path, but instead leave a scope that encompasses diverse perspectives and areas of study to build a comprehensive knowledge that is meant to bring a sensitivity to the issues in the case that cannot be obtained from theory alone (Flyvbjerg, 2006, p. 238).

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<sup>1</sup> (Flyvbjerg, 2006)

<sup>2</sup> (Flyvbjerg, 2006, p. 239)

## Imbedded Assumptions, Reflexivity, and Motivations

The following sections will provide an in depth overview of the motivations, past experiences, and imbedded assumption of the researcher in order to provide transparency and context to the reader. Candidness from the researcher is used to prevent any potential biasness from influencing the reader's analysis and reception of the data within this research inquiry.

### Imbedded Assumptions

Imbedded in this research is the assumption that as the education issues in the United States change and evolve, then the organizational governance overseeing education systems must evolve as well. The global economic competitive theories being used to gauge and lead education reform efforts in the United States lack the necessary qualitative and social science context to understand the socioeconomic and sociopolitical underpinnings that exist in domestic schools. American schools are wrestling with how to keep track of student performance if they are not constantly tested, how to improve teaching without accountability metrics and merit pay, how to promote competition and engage the private sector, and most importantly, how to offer choice in education.

The aforementioned issues are best illustrated through The United States' ranking in the international PISA test and the Organization for Economic Cooperation and Development's (OECD) annual study,<sup>3</sup> where the organization surveys 15-year old

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<sup>3</sup> Conducted every three years

students of different countries, by evaluating their grades in reading, math, and science in the PISA test. The PISA is an international test used by countries to guide their national education curricula and to measure their education standards against other countries. The three areas of the PISA - reading, math, and science - are considered competency areas. Compared to education superpowers like Finland, which has ranked at or near the top in all three categories since 2000, The United States has been ranked average at best.

The Atlantic article, *What Americans Keep Ignoring About Finland's School Success* (2011) makes evident that Finland was not always the exemplar curricular model. In the 1970's, Finland was badly in need of education reform and used the idea of equity in education to fuel the change.

Since the 1980s, the main driver of Finnish education policy has been the idea that every child should have exactly the same opportunity to learn, regardless of family background, income, or geographic location. Education has been seen, first and foremost, not as a way to produce star performers, but as an instrument to even out social inequality.<sup>4</sup>

The Atlantic article evinces that, according to Sahlberg, Director of the Finnish Ministry of Education's Center for International Mobility, schools should be healthy, safe environments for children, which offer all pupils free school meals, easy access to health care, psychological counseling, and individualized student guidance. Like the United States, when Finnish policymakers decided to reform the country's education system,

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<sup>4</sup> (para. 24)

they did so because they realized that to be competitive they had to invest in a knowledge-based economy. The most important thing Finland realized, and what is most relevant to education policy and reform efforts here in The United States is that, “to win at that game [remaining competitive], a country has to prepare not just some of its population well, but all of its population well, for the new economy. To possess some of the best schools in the world might still not be good enough if there are children being left behind.”<sup>5</sup> As this becomes increasingly apparent, local governments in the United States are developing innovative ways to reintroduce policies and programs (like those mentioned by Sahlberg) to bring educational governance back to local politics and city and regional school districts. The City of Miami Beach and Miami-Dade County Public School’s Education Compact is an example of such an approach.<sup>6</sup>

#### Reflexivity and Motivation

As a qualitative researcher, it is important to acknowledge that research writing often reflects the interpretation of the researcher based on the researcher’s cultural, ethnic, and political views as they are brought to the research. “All writing is ‘positioned’ and within a stance. All researchers shape the writing that emerges” (Creswell, 2011, p. 215). Therefore, to qualify the writing in this dissertation there must be transparency about the ideals that influence the author’s interpretation. In the article *Critical Theory, Poststructuralism, Postmodernism: Their Sociological Relevance* from the Annual Review of Sociology Journal, Agger (1991) states that “postmodern thinkers

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<sup>5</sup> (para. 33)

<sup>6</sup> (Henig, 2013)

‘deconstruct’ the narrative, challenging text as contested terrain that cannot be understood without references to ideas being concealed by the author and context within the author’s life.”<sup>7</sup> Therefore, in order to separate the narrative from the author’s perception, the embedded assumptions will be discussed before dealing with the research. The hope is that that the reader will be able to separate the data from unintentional biasness and to develop a true sense of the phenomenon being presented.

In full disclosure, the author of his dissertation believes there are structural inequalities, systemic forces, and social regularities that permeate institutions, particularly the education system in the United States. These inequalities are fueled by socioeconomics privileges that lack public visibility and these two factors often go unidentified and unaddressed. Until educators, policy makers, and taxpayers recognize the differing economic backgrounds and injustices, society cannot begin to fully understand how to address those socioeconomic issues in education. Education can either empower or restrain, depending on the knowledge being taught; therefore, the primary motivation of this research is concerned with removing restraints placed on students as they impact race, class, and gender.<sup>8</sup> All of these are distinguishing characteristics that have, in the past, influenced the type and extent of education provided to students.<sup>9</sup>

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<sup>7</sup> (Agger, 1991; Creswell, 2011, p. 214)

<sup>8</sup> (Fay, 1987)

<sup>9</sup> (Banner, 2017a; Creswell, 2011)

American public schools reflect a highly inequitable economy, and this results in disproportionate levels of education success. In *Keeping Track: How Schools Structure Inequality* (2005), Jeannie Oaks explains that in the past century schools have provided students with separate, different, and unequal experiences similar to the economies these schools operate within. To address these unequal experiences there must be an understanding of the complexity associated with the structure of class for this inequity to become more socially visible as a problem. Economics and class are central to the discussion of responsive education, organizational culture, and organizational governance. The discussion of socioeconomic and education is often approached with an inherent bias, because “Many Americans like to believe that once poor children enter the school system – a system sanctioned and supported by the public – they [poor children] are placed on equal footing with all their peers” (Sacks, 2007, p.2). This so called “equal footing” fails to account for the complexity, the various levels of economic, social, and cultural capital, associated with the structure of class described by Pierre Bourdieu (1986). Moreover, the different capitals described by Bourdieu (1986) informed what Will Barrat proposed in *Social Class on Campus: Theories and Manifestations* (2007) as the “fourth component of class” – academic capital, which is based on the knowledge and skill set necessary to be successful in school. These four capital components of class (economic, social, cultural, an academic) vary in degree from person to person, or student to student, depending on their position on the class spectrum. Many of the socioeconomic factors affecting students are shaped outside of school, but those factors, too, need to be accounted for and addressed through educational governance and

policies. Nevertheless, policy makers tend to ignore systemic and structural forces.

In a capitalistic economy, wealth has the greatest impact on education and equality.<sup>10</sup> In 2005, the median income for black families was 60% of the income of white families; for Hispanic families it was 64%. Heather Beth Johnson (2015) states in her work, *The American Dream and The Power of Wealth: Choosing Schools and Inheriting Inequality in the Land of Opportunity* that the racial wealth divide perpetuates inequalities demonstrated in underfunded schools based on residential segregation and unequal school-tax base. The increased pressure of high-stakes testing has led to the adoption of teaching for test curricula in socioeconomically deprived inner-city schools, which differs from inquiry-based learning strategies in upper-class schools. Yezkel (2008) explains that class mythologies and classist belief systems reinforce the stereotypical belief that “rewards of our economic system are *primarily* based on real individual differences in ability, creativity, and effort – not structural inequalities and hereditary advantage” (p. 9). Furthermore, the different education approaches in economically disparate areas demonstrates how education often reproduces social class inequality.<sup>11</sup>

Race is not often explicitly discussed in the conversation about class, but is a vital component in the discussion. Yezkel (2008) explains, “even though class and race are related, they are not the same. We need to have conversations about race and class independently and about the intersections ( p.9). Furthermore, Yezkel (2008) explains

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<sup>10</sup> (Johnson, 2015)

<sup>11</sup> (Yezkel, 2008)

that the intensity of the race divide in the U.S. is one of the reasons there are not more conversations about race. Race has been a central component in the history of the United States and the most recent presidential election and political season has been racially charged and divisive, even among those with similar economic backgrounds. This disunion and rift in society, according to Yezkel (2008) stems from the racial divide in the United States and that fact that even though class does not equal race, class has been racialized. There is a greater percent of people of color adversely affected by the rules of the economy, however racism keeps people whose economic self-interest is similar from uniting to change conditions (p.9). If wealth often determines access to quality education, and the quality of education correlates with employment and income, and income that exceeds need contributes to the accumulation of wealth (which statistics show is disproportionate), then there is a vicious cycle that creates and recreates inequality in the education system.

The aforementioned experiences of stakeholders in the education process and aspects are intrinsic issues I believe exist in education and that need to be addressed. However, this dissertation will provide a description of the case study not with the hope of proving this issue to be true or present, but rather with the hope of shedding light on some of the many complexities that are hidden within the case study.<sup>12</sup> Verification bias is something often associated with the case study methodology, so the description of the case will be offered with careful examination and transparency to reduce any impartiality.

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<sup>12</sup> (Eysenck, 1976, p.9; Flyvberg, 2006, p. 234)



## Terminology, Background, Review of Case Study, and Rationale

### Review of Keywords and Terminology

This section of the dissertation defines keywords and terminology the dissertation uses in its language, analysis, and description of the case study. *Organization* and *organizational culture* are terms often used in the traditional business sense, but can be applied more liberally to incorporate governing institutions in other fields of study and their respective communities. This dissertation uses these terms in the liberal sense to refer to The Education Compact as an education organization and the communities of The City of Miami Beach and Miami-Dade County Public Schools, which formed The Education Compact, as its organizational and/or educational culture. *Responsive education* and *Responsive reform* are terms used to describe the type of education and education reform that are sensitive, aware, and critical of the lived experiences and societal influences that affect students and their respective communities. More specifically, how the experiences and influences affect the students' full participation in the education process.

### Background of Case Study Selection

The selection of the case and the logic that lead to this choice will be detailed in the following sections to provide necessary context before the case study investigation begins.

As the researcher, the author became interested in The case of The Miami Beach

and Miami-Dade County School's Education Compact during a Policy in Education class at The Ohio State University. It served as an example of innovative approaches school districts are adopting to reform local education systems to combat the growing challenges of raising student performances and changing public perception.

Initial research of the case yielded only minimal, generic information, besides a description of the *regime theory* The Education Compact operates under, but a later conversation with Dr. Leslie Rosenfeld, Chief Learning, and Development Officer for the Organization Development Performance Initiative at the City of Miami Beach provided additional data about the Education Compact and reinforced the importance of The Miami Beach and Miami-Dade County School's Education Compact as a rich, qualitative case, which can provide valuable perspective on modern educational reform efforts.

### Review of the Case

The following information is a synopsis of the primary factors and conditions of the case and case site. Both are expounded upon in the literature review section in chapter two and the case section in chapter five of this dissertation.

### The Education Compact

During the 2003-2004 school year, enrollment in The City of Miami Beach schools decreased from 7,477 to 6,871 (October 2013 – October 2014), - 8.11%.<sup>13</sup> Additionally, The City of Miami Beach school grades, based on the Florida

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<sup>13</sup> ("Statistical Highlights", n.d.)

Comprehensive Assessment Test, showed a need to improve the quality of education. From that assessment, three Miami Beach schools graded at an “A”, two at a “B”, and one at a “D.” In 2005, The City of Miami Beach conducted its first Community Satisfaction Survey, which revealed that the residents of Miami Beach found education to be an important factor in their quality of life, but only sixty-two percent of the residents said they were either satisfied or very satisfied with local schools. Simultaneously, there was a local property tax bill in The City of Miami Beach that allocated 40% of the tax dollars from Miami Beach residents to the Miami-Dade County Public School Board for the funding of public education and 30% to The City of Miami Beach.<sup>14</sup> In the 2007 Community Satisfaction Survey, 73% of Miami Beach residents stated they would support The City of Miami Beach reallocating tax dollars to increase public school funding to improve the quality of public schools.<sup>14</sup>

In January of 2008, The City of Miami Beach and Miami-Dade County Public Schools entered into an education compact as a collaborative agreement as a directive of The City Commission of Miami Beach. City Manager Gonzalez stated that he created the coalition with hopes that they “could align resources to ensure that children are armed with tools they need to succeed in school and beyond” (Rosenfeld, 2010, p. 22). In The City of Miami Beach, public schools were losing students and achievement ratings, while there was an increase in school tax collection. The Education Compact faced the challenge of creating a unified organizational culture with and within the existing local, regional, and global cultures of The City of Miami Beach and Miami-Dade County

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<sup>14</sup> (Rosenfeld, 2010)

Public Schools. The alignment of resources and creation of a unified organizational culture was a strategy aimed at increasing the support for the school system, which would help improve student achievement and the quality of the schools, and positively affect student enrollment numbers. Overall, The Compact was implemented to improve education and the quality of life for The City of Miami Beach residents to justify the increase in school tax collection.

### Rationale

The rationale for the case study is centered on a fundamental need in education policy research to better understand reform efforts through a cultural lens to account for the socioeconomic and sociopolitical circumstances of students and communities in the educational culture. Furthermore, the basis of the study is to better understand responsive and adaptable educational governance from theoretical and practical standpoints. The case of The Miami Beach and Miami-Dade County School's Education Compact presents a working model to develop descriptions and interpretations of the phenomenon from the perspective of the study participants, researcher, as well as city officials involved in the creation, implementation, and management of The Compact.<sup>15</sup>

### Case Study as Research Design

This dissertation used an *intrinsic case study* strategy as the qualitative approach to the research design. According to Creswell in his work, *Qualitative Inquiry &*

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<sup>15</sup> (Flyvberg, 2006)

*Research Design: Choosing Among Five Approaches* (2007), some researchers believe a case study is not a methodology, but rather a choice of what to be studied, but others “present it as a strategy of inquiry, a methodology, or a comprehensive research strategy” (p. 73). The case study research design is considered a methodology, for all intents and purposes, and the intrinsic case story itself is the result.<sup>1</sup>

Additionally, the qualitative portion of the research followed an *emergent study design* to help guide the overarching, preliminary case study questions and the embedded, focal research questions. In *The SAGE Dictionary of Qualitative Inquiry* (2015), Schwandt quotes Jennifer Mason’s focal description of an emergent study design:

Broadly speaking, all plans for qualitative studies require fashioning answers to three broad questions: (1) What is my research about? (2) What is the strategy for linking research questions, methods, and evidence? (3) How will the proposed research take into account relevant ethical, political, and moral concerns? (p. 265).

These questions, in particular how the research can be ethically, politically, and morally/socially responsive, fueled this dissertation’s emergent design. By both allowing for and anticipating changes in strategies, procedures, and questions to be asked, the research study design is “attuned and responsive to the circumstances of the particular study” (Schwandt, 2015, p. 80). Both, the intrinsic case study and emergent study design are described in further detail in the methodology section of this dissertation in chapter

three.

### Preliminary Case Study Questions

This study investigated the following preliminary overarching questions:

1. What is the impetus, nature, stipulations, and practical application in designing The City of Miami Beach and Miami-Dade County Public Schools Education Compact?
2. How do we describe, analyze, and explain the origins and particularities of the design of The Education Compact as it relates to the increasingly diverse student body populating the Miami-Dade County Public Schools?

### Focal Research Questions

The embedded research questions that guided this case study are as follows:

1. Can the education reform success instigated by The Education Compact be sustained through turbulent<sup>16</sup> conditions?
2. How has The Education Compact successfully adapted its structure and operations in response to the hurricane Irma crisis?
3. What are the socioeconomic and/or sociopolitical conditions confronting The Education Compact as it manages its response to, and recovery of the hurricane Irma crisis?

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<sup>16</sup> Environmental, social, economic, and political

This dissertation approached the case with the aforementioned preliminary and focal research questions at the outset. This served as a strategy to link research questions, methods, and evidence. These questions were broad enough that they both allowed for and anticipated changes in research strategies, procedures, and questions to be asked, but also provided enough direction that the case study was able to progress with an initial focus.

### Case Study Parameters

*Aim and scope of case study:* The aim of the case study is to examine the central components of The City of Miami Beach and Miami – Dade County Public School’s Education Compact including, but not limited to its organizational structure, management, philosophy, goals, challenges, and physical environment. More specifically, the scope of the case is to examine the reformation and adaptability strategies, as well as educational success of The City of Miami Beach and Miami-Dade County Public Schools system in relation to the efforts of The Compact. Ultimately, the purpose of the case study is to provide insight into reform efforts implemented through The Compact to overcome fundamental socioeconomic and sociopolitical issues in K-12 education toward increasing the *performance* of educational cultures. Performance is defined and discussed in detail in chapter 2. Education can be the great equalizer, and therefore has the capacity to address the systemic issues that often prevent the full participation of students and results in disparate levels of attainment and equal opportunity in the education process. Additionally, how The Compact managed the

residual affects of hurricanes Irma and Maria through its organizational strategies and policy focus is a central component of the scope of the case study.

### Limitations of Case Study

There were some unavoidable limitations of the case study. First, the research was only conducted with participants representing the governing body of The City of Miami Beach, Miami-Dade County Public Schools, The Education Compact, and organizations that collaborated with those entities. Further research involving more participants at different levels is required to reinforce the case study results applicability to entire school systems (K-12). Secondly, the case study was constrained due to the lack of available literature concerning The Compact, there was limited, yet very specific collected works reviewed from first hand sources. Due to the limited availability of sources, testimonies of those involved in the administration of the school systems, as well as those in the governing structures (such as the Education Compact) through which the program is administrated, offered the most valuable sources for the exploration, description, and explanations needed to address the research questions. Among those who contributed to this case study are Dr. Leslie Ronsenfeld, Chief Learning and Development Officer for the City of Miami Beach; Jerry Libbin, president and CEO of the Miami Beach Chamber of Commerce; and Police Chief Oates of The Miami Beach Police Department. Finally, access to sensitive information and documents was limited because the Education Compact works with government and private enterprise networks.



## Research Goal

The goal of the research in the case study is to offer reciprocity and useful exchange between the data and The City of Miami Beach and Miami-Dade County Public Schools. Focal data collected for this case study will have direct usefulness with The City of Miami Beach, Miami-Dade County Public Schools, and The Education Compact. This means the data can be used to supplement The Compact's current evaluation efforts concerning the quality of education for the students and the quality of life for the community. This case study required the collection of documents and records, interviews, observations, and physical artifacts. A large portion of the data consists of unstructured data, specifically open-ended interviews, field notes, and historical archives. The data and data analysis are discussed in detail in chapter 3. The goal of the case study is to better understand how innovative models of educational governance can enhance performance and inform the development of strategies to minimize socioeconomic and sociopolitical obstacles students face and to investigate how this process is affected by crises within the community. By focusing research efforts on the actions, organizational governance strategies, and crisis management of The Compact, the data can provide a description and insights into intricate multidisciplinary perspectives embedded in education reform toward sustaining educational success. The objective is not to provide empty criticisms or compliments of The Compact, but to give narrative form to the meaningful experiences of the case and to allow the narrative itself to offer the answer.<sup>17</sup>

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<sup>17</sup> (Flyvberg, 2006; Nehamas, 1985, pp. 163-164)

## Significance of Case Study and Dissertation

This dissertation and the case study contributes to the body of knowledge related to education design, assessment, governance, and policy in the United States. The emphasis is on implementing innovative and responsive governance in education to address ethnically, racially, and economically diverse populations existing in a rapidly changing society. The significance of the study is the capacity to provide the richness of a case study scenario to underpin the impact of socioeconomic and sociopolitical factors in education. Likewise, the study offered a description of effective education strategies offered to diverse populations. Significant understanding about the phenomena was gleaned from both the literature reviewed and those who participated in providing information to the project.

## Chapter 2. Literature Review and Theoretical Frameworks

The literature presented in the section is a relevant collection of works from authors that informed different components of this dissertation and the case study analysis. Clarence Stone's (1989) work served as the catalyst for his creation of regime theory and provides a system to examine coalitions, or organizations that utilize collaboration in urban political systems. Stone's literature is a valuable tool that provided a similar case study approach as the dissertation and a theoretical lens to examine The Education Compact as an organization and the challenge The Education Compact faced in creating a unified educational culture within The City of Miami Beach and Miami-Dade County. Additionally, Stone's (1989) work informed the considerations around the sustainability of The Compact's level of success in its programming, while dealing with unanticipated circumstances, such as hurricane Irma. Mossberger and Stoker (2001) bring a political science conceptualization to regime theory through their work and help clarify the theory's applicability to analyzing educational policies and governing systems in this dissertation. Mitchell, Crow, and Shipp (2011) bring a contemporary context perspective to regime theory in their work and provided a necessary outlook on the current geography of the United States education system as an environment The Education Compact operates within.

This dissertation focused on educational success and performance, and in part, on the impact hurricane Irma had on The Education Compact. *Success, performance, and crisis* are subjective concepts that are critical components of this study. Therefore, the dissertation used the work of Edward Deverell and Eva-Karin Olsson (2010) and Voigt and Hundrieser (2008) to provide context and inform those sections of the study. Voigt and Hundrieser (2008) bring clarity to the concepts of success and performance by exploring possible criteria and performance metrics to quantify educational culture success in their work. The metrics Voigt et al (2008) discussed in the text deal with the same issue identified by The Compact in its organizational culture, which was the decrease of students and achievement ratings and increase of school taxes.

Deverell et al (2010) delivered a case study that examines organizations that experienced major crisis and those organizations ability to adapt and manage the crisis. The term “crisis” is vague and can vary in nature, context, and intensity from case to case. Therefore, the rationale surrounding what a crisis is, and the milieu surrounding it has to be highlighted before being examined in the case. Pearson and Claire (2008) reframe the thinking surrounding crisis in their work. The work of Pearson et al (2008) also provides multidisciplinary perspectives for the reader to mull over while examining the impact of the crisis on The Education Compact and its respective community, as well as The Compact’s crisis recognition, management, and recovery strategies in this dissertation. Lastly, excerpts from The New York Times will be reviewed to provide perspective and details about the crisis (hurricane Irma) in the case study.

The literature reviewed provides an in depth analysis of the context surrounding the case, but to the extent that the information gleaned from the authors presents a broad philosophical position that cuts across specializations instead of pointing readers down one theoretical course and giving the impression that truth might exist at the end of that path.<sup>1</sup> The purpose of this approach is to refrain from “erasing phenomenological detail in favor of conceptual closure”<sup>2</sup> and summarizing the studied reality into formulaic theories.

### Regime Theory

*Regime Theory*<sup>3</sup> provides a relatively new model to analyze the governing actions employed by organizations. Regime theory emphasizes the roles of government and nongovernmental institutions in working together to affect change by specifying the role of diverse institutions in sustaining a governing coalition. The regime theory analysis provides a lens to investigate organization’s local decision making in light of influential economic forces from the organizations environment.

Clarence Stone developed regime theory from the publication of his study of Atlanta in 1989. Stone earned his Ph.D. from Duke University in 1963 specializing in “urban politics; comparative local politics; school reform politics; political leadership; and agenda setting.”<sup>4</sup> Stone is a research professor of political science and public policy

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<sup>1</sup> (Flyyberg, 2006)

<sup>2</sup> (Flyyberg, 2006, p. 238)

<sup>3</sup> (Stone, 1989)

<sup>4</sup> (“Stone”, n.d.)

in the department of political science at The George Washington University Professor and is Professor Emeritus at the University of Maryland. His teaching interests focus on urban politics and comparative local politics, while his research interests include the theory and practice of local democracy, urban education, and the local agenda-setting process.<sup>5</sup> Some of Stone's notable publications are: *Building Civic Capacity: The Politics of Reforming Urban Schools*, (2001) co-authored with Jeffrey Henig, Bryan Jones, and Carol Pierannunzi. Other relevant works include *Changing Urban Education* (1998), *Regime Politics* (1989), and *Economic Growth and Neighborhood Discontent* (1976).<sup>6</sup>

#### Regime Theory Research Perspective and Relevance to Study

Stone's (1989) work, *Regime Politics: Governing Atlanta 1946-1988* is particularly relevant to this study because of the nature and structure of Stone's investigation. In the work, Stone performs a case study investigation on the formation of a biracial coalition in Atlanta from 1946, the end of Georgia's white primary election, to 1989. Within this period, Stone investigates the socioeconomics of the city of Atlanta and the battle for equality that came in the emergence, evolution, and sustainment of a biracial coalition. Stone focuses on the actions of the coalition that allowed it to become a part of the Atlanta's governing regime. The coalition challenged and modified the informal arrangements, through which Atlanta was governed. The term "coalition" led to the concept of a "regime" to be identified as an "organism" that represents how local

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<sup>5</sup> (Flyyberg, 2006)

<sup>6</sup> ("Stone", n.d.)

actors mediate external pressures such as political challenges and economic change and focuses the regime theory analysis on the civic cooperation across institutional boundaries to affect policy change (Stone 1989, p. 5). Stone's (1989) findings describe an urban political condition in America with diffuse authority, where a coalition that promotes cooperation, acts cohesively, and attracts allies to control resources can benefit within and overcome socioeconomic conditions.

In terms of regime theory's research perspective, the governing arrangements analyzed in Stone's (1989) investigation are symptomatic of how the forces of the larger world are mediated.<sup>7</sup> Regime theory highlights the idea that "public officeholders have to come to terms with private interest, especially business interest" and therefore presents a unique lens to investigate how an effective and sustainable capacity to govern can be created when confronted with complex forces.<sup>8</sup> The theory also underscores the importance of equity in the process of governing and as a fundamental aspect to consider when using the theory's perspective for research. Furthermore, while it is not easy to have a regime that is effective and equitable, "no regime is truly effective unless it is also equitable."<sup>9</sup> Therefore, the challenge for regimes is to balance effectiveness and equity through its *informal arrangements* and *structure*.<sup>10</sup> According to Stone (1989) local governmental authority, by law, is more limited than the state and national level, so informal arrangements assume special importance when studying local power in urban

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<sup>7</sup> (Stone, 1989)

<sup>8</sup> (Stone, 1989, p. ix)

<sup>9</sup> (Stone, 1989, p. xii)

<sup>10</sup> ("Stone", n.d.)

politics. Informal arrangements are the relationships that form outside the formal authority of a city government that requires cooperation.<sup>10</sup> Informal arrangements present “mutual and tacit understanding”<sup>11</sup> that establishes predictability in the relationships and business decisions between organizations, which gives the regime flexibility to deal with non-routine issues.<sup>12</sup>

In regime theory, the informal arrangements and structure of a regime are key aspects that determine its effectiveness. There is no overarching command structure of a regime, instead coherence is provided by the regime’s purpose to facilitate action. Similarly, the governance of a regime is about “mobilizing efforts to cope and adapt, it is not about absolute control.”<sup>13</sup> Moreover, the process of mobilizing efforts is at the core of developing informal arrangements and civic cooperation, or “the informal modes of coordinating efforts across institutional boundaries.”<sup>12</sup> According to Stone (1989), cities and localities are organizations that lack a conjoining structure of command and have weak formal modes to increase coordination, thus civic cooperation and informal arrangements are extremely useful tools for regimes.

Additionally, Stone (1989) elaborates on Abram’s<sup>14</sup> *structuring* of relationships, in which structure is viewed as relationships that are socially created and subject to modification. Moreover, the impact of *events* on structure is an area that deserves special recognition. The handling of policy and governing altering events, by a regime, that

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<sup>11</sup> (Stone, 1989, p. 4)

<sup>12</sup> (“Stone”, n.d.)

<sup>13</sup> (Stone, 1989, p. 5-6)

<sup>14</sup> (Giddens, *Central Problems in Social Theory*, 1979)



occur in the regime's environment has a dual focus on structure and action. The "action shapes structure and structure shapes action"<sup>15</sup> or the response to the event affects the relationships of the regime, and the relationships the regime has developed informs its response to the event. Events present regime altering potential and must be analyzed in respect to the regime's capacity to adapt and reinforce existing structures,<sup>16</sup> which is an essential component in this dissertation's analysis of The Education Compact and hurricane Irma.

Similar to the issues The Education Compact was faced with in the case, regimes deal with the societal pressures of the urban environment they operate in and the pressure that comes with the making of community policies. Therefore, regimes are not neutral but are mediating agents that "manage conflict and make adaptive responses to social change"<sup>17</sup> through its institutional scope and cooperation with collaborative partners. The institutional scope encompasses enough organizations to mobilize resources, while the cooperation creates enough institutional support to reach decisions and sustain action. Therefore, the continuity of a regime is dependent on the coalition adapting to change rather than resisting it.<sup>16</sup>

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<sup>15</sup> (Stone, 1989, p. 10)

<sup>16</sup> (Stone, 1989)

<sup>17</sup> (Giddens, *Central Problems in Social Theory*, 1979)

## Conceptualizing Regime Theory

Mossberger and Stoker<sup>18</sup> explain the internal dynamics of regime in *The Evolution of Urban Regime Theory: The Challenge of Conceptualization* (2001), in *The Urban Affairs Review Journal*. Mossberger and Stoker bring a political science background and understanding to regime theory and its applicability in the article.

According to Mossberger et al (2001), regime theory is a tool used to understand the relationship between public and private sector relationships and “can be understood using the social production model of power” (p.3). Stone (1989) draws a clear distinction between the *power to* and *power over* or a line between the capacity to act and engage in social control.<sup>19</sup> Mossberger et al (2001) explain that regime theory can be used in multiple settings and levels, such as regionally, sub-city, on a neighborhood level,<sup>20</sup> and in urban school reform. Furthermore, regime theory is often used in a case study context because the evolution of the theory has occurred “through its application to new settings and new questions” (Mossberger et al, 2001, p. 2). Therefore, Stone’s (1989) work informed this dissertation and this dissertation adds to field of study because regime theory’s explanatory power and applicability is expanded through case comparisons.<sup>20</sup>

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<sup>18</sup> Karen Mossberger is a professor at Arizona State University’s School of Public Affairs with research interests including local governance, urban policy, and policy diffusion and innovation. Gerry Stoker is Professor of Politics and Governance at the University of Southampton, UK, with research interests including local and regional governance, democratic and urban politics, public participation, and public service reform.

<sup>19</sup> (Mossberger et al, 2001; Stone, 1989)

<sup>20</sup> (Mossberger et al, 2001)

## Modern Context of Regime Theory

Mitchell, Crowson, and Shipps<sup>21</sup> explain how governance strategies like regime theory operate in the modern U.S. education system in *Shaping Education Policy: Power and Process* (2011). According to Mitchell et al (2011) in The United States:

Mounting accountability pressures have created demands for changes in school governance...In other words, the educational system has entered a phase of institutional transition, where the politics of the status quo is subject to mounting pressure to face growing public demand for accountability (p 219).

In the United States, there is a growing challenge to raise student performance and change public perception that graduates of public schools are ill equipped for the workforce and/or post-secondary education. This perception is reinforced by the moderately low rankings of the United States in international assessments. As a result, many school districts are adopting innovative approaches to reform. As reform advances in system-wide governance, perspectives like regime theory have emerged to identify, understand, and become politically aware of the conditions that are vital for successful reform implementation.

Regime theory puts an emphasis on the roles of government and nongovernmental institutions in working together to affect change, and primary attention is paid to the

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<sup>21</sup> Douglass Mitchell is Professor of Education at the University of California; Robert Crowson is Professor of Education and Policy at Peabody College, Vanderbilt University; and Dorothy Shipps is Associate Professor of Public Affairs and Education at Baruch College.

governing process by specifying the role of nongovernmental institutions in sustaining a governing coalition. Mitchell et al (2011) explain that the theory calls for public officials to develop power arrangements that ensure various key stakeholders “are able to contribute to the collective goals of the system” (p. 220). Being a relatively new model, regime theory urges scholars to pay closer attention to the economic forces influencing local decision-making. It is important to understand the economic conditions surrounding regimes because urban policy decisions are constrained by the propensity for cities to compete for capital and labor to maintain their land/property value or economic competitiveness.<sup>22</sup> As competition in markets increase, regime theory has emerged as a dominant paradigm in the urban politics field with its ability to describe how local governments develop policy capacity within the limited resource constraints they operate in.<sup>23</sup>

### Performance Regime

Within regime theory, there are specific types of regimes that focus on different outcomes through their coalitions. One of the most difficult regimes to find, develop, and maintain are performance regimes because these kind of regimes require large amounts of resources and sources of popular support to maintain it. Stone (1989) explains that performance regimes have an activist agenda and cannot be achieved by changes in a districts internal leadership alone.<sup>24</sup> Performance regimes in the education sector work to

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<sup>22</sup> (Mitchell et al, 2011; Peterson, 1981)

<sup>23</sup> (Mitchel et al, 2011)

<sup>24</sup> (Mitchel et al, 2011; Stone, 1989)

create substantial improvement in education universally and although they are difficult to find, there are examples of performance regimes like The City of Miami Beach and Miami-Dade County Schools. These types of regimes have effectively implemented and maintained educational reform on a large scale by reversing what Henig (2013)<sup>25</sup> calls, “the end of education exceptionalism” (p. 162). In summary, Henig (2013) is describing the process of bringing local decision making in education policy back into general arenas of governance and politics, close in proximity to those the policies affect, and away from specialized federal agencies. By bringing back the discussion of education policies into local government the interest, issues, and policies that influence schools have the capacity to change, along with the values and interest of those involved that have influence over the policies being created. This breach between the walls of single-purpose education-specific and general-purpose venues allows for a greater influence in the mix of policy ideas and the array of influential interest groups, which help determine policy outcomes (Henig, 2013).

### Performance and Success

In discussing the performance of The Education Compact and its organizational culture, it is important to define *performance* and to qualify what it means to operate at *peak performance* in the case. The Compact was initially faced with the problem that public schools in The Miami Beach feeder pattern were losing students and achievement ratings, while there was an increase in school tax collection. Because the majority of

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<sup>25</sup> *The End of Exceptionalism in American Education: The Changing Politics of School Reform*

research on student success and retention focus on higher education and students attending post-secondary institutions, this dissertation utilized theories, concepts, and perspectives aimed at the university level. The aforementioned information was drawn from *Student Success, Retention, and Graduation: Definitions, Theories, Practices, Patterns, and Trends* (2008) by Voight and Hundrieser, as a lens to inform the research of the case concerning K-12 education, and to identify possible parallels and extrapolations between the text and the case.

#### Statistical Success in Performance

Voigt and Hundrieser (2008) discussed student retention and graduation rates as an indicator of organizational performance and success. Much of the data and research listed by Voigt et al (2008) comes from Ruffalo Noel Levitz, which is a organization founded in 1973, specializing in enrollment and retention management.<sup>26</sup> Since its establishment, Noel-Levitz has partnered and performed case studies with over 2,000 colleges and universities across the world to provide detailed analysis of achievements and innovations in student retention of colleges (Voigt et al, 2008, p. 17).

Voigt et al (2008) state that year-by-year retention rates (also referred to as persistence rates) and graduation rates represent student success. Accordingly, those statistics are “commonly regarded as primary indicators of institutional performance” by reflecting “the overall quality of student learning and intellectual involvement; how well integrated students are in campus life; and how effectively a campus [school system]

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<sup>26</sup> (“Ruffalo”, n.d.)

delivers what students expect and need” (Voigt et al, 2008, p. 1). The issues affecting student retention are socioeconomic, sociopolitical, and multidisciplinary in nature. Voigt et al (2008) explain, low graduation and high attrition rates “not only expose institutional problems in meeting the needs and expectations of its students, but also represent symbolic failure in accomplishing institutional purpose” (p. 1). Retentions and graduations rates measure the effectiveness of education institutions and organizations, and therefore presents a gauge for the reader to use to measure the levels of “success” of The Education Compact in relation to the change in retention and graduation rates of students in The City of Miami Beach’s district facilities.<sup>27</sup>

#### Student Success Equals Organizational Success

Organization and organizational culture success are often used interchangeably and interdependently in this dissertation. Voigt et al (2008) further explain this correlation by stating that low retention and graduation rates are a direct result of organizations failing to accomplish their institutional purpose. For that reason, organizations faced with low performance and persistence rates have to first increase retention, but as retention experts have claimed, an institution’s ability to encourage and help produce student success and its ability to attract new students are intertwined.<sup>28</sup> Similarly, Randi Levitz and Lee Noel (1998b) conclude “the success of an institution and the success of its students are inseparable” (p. 129; Voigt, 2008, p. 2). Therefore, this

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<sup>27</sup> Chronologically from The Education Compact’s creation to the present time

<sup>28</sup> (e.g., Pascarella and Terenzini, 2005; and Kuh, et al, 2005; Levitz and Noel, 1998a, 1998b; Astin, 1993; Tinto, 1993; Wingspread Group, 1993; Boyer, 1987; Noel, Levitz, and Saluri, 1985, Voigt et al, 2008, p. 2)

dissertation describes the success of The Education Compact and its organizational culture in the same breath.

## Sustainability of Organizational Culture in a Crisis

### Crisis Management

In the article, *Organizational Culture Effects on Strategy and Adaptability in Crisis Management* (2010), Deverell and Olsson<sup>29</sup> present a typology of organizational responses to crisis aimed at examining the ability of organizations to adapt in dealing with crisis management challenges. These typologies will not be used to identify The Education Compact as one or the other, they will, instead, be used to inform the reader's analysis of the phenomenon. In addition to the typologies providing context, the analysis will also be grounded with research from information oriented case studies to maximize the utility of information from small samples and single cases, selected on the basis of expectations about their information content (Flyyberg, 2006).

Deverell et al (2010) make clear that strategy change and operational components are the two essential features of an organization's response to crises. Strategy change is a temporal change caused by crisis and is influenced by the successive changing of stakeholders, or organization and organizational culture members, during a crisis.

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<sup>29</sup> Edward Deverell and Eva-Karin Olsson currently work for the Department of Security Strategy and Leadership at the Swedish Defence University. Deverell's research is situated in the public policy, crisis management, and organizational learning discourse, while Eva-Karin work focuses on communication theory and organizational management. Deverell and Olsson provide expertise in crisis management, which is a central component of this study.



Deverell et al (2010) expound on Robert Freeman's (1984) *stakeholder theory* to emphasize the importance of stakeholder relationship management for an organization's success. Deverell et al (2010) then go on to explain how crises tend to introduce a new set of stakeholders,<sup>30</sup> or introduce new provisions for existing stakeholders, as a consequence of the crisis. The process of identifying new stakeholders within the organization and organizational culture, and new provisions needed, will differ from day-to-day operations, so if it is not approached systematically it has the potential to catch the organization off guard and present an issue that the organization is ill equipped to handle.

#### Article Context

In *Organizational Culture Effects on Strategy and Adaptability in Crisis Management* (2010), the organizations and crises analyzed were:

1. A national hybrid public/private TV-station and its response to September 11, 2001.
2. A national defense research agency's handling of the 'so-called' anthrax letters in Sweden in 2001.
3. A semi-public power company's management of a local cable fire in 2001 that led to a blackout in Sweden that affected 50,000 residents and 700 companies employing 30,000 people.

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<sup>30</sup> (Deverell et al, 2010; Freeman, 1984)

From that case study analysis of the three organizations and their responses to crises - induced change, Deverell et al (2010) developed three classifications, based on organizational capacity to launch crisis management. The three classifications are the *fully adapting organization*; *semi-adapting organization*; and *non-adapting organization*. Organizational culture plays an important role in each. The semi and non-adapting organizations are dominated by strong expert cultures that rely on rigid structures and are less inclined to change, while the fully adapting organization deliberately fosters an organizational culture built around adaptability (Deverell et al, 2010). According to Deverell et al (2010) adaptability is an organizational ability to redefine fundamental character in response to large-scale change. **The figure** below illustrates how the three different types of organizations adapt to rapid changes in their environment posed by crisis events.

Table 1. Typology of Organizational Strategic Crisis Adaptability

	<i>Fully adapting organization</i>	<i>Semi-adapting organization</i>	<i>Non-adapting organization</i>
Strategic adaptability	Strategy change	Strategy change	No strategy change
Organizational adaptability	Managerial and operational adaptability	Inhibited managerial and operational adaptability	Operational routine adaptability

*Reprinted from* (Deverell et al, 2010).

The classification criteria for how organizations respond to crisis, specific to this

study, are centered on a set of questions:

1. What is required from an organization in order to adjust its strategy to the changing conditions in organization and organizational culture (stakeholders) relations?
2. What organizational features facilitate or hinder these efforts?<sup>31</sup>

Additionally, the way an organization responds to crisis can affect its effectiveness and sustainability during the crisis management. For organizations, it is a challenge to maintain the level of organizational performance and the preexisting relationship with the organizational culture during a strategy shift. Any disruptions that affect consistency between strategy and culture must be approached with sensitivity and adaptability.<sup>31</sup> Therefore, top-level executives play a pivotal role in changing organizational strategies that relate to stakeholders' relations. They have a central role in adjusting the managerial and operational levels to deal with the new situation.<sup>31</sup>

### Reframing Crisis Management

The organizational understanding of a crisis plays an important role in its management of that crisis, and consequently, its adaptability and sustainability. Therefore, this dissertation describes organizational crisis in a way that represents the complexity of the phenomena and the challenges involved in the management of the crisis.

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<sup>31</sup> (Deverell et al, 2010)

In the article: *Reframing Crisis Management* (1998), from the Academy of Management Review, Pearson and Claire explain the density of crisis management in order for organizations to better understand and address the phenomena. This understanding is important to the study because it helps to situate the nature of the crisis in relation to The Education Compact, the different concerns that come with the crisis, and the role of The Compact in the management of the crisis. According to Pearson et al (1998), researchers have conducted theoretical and pragmatic studies on the topic of large-scale organizational crises,<sup>32</sup> but as new situations and crisis arise, the studies lack integration with one another.<sup>33</sup> While the cross-disciplinary nature of organizational crisis supports the idea that psychological, socio-political, and technological-structural issues “should be *explicitly* considered and integrated when studying and managing organizational crises” (Pearson et al, 1998, p. 7), not all scholars take this approach. Some scholars prefer to use a single framework to analyze the causes, consequences, and management of organizational crisis, resulting in what Shrivastava (1993) calls the, “Tower of Babel effect,” where there are “many different disciplinary voices, talking in different languages to different issues and audiences” about the same issue.<sup>33</sup> To reverse this trend, this dissertation will integrate perspectives from large-scale organizational crises studies and multidisciplinary approaches to inform the case study analysis. This study will use a definition of organizational crisis, provided by Pearson et al (1998), to describe the phenomena being studied in the case. Specifically, organizational crises are

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<sup>32</sup> (Lagadec, 1990, 1993; Mitroff, Pauchant & Shrivastava, 1988; Pearson & Mitroff, 1993; Perrow, 1984; Roberts, 1990; Schwartz, 1987; Shrivastava, 1993; Weick, 1988, Pearson et al, 1998),

<sup>33</sup> (Pearson et al, 1998, p. 7; Shrivastava, 1993)

believed to be “highly ambiguous situations where causes and effects are unknown”<sup>34</sup> that give governing bodies little time to respond<sup>35</sup> and require decisions or judgments, in which change is inevitable.<sup>36</sup> This provides an encompassing definition that begins to reframe the idea of organizational crisis.

### Psychological Perspectives on Crisis

To fully grasp the psychological perspective of a crisis, Pearson et al (1998) explain that the understanding of crises cannot be separated from the viewpoint of those who experience it.<sup>37</sup> This is important for this case study analysis because it highlights the significance of understanding how the organizational culture individually and communally experience the crisis. Little attention has been paid in research to individual experiences of an organizational crisis once it unfolds,<sup>38</sup> therefore, this study acknowledges the psychological perspective and how cognition and *trauma* (or how an individual within an organizational culture experiences a crisis) can impact the organizational culture’s performance.

The psychological perspective of crises will be considered from an external evaluation of the culture and an internal evaluation of the organization, toward presenting a comprehensive understanding of the case. According to Pearson et al (1998), cognitive studies suggest that crises are events that are highly uncertain, complex, and emotional

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<sup>34</sup> (Dutton, 1986; Pearson et al, 1998, p. 8; Quarantelli, 1988)

<sup>35</sup> (Pearson et al, 1998, p.8; Quarantelli, 1988)

<sup>36</sup> (Aguilera, 1990; Pearson et al, 1998, p. 8; Slaikou, 1990)

<sup>37</sup> (Habermas, 1975: 58; Pearson et al, 1998, p. 10)

<sup>38</sup> (Pearson et al, 1998)

and can spiral out of control if organizational “executives, managers, or operators have responded irrationally and enacted errors of bias and other shortcomings in their information processing and decision making” (p. 11). Individual sense making and mental models of those within the organizational culture can be the distinguishing factor between an organization being *crisis-prone* or *crisis-prepared* and therefore will be considered in the case evaluation.

Pearson et al (1998), describe the reoccurring theme that psychoanalytic scholars have found with organizations and management from crisis-prone organizations compared to crisis-prepared organization. The decision making members of the former are seven times more likely “to use defense mechanisms, such as denial, disavowal, fixation, grandiosity, and projection” when managing an organizational crisis (p. 11). The evaluation of the crisis management process is weighed heavily in this dissertation because if it is not taken seriously the experience of a traumatic event like a crisis can cause a psychological breakdown, where the victim’s mental model of representation and self-identity can be undermined.<sup>39</sup>

#### Sociopolitical View on Crisis

The sociopolitical perspective on crisis deals with the stress put on the relationships and management of the relationships between the organization and organizational culture. This type of perspective gives context to the relationship and

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<sup>39</sup> (Bowlby, 1969; Epstein, 1980; Janoff-Bulman, 1992; Morris, 1975; Parks, 1971; Pearson et al, 1998, p. 11)

interaction between The Education Compact and The City of Miami Beach post hurricane Irma. Pearson et al (1998) states that this crisis stems from a “cultural collapse” between the organization and organizational culture, or “a breakdown in shared meaning, legitimization, and institutionalization of socially constructed relationships” (p. 13). Furthermore, Turner (1976) pushes that description by asserting that, “A crisis arises when shared meanings, which previously served a community well, breaks from the reality of a particular situation.”<sup>40</sup> This brings attention to potential pitfalls organizations can experience while attempting to sustain or improve the performance of the organizational culture it has created, while in crisis management.

Pearson et al (1998), also elaborate on Habermas’s (1975) view on the economic aspect of sociopolitical crises. Habermas (1975) claims that “rationality crisis” occurs when economic decision makers can no longer successfully manage or maintain economic growth.<sup>41</sup> This type of crisis can occur when organizations experience a demand in services or programs that exceed the funding for such things and struggle to operate within the restraints of limited resources. This description supports the regime theory focus used to describe the case in this dissertation, because regime theory urges scholars to pay closer attention to the economic forces influencing local decision-making.

The rationality crisis can eventually lead to what O’Connor (1987) calls a “crisis motivation,” which results in a “failure of followers,” or the organizational culture’s “belief in leadership, the social order, and traditional values and beliefs” of the

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<sup>40</sup> (Turner, 1976; Pearson, 1998, p. 13)

<sup>41</sup> (Habermas, 1975; Pearson et al, 1998, p. 13)

organization.<sup>42</sup> The organizational culture becomes frustrated with the organization and it becomes difficult to avoid social conflict.<sup>42</sup> If a sociopolitical crisis is not managed strategically, the consequence for the organization can range from the organization and its leadership coming under scrutiny and turnover,<sup>43</sup> organizational members questioning the organization's beliefs,<sup>44</sup> and the need for organizational leadership and culture reformation (Pearson et al, 1998). Ultimately, according to Pearson et al (1998), the sociopolitical view on crisis is regarded as a breakdown in sense making and role structuring leading to a collapse in organizational culture buy-in and uniformity in commonly held organizational values and beliefs.

#### Technological – Structure View on Crisis

According to Pearson et al (1998) the definition for the technological – structure view on crisis is twofold. First, “technology is referred to not only as organizational machines and tools, but also as management procedures, policies, practices, and routines.”<sup>45</sup> Secondly, “from a crisis management perspective, technology is seen as offering great advances in production while also creating the potential for grave destruction” (Pearson et al, 1998, p. 14). Problems may escalate quickly if sufficient organizational response systems have not been created within the organization<sup>46</sup> and so in

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<sup>42</sup> O'Connor, 1987, Pearson et al, 1998; p. 13)

<sup>43</sup> (Hurst, 1995; Pearson et al, 1998)

<sup>44</sup> (Bartunek, 1984; Pearson et al, 1998)

<sup>45</sup> (Pauchant & Douville, 1994; Pearson et al, 1998, p. 14)

<sup>46</sup> (Pearson et al, 1998, p. 15).



this dissertation, the study will describe The Education Compact's crisis response through the type of technological structure and methods the organization uses.

### The Education Compact's Role

This dissertation details The Education Compact's crisis management of hurricane Irma and The Compact's organizational response to the conditions experienced within The City of Miami Beach and Miami-Dade County Public Schools post hurricane Irma. Additionally, this dissertation used The United States Department of Education's explanation of what role an education organization has during a crisis to inform, but not guide, the case study analysis.

According to the United States Department of Education, crisis management in education should focus on mitigation and prevention, preparedness, response, and recovery. Similarly, the goal of mitigation and prevention is to decrease the need for response while increasing response capabilities of the organization. The goal of preparedness is to facilitate a rapid, coordinated, effective response if a crisis occurs. The goal of response is to ensure that the crisis management plan is followed and to utilize the organization's preparations. Lastly, the goal of recovery is to help return the organizational culture to normalcy and learning, and to restore the infrastructure of the organization as quickly as possible. More specifically, The United States Department of Education describes the focus areas of an education organization in the midst of a crisis as:

1. Mitigation and prevention – Connect with community emergency responders to identify local hazards; encourage staff to provide input and feedback during the crisis planning process; review incident data; determine major problems in your school with regards to crime and violence; assess how the school(s) addresses the problems; conduct an assessment to determine how these problems -as well as others- may impact your vulnerability to certain crisis.<sup>47</sup>
2. Preparedness - Determine what crisis plans exist in the district, school, and community; identify all stakeholders involved in crisis planning; develop procedures for communicating with staff, students, families, and the media; establish procedures to account for students during a crisis.<sup>47</sup>
3. Response - Determine if a crisis is occurring; identify the type of crisis that is occurring and determine the appropriate response; maintain communication among all relevant staff at officially designated locations; Establish what information needs to be communicated to staff, students, families, and the community.<sup>47</sup>
4. Recovery - Strive to return to learning as quickly as possible; restore the physical plant, as well as the school community; monitor how staff are assessing students for the emotional impact of the crisis; identify what follow up interventions are available to students, staff, and first responders; assess curricular activities that address the crisis; allocate appropriate time for

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<sup>47</sup> (“Practical Information on Crisis Planning”, 2016)

recovery; capture "lessons learned" and incorporate them into revisions and trainings.<sup>48</sup>

While the circumstances and nature of a crisis may vary for organizations, the description the United States Department of Education provides, in conjunction with the multidisciplinary perspective advocated for by Pearson et al (1998), gives insightful context on crisis management evaluation for educational organizations to proactively consider before a crisis, during the response phase, and/or afterwards in the recovery process.

### Hurricane Irma

In 2017, Hurricane Irma roared across the Caribbean and made its way towards the southern U.S. coast forcing residents to evacuate Miami and the surrounding areas.<sup>49</sup> The storm, which the *New York Times* labeled as “one of the most powerful storms ever recorded” and The National Hurricane Center as “potentially catastrophic,” forced residents to evacuate and seek shelter. Hurricane Irma’s maximum sustained winds of 185 mph have been matched by only three other Atlantic storms and the winds lasted over 24 hours, the longest period ever recorded.<sup>50</sup> Even now, over a year after hurricane Irma, the areas that were affected are still feeling the impact.

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<sup>48</sup> (“Practical Information on Crisis Planning”, 2016)

<sup>49</sup> (Robles. Semple, Pérez-Peña, 2018)

<sup>50</sup> (Robles. Semple, Pérez-Peña, 2018)

Economic funding and disaster relief efforts of hurricane Irma are still ongoing. According to FEMA, the government agency has paid out more than \$1 billion in aid to Floridians in the form of housing assistance, rent, transportation, childcare and other disaster-related expenses.<sup>51</sup> FEMA is still working to reimburse municipalities and nonprofits for repairs and debris removal costs, and according to the state of Florida, less than a quarter of those projects have been funded with 182 payments made to date, approximating \$94 million.<sup>51</sup>

Hurricane Irma coupled with the later impact of hurricane Maria (same year), presented logistical barriers that impeded this study and influenced the practicality of research within this dissertation. Moreover, the crisis altered the type of research that could be useful to The City of Miami Beach and Miami-Dade County Public Schools while those locations recovered from the disasters. Although the structural impact of the hurricanes on The City of Miami Beach and Miami-Dade County is minimal compared to other areas the hurricanes hit, the affects of the crisis should still be addressed. The scope of this crisis includes the local student body of The City of Miami Beach and Miami-Dade County Public Schools and the districts' portion of the additional 20,000 displaced students Florida plans on taking in<sup>52</sup> from Puerto Rico.

All in all, this literature review section of the dissertation provides context to the central components of regime theory, organizational crisis management and crises perspective, and hurricane Irma. Moreover, regime theory provides context to analyze

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<sup>51</sup> (DeForest, 2018)

<sup>52</sup> Online and traditional students

the structure and efforts of The Education Compact; organizational crisis management and crises perspective helps contextualize what a crisis is and the challenges organizations face in managing crisis; and the information about hurricane Irma details the natural disaster in relation to The City of Miami Beach and Miami-Dade County Public Schools. Through these works, the case study is grounded in theoretical and empirical evidence from research covering multiple disciplines and perspectives, which gives readers context-specific information for a comprehensive understanding of the complexities of the phenomena.

### Chapter 3. Research Design & Methodologies

The research design, methodological framework, and research inquiry details of the dissertation will be dissected in the following sections.

#### Internet Research Design/ Internet - Mitigated Research (IMR)

Drawing from *The Sage Handbook of Online Research Methods* (2008), this study will utilize Internet – mitigated research (IMR) as a design to gather data. Internet mitigated research will be used alongside an intrinsic case study analysis with embedded narrative inquiry. The site of the case study is The City of Miami Beach and Miami – Dade County Public Schools and its Education Compact, which are all housed within Miami-Dade County, Florida. This geographical case study box is illustrated in **Map 1** on **appendix** page **R** and **S**. Combining non-reactive data (secondary data collected without direct contact with subjects), Internet mitigated research, and qualitative descriptions in the research and study design provides a scaffold for thick descriptions and explorations of meaning. Furthermore, incorporating technology into the research design helps resolve previously intractable problems and bottlenecks such as physical access to the case site(s), which are discussed later in this section of the dissertation.

## Advantages of Internet – Mitigated Research

(1) *Cost and time efficiency*: Internet - mitigated research provides an inexpensive and time efficient design that has the potential for rich communication exchange. The design promotes high levels of privacy through multiple levels of autonomy, which also helps reduce social desirability bias. (2) *Empowerment of participants*: the convenience of on-line participation, the ability to perform in their own time, and unobtrusiveness of the research methods empowers the research participant.<sup>1</sup>

## Disadvantages of Internet - Mitigated Research

(1) *Technology issues*: relying heavily on technology to perform the research increases the possibility of software and hardware failure on the side of the researcher and research participants. (2) *Lack of direct researcher presence*: no direct researcher presence makes it difficult to build rapport, gauge participants' intentions and level of engagement, and to assess risks. These risks include the lack of recognition of questions that might create distress or insult the participant.<sup>1</sup>

## Addressing Risks

To address the risks associated with Internet - mitigated research, an emphasis was placed on building rapport through digital and electronic interactions, using friendly and respectful ways of communicating on the Internet (netiquette), and providing participants with an easy way to leave the study.<sup>1</sup>

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<sup>1</sup> (Denzin, Lincoln, 2008)

## Confidentiality

The study ensured that participants' anonymity was maintained, when necessary, by incorporating technological security measures in transmitting data, data storage, messaging, and obtaining informed consent. Transmitting data was secured by using coded data labels, and separate transmission of identifiable data collection and research data. Data storage was secured by password-protecting computer files, saving identifiable data and research data separate, and encrypting and coding identifiable data. Messaging was secured by communicating with participants, who require anonymity and confidentiality, through non-identifiable names in the research. Informed consent in online settings requires participants to be truly informed and this was done in the study by increasing the readability of the consent document(s), reducing the amount of text, using subheadings, and using color, which increases readability. Additional security measures were used, including keeping clear distinctions between private and public domains.<sup>2</sup>

## Methodology

It is important to preface this methodology portion with important context concerning the logistics and regulations that affected this research inquiry. As of March 1, 2015, The Florida Department of Education mandated that all unit-record data requests related to Florida schools go through an online research request process. The approval process is an intensive procedure, in which the research request is reviewed by the

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<sup>2</sup> (Denzin, Lincoln, 2008)



Florida Department of Education, who then assigns a research sponsor who oversees and supports the project if no further clarification is needed from the researcher. After a research sponsor is assigned, the research request is passed on by The Florida Department of Education to a methodology committee for review and if the committee recommends the project move forward then the researcher is notified and the requested data or access is provided. According to The Florida Department of Education, all research performed outside of the department is “supported as resources are available and is limited in scope based on state and federal requirements, as well as the department’s interest in the research topic.”<sup>3</sup> Furthermore, the criteria used to determine if a research request is approved or denied is based on compliance with state and federal laws; if the research meets one of three “allowable purposes”;<sup>4</sup> the research’s relevance to the Florida Department of Education’s Research Agenda<sup>5</sup>; and the departments capacity to fulfill research requests. Once approved, the research request enters a queue with other request, which are fulfilled based on submission date and priority. The Florida Department of Education recommends that researchers with time restraints, such as dissertations, graduation, and funding deadlines “limit the scope of the request or make plans for alternative data sources should the request take longer to fill than the time they have available.”<sup>3</sup>

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<sup>3</sup> (Solodev. n.d.[a])

<sup>4</sup> To improve instruction; to develop, validate, or administer predictive test; or to administer student aid programs (Solodev. n.d.)a.

<sup>5</sup> Consist of highest student achievement and learning gains; seamless articulation and maximum access; and skilled workforce and economic development (Solodev, n.d.)a.

Consequently, the logistics of this research inquiry were altered to ensure the project was completed within the projected deadline. Access to Miami-Dade County Public School's teachers and students required additional approval outside of The Ohio State Institutional Review Board, so the proposed research participants were altered to incorporate more public and city officials and community actors and organizations that were independent of this approval process. Additionally, proposed participants were altered due to availability. The City of Miami Beach City Planner and Mayor offices were contacted for interviews, but were not able to be obtained. True to the *emergent design* of the study, research participants were also added and utilized in ways not originally planned. Specifically, Dr. Leslie Rosenfeld served as the initial point of contact for the research inquiry and became a central figure in the study. Dr. Rosenfeld was not formally interviewed for the dissertation, but the conversations and data she provided are threaded throughout the entire work. The methodology and various components of this research inquiry will be described in the following sections.

### Intrinsic Case Study

According to Creswell, in *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (2007), the intrinsic case study methodology is a design for research in which the researcher “explores a bounded system (a *case*) or multiple bounded systems (cases) over time”<sup>6</sup> and is accomplished “through detailed, in-depth data collection involving multiple sources of information and reports a case description

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<sup>6</sup> (Creswell. 2007, p. 73)

and case based themes.”<sup>1</sup> The intrinsic case study design was chosen because its focus is on the case itself, wherein the case presents an unusual or unique situation. Furthermore, to quote Robert Yin, from *The SAGE dictionary of qualitative inquiry* (2015), states:

A case study strategy is preferred when the inquirer seeks answers to how or why questions, when the inquirer has little control over the events being studied, when the object of study is a contemporary phenomenon in a real-life context, when boundaries between the phenomenon and case are not clear, and when it is desirable to use multiple sources of evidence (p. 28).

This definition underscores the type of “how” or “why” questions that guide the study; the fact that the events and cases being studied are independent of the researcher; the phenomenon has real-life context and is happening in real-time; and the importance of multiple sources of evidence to the research.

Additionally, an intrinsic case study often represents a fundamental interest of the researcher. The intrinsic interest in the case of The Miami Beach and Miami-Dade County Education Compact is the affect that socioeconomics has on the education process. Moreover, case study methodology possesses the ability to give a voice to the powerless and voiceless as opposed to other methodologies. Case studies are designed to bring out the details from the viewpoint of the participants by using multiple sources of data and not merely the viewpoint of the elite (Tellis, 1997). This multiple data source approach helps to maximize what can be learned in the allotted time-period of the study

and helps to ensure validity and reliability of the study.

As in all research, consideration must be given to the internal validity, external validity, and reliability of the project.<sup>7</sup> Yin (1994) presents four applications of the case study model to help ensure research validity:

1. To explain complex causal links in real-life interventions
2. To describe the real-life context in which the intervention has occurred
3. To describe the intervention itself
4. To explore those situations in which the intervention being evaluated has no clear set of outcomes

In this dissertation, all four of the applications mentioned by Yin were used to examine The Miami Beach and Miami-Dade County Education Compact. There are complex dynamics at play in the formation of The Education Compact, its program and initiative implementations, and the factors within The City of Miami Beach and Miami-Dade County, Florida that eventually led to the agreement between the two entities to enter into a compact. The case study describes the real-life context surrounding The Compact, while also describing the actions The Compact took to intervene in the education process and system of education employed in The City of Miami Beach, and ultimately focuses on the outcomes of that intervention.

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<sup>7</sup> (Tellis, 1997; Yin, 1989)

Conflictingly, internal and external validity are often a tradeoff for theoretical validity in case studies. Yin (1994) asserted that in spite of this trade off, validity could be achieved through theoretical relationships and generalizations. The concept of generalization, or generalizing data from one case study to other systems, has frequently been a criticism of case study research. The criticism suggests that the results from single case studies are not widely applicable in real life. However, Yin (1984) refuted this claim by differentiating between analytical and statistical generalizations, with the former being a valid technique. In analytic generalization, previously developed theory is used as a template against which to compare the empirical results of the case study (Tellis, 1997). By doing an analytic generalization, the research analysis is able to be widespread with practicality and real world implications because it is grounded with developed theories and empirical evidence. The analytical generalization approach fits in line with what Stake (1995) termed “naturalistic” generalization, or intuitive, empirically grounded generalization. In the naturalistic generalization, grounded theory is developed through experiential learning and by finding harmony between the reader’s experience and the case study itself. Ultimately the analytical and naturalistic generalization approach used in this dissertation allows for the data generated by the case study to resonate with a broad cross section of readers to facilitate a greater understanding of the phenomenon. Overall, the development of a formal case study protocol provides the reliability in this dissertation that is required by all research (Tellis, 1997).

## Emergent Study

Schwandt (2015) explains that designs and plans for qualitative studies vary considerably; unlike other fields of research, there are no prescribed designs (p. 265). Emergent design is often used by fieldworkers examining a case, where they routinely adjust their research plans and strategies as what they are learning in their study unfolds. According to Schwandt (2015) emergent design scenarios include:

1. Discovery of documents of importance that was not known to exist.
2. Coming across particular respondents who need to be interviewed when this was not anticipated.
3. Identifying and cultivating relationships with key informants where that may have been thought impossible.
4. Deciding after a study is already underway to conduct a community survey to gather a broader picture of an issue.
5. Realizing that a particular aspect of a social setting is more relevant to understanding some phenomenon than was initially imagined.<sup>8</sup>

Additionally, Schwandt (2015) states that, “analysis unfolds in an iterative fashion through the interaction of the processes of generating data, examining preliminary focusing questions, and considering theoretical assumptions” (p.81). Analysis for this study will be theoretically structured at the outset. This structure enables the decisions on how to specify the social action or entities to be investigated, how to develop

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<sup>8</sup> (Schwandt, 2015, p. 79-81)

questions about the phenomenon that focus the research and give it purpose, and how to determine what kind of data sources and procedures that will generate relevant evidence.

### Case Participants, Sampling, and Narrative Analysis

The case was constructed from a number of sources including:

1. Local government officials involved with The Education Compact (as identified through open records) including The Miami Beach Office of Organizational Development and Performance Initiatives and the Committee for Quality Education (a maximum of 5 participants, at least 1 from each office).
2. Organizations that collaborate with The Education Compact to provide educational enhancement services (A maximum of 5 organizations, at least 1 rep from each.)

This dissertation used purposive and exponential non-discriminatory snowball-sampling techniques to recruit research participants. The **Figure below** helps to illustrate the process that exponential non-discriminatory snowball sampling takes.

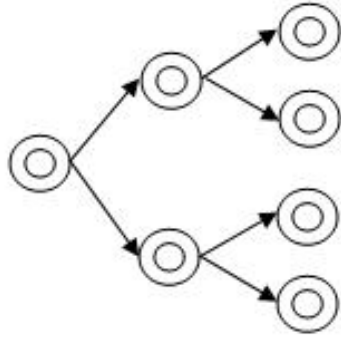


Figure 1. Exponential Non-Discriminative Snowball Sampling

*Reprinted from* (“Snowball Sampling”, 2009)

Dr. Leslie Rosenfeld, Chief Learning and Development Officer for the City of Miami Beach and The City of Miami Beach Mayor and City Planner were participants purposively identified at the outset of the study. These individuals were identified as potential participants because of their knowledge, influence, and ability to contact and recruit specific populations for the study that would be hard to reach using other methods. The chain referral process is an advantage of snowball sampling. Paradoxically, the disadvantages of snowball sampling come from that same reliance on participants to recruit, which gives the researcher little control over the sampling methods. Relying on participants to provide additional contributors can lead to sampling bias where participants nominate others with similar ideologies. Thus, it is possible that the sample



group the researcher obtains is a skewed representation of the population.<sup>9</sup> To reduce the potential of sampling bias, this dissertation incorporated participants that collaborated with The Education Compact, but are not members of the local government or entities involved in its creation. By diversifying the participants of the study, this dissertation was able to incorporate data from multiple data sources, perspectives, and from different contexts to develop a comprehensive analysis of the case.

Furthermore, all the study participants were asked to detail their experiences with The Compact, its education initiatives, the organizational culture, and the impact of hurricane Irma on all of these. The impact statements were compiled into narratives through narrative inquiry techniques, including open-ended interviews, semi-structured interviews, and non-reactive data as identified in Internet - mitigated research. These narratives not only provided meaningful form to experiences the participants have already lived through, but also provided a forward glance, helping to anticipate situations even before they are encountered<sup>10</sup>, thus informing future education policies and programs. The interview questions are as follows:

1. How would you describe your experience with the services and programs offered by The Education Compact?
2. How would you describe the educational culture of The City of Miami Beach and Miami – Dade County Public Schools?

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<sup>9</sup> (“Snowball Sampling”, 2009)

<sup>10</sup> (Flyyberg, 2006; Mattingly, 1991, p. 237)

3. From your experience, has that educational culture evolved? If so what do you attribute the evolution to?
4. How would you describe the direction of the educational culture?
5. How has hurricane Irma and Maria affected the direction and educational progress of the culture?
6. Can you describe the organizational operations chronologically in preparing for hurricane Irma/Maria, during hurricane Irma/Maria, and subsequently following hurricane Irma/Maria (City official question).
7. How have you adjusted your organizational strategies to deal with the crisis? (City official question).
8. Describe new stakeholders, or entities that have gained interest from The City of Miami Beach and Miami – Dade County Public Schools, within or outside of The Education Compact, in the wake of hurricane Irma/Maria. (City official question).
  - a. What are the expectations and concerns for these new stakeholder and entities? How has this affected the organizational strategy?
9. Who are the key officials that determine the changes needed from threats posed by the crisis events? (City official question).
10. How would you describe the level of consistency in crisis management strategies currently being implemented or utilized and the values and norms of The City of Miami Beach and Miami – Dade County Public Schools. (City

official question).

The interviews were not focused on introducing cultural issues from the outside, but purposefully encouraged responders to share day-to-day narratives and thus provide insights into their own cultural settings. From those accounts, this dissertation used data source triangulation, or multiple data sources, to produce understanding (Cohen, Crabtree, 2006). This technique was not used to validate the data obtained through the study in the same way analytical and naturalistic generalization was used. Using data triangulation of interview data in this manner to corroborate findings would imply that the methods used in the study to obtain data, outside of dissertation interviews, contained a weakness and can be compensated by another method.<sup>11</sup> Instead triangulation has an imbedded assumption that a single method can never adequately shed light on a phenomenon and that multiple methods and sources are needed for deeper understanding,<sup>11</sup> and this comprehensiveness validates the research.

Denzin (1978) and Patton (1999) identify three types of triangulation that were used in this dissertation:

1. Methods triangulation
2. Triangulation of sources
3. Theory/perspective triangulation

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<sup>11</sup> (Cohen, Crabtree, 2006)

Methods triangulation was used to examine the consistency of findings from various collection methods (e.g. non-reactive data, interview data). Under this technique, according to Cohen and Crabtree (2006), mixed methods are commonplace and often reveal complementary aspects of the same phenomenon. Similarly, the data divergent points in the study presented focus areas to unpack. Triangulation of sources was used to examine the consistency of data sources from within the same methods, such as comparing interview participants with varying perspectives on a common issue or subject. Lastly, theory/perspective triangulation was used to incorporate multiple theoretical perspectives to examine and interpret the data<sup>1</sup> in order to develop a more comprehensive understanding of the phenomenon.

#### Data and Data Collection

Schwandt (2015) states that recorded observations, whether in textual or numeric form, are called data and that data are tangible objects to be entered into files and records that can be manipulated and coded in various ways. Under that description, the study data was collected through fieldwork, which was composed of written field notes and head notes that continually evolved and changed. According to Schwandt (2015), field notes follow a path in relation to the finished product of field research. That path is as follows: fieldwork (gaining access, building rapport, participant observation, interviewing) leads to field notes (complete verbatim transcriptions, photographs, fully written field notes), then the field notes require analysis and interpretation, which ultimately leads to a written report of fieldwork (p. 116). Adversely, there are inherent

problems with field notes and their relationship to fieldwork activity and written reports of fieldwork. Field notes have a dynamic character and preparing field notes requires interpretive and textualizing practices. Field notes thus become the final written report through complex processes of translation (p. 117). To address the embedded subjectivity of field notes in this dissertation, data triangulation was used, which is “a means of checking the integrity of the inference one draws” and the examination of a conclusion from multiple vantage points, to establish the criterion of validity (p. 297-298).

### Online Interviews

In this dissertation online interviews, surveys and questionnaires were utilized because those methods have been identified as the most commonly implemented technique in web-based research.<sup>12</sup> Issue salience to the study population helped generate an adequate sample size from specialist groups to participate. Additionally, the Internet interviews helped to raise the data quality by allowing the data to be secured in a timely manner, lowered the costs associated with the research, and made rich secondary data readily available.

### Non-Reactive Data

Non-reactive data was used in this dissertation because through the Internet actual behavior can be observed and analyzed through available non-sampled data such as website communications and official documents that provide *digital traces*. Digital

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<sup>12</sup> (Denzin, Lincoln, 2008)

traces presents researchers with an opportunity to study with unprecedented scale and scope, the dynamics, structure, and results of social interactions.<sup>12</sup>

### Methods Applied to Data

Structural description was used in this dissertation to capture the form of interactions and social relationships of the case site population and was combined with text-parsing strategies from non-reactive data, and qualitative inquiry research.<sup>13</sup>

### Data Protection Laws

This study collected data in line with established data protection laws. Informed consent was collected before the collection and processing of personal data. The basic principles of ensuring anonymity was observed and met during the data processing life cycle. Personal data collected for research purposes was not used for non-research purposes without the knowledge and consent of the participants.<sup>13</sup>

### Rights of Data Subjects

This dissertation honored certain rights of individuals over their personal data held by the researcher. These rights include:

1. The right to make subject access request (informed how their personal data is being processed and have access to that data).
2. The right to prevent data processing that may cause damage or distress.

3. The right to rectify inaccurate data.<sup>13</sup>

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<sup>13</sup> (Denzin, Lincoln, 2008)

## Chapter 4. The Case

In this chapter of the dissertation the background context of The City of Miami Beach and Miami –Dade County Public School’s Education Compact case will be provided. This data will help to construct the case and present the reader with the political, social, and economic factors as a precursor to the investigation and analysis.

### Analyzing the Organizational Culture of The Education Compact

It is important to understand the socioeconomic and sociopolitical backgrounds of the residents of The City of Miami Beach and Miami – Dade County and the *habitus* of The Education Compact to thoroughly analyze the case. According to Bordieu (1986), habitus is the socialized norms and tendencies, or the culturally and symbolically created power that guides behavior and thinking. Habitus and its’ inherent power are not fixed and can shift through social processes. The habitus of The Compact plays a vital role in the education process of The City of Miami Beach students because it looks at the identification, behavior, and self-inclusion of city residents in the organizational culture. According to Bordieu (1986), this social order is gradually legitimized through cultural products, including education systems, language, values, classifications, and activities of everyday life.

The demographic data helps to reveal the urban political environment The



Education Compact operates within and the communities that make up The Compact’s organizational culture. According the 2016 U.S. Census Bureau, The City of Miami Beach has a total population of 91,917. The following table shows the breakdown of that population (how the citizens identify) according to the census:

Table 2. Census Population Breakdown of Miami Beach

White alone	Hispanic or Latino	African – American	Two or more races	Foreign born
40.5%	53%	4.4%	2.2%	52.1%

Of the total population:

Table 3. Education, Income, and Poverty Census Breakdown of Miami Beach

Holds a bachelors degree or higher	Median household income	Per capita income	Poverty level
44%	\$44,342	\$47,026	17.7%

Miami – Dade County has a total population of 2,496,435. The following table shows the

breakdown of that population (how the citizens identify) according to the census:

Table 4. Census Population Breakdown of Miami-Dade County

White alone	Hispanic or Latino	African – American	Two or more races	Foreign born
13.8%	67.7%	18.5%	1.2%	51.7%

Of the total population:

Table 5. Education, Income, and Poverty Census Breakdown of Miami-Dade County

Holds a bachelors degree or higher	Median household income	Per capita income	Poverty level
26.9%	\$43,129	\$23,850	20%

The City of Miami Beach is housed within Miami – Dade County,<sup>1</sup> but differs from the Miami-Dade County in socioeconomic and sociopolitical makeup. Statistically, The City of Miami Beach is less diverse, on average, than Miami-Dade County with 30.2% more residents identifying as white, 14.7% less identifying as Hispanic or Latino, and 14.1%

<sup>1</sup> See **Map 1** on **appendix** pages **R** and **S**

less identifying as African – American. Similarly, The City of Miami Beach differs from Miami-Dade County economically with 17.1% more residents holding a bachelors degree or higher, a median household income \$1,213 higher than Miami-Dade County, a positive \$23,176 per capita income difference, and 2.3% less poverty. The City of Miami Beach is statistically less diverse, more educated, and affluent compared to the larger setting of Miami-Dade County. Additionally, these statistics illustrate the different environments and circumstances The Compact was faced with while attempting to create a unified organizational culture.

#### The Education Compact

In 2006, The Miami Beach City Commission directed city administration to develop a collaborative agreement, or compact, between the Miami-Dade County Public School System and The City of Miami Beach. This compact was to have measurable goals for the academic year to determine its effectiveness.<sup>2</sup> The City of Miami Beach established A Quality Education Committee to help bring about the Education Compact. The City of Miami Beach staff met with feeder pattern school principals to obtain additional information and support. The City of Miami Beach Manager met with the Region II director and school board representatives, and then the city manager submitted an education compact draft to the Quality Education Committee (who endorsed The Compact) and Office of Intergovernmental Affairs, Grants, Marketing and Community Services for review. While there was an increase in school tax collection, The Compact

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<sup>2</sup> (Rosenfeld, 2010, p. 22)

was faced with several problems with the public schools in Miami Beach, including a decrease in student enrollment and retention, and a decrease in achievement ratings. The Compact understood that schools are often overlooked as a determining factor in local economics and that schools are able to alter property value, thus playing a major role in home sales.<sup>2</sup> Hence, The City of Miami Beach Manager Gonzalez created The Compact with hopes of raising the level of education within the city, and subsequently raise the property value in The City of Miami Beach communities, to offset the increased school tax collection. Gonzalez stated that, “by joining with Miami-Dade schools, together we could align resources to ensure that children are armed with tools they need to succeed in school and beyond.”<sup>3</sup> The local government of The City of Miami Beach and Miami-Dade County Public Schools created The Compact to develop and increase policy capacity, while limited by resource constraints.

#### Education Compact Strategies

According to The Education Compact agreement documents between The City of Miami Beach and Miami-Dade County Public Schools, The Compact was developed with significant community input in order to reflect the desire of The City of Miami Beach community to support excellence in their schools.<sup>3</sup> The Compact developed seven focus areas, influenced by The City of Miami Beach’s strategic plan, to guide its program initiatives and policy strategies aimed at increasing the performance of the organizational culture. The focus areas are:

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<sup>3</sup> (“The Compact”, 2008)

1. Teacher recruitment and retention
2. Communication
3. Parental involvement, family support, and youth and community engagement
4. Health and well-being
5. Student achievement
6. Safety
7. Technology

These focus areas are consistent with the goals and strategies laid out in The City of Miami Beach's strategic plan, which was informed by the city's Community Satisfaction Survey. The City of Miami Beach's Community Satisfaction Survey gives a breakdown of community satisfaction levels with the services The City of Miami Beach provides. The survey helps to increase the value of tax dollars paid and ensures the long-term sustainability of The City of Miami Beach by providing it with vital information to plan strategically and offer services and solutions such as those provided by The Education Compact.

The City of Miami Beach's strategic plan was first commissioned in 2005 (and is updated annually) to address the priorities and concerns identified through the Community Satisfaction Survey. The strategic plan contains the following priority areas:

1. Public safety
2. Management and service delivery

3. Infrastructure
4. Premier neighborhoods
5. Educational excellence
6. [Increase city efforts to support The City of Miami Beach as an] International center for tourism and business<sup>4</sup>

Multiple key intended outcomes (KIO's) were developed by The City of Miami Beach out of these priority areas, which inform citywide initiatives. Citywide initiatives and key intended outcomes comprise the citywide work plan. This work plan assists departments in evaluating services to prepare their department work plans and budgets.

The Education Compact, informed by The City of Miami Beach's strategic plan, identifies the seven priority areas<sup>5</sup> as key components in improving the quality of education within the city and the quality of life for its residents. These focus areas bring together specialists across a range of fields promoting an unusually high level of collaboration to improve education performance as well as the quality of living within the city. The following sections specify the metrics The Compact uses to gauge its efforts specific to each priority area.

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<sup>4</sup> ("Planning, Performance, and Public Engagement", n.d.)

<sup>5</sup> Teacher recruitment and retention; communication; parent involvement, family support, youth and community engagement; health and well-being; student achievement; safety; technology

## Priority Areas and Measurements

**Priority Area 1** – Teacher recruitment/retention. The key intended outcomes (KIO) for priority area one of The Education Compact’s focus areas are to maintain teacher recruitment and retention at or above district wide levels, increase teacher satisfaction rates for The City of Miami Beach schools, and to enhance access to workforce and affordable housing. The measurements used to examine The Compact’s success in priority area one are as follows:

1. Number and percent of Miami Beach school staff participating in various incentive programs provided by The City of Miami Beach.
2. Percent of Miami Beach school staff participating in mentoring and training provided by The City of Miami Beach.
3. Percent of Miami Beach school staff that indicate they agree or strongly agree they like working at their “Miami Beach” school.
4. Miami Beach school instructional personnel retention rate compared to district wide retention rate.
5. Miami Beach school instructional personnel vacancy rate compared to district wide vacancy rate.
6. Number of instructional personnel utilizing workforce housing options available through The City of Miami Beach.<sup>6</sup>

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<sup>6</sup> (“The Compact”, 2008)

**Priority Area 2 – Communication.** The key intended outcome for priority area two of The Education Compact’s focus areas is to increase community access to Miami Beach and Miami-Dade County Public Schools communication materials. The measurements used to examine The Compact’s success in priority area two are as follows:

1. Number of District legislative priorities supported by The City of Miami Beach.
2. Number of educationally related materials disseminated through The City of Miami Beach – sponsored communication methods.<sup>7</sup>

**Priority Area 3 – Parental involvement/family support/youth and community engagement.** The key intended outcomes for priority area three of The Education Compact’s focus areas are to ensure community access to educational information and to increase accessibility to family/individual support services. The measurements used to examine The Compact’s success in priority area three are as follows:

1. Parent satisfaction rates for each Miami Beach school.
2. Number of hours provided by The City of Miami Beach for city employees to attend teacher conferences, etc.
3. Percent of students referred by school personnel to the service partnership that obtain employment.<sup>7</sup>

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<sup>7</sup> (“The Compact”, 2008)



**Priority Area 4** – Health and well-being. The key intended outcome for priority area four of The Education Compact’s focus areas is to increase the health and well-being of students. The measurements used to examine The Compact’s success in priority area four are as follows:

1. Percent of Miami Beach schools scheduled for Health Connect Mobile Provider.
2. Number of Health Connect On Wheels Mobile Unit visits to non-clinic beach school and recreation centers.
3. Number of schools with health clinics through School Health Connect and/or equivalent.<sup>8</sup>

**Priority Area 5** – Student achievement. The key intended outcomes for priority area five of The Education Compact’s focus areas are to increase academic support and achievement, and to increase academic enrichment. The measurements used to examine The Compact’s success in priority area five are as follows:

1. Percent of students graduating who entered Miami Beach High in 9<sup>th</sup> grade year.
2. Number and percent of high school target population participating in The City of Miami Beach-sponsored internship program.
3. Number of high quality internship opportunities made available to the Miami Beach students by the city.

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<sup>8</sup> (“The Compact”, 2008)

4. Number of The City of Miami Beach employees that are registered mentors and providing services to Miami Beach students.
5. Number of speaker hours provided by 'The City of Miami Beach experts' to schools on specialized topics in support of the speaker's bureau.
6. Allocation per fulltime equivalent student.
7. Number of students enrolled in International Baccalaureate programs.
8. Number of Miami Beach schools receiving A or B state accountability grades.
9. Number of attendees by school to The City of Miami Beach-sponsored/supported cultural activities during school hours and after-school hours.<sup>9</sup>

**Priority Area 6 – Safety.** The key intended outcome for priority area six of The Education Compact’s focus areas is to improve the safety and perceptions of safety at schools in The City of Miami Beach. The measurements used to examine The Compact’s success in priority area six are as follows:

1. Parent, student, and district perception ratings for school safety.<sup>9</sup>

**Priority Area 7 – Technology.** The key intended outcome for priority area seven of The Education Compact’s focus areas is to improve youth and parent access to technology. The measurements used to examine The Compact’s success in priority area seven are as follows:

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<sup>9</sup> (“The Compact”, 2008)

1. Number of Miami Beach homes with Wi-Fi access.
2. Number of opportunities for technology training at school sites for parents/guardians.<sup>9</sup>

The Education Compact's aligned its focus areas<sup>10</sup> with The City of Miami Beach's strategic plan and those focus areas are spaces where The Compact believes its efforts will have the greatest impact. The focus areas are meant to enhance the education level and quality of life for The City of Miami Beach residents. Furthermore, The Compact's focus areas and the metrics used to quantify The Compact's effort in those areas are significant to this study because they represent aspects this dissertation used to evaluate The Compact's performance and success.

#### Strategy Evaluation and New Challenges of The Compact

The Education Compact constantly evaluates and revises its strategies to better reflect the priorities of The City of Miami Beach. In 2006, The City of Miami Beach created a strategic plan with multi-year priorities and key intended outcomes. On March 5, 2014 The City of Miami Beach Commissioner amended the key intended outcomes to guide the design of programs and services provided by the city, and on June 4, 2014 the key intended outcomes were further revised to better reflect the priority outcomes of the Mayor and City Commission. Through the key intended outcome amendments, The

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<sup>9</sup> ("The Compact", 2008)

<sup>10</sup> Teacher recruitment and retention; communication; parent involvement, family support, youth and community engagement; health and well-being; student achievement; safety; technology

Compact was faced with new questions such as how to achieve educational excellence in grades K-12 and how to inspire more public school accountability.

#### Educational Excellence and Public School Accountability

The Education Compact was able to utilize the exchange of cultural information and initiatives between The City of Miami Beach and Miami-Dade County Public Schools to better understand the organizational culture and address the new task of increasing accountability and achieving educational excellence in The City of Miami Beach's district facilities (K-12). Under the collaborative agreement<sup>11</sup>, Miami-Dade County Public Schools makes all Parent Satisfaction Survey data available to The City of Miami Beach on a regular basis. Miami-Dade County Public Schools segregates The Parent Satisfaction Survey data by Miami Beach schools, where possible, and The City of Miami Beach may conduct similar surveys with Miami-Dade County Public Schools focusing on key drivers for satisfaction identified by survey participants. Under the agreement, The City of Miami Beach also works with Miami-Dade County Public Schools to foster local business support for education and Miami-Dade County Public Schools supports The City of Miami Beach's Service Partnership, which joins community agencies in multiple ways including the collection of qualitative data to measure success. The Compact utilized the technology and mechanisms set forth in the collaborative agreement contract to develop, implement, and manage innovative programs and initiatives, like *The International Baccalaureate Program*, in The City of

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<sup>11</sup> ("The Compact", 2008)

Miami Beach's district facilities as part of its plan to increase accountability and enhance educational services.

The following information provides a description of the programs and initiative The Education Compact has implemented to increase accountability in the school system and enhance the education services The Compact and City of Miami Beach has to offer. These efforts are a result of the collaborative agreement between The City of Miami Beach and Miami-Dade County Public Schools, and The Compact's priority areas of focus, which is informed by The City of Miami Beach's strategic plan. Furthermore, only a narrative description of the programs and initiatives will be provided in this section. The evaluation of the programming will be discussed in chapter five and the analysis and implications of these efforts will be discussed in detail in chapter six of this dissertation.

#### The International Baccalaureate

The Education Compact's rollout and implementation of The International Baccalaureate program in grades K-12 for every school within The City of Miami Beach was one of the organization's main education enhancement efforts. The International Baccalaureate was founded in 1968 and is a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly

globalizing world.<sup>12</sup> The International Baccalaureate’s mission is to “develop inquiring, knowledgeable and caring young people who create a better more peaceful world through intercultural understanding and respect.”<sup>12</sup> The program is designed to, “encourage students across the world to become active, passionate, and lifelong learners who understand that people with their differences can also be right.”<sup>1</sup> The mission statement translates into practice through the creation of 10 learning outcomes in The International Baccalaureate Learner Profile, which was established in 2006.

The International Baccalaureate Learner Profile is a set of competencies for educating the whole person as a lifelong learner; schools inculcate the learner profile into their education communities. The 10 International Baccalaureate Learning Profile outcomes are listed below:

- |                      |   |
|----------------------|---|
| <b>Thinkers</b>      | Students exercise initiative in applying thinking skills critically and creatively, to recognize and approach complex problems, and make reasoned, ethical decisions. <sup>13</sup>   |
| <b>Communicators</b> | Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. <sup>13</sup>                          |
| <b>Principled</b>    | Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. <sup>13</sup> |
| <b>Open-minded</b>   | Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to  |

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<sup>12</sup> (Iborganization, n.d.)

<sup>13</sup> (“IB”, 2008d, p. 5)

seeking and evaluating a range of points of view, and are willing to grow from the experience.<sup>13</sup>

<b>Caring</b>	Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. <sup>13</sup>
<b>Risk-takers</b>	Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. <sup>13</sup>
<b>Balanced</b>	Students understand the importance of intellectual, physical and emotional balance, to achieve personal well-being for themselves and others. <sup>13</sup>
<b>Reflective</b>	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. <sup>13</sup>

A curriculum needs be able to articulate its purpose and have coherence and continuity across the various stages of learning to be effective. Hill (2012)<sup>14</sup> states, the “cement”, that enables this coherence, continuity, and articulation in International Baccalaureate programs is its mission statement and Learner Profile. The International Baccalaureate mission statement guides the development and revision of its programs and the competencies expressed in The Learner Profile helps provide uniformity throughout the curriculum.

Schools must go through a rigorous authorization process in order to be considered as a location for the curriculum to be used (see **Figure below**). Schools must

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<sup>13</sup> (“IB”, 2008d, p. 5)

<sup>14</sup> Hill, I. (2012), *An international model of world-class education: The International Baccalaureate*

go through a consideration phase in which the respective school contemplates the feasibility of implementing The International Baccalaureate program and how effective it would be in the institution, before expressing interest and requesting information from The International Baccalaureate Organization (IBO). Next, the school must make a request for candidacy to the International Baccalaureate Organization by submitting an online application with corresponding documents. The International Baccalaureate Organization requires schools to go through numerous levels of feedback, consultation, and verification efforts before authorizing the school. Once schools are authorized, the International Baccalaureate provides them with program curricula and assessments. International Baccalaureate assessments measure student progress, which helps promote consistent standards and practices across all International Baccalaureate World Schools.<sup>15</sup>

After the authorization process, The International Baccalaureate Organizations consistently reviews the schools to ensure the institution is maintaining the requirements set forth by The International Baccalaureate Organization.

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<sup>15</sup> (Iborganization, n.d.)



# How is a school authorized and reviewed?

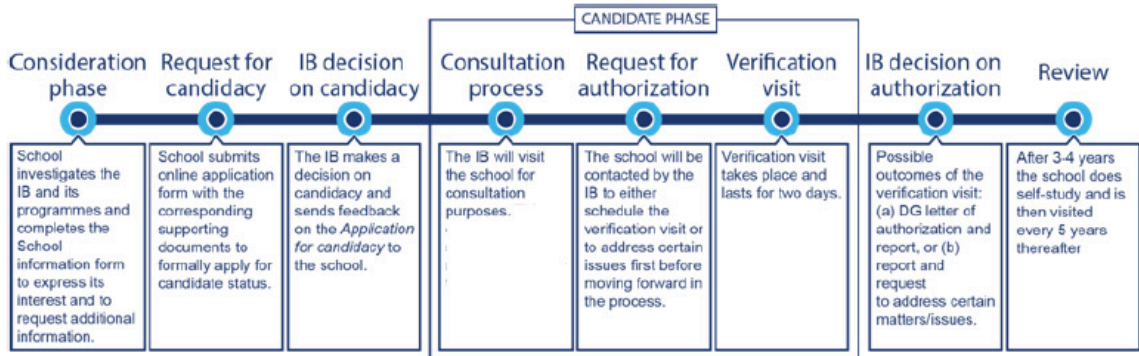


Figure 2. IB Authorization Process

*Reprinted from (Iborganization, n.d.)*

Schools remain independent and accountable to their own administration and governing bodies, including federal policies related to admissions, faculty, and students. According to The International Baccalaureate Organization, the program provides schools with essential elements – the knowledge, concepts, skills, and actions that teachers need to equip students for success.

The original infusion to begin the International Baccalaureate authorization process and teacher training in The City of Miami Beach feeder pattern schools amounted to \$500k<sup>16</sup> and costs \$1.2 million a year to sustain<sup>17</sup> (Rosenfeld, 2016). Additionally,

<sup>16</sup> Paid for by The Education Compact

<sup>17</sup> Paid by The City of Miami Beach School Board once schools become authorized World IB Schools.

during the rollout, communities of interest were engaged with training and workshops that explained The International Baccalaureate program, how individual communities might be affected, and how they could be involved. Furthermore, The International Baccalaureate program focuses on students as learners with cognitive differences and by incorporating The International Baccalaureate program into its feeder pattern of schools, The Education Compact promoted the development of schools that encouraged academic flexibility and unique teaching approaches.

### Collaborative Efforts

The Education Compact used collaboration to create additional education enhancement programs and partnerships to bolster preexisting ones. In 2015, The Compact partnered with The Town of Surfside, Town of Bay Harbor Islands, Bal Village, North Nay Village, The Children's Trust and The Miami Beach Chamber Education Foundation to pilot a school based program that offered behavioral health screenings and support, and community referral services to children in three public school in The Miami Beach feeder pattern. Children and their families were offered cognitive-behavioral therapy, family (group therapy), systemic therapy, play therapy, the opportunity to participate in parent/teacher conference, and home visits. The pilot program was an expansion of the 2013 Nurse Enhancement Initiative established by Miami Beach to fund full-time nurses at public schools in the Miami Beach feeder pattern with no on-site healthcare access (Rosenfeld, 2016a).

The Education Compact also works with other organizations and departments including The Miami Beach Police Department and The City of Miami Beach elected officials. There are traditional classes taught by The City of Miami Beach police chief (criminal justice) and city manager (American history) in Miami Beach schools to create a stronger relationship between city officials, law enforcement, and the community, while providing knowledgeable instructors. The Miami Beach Police Department has school liaison officers working as civilian representatives of the police department on issues relating to student safety, security, conduct, and overall quality of life. These school liaisons are actively involved in many school community activities including supporting school security efforts and participating in school mentoring programs (Rosenfeld, 2016b).

Florida International University (FIU), Miami –Dade College, and Barry University are also collaborative partners with The Education Compact providing innovative programs and services. The Compact and Florida International University have collaborated to implement the Miami-Dade County Public Schools Career Experience Opportunity Program. This is an internship program for Miami Beach High students and Florida International University undergraduate and graduate students to intern with multiple city departments including: building/environment and sustainability; city attorney; city clerk; city manager; communication; finance, information technology; organization development/education; planning, public works; and transportation (Rosenfeld, 2016c). Dual enrollment classes are offered through Florida International

University and Miami –Dade College for students. There are currently 14 courses in high school and 2 in middle school that offer college credit. There is no cost for students to participate since The Compact pays for the professor and required materials (Rosenfeld, 2015). The Compact and Barry University have established an educational partnership where Miami Beach residents are eligible to receive 20% tuition discount for bachelors and masters degree programs through The School of Professional Education.

The University of Miami Mobile Clinic and Common Threads have collaborated with The Education Compact to address nutritional and pediatric health needs. The University of Miami Pediatric Mobile Clinic visits recreational facilities to provide comprehensive health care services free-of-charge to youth who do not have medical insurance. The non-profit organization Common Threads has collaborated with The Education Compact to provide formal hands-on cooking instructions and nutrition education through relaxed informal settings. The Common Thread’s programs offered through the collaboration are:

1. Small Bites (teaches K-8 about nutrition and healthy cooking).
2. Cooking Skills and World Cuisine (grades 6-8 learn how to follow recipes, prepare and cook ingredients, and kitchen cleanliness).
3. Family Cooking (focuses on family participation healthy ingredients, and convenient costs-saving recipes).
4. Parent Workshops (encourages healthy eating at home and in the community).

5. Healthy Facilitator Training (empowers adults to be healthy role models).<sup>18</sup>

The Compact plans to continue to combine resources with an increasing pool of funders to expand programs to all schools within the city limits to address issues and support a wider part of the organizational culture. **Image 1** on **Appendix page A** illustrates the aforementioned collaborations and partnership and Education Compact organizational structure.

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<sup>18</sup> (Rosenfeld, 2017)

## Chapter 5. Data

The information provided in this chapter of the dissertation will be purely descriptive. The non-reactive and interview data gathered throughout the research inquiry will be presented in detail, but the analysis and implications of the data will not be provided until the next chapter (chapter 6) of the dissertation.

### Non-Reactive Data<sup>1</sup>

#### School Climate Survey

The statistics The Education Compact uses to track the priority area and key intended outcome metrics come from the Miami-Dade County Public School's School Climate Surveys (SCS) of parents, students, and staff. The School Climate Survey has been regularly administered in the Miami-Dade County Public School district since the early 1990s. It is important to note that the response rates of the School Climate Survey are a combination of digital and traditional survey techniques. Beginning in 2002, the instructional staff survey was put on line, but internet participation was not a feasible alternative for parents and students, who continued to be surveyed through the schools, students by classroom, and parents through survey forms sent home with students and collected by teachers. The purpose of these surveys are to gather information regarding

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<sup>1</sup> See chapter 3

the perceptions of these groups about the respective school and how the school can be improved.<sup>2</sup> Results from the 2006 School Climate Survey<sup>3</sup> and the 2016 School Climate Survey were used to describe the chronological change of the responses and metrics used by the survey in order to provide context to The Compact's efforts, and to provide a 10-year range of data.

Beginning in the 2013 School Climate Survey through the 2014 School Climate Survey, the results began listing additional survey sections that detailed the methodology the survey used, how validity was ensured, and exactly what the survey measured. The following are excerpts from the 2013-2014 School Climate Survey that illustrates the aforementioned transparency sections:

Methodology:

Large stratified random samples of parents, and students were selected to participate in the annual School Climate Surveys. All instructional staff at all schools were selected to participate in the School Climate Surveys. In 2013-14, school climate surveys were distributed to representative samples of approximately: • 93,000 parents • 55,000 students, and • 19,000 staff members (instructional staff at each school) The parent survey was developed in three languages: English, Spanish, and Creole. The staff surveys were administered

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<sup>2</sup> ("Statistical Highlights", 2016)

<sup>3</sup> Two years before The City of Miami Beach and Miami-Dade County Public Schools entered into The Education Compact and one year after the first Community Satisfaction Survey.

online through anonymous unique user-id and password. The online survey is managed by a vendor outside M-DCPS to give further assurance to the staff that their responses are completely anonymous.<sup>4</sup>

#### Validity:

The parent and student samples have been representative of the entire M-DCPS parent and student populations with regards to demographic variables, such as ethnicity and grade level. This is mainly due to following facts: • Large populations to select from (Over 350,000 students); • Random selections; and • Large samples (93,000 parents, and 55,000 students) All instructional staff at all schools were included in the survey. The return rates (an important factor for the validity and representativeness of the responses) were high for all three stakeholders: • 46,650 out of 92,867 parents responded (Return rate: 50.2%) • 42,502 out of 54,635 students responded (Return rate: 77.7%) • 15,024 out of 18,786 staff responded (Return rate: 79.9%).<sup>4</sup>

#### What do the Climate Surveys Measure:

The opinions offered in the climate surveys represent anonymous and self-reported perceptions on the part of the stakeholders and may not precisely describe the actual situation at every school. However, these opinions represent a reality to the respondents and should afford insight into the impression a school is

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<sup>4</sup> ("Statistical Highlights", 2013)



making on the local community. Results by school is especially important given the fact that there is a considerable variability among the M-DCPS schools with regard to demographic indicators, such as socio-economics, ethnicity, and geographic location.<sup>5</sup>

This type of information was only listed through two School Climate Surveys, and while the duration is not specifically pertinent to this study, the mention of relevant topics and indicators such as socioeconomics, and the fact that responses are indicative of impressions the schools are making culturally in the communities they are located are. The 2016 School Climate Survey did not show these various sections, for reasons unknown, but as shown in **Table 1** on **Appendix** page **E**, the demographic data mined from the 2016 School Climate Survey goes more in depth than the 2006 survey by accounting for the ethnic distribution of surveys given to potential responders. This breakdown is important because it allows for The City of Miami Beach and Miami-Dade County Public Schools to identify potentially marginalized demographics in the community and areas for The Compact to evaluate.

From January through March 2016, the School Climate Surveys were distributed to approximately 100,000 parents, and over 58,000 elementary, secondary, and adult students, and were made available to all instructional staff, which is over 21,000. Almost 46,000 (46%) of the parents who were surveyed in 2016 responded. Over 43,000 (74%) of the students responded to the survey and over 13,000 (62%) instructional staff

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<sup>5</sup> ("Statistical Highlights", 2013)

responded to the 2016 survey.<sup>6</sup> These statistics give an idea of the scope and reach of the School Climate Survey and the amount of participation from The Miami Beach and Miami-Dade County Public Schools communities. This information is relevant because many of The Compact's priority area and key intended outcome metrics use the School Climate Survey's participant responses to evaluate The Compact's effectiveness.

### Priority Areas and Key Intended Outcomes

The following sections will examine specific measurements (KIOs) of the seven priority areas that could be obtained within the study period, which are used to gauge the success and effectiveness of the efforts of The City of Miami Beach and The Education Compact to improve those priority areas. The Compact strategically uses the seven priority areas of The City of Miami Beach's plan to improve the quality of education and quality of life for the city's residents, so this analysis will examine The Compact's efforts to those ends.

#### Priority Area 1 – Teacher Recruitment/Retention

The key intended outcomes for priority area 1 are to maintain teacher recruitment and retention at or above district wide levels, increase teacher satisfaction rates for The City of Miami Beach schools, and to enhance access to workforce and affordable housing. The key intended outcome measurements for priority area one are:

1. Percent of Miami Beach school staff participating in mentoring and training.

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<sup>6</sup> ("Statistical Highlights", 2016)

2. Percent of Miami Beach school staff that indicate they agree or strongly agree they like working at their “Miami Beach” school.

Measurement one of the key intended outcome for priority area one is the percent of Miami Beach school staff participating in mentoring and training. According to Dr. Lissette Rodriguez, Executive Director of Advance Academic Programs for Miami-Dade County Public Schools, there is 100% staff participation in International Baccalaureate program training and (continual) professional development of teachers. Additionally, a public service request showed that of the 42, 517 employees in Miami-Dade County Public Schools, a total of 109<sup>7</sup> employees have engaged in voluntary mentoring activities in over 70 locations across the district. Those numbers equate to less than 1% of the district’s employees being registered as mentors. It is important to note that Miami-Dade County Public Schools does not have a policy that requires employees to register as mentors, but it is a metric The Education Compact uses to analyze its efforts for priority area one. The statistics show an interesting dichotomy between the 100% Miami-Dade County Public School staff participation in International Baccalaureate training and continual professional development of teachers and the 1% of Miami-Dade County Public School employees registered as mentors. Furthermore, that statistics show a possible difference in focus of the district where more there is more of an emphasis on improving the curriculum of the district than mentoring efforts from staff. The implications of this are discussed more in chapter six of this dissertation.

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<sup>7</sup> Breakdown by schools in the district shown in **Tables 1** on **Appendix** pages **O** and **P**

Measurement two of the key intended outcome for priority area one is the percent of Miami Beach school staff that indicate they agree, or strongly agree, they like working at their “Miami Beach” school. The **Table (below)** from the 2006 School Climate Survey shows the aggregate scores of schools given by the parents, staff, and students surveyed.

Table 6. Miami Beach School District School Grades from 2006 School Climate Survey

	Parents	Staff	Students
Elementary	B+	B+	B+
K-8	B+	B+	B
Middle School	B	B	C+
Senior High	B-	B-	C+

*Reprinted* from ("Statistical Highlights", 2006)

(The actual summary of responses and questions listed are displayed in **Tables 1** on **Appendix** pages **B, C, and D.**)

Additionally, according to the 2006 School Climate Survey, of the 77,498 parents who were surveyed in 2006, 36,853 (47.6%) responded. Of the 47,559 students surveyed, 38,727 (81.4%) responded. Of the 24,481 staff members that were sent materials for participation, 17,650 (72.1%) responded, which is shown in the **Figure (below)**. As the aggregate score shows, the ratings from staff and parents were consistent at or around a B

level.

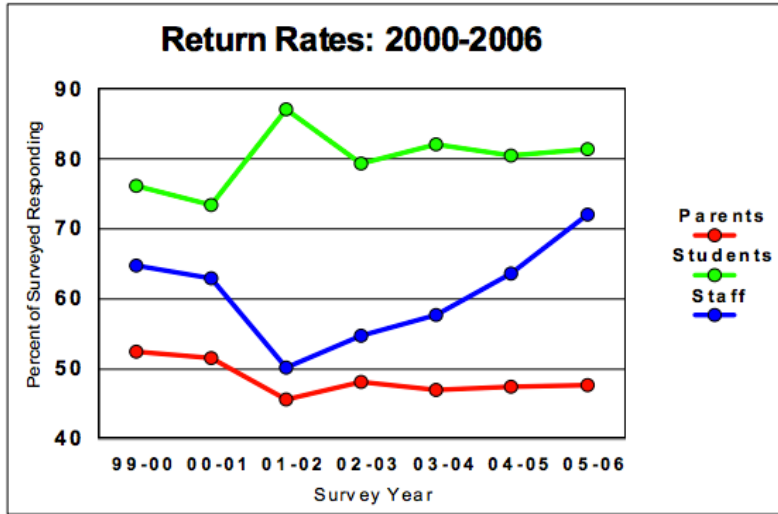


Figure 3. Return Rates of Miami-Dade County Public School's Climate Survey (2000-2006)

*Reprinted from ("School Climate", 2006)*

With respect to priority area one: teacher recruitment/retention, staff responded to questions regarding whether “they liked working at their schools” (question 27) with 89% (elementary), 90% (k-8), 87% (middle school), and 87% (senior) favorable response rates. The 2016 School Climate Survey questions (shown on **Tables 1** on **Appendix** pages **F**, **G**, and **H**) show the district wide student, parent, and teacher satisfaction rates. Teacher satisfaction rates remained consistent at a B+ level. The statistics from the 2006

and 2016 School Climate Survey imply that Miami Beach school staff generally liked working at The City of Miami Beach Schools. Over a 10-year period (2006-2016), Miami Beach school staff scored their satisfaction levels with The City of Miami Beach schools at or around a B grade level.

#### Priority Area 2 – Communication

The key intended outcome for priority area two is to increase community access to Miami Beach school and Miami-Dade County Public Schools information. The key intended outcome measurement for priority area two is:

1. Number of educationally related materials disseminated through The City of Miami Beach-sponsored communication methods.

The total amount of materials being sent through the various communications channels is impossible to quantify given the time restraints and the scope of the study. Therefore, a small sample of materials will be examined to understand the frequency, reach, and accessibility to be representative of the larger body of communication. The City of Miami Beach produces a magazine (MB magazine), with a column (Next Generation), which “is a testament to the city’s commitment to its future leaders”; it is used to inform citizens about “the numerous programs and services available to them and the young members of the community.”<sup>8</sup> The column began in 2008, and is written by Dr. Leslie Rosenfeld, Chief Learning and Development Officer for the City of Miami Beach. Since

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<sup>8</sup> (Rosenfeld, n.d.)

2008, there have been 31 articles published (shown in **image 1** on **Appendix page I**), accessible through the official city government website to maximize reach and frequency. The articles are written concisely, normally around one to two pages, in English and Spanish to accommodate for the both predominant languages (as show in **image 1** from the 2016 article, “Peace of Mind” on **Appendix page J**). This mode of communication provides transparency, accessibility, and helps to enhance community engagement.

### Priority Area 3 – Parental Involvement/Family Support/Youth and Community Engagement

The key intended outcome for priority area three is to ensure community access to educational information and to increase accessibility to family/individual support services. The key intended outcome measurements for priority area three are:

1. Parent satisfaction rates for each Miami Beach school.
2. Percent of students referred by school personnel to the service partnership that obtain employment

All of the questions presented to the parents in the 2006 and 2016 School Climate Survey dealt with the first key intended outcome of priority area three, or the parent satisfaction rates for Miami Beach Schools. The grades given to schools from the parent responses increased from a B average in 2006 to an A- in 2016. The 2006 School Climate Survey had 35 questions compared to 37 questions in 2016. Questions eight, “I am satisfied with the choice of educational programs offered by the school” and 29, “the assistant

principals are effective administrators” were added to the 2016 School Climate Survey to reflect the additional programs and staff to increase the quality of education within the schools. The Education Compact has reached the key intended outcomes of priority area three laid out in measurement one by increasing the school satisfaction rates along with the additional metrics to evaluate new positions and programs.

In respect to measurement two of priority area three, the percentage of students in service partnerships provided by the city that obtain employment is not collected by the school district. According to a public records request, for the 2017-2018 school year, there are 1,033 student interns identified at 37 high schools across the district. The breakdown of the number of student interns from each school within Miami-Dade County Public Schools is shown in **Table 1** on **Appendix** page **Q**. While the district does track the number of students in internships, without statistical data showing the number of students who obtained employment from those opportunities it is impossible to quantitatively evaluate how beneficial the service partnerships are.

#### Priority Area 4 – Health and Well-Being

The key intended outcome for priority area four is to increase the health and well-being of students. The key intended outcome measurements for priority area four are:

1. Percent of Miami Beach schools scheduled for Health Connect Mobile Provider.
2. Number of Health Connect On Wheels Mobile Unit visits to non-clinic beach



school and recreation centers.

3. Number of schools with health clinics through School Health Connect and/or equivalent.

Accordingly, the mobile clinic, which was a part of the Nurse Enhancement Initiative to ensure every school was able to get medical attention from trained medical staff, has shifted emphasis from mobile care to on site medical staff. As the Nurse Enhancement Initiative expanded to include behavioral therapy so did the efforts to provide mental health professionals at every school within The City of Miami Beach. As a result, every school within the city now has at least one clinical mental health professional. This priority area has exceeded the initial metrics used to measure its progress. Every school within The City of Miami Beach now has a full time medical employee, six out of six school for 100% fulfillment. Additionally, The Education Compact has reached its key intended outcome of priority area four by ensuring 100% fulfillment of schools with medical staff in addition to expanding the services offered to behavioral therapy and on site medical staff.

#### Priority Area 5 – Student Achievement

The key intended outcomes for priority area five are to increase academic support, achievement, and academic enrichment. The key intended outcome measurements for priority area five are:

1. Number of Miami Beach schools receiving A or B state accountability grades.

2. Number of students enrolled in International Baccalaureate programs.

In order to measure student achievement and progress, The Education Compact focuses on the state accountability grades of The City of Miami Beach's six district facilities: North Beach Elementary, Feinberg Fisher Elementary, South Pointe Elementary, Biscayne Elementary, Nautilus Middle School, and Miami Beach Senior High School (MBSH).

The Florida Department of Education gives accountability grades to schools within the state (as shown in **table 1** on **Appendix page K**). The grades are a way for parents and the general-public to understand how well each school is serving its students with measurements such as the number of students enrolled in advanced academic programs (like the IB) and the number of employees supporting those students in services like mentoring.

According to Florida Department of Education, each school is graded on components for which it has sufficient data resulting in an A, B, C, D, or F. A school's grade may include up to eleven components - four achievement components, four learning gains components, a middle school acceleration component, as well as components for graduation rate and college and career acceleration. Each component is worth up to 100 points in the overall calculation. The following information shows how the eleven components categories are broken down:

1. Achievement Components - These components include student performance on

statewide-standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments. The component measures the percentage of full-year enrolled students who achieved a passing score.

Table 7. Florida Department of Education Accountability Grade Achievement Components

English Language Arts (ELA)	Mathematics	Science	Social Studies
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2. Learning Gains Components - These components include student performance on statewide-standardized assessments including the comprehensive assessments and EOC assessments for the current year and the prior year. The components measure the percentage of full year enrolled students who achieved a learning gain from the prior year to the current year.

Table 8. Florida Department of Education Accountability Grade Learning Gains Components

English Language Arts	Mathematics	Lowest 25% of students in English Language Arts	Lowest 25% of students in Mathematics
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3. Middle School Acceleration - This component is based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.
4. Graduation Rate – The graduation rate is based on an adjusted cohort of ninth grade students and the rate measures whether the students graduate within four years.
5. College and Career Acceleration – This component is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified students for college credit or earned an industry certification.<sup>9</sup>

Schools are required to test 95% of their students, then the number of points earned for each component is added together and divided by the total number of available points to determine the percentage of points earned. The grading scale is:

Table 9. Florida Department of Education Accountability Grades Grading Scale

A	B	C	D	F
62% of points or greater	54% to 61% of points	41% to 53% of points	32% to 40% of points	31% of points or less

(Solodev. 2016)

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<sup>9</sup> (Solodev, 2016).

In respect to measurement one: Number of Miami Beach schools receiving A or B state accountability grades, of priority area five, the state accountability grades for the six Miami Beach facilities for 2006 and 2017 are as follows:

Table 10. Miami Beach schools receiving A or B state Accountability Grades (2006 & 2017)

School	North Beach Elementary	Feinberg Fisher Elementary	South Pointe Elementary	Biscayne Elementary	Nautilus Middle	Miami Beach Senior High
2006 Grade	A	A	A	A	A	C
2017 Grade	A	B	A	A	B	C

(Solodev, 2016)

The key intended outcome for this metric of priority area five was to have every school with an A or B accountability grade. Every school except for Miami Beach Senior High reached this goal. The **table below** shows the 2016-2017 Florida accountability grades breakdown for Miami Beach Senior High (out of 100):

Table 11. Florida Accountability Grade Breakdown for Miami Beach Senior High

English language arts achievement	56
English learning arts language gains	47
English language arts learning gains of the lowest 25%	34
Mathematics achievement	43
Mathematics learning gains	39
Mathematics learning gains of the lowest 25%	32
Science achievement	44
Social studies achievement	67
Graduation rates (2015-2016)	82
College and career acceleration (2015-16)	63

Those scores totaled 507 points out of 1,000 and 10 total components out of 11 for 51% of total possible points. Miami Beach Senior High was also one of a handful of schools not to reach the mandatory 95% of students tested. This is interesting because Miami Beach Senior High has 122% International Baccalaureate Diploma Program

growth and 82.3% International Baccalaureate diploma attainment rate, which is among the highest in the nation, but yet is below the required state accountability grade (C) and has not progressed since 2006.

Table 12. Miami Beach Senior High IB Enrollment

IB program enrollment	2014 - 2015	2015-2016	2016-2017
Number of students	1,575	1,463	1,501
Percentage change	First year tracked	7.5% decrease	2.6% > 2015 - 2016 5% < 2014 - 2015

(“Statistical Highlights”, 2015 & 2016)

The **table above** shows number of students enrolled in International Baccalaureate programs in Miami-Dade County Public Schools from 2014, which was the first year the metric was included in the annual Miami-Dade County Public Schools statistical highlights report, to 2017. This includes eight elementary schools offering the Primary Years Program (PYP) of the International Baccalaureate (IB) program, 10 middle schools offering the Middle Years Program (MYP) of the IB, and six high schools offering the Diploma Program (DP) of the IB. These statistics seem modest compared to facts such as the 122% growth of the IB Diploma Program and 82.3% diploma attainment rate at Miami Beach Senior High (2010-2016), but the numbers are inflated in this case. The measurements for Miami Beach Senior High are accounting for an individual school, while the 1,463 students enrolled in IB programs in 2016 includes 24 schools and 3

different programs within the entire Miami-Dade County Public School district.

There is a discrepancy between the growth rate of The International Baccalaureate Diploma Program (122%) and International Baccalaureate diploma attainment rate (82.3%) in Miami Beach Senior High and the fact that Miami Beach Senior High has remained stagnant below the required state accountability grade (C) since 2006. The implications of this inconsistency in success for Miami Beach Senior High is discussed more in chapter six of this dissertation.

#### Priority Area 6 – Safety

The key intended outcome for priority area six is to improve the safety and perceptions of safety at schools in The City for Miami Beach. The key intended outcome measurement for priority area six is:

1. Parent, student, and district perception ratings for school safety.

The questions identified in the Miami-Dade County Public School's School Climate Survey that pertains to measuring this key intended outcome differs slightly in wording and focus in the staff, parent, and student sections of the survey, but are consistent in what they are trying to identify. Questions one, two, and six from the staff portion deal with the theme "at my school", asking whether they "feel safe and secure" (question 1), if "the school building is kept clean and in good condition" (question 2), and if "adequate disciplinary measures are used to deal with disruptive behaviors" (question 6). The staff had consistent positive responses to these questions across the board for questions one



and two, but varied considerably on question six between Miami Beach Senior High and other senior high schools. Miami Beach Senior High staff answered question six as follows:

Table 13. Miami Beach Senior High Staff Answers to School Climate Survey Question 6

Strongly Agree (SA)	Agree (A)	Disagree (D)
13%	22%	41%

Staff from other senior high schools answered question six as follows:

Table 14. Other Senior High Staff Answers to School Climate Survey Question 6

SA	A	D
34%	36%	14%

Questions 21, 22, and 23 (also identified as measurements for school safety) from the staff portion of the survey deal with the theme “my ability to do the best possible job at my school is limited by”, and asks if the staff’s ability to perform is limited by school violence (question 21), school gang activity (question 22), and student substance abuse (question 23). Much like questions one and two from the parent section, there were positive responses across the board. The discrepancy came with question 23, “my ability

to do the best job at my school is limited by student substance abuse.” Miami Beach Senior High (MBSH) and the other senior high schools both had low percentages of staff whom strongly agree with the question at 8% and 3% respectively, but 32% of Miami Beach Senior High staff compared to 9% from other schools agreed.

In the parent section of the School Climate Survey (SCS) questions one, two, and five deal with the theme “at my child’s school”, and asks the same questions from the staff section including if the school “feels safe and secure” (question 1), if “the school building is kept clean and in good condition” (question 2), and if “adequate disciplinary measures are used to deal with disruptive behaviors” (question 5). Compared to the responses from the staff, the parent’s answers contained more variation, particularly between those who strongly agreed (SA) and agreed (A) with the questions. The results from the questions are as follows:

Table 15. Parent Answers to Question 1, 2, and 5 of School Climate Survey

SCS Questions	MBSH	Other senior high schools
1	19% SA / 64% A	44% A / 45% A
2	10% SA / 46% A	38% SA / 41% A
5	14% SA / 34% A	31% SA / 40% A

The parent portion of the survey contained a section with the theme “the school and law enforcement authorities work together to keep my child’s school free of”, which like the staff section, asked about gang activity (question 24), violence in schools (question 25), and student substance abuse (question 26). The following tables show the trend of smaller percentages of Miami Beach Senior High parents who strongly agreed compared to parents of students from other senior high schools:

Table 16. Parent Answers to Questions 24, 25, and 26 of School Climate Survey

SCS Questions	MBSH	Other senior high schools
24	15% SA / 56% A	44% SA / 36% A
25	25% SA / 50% A	47% SA / 32% A
26	16% A / 40% A	40% SA / 32% A

Compiling the total percentages of parents who either strongly agreed or agreed to the questions presented in the School Climate Survey make the sentiments from Miami Beach Senior High parents and those parents with students at other senior high schools seem consistent. This way of looking can be misleading. The differentiation between strongly agree and agree may seem minimal, but when the answers are looked at independently, the difference between strongly agree and agree answers dealing with serious issues such as safety and the willingness of parents to entrust schools with their

children can be crucial.

The student portion of the School Climate Survey has the same questions as the staff and parent sections about safety and security (question 1) and the cleanliness and good condition of their school (question 2), but does not have a question asking the students if they feel the disciplinary actions towards bad behavior are adequate. There were consistent favorable answers across the board for questions one and two. Questions 16, 17, and 18 in the student portion of the survey asked about gang activity (question 16), violence in the school (question 17), and student substance abuse (question 18). Questions 16 and 17, again, had consistent favorable responses across the board, but question 18, “student drug and alcohol use are a problem at my school” had a larger portion of the Miami Beach Senior High student population agreeing:

Table 17. Student Answers to Question 18 of School Climate Survey

MBSH students	9% SA	26% A
Students from other senior high schools	7% SA	12% A

The Education Compact has been successful in reaching the key intended outcomes for priority area six of improving the safety and perceptions of safety at schools in The City of Miami Beach through the parent, student, and district perception ratings

for school safety. The majority of answers were favorable, in varying degrees. However, the statistics from staff, parent, and student sections of the School Climate Survey show relatively higher positive response rates from other senior high schools compared to Miami Beach Senior High. The parent section of the survey had the most variation in responses and the greatest divide between Miami Beach Senior High and other senior high school's strongly agree and agree responses. Additionally, Miami Beach Senior High staff seems to really be concerned with substance abuse in the school and that concern seems to be shared by students and parents as reflected in their responses. These issues will be discussed later in the dissertation.

#### Priority Area 7 – Technology

The key intended outcomes for priority area seven are to improve youth and parent access to technology. The key intended outcome measurements for priority area seven are:

1. Number of Miami Beach homes with Wi-Fi access.
2. Number of opportunities for technology training at school sites for parents/guardians.

This priority area focuses on increasing the amount and ease of access to technology for students and parents to help facilitate the free flow of information. Measurement one for this priority area was to monitor and increase the number of homes in The City of Miami Beach with Wi-Fi access, but has since changed. Now, according to The City of Miami

Beach IT department, Wi-Fi access provided by the city is meant as a public service to facilitate Internet access at locations where the public encounters The City of Miami Beach staff and at locations where the city runs programs for the public. Therefore, The City of Miami Beach offers “hotspot” type service at its’ City Hall complex, parks and fire stations. This strategy changes the metric to determine success of the priority area from The Education Compact having to account for access to technology in terms of individual homes in the community and the various circumstances for each home, to ensuring public access to Wi-Fi in community locations as a public service. This allows for The Education Compact to better address the priority area by providing locations that guarantee Internet access for students, parents, and community members.

#### Interview Data

The following section presents the interview data obtained from the study participants (as defined in chapter three). The interview participants were informed of the study parameters and research protocol and were provided the interview questions through digital means before the interviews took place. The interviews were conducted through conference calls between the researcher and study participant(s). The author will be identified in the interview transcriptions as “interviewer.” The study participants were asked to describe their experiences with The Education Compact and its education initiatives, the organizational culture of The City of Miami Beach and Miami-Dade County Public Schools, and the impact of hurricane Irma on the community and educational culture. The interview questions were asked conversationally and the study

participant's impact statements were compiled into narratives through narrative inquiry techniques, including in depth open-ended interviews and semi-structured interviews based on broad open-ended questions concerning their experiences with The Compact and the affects of hurricane Irma. This section of the dissertation only provides the transcription of the interviews and the analysis of the interviews and implications of the information provided by the interview participants will be discussed later in chapter six.

#### Police Chief Oates and School Liaison Officer Program Interview

On January 16, 2018, The City of Miami Beach Police Chief Oates, Captain Phrogner, and School Liaison Officer Program Supervisor Vandesande were interviewed and asked to provide information about the relationship between The City of Miami Beach and Miami-Dade County Public Schools, particularly Miami Beach Senior High, and the Miami Beach Police Department (MBPD). The following sections provide Chief Oates, Captain Phrogner, and Supervisor Vandesande's responses to the interview questions.

#### Miami Beach Senior High Criminal Justice Class

The City of Miami Beach Police Chief Oates teaches a criminal justice class, comprised of juniors and seniors, at Miami Beach Senior High and shared his insight on the success and shortcomings of the class:

**Interviewer:** Describe your experience with the class you teach. Do you feel that it is making an impact in The Miami Beach community? Where do you see it

going in the future?

**Chief Oates:** It's Thursday and I gave the final exam today. Wonderful experience. Sixteen students [in the class]. I've already let Miami-Dade [college] and FIU know that in terms of delivering a college level class - I think it was a failure. I don't think the students are ready to do college level work. And the only way [for me] to fully know that was to experience what we went through [the class]. I feel pulled between the schools interest in having these kids do well and score well enough to pass, and the demands from colleges that they [students] perform at a college level. So, the best thing I can give to you as to why it [the class] was a problem was that I intended to have two writing assignments and they [the students] did so poorly in the first writing assignment that I didn't do the second writing assignment. My frustration is that they [the students] clearly don't prepare for class and they don't read the material. So I think its an issue of the contrast between high school and college. I told everyone involved that I'm not going to teach next semester and that, before I teach again, I want to regroup and have a conversation with everybody about how we can fix these problems for next year.

**Interviewer:** How would you describe the educational in that school culture [Miami Beach Senior High] and do you think that it is indicative of the community at large?



**Chief Oates:** I mean I don't know, its reputation is that it's a fine high school that produces true scholars that go to the finest schools in the country. I had 3 juniors and 13 seniors [in the class] and in terms of their in-class performance, once they understood the concepts, etc. we had excellent dialogue. It's just, I had a frustration with them doing the readings and I had that [same] experience with their writing, and I ended up doing all multiple choice exams to make it easier for them [as a result]. So, my impression is generally very positive with Miami Beach Senior High School and its impact on the community and I wouldn't presume that this one course has had anything to do with changing the culture in the school. You know I just had exposure to 15 students.

#### School Liaison Officer Program

This section is a continuation of the January 16, 2018 Miami-Dade County Police and School Liaison Officer program interview. Captain Phrogner and School Liaison Officer Program Supervisor Vandesande join the interview and shed light on what the School Liaison Officer Program is, the type of impact it has through the relationships it establishes, and the program dynamics between The City of Miami Beach Police Department, The City of Miami Beach and the city's school system, and Miami- Dade County.

**Interviewer:** What is the School Liaison Program? Do you think it is building a relationship with the students, the communities, and the families? Do you see that

having a positive impact?

**Captain Phrogner:** Our School Liaison Program, we have five schools - four elementary schools and one middle school and each school has one school liaison officer assigned to them. These are all retired police officers - some from Miami Beach and some from other local municipalities... They are in the schools all day long with the kids, they have relationships with the staff, and faculty and they supervise the school crossing guards, of which each school has three to four crossing guards depending on where their location is in the city in relation to traffic...

The aspects of safety, substance abuse, and danger in schools were touched on during the interview. The officers shared their thoughts on those issues in the schools (particularly Miami Beach Senior High), and the role of the School Liaison Officer Program in respect to the issues:

**Captain Phrogner:** ...they [school liaison officers] have a responsibility in line with the Keep a Clear Mind Program, which is a early intervention (week long) drug education program that's aimed at [encouraging] the students refusing the use of illegal substance. They [members of The Clear Mind program] teach that to 4th, 5th, and 6th graders... We also have a Kindergarten Cop program that is born out of the Police Athletic League, but the school liaison officers help supervise it by ensuring that each kindergarten teacher, of which we have 20

kindergarten classes throughout the four elementary schools in Miami Beach, is assigned a police officer. The police officer goes in for about half an hour and sits with the kids in the kindergarten classes and talks to them about stranger danger, calling 911, staying home alone, and gun safety. We [school liaison officers] don't get into much of the drug and alcohol abuse, unless there are questions specifically regarding it because the little kids don't really relate to that as much as they do calling 911, and what you do if they see a gun, and what to do with a stranger.

**Interviewer:** Will the School Liaison Officer program expand into the high school to deal with the issues of safety, substance abuse, and danger there?

**Chief Oates:** I don't see the School Liaison program going into the high school realistically because of budget constraints. What is more likely is that we would have additional school liaison officers to supplement the coverage we have in the grammar and middle schools. I had only one class with 16 students [at Miami Beach Senior High] and I did not detect any issues of substance abuse in terms of my class and the students I taught this semester.

**Captain Phrogner:** ...We [Miami Beach Police Department] also have a new program that's starting with the high school that's called "School to Work Mentoring" - that is a big brother big sister initiated program. We will be getting 19 students from the local high school that have been paired with 19 police

officers and they will come from school to our facility, where they will stay once a month for breakfast, lunch, and a mentoring session with their police officer. Several of our school liaison officers signed up for that program as well. That [the School to Work Mentoring Program] is a civilian and sworn officer police match with the students and mentors.

**Supervisor Vandesande:** ...To combat that [substance abuse and violence/danger in schools] we bring the students here through the big brother big sister program. We bring 19 high school students who are in vulnerable populations here with the police department to try to understand that. The only other thing I can think of [to explain Miami Beach Senior High responses about substance abuse] is that there are a lot of options from magnet programs, private schools, and others in the area. Around the 8th grade level is where parents start to say 'I'm going to invest in my child more because they are nearing those high school and college years' so they pull their kids into those areas. The public high school [Miami Beach Senior High] does have programs like the scholar program, which my son was a part of and is great, but there is a little more of it [substance abuse] in the general population at that school.

#### Evaluation Metrics and Program Effectiveness

In this section, The City of Miami Beach Police Department interview participants were asked about what metrics are used to analyze the effectiveness of The

## School Liaison Officer Program:

**Chief Oates:** I don't think there are any traditional performance metrics that show that these programs are making the world better, if that's what you are asking. There is tremendous support in the community now, as Mimi [Captain Phrogner] has described, where we seem to be layering on more and more services in response to how well the original program has been. I can tell you as the chief, I've only been here [Miami Beach] three years, but whenever we have lost a liaison officer there has been clamoring in that school about how to get them back.

**Captain Phrogner:** With our Kindergarten Cop program, several of the officers follow their children on a regular basis, in an unofficial capacity, and when they're visiting the schools they run into them. This program has been online now for nine years. So, we do see that those kids remember the police officers and are comfortable with them. Our children are not afraid to walk up and speak to the police officers. They [the schools and community] ask that the programs to be implemented. When I was a kindergarten cop, there was a parent who said, "We love the program, but now my kid is not in kindergarten anymore what can they do?" This prompted me to ask if a Boy Scout program could be started that we could get these young boys into, they did, and nine years later, our Boy Scout program has about 40 boys in the Boy Scouts and Cub Scouts program. It also prompted parents to say "what can we do with our kids during the summer?"

That provided an opportunity to create a summer camp for these kids to come to. We have currently two summer camps, which are one week long, which is the "Junior Police Camp" and the other is a "Young Women in Command Camp." They come in and they learn about what police officers and police personnel do... all these programs have prompted additional programs to come online because this is what the parents want to see their kids getting involved in.

**Supervisor Vandesande:** I wanted to add one thing, I get a lot of feedback from the parents and students because not only is our presence there, but we also go into the classrooms and read and teach a drug awareness program amongst other things. The parents come to me and share the impact these things have on their children, teachers, and principals.

#### Hurricane Irma's Impact on Program

A large portion of the research in this dissertation is focused on the impact of hurricane Irma on the programs, services, and initiatives offered by The Education Compact and its collaborative partners. The Florida governor expressed that the state would accept approximately 20,000 displaced and storm impacted students into Florida's school system. This idea was presented in the interview:

**Interviewer:** In your experience, have you noticed any new obstacles or new things that need to be addressed with either behavior or forming new relationships? Are there new issues either with the current population or the new

population that are coming in that you see your programs, potentially, addressing in the future?

**Captain Phrogner:** I have not seen any problems with the new population.

**Chief Oates:** I'm not sure that any of those students migrated to Miami Beach in particular.

#### Opportunities for Improvement

The efforts of The Education Compact and its partners, including The City of Miami Beach Police Department, have been built on innovative practices and have produced significant results. This section continues the interview with The Miami Beach Police Department and the interview participants discussed where they saw opportunities for improvement:

**Chief Oates:** My background is in the arts, I was an English major in college, and I was a newspaper reporter. I wish... I was, quite frankly, shocked by the poor quality of writing performance by the high school juniors and seniors that were in my college [level] class. So, if I had one specific recommendation for Miami Beach schools it would be more of an emphasis in high school on writing and writing ability. Beyond that, you know I've only been here three years; the experts on the community are here with me [Captain Phrogner and Supervisor Vandesande] so I'll let them answer in terms of the educational system as a

whole. I had fine young men and women in my class representing the community; they just were not as earnest about their studies as they could be and their writing was awful.

**Captain Phrogner:** With technology these days, I think it plays a huge part in them [students] not being able to write and put their thoughts onto paper. The only other thing I would like to see, on a broader scope, is that when families move into the Miami Beach neighborhoods that police are able to intervene right away. Introduce themselves, let them know from the get-go what resources are available to them from the city, and that the police department has a partnership with the community and that we are available to them.

**Interviewer:** I know the city has a web site where they make a lot of information available to the public about some of the information and programs that are out there. Do you think that that is sufficient? Would you like to see some extra attention paid to that to address those things that you just said?

**Captain Phrogner:** We have a fantastic parks and recreations program and they are constantly involved, so maybe its just a matter of advertising a little better, or maybe not every family wants to be involved in those things, but I think we can certainly try to get the message out the best way we can.

Jerry Libbin and The Miami Beach Chamber of Commerce Interview



On December 19, 2017, Jerry Libbin, president and CEO of the Miami Beach Chamber of Commerce (The Chamber), was interviewed and provided information about the role The Chamber plays in the Miami Beach and Miami-Dade County education system and the creation and sustainment of The Education Compact. The following sections provide a transcription of that interview.

### Involvement with Education Compact

Jerry Libbin served as The Miami Beach City Commissioner from 2005-2013. In his first term, under the leadership of Mayor Mattie Bauer, he became involved in discussions over the idea of an education compact with Miami-Dade County Public Schools, which he discussed in the interview:

**Jerry Libbin:** I think something came from the school board about asking each school feeder pattern [about an education compact]... and Mattie Bauer insisted that if we were going to have a compact, she wanted to offer the International Baccalaureate Program to every single child in each one of the schools.

Otherwise, it was a no go.

The International Baccalaureate program requires a generous endowment of funding to implement and is often a curriculum used in schools where students pay tuition or in financially wealthy districts. Libbin touched on this and elaborated on the implications of this for The City of Miami Beach.

**Jerry Libbin:** ...believe it or not, people have a perception of Miami Beach as this "well off" community, but there's extreme contrast. You do have super wealthy people buying \$10 million and \$20 million condos, but you've got about 90% of the children on the free lunch program. So, that's surprising for people to hear that in Miami Beach so many kids are on a free lunch program because they qualify by federal standards.

Libbin then goes on to explain that Mayor Bauer was “a champion of the financially needy” and advocated for them when discussing the creation of The Education Compact. Under her watch, The City of Miami Beach would only collaborate in an education compact if it allowed for The International Baccalaureate program to be offered in schools, and more specifically, to every single K-12 child.

**Jerry Libbin:** So Mattie [Bauer] was a champion and said ‘listen, we want to do The IB program and were wanting, as a city, to commit to this and even put in some funding, but only if it's every single child K-12. All the schools. So, she brought that to the commission and we voted to support them. We had a tough time getting the county to agree initially, because there's a heavy expense in the training of teachers.

The investment was a significant financial commitment and Libbin described the process:

**Jerry Libbin:** What the city commission agreed to do was to pay, at least, \$70,000 a year toward that training component. The Miami Beach Chamber of

Commerce, which I'm the president and CEO of, we contribute \$10,000 a year towards that commitment by the city. So, that's where The Chamber first got into The Education Compact. I didn't join The Chamber as the president until 2010. In the last seven years, since that time [2010] we've [The Chamber] been putting in that \$10,000.

#### Culture, Economics, and Education

The following sections are a continuation of the interview with Jerry Libbin of The Miami Beach Chamber of Commerce. Libbin previously mentioned the extreme cultural and economic contrast of The City of Miami Beach and was asked to elaborate and explain how this plays out in The City of Miami Beach's educational culture:

**Jerry Libbin:** I believe that parents are very committed in our community to getting the best possible education and our elected officials have stepped up and worked hard, and continue to work on trying to improve. We [The City of Miami Beach] just elected a new mayor from Miami Beach in November - Dan Gelber, and the first thing that he came out said was that one of his highest priorities was to increase the enrichment programs that we offered to our entire feeder pattern. Once again, like Mattie [Bauer], he doesn't want North Beach Elementary School in our feeder pattern with the most enrichment programs, he wants it across the globe, [all] the eight schools to be recognized as the most upstanding in the country. So, it helps lift the entire community because people locate and purchase

a new home where there are great schools.

Libbin discussed how The City of Miami Beach depends on tourism and real estate sales as an economic driver of revenue:

**Jerry Libbin:** That's one of the things, the real estate community, which we depend on tremendously here at The Chamber. One of our strongest committees is our real estate council. So, the better schools are, the more successful you are in attracting people to purchase homes within your community. Education is really the backbone, I think, of any successful community. You've got great schools you're going to do well. So, the parents really want to see their children excel.

Libbin described the efforts of the organizational culture as what drove the commission to develop policies to assist The City of Miami Beach community. Libbin explains that if a community is similar to that “one ‘squeaky wheel’ that just yells and screams ‘poor me poor me’ and does nothing to help themselves, that [effort] kind of falls a little shallow.” Libbin then went on to elaborate on that idea:

**Jerry Libbin:** I think it's [the educational culture] a very healthy and proactive community when it comes to education. Most of the schools have a very strong PTA. Some have parent programs, where they chip in extra money to hire an assistant in the schoolroom. So, those [parent] groups are called "friends of", like [e.g.] Friends of North Beach, and they have parents who kick in extra money so

that in their student's class there is a teacher helper. Other schools have other methods to try to do something similar, but keep in mind most parents qualify for the free lunch program, so it's only a few that can chip in. The culture is strong and I believe that's what drove us as a commission to say, you know when someone is really working hard at something, that as elected officials, we want to help that [those efforts].

Libbin discussed how policy decisions are influenced by the amount of available funding, as well as the socioeconomic and sociopolitical issues affecting the community and organizational culture:

**Jerry Libbin:** The schools are always under pressure from a financial statement perspective to offer anything in the way of an enrichment program and an after school program, the money just is not there.

**Jerry Libbin:** ... Unfortunately, our school system receives something like \$2,700 per capita in state funding and we are amongst the lowest, if not the lowest, in the country. We have challenges that most schools don't have. We have a tremendous number of kids in our school system who arrived from Latin America and South America that come here and don't speak English. Yet, we're competing with all these other school systems that don't have that challenge. If you're starting from a very challenging position when kids enter schools, not even speaking English, they have to take ESL English for their second language.

They're [the students] just kind of playing catch up. So, we have tremendous challenges and that [lack of] funding adds a lot of pressure to that.

#### Funding, Network, and Leadership

During the Miami Beach Chamber of Commerce interview Libbin also discussed how organizational leadership plays a vital role in identifying the issues present in the culture, finding additional funds, and developing policies and political connections. The following section provides Jerry Libbin's comments on these issues and how they pertain to The City of Miami Beach and Miami-Dade County Public Schools:

**Jerry Libbin:** The [Miami] Dade County School Board, I believe has the finest leader of all. Our superintendent is just absolutely amazing. He has full command of all the aspects of the schools and of construction [surrounding the schools]. He was able to pass a bond, because of the credentials that he brought to the job and the demonstrated ability he showed in his first few years. He was able to get to a referendum request that approximated hundreds of millions of dollars in bonds to improve the facilities to increase, or upgrade, the schools that were so badly in need.

Before discussing the programs and initiatives that The Chamber collaborates in with The Education Compact, Jerry Libbin discussed the history of The Chamber and the context in which it is involved with The Compact and the education culture of The City of Miami

Beach and Miami-Dade County Public Schools:

**Jerry Libbin:** The Miami Beach Chamber of Commerce owned a 501C3 nonprofit that we started about 16 years ago. It's called The Miami Beach Chamber Education Foundation and its sole purpose is to support educational endeavors. So, what we've done is created a series of programs to augment the experience for children in our public schools.

One of those augmented programs was the Nurse Enhancement Initiative. Libbin shared an anecdote on how the Nurse Enhancement Initiative started:

**Jerry Libbin** ... I'll tell you how The Nurse Initiative, which I want to take a little bit of personal credit for as the trigger for starting this entire program, happened. Around 2010 or 2011, I had just been hired by the president and CEO of the Chamber of Commerce and there was a day that I was sitting after a commission meeting. At the beginning of our meetings, we always had awards and proclamations, and on that day one of our daycare centers in North Beach was being presented a \$50,000 check by Aetna. I didn't know what they did to get it, but Aetna somehow funded them \$50,000 in a grant. I stepped out to the lobby and I spoke to the Aetna representative and said, 'wow that's fantastic, thank you so much.' Then I asked if I could make an appointment to talk to them about our education foundation, maybe there's something we could do together.

A few months after the initial conversation, Libbin met with the Aetna representative and

he was informed that Aetna ran a national competition each year called the Martin Luther King Aetna Voices of Help. Out of the competition, 10 cities across the country are selected where there is a strong Aetna property office. Each office then gets to pick three nonprofit organizations that they would like to enter into the contest.

**Jerry Libbin:** So, the Aetna representative said ‘there's 30 submissions and we picked the Miami Chamber and your education foundation to compete.’ I said, ‘thank you, what is the contest?’ The contest was that you had to demonstrate a need for a health care issue in your community and then compete against the other 29 [submissions] over an 11-week period. You had to get people to vote for your submission. We [The Chamber] had to make a one-minute video about what we would do with the money to address the health care problem if we were to win. The first place prize was \$30,000. [Prior to making the video] it just so happens that one of my staff members, who always participates in the city's education committee meeting with the Quality Education Committee, had just come to me and said, ‘Jerry your city commissioner and you're the president of The Chamber, can't you fix this problem? North Beach Elementary School does not have a nurse. Can't we find a nurse?’ So, then I knew that I wanted to work on that [issue], to get a nurse because that was my goal.

The Chamber Education Foundation won the contest, but Libbin soon realized that even with the \$30,000 prize money hiring a full-time nurse was no simple task. The hiring process had to go through The Children's Trust, which is a partner organization that hires



medically approved staff for the Miami-Dade County Public School system. Libbin described this process during the interview:

**Jerry Libbin:** I asked ‘how much it cost’ and was told ‘oh you can’t hire a nurse, you have to hire a full-time medical assistant and a part-time nurse to be shared among schools.’ Again, I asked ‘well how much does it cost?’ and was told ‘\$90,000 dollars per school’... On top of that, I find out that there were three schools in our feeder pattern, of which two that weren’t even located in Miami Beach: Treasure Island in the North Bay Village and Ruth Cape Broad in Bay Harbor Island that needed a nurse and the medical assistant.

The Chamber Education Foundation had \$30,000 of the roughly \$300,000 total funding for the three schools in the feeder pattern that were without a nurse and medical staff, leaving \$270,000 unaccounted for. At that point, Libbin contacted Steven Marcus, who headed the South Florida Health Foundation, and asked if they would have any recapture funds available at the end of their fiscal year for the project. Steven Marcus offered a challenge grant where he would donate up to \$62,500, which the South Florida Health Foundation had left in recapture funds, as a dollar for dollar match. Every dollar donated from the elected officials and organizations from the cities of the three schools identified would be matched up to \$62,500. Libbin explained what this meant for the project:

**Jerry Libbin:** So, I had \$125,000 available if I could get Miami Beach, Bell Harbor, The Village of Surfside, and North Bay Village to give money up to

\$62,500. I worked with Leslie [Rosenfeld] and I got it on the agenda in each of the [city] commissions and we told them why it was important for them to kick in relatively small dollars to help the children in their schools and to have this important health care component. And we convinced them.

**Jerry Libbin:** Miami Beach, where I was still the commissioner, kicked in the most money for two reasons: (1) because we had not one, but three schools [in need] and (2) at the Treasure Island school, 40% of the children [students] live on the boarder on North Bay Village and Miami Beach. We get 40% of their cost as well. So, we basically paid \$33,000 of the \$62,500 and the other schools chipped in the difference. So, now we're up to \$155,500.

Still approximately \$144,500 short of the total \$300,000 needed for the project, Libbin reached out to Reinken, which is the company that provides the medical service to the schools, to ask them to explain how they determined which of the schools in the county get funded for nurses and which do not. Less than 50% (number of schools in the county receiving funding for medical staff of out the total number of schools) were funded for nurses. Reinken was unable to explain the criteria as to why the five schools in the county got it and not the other three schools. Libbin expressed his dismay and confusion in the interview:

**Jerry Libbin:** It was stunning. Why have these three and not those three? They didn't have any answer to how it's done.

However, Reinken and The Children's Trust were so impressed with what Libbin, The Chamber, and The Chamber Education Foundation had accomplished that they offered to cover the remaining costs:

**Jerry Libbin:** So, we went ahead and we started this Nurse Enhancement Initiative Program. All through what I just told you, it didn't happen any other way, and it all started with Wendy saying to me, 'can't you fix this problem?' and then me just latching onto this woman in the Aetna Voice of Help.

Jerry Libbin also discussed the issues The Chamber and Chamber Education Foundation faced in regards to the sustaining their efforts and the Nurse Enhancement Initiative after acquiring the necessary funds to fully implement the program:

**Jerry Libbin:** ...the dollars that initially came from our efforts had ran out, so after the first year we [The Chamber Education Foundation] didn't have any more money. I met with the Children's Trust director and asked what could be done. We couldn't just pull the program away. We couldn't disappoint those parents. I asked, 'how are you going to decide, which schools are going to get nurses and how do I keep this program?' And again, it [the answer] was 'I don't really know. We don't really have a mechanism.' So I said to him, 'I'm going to give you a challenge. I think the Children's Trust ought to reward those communities that do something to help themselves. Wouldn't your [Children's Trust] money go a lot further if you could partner with schools or citizens that could put some dollars

in? Whether it's through private donations or the city kicking in money, I think those [type of communities] should become your priority, because your money will go further.' And they thought that was a good idea and that's what they did. So, they gave me a proposal that said if The Chamber Education Foundation would commit to \$40,000 a year total they would commit to three additional years [of funding] for all eight schools.

Afterwards, Libbin went back to all five of the city commissions and, with the help of Leslie Rosenfeld, submitted a proposal for their agendas. Collectively, the funds raised approximated \$37,000. The City of Miami Beach gave approximately \$15,000 and the other four municipalities chipped in the other \$15,000, and The Chamber Education Foundation raised the remaining \$7,000. During the following three years of The Nurse Enhancement Initiative, the services offered by the schools funded through the Nurse Enhancement Initiative had more health components than the schools that originally had nurses. Libbin explained in the interview that this discrepancy created an additional need for funding to bring uniformity across the board:

**Jerry Libbin:** ...somewhere along the way, the five schools that had the nurse originally, that we were not supporting, found that the schools that we were supporting now, actually had a component of mental health counseling that they didn't have. So, now the three schools actually had something higher level than the other five. They [other five schools] came to us and said, 'can the city help us? We need this mental health counseling.' Leslie [Rosenfeld] got the

commission in Miami Beach to approve approximately \$50,000 plus to provide a mental health counselor to the schools and that be would added on to the partnership with The Miami Beach Chamber of Education through a contract with The City of Miami Beach.

As the Nurse Enhancement Initiative progressed, so did the level of natural cooperation among the entities and municipalities involved. These alliances were vital to the sustainment and success of the programs in The Nurse Enhancement Initiative by providing additional funding opportunities and expertise to increase learning transfer.

Libbin discussed instances of this increased cooperation during the interview:

**Jerry Libbin:** Earlier this year, we [The Chamber Education Foundation] got a call from the Miami Beach Police Department and they asked me would we be willing to accept \$9,000 in our education foundation that they have from police confiscation funds. The police department would like to use the funds as an equivalent to an "officer friendly program", to go into the classrooms and make friends with the kids so that they understand the role of the police. So, we now have that program.

**Jerry Libbin:** ...this year there was a grant opportunity that Leslie [Rosenfeld] and I saw from the Miami-Dade State Attorney's Office that offered another \$50,000 to add additional mental health counseling. She [Leslie Rosenfeld] felt the priority was to try to get another two or three days at Miami Beach Senior

High, where the kids really need it most. We wrote a grant together in the partnership with Renkin, The City of Miami Beach, and The Miami Beach Chamber Education Foundation and we won the grant. We are now were authorized to hire personnel, and were able to hire on November 27<sup>th</sup>, a masters social work level person to become that mental health level awareness counselor. They ran it [mental health programming] two or three days at Miami Beach Senior High and one day each at a couple of the other schools. We have all these programs under the Health Care Initiative, which originally was just the Nurse Enhancement Initiative.

The Health Care Initiative represents the connection between the business community and public education. Jerry Libbin explained the importance of the synergy between the two sectors and how he created The Link program to demonstrate the “linkage between The Chamber, which is representing the business community, and public education represented by the high school [Miami Beach Senior High].” The Links Program runs through the Miami Beach Chamber of Education Foundation and provides funding, up to \$1,000, to be used for any program, and/or program expenses (excluding salaries) to start something “that's new creative and innovative in the classroom.” Libbin discussed some of the projects that The Links Program funded:

**Jerry Libbin:** We've funded some robotics things and some really cool projects that would have never seen the light of day [without The Links Program funding]... We're [The Chamber Education Foundation] actually going to meet

soon to review the 79 applications we had this year, to which we're going to decide which grants go to which schools... We also have been, historically, giving college scholarships to high school graduating seniors... Last year we had 11 applicants, we interviewed them all and we awarded seven scholarships totaling \$7,000. Many of the were kids from Miami Beach Senior High and a decent percentage of them are going to Miami-Dade Community School and FIU, where in-state tuition (with a Bright Future Scholarship) might only cost them \$2,400 a year. So, the \$1,000 scholarship is almost 40% of their total cost.

#### Adaptability

During The Miami Beach Chamber of Commerce interview Libbin also described the process The Chamber took to adapt to the evolving economic and sociopolitical conditions of The City of Miami Beach:

**Jerry Libbin:** Our new mayor, Mayor Gilbert, has a commitment that he wants to increase the enhancement enrichment programs throughout the whole Compact. So, we thought how could we help to meet that goal instead of taking \$7,000 or \$7,500 and giving it in scholarships?

The City of Miami Beach, prior to the mayor's recommendation, had started a survey that asked the parents of all eight schools what they wanted prioritized in terms of education enrichments programs. From that survey the Chamber of Education comprised a list:

**Jerry Libbin:** And we came up with a whole list of things and sent out to all the schools and the number one thing they wanted in seven out of the eight schools by percentage of votes was after school programs; high quality afterschool programs onsite.

**Jerry Libbin:** So, for \$7,500 we could fund five programs, one in five different schools. I mentioned that to our committee and they thought that made a lot of sense. We would have 50 kids and [would be] making the money go further [than the \$1,000 scholarship] because we would be impacting 50 kids instead of seven. So, we have a meeting with the mayor and we're likely to switch.

**Jerry Libbin:** On top of that, we are going to reach out to The Chamber members who have specialties that might be willing to give their time, once a week for ten weeks, to teach computer coding, art, music, etc. We are looking to launch this as soon as possible.

#### Hurricane Irma Impact

During The Miami Beach Chamber of Commerce interview, Jerry Libbin explained what he believes The Chamber and Chamber Education Foundation's role is in the process of working with displaced students and those impacted by the hurricanes in The City of Miami Beach and Miami-Dade County Public Schools:

**Interviewer:** How do you see the programs and services offered by The Chamber



and Chamber Education Foundation changing or accommodating this influx of people and the residual effects they [displaced student and families] have from the disasters?

**Jerry Libbin:** In terms of hurricanes, it really doesn't impact us [Chamber and Chamber Education Foundation] in terms of what we are doing at all. It really is more of a school board issue, because the things schools have to deal with [because of the hurricanes] are serious funding [issues] and schools and school boards are always strapped [for funding]... So, I think the burden is really on school boards and county and city governments, and the decisions they have to make in terms of spending.

**Jerry Libbin:** For the most part I don't think that those things will impact what we [The Chamber and Chamber Education Foundation] do because the new students that arrive will be offered the same opportunities [as other students] and if we like the quality of the program we will just continue on... all of our programs offer equal opportunity to all eight schools and their teachers and students... We're blind to who they [students] are or where they come from.

#### Utilization of The Chamber of Commerce

The Miami Beach Chamber of Commerce plays an active administration role in the education process as a proven solution in bringing together the business and education communities to confront many of the concerns facing schools within The City

of Miami Beach. In The Miami Beach Chamber of Commerce interview, Libbin explained that in spite of The Chamber being an established model to address education issues in The City of Miami Beach he feels that The Chamber is underutilized:

**Libbin:** I'm not sure The Chamber of Commerce is really getting the credit it deserves and that's something we never talk about. We [The Chamber] are lost in the shuffle, which is sad. We're [The Chamber] really the focal point of this [Health Care Initiative] and yet, somehow, we get lost and we're trying to see how to promote [to change that].

**Libbin:** The principals and teachers know [about the efforts of The Chamber and Chamber Education Foundation], but I'm not sure that translates to the parents and students. All they know is they got a new program, but I'm not necessarily sure they understand that it's because of The Chamber Education Foundation... We want people to be proud of their chamber, which will lead to more membership and more contribution to the educational foundation if people understand that's what is happening.

#### Miami-Dade County Public School's Parent Academy Interview

On February 2<sup>nd</sup>, 2018 Barbara Biggart<sup>10</sup> of the Miami-Dade County Public School Parent Academy was interviewed and asked to provide insight on The Miami-Dade County Public School's Parent Academy and the program's relevance to The City of

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<sup>10</sup> Teacher/counselor and Chair of KidCare Coalition of Miami – Dade County

Miami Beach and The Education Compact. Furthermore, Barbara Biggart explained in the interview what the Parent Academy is by providing context surrounding the issues it tries to solve, and the services it offers to the parents and families of students in the Miami-Dade County Public School district:

**Interviewer:** Can you tell me about the Miami-Dade County Public School Parent Academy and give a general overview of some of the programs and services offered?

**Barbara Biggart:** We [The Parent Academy] are grant funded and have been with the district for more than 10 years as a board approved initiative to provide information, resources, and a variety of modalities to help the parents in the school district. We offer workshops to the schools, they [the schools] communicate with us and we actually have a digital platform and share point where we give access to a school liaison who is able to look at our course offerings and make schedules based on our calendar - and that electronic communication tool has been very helpful. We let the schools tell us ‘we would like to have a workshop in this area.’ It’s usually once a month because we [Miami-Dade County Public Schools] are a huge district. We [The Parent Academy] are able to go to each school on a weekly basis. We have core areas of service, or focus areas, of our courses like maintaining a healthy lifestyle, the Home-School Connection, Parents for Peace, Parenting in the New Millennium, Pathways to Family Enhancement, and we also have a special resource center

where we provide computer skills and type of services that are more oriented towards the parents themselves.

The Parent Academy touches directly on the emphasis of priority area seven (technology) of The Education Compact's focus areas, and the key intended outcome to improve youth and parent access to technology by measuring the number of opportunities for technology training at school sites for parents/guardians. According to Biggart, the purpose of the type of technological training offered by the Parent Academy is to help the parents better understand technology and to Parent in the New Millennium<sup>11</sup> because, as she explains, "we [society] have very important issues with technology today and communicating in general." The Parent Academy addresses these issues by providing "a special resource center where we provide computer skills and type of services that are more oriented towards the parents themselves," but also to "help the parent help the students to achieve success." Biggart then went on to describe the type of courses offered by the Parent Academy:

**Barbara Biggart:** In these courses, we explore many topics like family life, and the life of students in their schools, and helping to make the connection with the school administration and with the teachers to help the parents help our students to achieve success. Look at the Home-School Connection [a program offered through the Parent Academy] for example, what are some good practices and study skills? How do you connect with the school district? What are the

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<sup>11</sup> A focus area and program of the Parent Academy

protocols for communicating with the teachers and the administration? How do you help your child to become a better reader and what can you do at home? How do you approach testing and not being stressed about the test? Memory and thinking skills - another academically oriented workshop about how to help our students to develop the mental skills that will help them be successful. What kinds of resources are available in the summer time? What is important about coming to school every day? What are the implications for attendance and homework? What does the math look like? So, there are all kinds of school related workshops in our Home-School Connection.

Additionally, Biggart explained that The Parent Academy has the Parent Portal, which is a digital platform for the district, community, and parents to access electronic resources from their computers and mobile devices:

**Barbara Biggart:** It [The Parent Portal] is an electronic database that parents are able to access and have their own account in. They [parents] can have it as a mobile app on their phone. They put their children's information in and then they're able to see their children's grades, but they are also to see the bus schedule. All the health information/records and all the immunization records are in that portal. They [parents] have the capacity to email the teachers, they can receive notifications, and they can actually program it if they want to find out if their child exceeds whatever bar they set. If they want to know if their child got a grade better than, or below, a "C" they can receive a notification over the phone.

They get notifications from the district when there are special situations - like if school is going to be out or its in recess because of the impending storm. It's [The Parent Portal] an electronic communication tools that contains all the vital information about their student's progress, work, assignments, and electronic grade books. They can have a summary of all the credits their child has earned and what's required for graduation. So, all of that information is electronically maintained. They get to see information not only for standardized testing, but also weekly test scores that are put into the portal by the teacher. So, right at your fingertips it is a way to see how your child is progressing. It's a lot of resources available to the parents through the portal and sometimes we're able to have deals and giveaways. A few years ago they were actually able to award laptops to qualifying family members and that was advertised through the portal. It's a marvelous tool for our families and something that more and more parents are really grateful that they can have access to at any time.

According to Biggart, The Parent Academy strives to educate the "whole child" and the family by approaching the full spectrum of circumstances and things that go into learning and living through its educational courses:

**Barbara Biggart:** Miami-Dade County Public Schools has a very impressive selection of magnet schools and choice programs, so we want our parents to be educated to understand what options are available to their child. How does their child's brain develop? These areas of exploration are new pathways. We talk

about financial stability, community resources, and preparing for jobs. We have sign language classes that are being offered by someone certified. The Healthy Lifestyle is always a lot of fun because we talk about ways that we can clean our environment and how we can create gardens in our back yard. We look at what can we do to maintain a healthy lifestyle and manage stress. Through a small grant, we provide support to family members to help them enroll students in the Florida Kid Care, where through online enrollment they can provide their children with high quality, lost cost health insurance. We focus on emotional health and bullying prevention, violence prevention, resolving family conflicts, and the pressure from technology in the Parents for Peace section.

#### Home-to-School Connection

In the Miami-Dade County Public School's Parent Academy interview, Barbara Biggart mentioned that a strong "home-to-school connection" was a point of emphasis for The Parent Academy:

**Barbara Biggart:** One important component of all this work is the fact that the parents become more familiarized with the schools, and more comfortable, which encourages them to take a more active role in the life of the school itself. Are you part of the PTA? Are you joining the special committee or the oversight committee that works with the school administration and gives them parental input? Being a part of these workshops help familiarize our families with

members of the school administration, school community, and makes a much stronger home-to-school connection.

The Home-to-School Connection program's goal is to fosters a sense of community and actively establishes relationships. Barbara Biggart further explained how the ongoing nature of The Parent Academy and the partnership between the schools and communities helps to establish these types of strong relationships:

**Barbara Biggart:** We [The Parent Academy] work really well with our community involvement specialist for funding through Title 1 - although its not always a community involvement specialist, it could be a school counselor. It could be someone in the main office that is very involved with community engagement in the school, but every school identifies a liaison to work with us to schedule workshops... And I think this is another great thing about being involved in an ongoing nature, because we build up stronger relationships and the school gets a better sense of what parents really are interested in and what other things could be offered. So, I think it builds a school community and serious relationships.

#### Program Supply and Demand

Barbara Biggart also mentioned in The Miami-Dade County Public School's Parent Academy interview that the demand for courses and services has steadily increased since the Parent Academy's inception. The demand from Miami-Dade County



Public Schools, which is one of the largest school districts in the country, can undoubtedly put a strain on program capacity. The next set of interview questions focuses on how the Parent Academy is dealing with those increases in demand:

**Interviewer:** Have you seen an increase in demand for courses and services from the beginning of the program until now?

**Barbara Biggart:** Yes, and we certainly increased our course menu over time.

**Interviewer:** Do you project that trend of demand and more offerings will continue?

**Barbara Biggart:** Yes, and I also think there will be some natural collaboration that will take place and because of that we may see certain areas where there will be a Focus Neighborhood Resource Center, where there might not have been one before, so that there are multiple places that parents can go for information and resources. One thing that I think is a constant is the support system of schools [towards the Parent Academy]. It [the support] creates that comfort around embarking on new activities and new resources, so I don't think we could do these things without that core support of the school community.

**Interviewer:** And what happens now, after the hurricanes? How are you [The Parent Academy] identifying new stakeholders in the community, new obstacles to overcome, and how have they affected the services that are offered?

**Barbara Biggart:** I haven't seen that [new obstacles requiring new or increased services pertaining to impacted students and families]. I think that the federal government has done an excellent job coordinating service for families upon arrival. Families that first arrived here from Puerto Rico and The Virgin Islands, they actually had intake in the airport. There was a place they could go immediately to get into the data basis to receive necessary services, so it made it very convenient. That was a prevalent practice for people that were coming here because of the storms and the devastation. So, I think they [federal government] have been serving the families well. I have met [displaced and storm impacted] families and they seem to be connected with other family members that are here in the community. Some of them already had family members that were living here in South Florida and I think the transition has been smooth. At least to my knowledge.

**Interviewer:** Right, and the aftermath is still ongoing so it's hard so to get a grip on it right now since its still happening.

**Barbara Biggart:** Personally, I would say I've had an obstacle of language barrier, because I only speak English and I do present at schools where the majority of the intendants speak Spanish. But we have had the good fortune to be able to work with a school liaison, who can often translate information and share the information in a second language. Although, I do think that experience has been beneficial. For one, I think that those that have had experience providing the

translation services bring their enthusiasm and rich insight into it. It becomes a real collaboration, which is positive and everyone ultimately sees the model that we may not all have the same words for the same ideas, but were all working together and we're learning together to bring real ideas together. So, that collaboration I think is really a plus. For me that has been a very positive experience.

#### Program Adaptability

During the Miami-Dade County Public School's Parent Academy interview, Biggart discussed how The Parent Academy is flexible enough to accommodate new things into the structure, which helps to sustain it and allows it to remain relevant:

**Barbara Biggart:** Curriculum changes and we [The Parent Academy] update our curriculum so that we are current. That way our parents know that they are getting the most up to date information. The course standards were adopted when Common Core came and we adopted the Florida standard. We developed our workshop offerings to help parents understand the rationale for the new modality of teaching and learning and also to orient them to the website resource system because we noticed parents are becoming very tech savvy and they appreciate linkages and appreciate knowing they can put the Parent Portal on their phones.

We have the Dade Schools Mobile App and they are able to access a wealth of information about their students like performance and the ability to communicate

directly with the teachers by e-mail through their phone online. We're telling parents and we're showing them places they can go online to see examples of the testing and to see examples of the community resources that they can go to and find out more through the online connection. I think that's a trend we've noticed that a lot of parents are becoming more and more adept with technology.

**Interviewer:** I look at community building and organizational culture, and it starts with the organization and its goals, strategies, and identity and that really trickles down to everybody, even in the actual community so that is really important.

**Barbara Biggart:** The [Miami-Dade County] school system has definitely made an effort to accommodate, not only within our Parent Academy, but I know in other departments and school districts they have services and they have protocols to help these families.

#### Common Threads Interview

Common Threads is a non-profit organization founded in 2003 in Chicago.

Common Threads now has corporate headquarters located in Chicago, Texas, and Miami.

Common Threads was created to:

Bring health and wellness to children, families, and communities through cooking and nutrition education. By integrating preventative health programs into school

districts and community organizations, Common Threads not only helps combat the rising number of diet-related diseases, but also cultivates a culture that embraces a healthier lifestyle and celebrates diversity through food.<sup>12</sup>

The Common Threads programs offered in The City of Miami Beach feeder pattern schools was discussed previously in chapter four of this dissertation. On February 20, 2018, Rachel Biderman, program manager for Common Threads, provided insight into how Common Thread's programming has progressed and affected The City of Miami Beach and Miami-Dade County Public School's community:

**Rachel Biderman:** ... We truly believe our programing supports what's happening in the classroom. Our materials are aligned to Common Core standards so there are readings that deal with math and science, and [those programs] are directly supporting what they [students] are already learning in the classroom, which is really exciting for us and something we believe is really important.

**Rachel Biderman:** ... We do evaluate our programs, we have an internal and external evaluation where we randomly evaluate partner schools through a pre and post [program] survey, so we do have quantitative data that shows the program's effectiveness. Kids who take our classes are more likely to eat fruits and vegetables and make healthier food choices. Qualitatively, the kids are more confident in the kitchen, are having fun, and are meeting other kids that they

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<sup>12</sup> ("Common Threads", n.d.)

might not normally interact with during the school day, so there is an opportunity for social and emotional learning as well.

More specifically, the pre and post surveys mentioned by Biderman (nationally) have shown that:

1. 79% of students answer five of seven nutrition knowledge questions correctly after participating in the programming.
2. 51% of students like vegetables after participating in the programming.
3. 67% of students agree or strongly agree that they tell their families about healthy eating after participating in a Common Threads Course.
4. 43% of students consumed vegetables at least once per day after participating in the programming.
5. 67% of students have high preference scores for home cooked food after participating in the programming.
6. 90% of students reported that they were confident in three cooking skills after participating in the Cooking Skills and Cuisine program.
7. 97% of students tried at least three vegetables after participating in the programs.<sup>13</sup>

Additionally, Common Thread's national impact includes:

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<sup>13</sup> ("Common Threads", n.d.)

Table 18. Common Threads National Impact

Meals and snacks = 660,094+	Students reached = 68,893	Annual volunteers = 600
Teachers trained = 500+	Cooking Hours = 666,555	Partner schools = 130

*Adapted from (“Common Threads”, n.d.).*

Crisis Relief Efforts

During the Common Thread’s interview, Biderman discussed Common Thread’s potential to assist in the district’s hurricane Irma and Maria relief efforts:

**Interviewer:** Recently, hurricanes Irma and Maria had an impact on the Florida school system and the Florida governor said that there might be as many as 20,000 displaced students that Florida would welcome into the school system. How do you see Common Thread's programming incorporating these new students and challenges? Is there a need to "tweak" the approach and are there different things the organization is identifying as an area of need because of the hurricanes?

**Rachel Biderman:** First of all, we [Miami-Dade County Public Schools] were out of school for almost two weeks and a lot of our schools in Miami - Dade

County were [used as] shelters. The school board did an amazing job handling it, but that was a very difficult time for everyone. That set us [Common Threads] back as far as program scheduling. As far as the displaced students, especially from Puerto – Rico, or those areas affected by the hurricanes, we [Common Threads] haven't personally seen that impact. I think that will be more on a school level or administrative level. In our [Common Threads] classes, we have 20 spots available, so they are going to be filled either way. I would love to know if some of those displaced students are taking our classes, but we don't have that sort of information. We don't have a way to know that is taking place.

Personally, I went and sat in a couple of roundtable discussions and panels about hurricane Irma's impact in the community and that covered a whole array of topics - tree falls, food and security, housing, hygiene, food stamps. We're [Common Threads] in the community and want to participate in that sort of work, but in context of our programs we haven't been impacted by the hurricanes besides being set back a few weeks.

### Supply and Demand

Biderman also mentioned in The Common Thread's interview that as the Miami-Dade County population grows, organically and because of displaced residents, so will the demand for the programming offered by Common Threads:

**Interviewer:** In the future do you see the programming offered through Common



Threads expanding or are smaller numbers more desirable to have an individual impact and more personal interaction?

**Rachel Biderman:** We [Common Threads] have grown a lot in the past couple years and one of the things we found, organizationally, is that we want to make sure our programs are effective and having an impact. So, I wouldn't say we're scaling back, but we are not expanding as aggressively as we have been. I do think our program will continue to grow, but not as drastically as it has been. We want to make sure that we are administering our programs with fidelity and people are getting a quality program.

**Interviewer:** Where do you see areas of potential growth? Are there areas in the community where you can see new programs emerging or current programs expanding?

**Rachel Biderman:** Family and parenting programming continues to be an area of focus and an area of need. We [Common Threads] are doing a lot of grocery store tours, which I think is an important program and skill set to have [healthy and smart shopping]. Teaching people how to shop, and not everyone has access to grocery stores, so were [also] looking at thinking about convenient store or corner store tours. If that is where someone has to go to get their food, let us show them what are some of the healthier options they have in there. We're also seeing a lot of community impact work. For example, taking a community

approach and working with schools, health centers, parks for physical education, co-ops to provide fresh foods, and forcing a lot of collective impact. I think meeting people where they are at is really important. [For example] If we are going to serve constituents in little Haiti then it is important we have Creole speaking instructors. Being sensitive to the melting pot that is South Florida [is important]. I believe food scarcity continues to be an issue, especially after the hurricanes we saw that, so making sure people have access to fresh food and if that means creating more food banks or points of access I think that it is necessary.

#### Collaborative Efforts

A community approach to addressing issues in the culture is something touched on by all the interview participants. During the Common Thread's interview Biderman discussed what could be done communally to address the issues facing the organizational culture and what could be done by the organizations that Common Threads collaborates with to make Common Threads programming more affective and accessible:

**Rachel Biderman:** A lot of the organizations we [Common Threads] work with are amazing, so it is hard to give constructive criticism or feedback. I think one thing that a lot of funders are looking for now is collaborative grants and really seeing us working together, so I'd say being more open to the collaborative work between organizations. [Also] Supporting in the recruitment of parents and

families to a program continues to be a challenge across the board, so I say using the network that other organizations have to help get the awareness out there that these programs exist and then recruiting people to the programs.

#### Diversity and Participation

During the Common Thread's interview, Biderman was asked more specifically about diversity and participation as a response to her statement about the challenge of family recruitment in Common Threads programming:

**Interviewer:** Do you see a lack of diversity or participation from certain ethnic groups in any of your programs?

**Rachel Biderman:** I find that there is a lot of diversity in our programs and I think that speaks to Miami being such a melting pot and there being so many different cultures. One thing I will say, down south like in Homestead [Florida] we hear a lot and see a lot of lack in family and parent engagement. That could be [contributed] partly to some of the residents being undocumented and [their] fear of coming forward for programming of fear that something might happen or of being deported, so we have heard things like that taking place down south. So, that plays a part in low parent participation.

This issue of undocumented residents is beyond the scope of this dissertation, but is an issue that deserves further research. It should be a point of concern to better understand

how it plays a role in participation and affects the measurement data from things like the Miami-Dade County Public School's Climate Survey and the Miami Beach Community Satisfaction Survey that The City of Miami Beach, Miami-Dade County Public Schools, and Education Compact rely on to inform their program and policies.

The interview data provided by the participants gave this research inquiry valuable insight into what The Education Compact and its collaborative partners are doing to positively influence The City of Miami Beach and Miami-Dade County Public Schools communities (organizational culture) through educational enrichments programs. The next chapter (chapter six) will provide a breakdown of the impact of The Education Compact's education enrichment programs on the organizational culture. Additionally, chapter six of this dissertation investigates the implications of the non-reactive data (secondary data collected without direct contact with research participants) previously described, and presents a thematic analysis and qualitative inquiry of the interviews data to give the researcher's perspective on the case.

## Chapter 6. Data Analysis

This chapter of the dissertation contains an analysis of the information previously presented in chapters four and five. This analysis is based purely on observations from the author as a researcher, not consultant for The City of Miami Beach, Miami-Dade County Public Schools, or any other entity involved with The Education Compact. More specifically, the following sections will analyze the information presented in this dissertation that describes the creation, structure, and efforts of The Education Compact, as well as the experiences of collaborative partners of The Compact. The evaluation starts with The Compact's education enrichment programs in chapter four, and continues<sup>1</sup> with the interview data provided by Police Chief Oates and The Miami Beach Police Department; Jerry Libbin and The Miami Beach Chamber of Commerce; Barbara Biggart and The Miami-Dade County Public School's Parent Academy; and Rachel Biderman and the Common Threads organization at the end of chapter five. After discussing the implications of this data, this dissertation will discuss potential opportunities and problem areas identified by the researcher during the research inquiry.

### Impact of Educational Enrichment Programs on The Organizational Culture

The Education Compact used community input from The City of Miami Beach's annual Community Satisfaction Survey to narrow the scope of education solutions aimed

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<sup>1</sup> In the same order laid out in the previous chapters.

at counter balancing the decline of student retention and achievement ratings. The Compact implemented an innovative strategy that created programs and initiatives that addressed multiple factors that were affecting The City of Miami Beach and Miami-Dade County Public Schools communities, or The Compact's organizational culture. Deeply entrenched cultures evolve slowly over time; therefore working in and within the culture has consistently proved to be the best approach. All too often cultural initiatives are looked at as a last resort, except for top-down exhortations to change, but cultural intervention can and should be a priority of organizations early and often. The Compact used the Community Satisfaction Survey as a way to monitor and measure the evolution of its organizational culture and as a tool to clarify its organizational purpose and refine its strategy. In this sense, The Education Compact utilized organizational culture as an accelerator of progress and performance, rather than a diversion.

#### Impact of The International Baccalaureate Program

The Miami Beach and Miami-Dade County Public School's Education Compact serves as a case example of the potential type of impact The International Baccalaureate program can have on students, families, and communities when implemented and governed in such a way that it promotes equitable education. During the initial phone conversation with Dr. Leslie Rosenfeld, Chief Learning, and Development Officer for the Organization Development Performance Initiative at the City of Miami Beach, I asked her what she attributed the success of The International Baccalaureate program (in Miami Beach and Miami – Dade County Schools) to. She replied that there is a unique

atmosphere set within the city, school system, and communities as a direct result of the efforts of The City of Miami Beach and Miami-Dade County Schools through the Education Compact and the implementation of The International Baccalaureate program. Dr. Rosenfeld describes the atmosphere as one of cohesiveness, familiarity, and tangible benefits that support the value of education. Furthermore, by implementing The International Baccalaureate program from K-12 there is fluency in the requirements, nature of work, and expectations of the students. All schools within The City of Miami Beach are operating under the same program, which instills in every student, not just an elite class that they are capable and expected to operate under the pillars of The International Baccalaureate curriculum. By focusing on students as learners with cognitive differences The International Baccalaureate program promotes the development of schools that create educational opportunities that encourage individual and shared responsibility; help students develop flexibility, perseverance, and confidence they need in order to bring meaningful change; inspire students to pursue personal aspirations; and encourage the creation of rich personal and cultural identities.<sup>2</sup>

The International Baccalaureate program impacts students by problematizing the access channel of education, or the ability to provide what The International Baccalaureate refers to as “concurrent learning” or “authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects.”<sup>3</sup> Concurrent learning not only affects the students, but also their families and communities, which in

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<sup>2</sup> (“About The IB”, n.d.)

<sup>3</sup> (Hill, 2012)

turn can help to improve the quality of education and living for all residents (a goal of The Education Compact). According to The International Baccalaureate Learner Profile, the aim of all International Baccalaureate programs is to develop internationally minded students who help to create a better and more peaceful world people by recognizing their common humanity and shared guardianship of the planet.<sup>4</sup> Furthermore, the concurrent learning model of The International Baccalaureate program helps to provide authentic learning opportunities for students in The City of Miami Beach and Miami-Dade County Public Schools that go beyond the scope of traditional education subjects.<sup>5</sup>

#### Thematic Analysis and Qualitative Inquiry of Interview Data

Trustworthiness and credibility in qualitative research is dependent on the qualitative data's credibility, transferability, dependability, and confirmability,<sup>6</sup> which are all things a thematic analysis can provide. A thematic analysis takes data obtained from credible sources and looks for parallels, or "themes," expressed from one source to the next. The identification of these themes from multiple, distinct sources, increases the finding's dependability and confirmability based on the themes ability to be transferred and corroborated.

Moreover, the following themes in this section of the dissertation were identified from a thematic analysis of the interview data presented in chapter five:

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<sup>4</sup> ("About the IB", n.d.)

<sup>5</sup> E.g. math, science, english, etc.

<sup>6</sup> (Lincoln and Guba, 1985; Nowell, Norris, White, Moules, 2017)



1. Increasing the accountability of schools to academically prepare students.
2. Promoting more community engagement between citizens (traditional and displaced families) and law enforcement.
3. Adding additional support systems and revenue streams for existing programs to sustain them as the population and demand for them grow.

All of these themes distill into increasing collaboration, cooperation, and partnership among organizations and actors in The City of Miami Beach and Miami-Dade County Public Schools to enhance the existing programs and initiatives of The Education Compact. More specifically, the common issue presented by the interview participants was increasing the collaboration, cooperation, and partnerships between the business and education communities to provide supplemental aid to the efforts of the local and federal governments. In urban communities, cooperation among institutions and organizations is valuable, but not automatic. Cooperation is more likely to grow under circumstances that achieve some degree of reciprocity. The City of Miami Beach and Miami-Dade County Public Schools have successfully utilized unusual amounts of collaboration through The Compact, but some of the programs and services offered through The Compact could benefit with increased individualized support. Examining what collaborative partners think could help The Compact in those program efforts, and incorporating that feedback into the organization actions, when possible, ultimately makes the organization more effective and promotes reciprocity.

The following sections examines the individual interviews of The Miami Beach

Police Department, The Miami Beach Chamber of Commerce, The Miami-Dade County Public School's Parent Academy, and the Common Threads Organization with respect to the researcher's analysis, common themes identified, and the specific issues voiced by the individual organizations and their members.

#### Police Chief Oates & Liaison Officer Interview Analysis

##### Education

The questions from the Miami Beach Police Chief Oates and School Liaison Officer Program interview provided information that potentially explains the discrepancy between Miami Beach Senior High having a 122% International Baccalaureate Diploma Program growth rate and 82.3% International Baccalaureate diploma attainment rate,<sup>7</sup> and the school being below the required state accountability grade<sup>8</sup> with no progression since 2006.

Miami Beach Police Chief Oates identified an issue of preparedness from, both, the students' initiative, and the school's educational training at Miami Beach Senior High. However, this issue is not necessarily an indication of the intelligence of the students or their willingness to learn, nor is it specifically indicative of the teachers and their ability to educate. It seemingly is symptomatic of an ideological focus of the school, where certain advance curriculum programs take priority over the traditional

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<sup>7</sup> Among the highest in the nation.

<sup>8</sup> Miami Beach Senior High has not progressed past a C grade in the Florida accountability grade scale since 2006.

curriculum. Additionally, the puzzling gap between sub-par scores of the school and the high levels of achievement in the International Baccalaureate program in Miami Beach Senior High seems to identify the interest of those governing the school through the various academic levels of the school and the supporting statistical data. There is seemingly an emphasis on creating a challenging curriculum with programs like the International Baccalaureate and Advanced Placement dual-enrollment courses, as shown by the success of the students who participate in those optional programs at the high school level. Conversely, the same attention does not seem to be given to other academic areas in the high school and to the students, who are not participating in the advanced academic programs, to increase their learning, comprehension, and preparedness.

Additionally, Police Chief Oates identified a “pull” that he experienced in teaching the class at Miami Beach Senior High that can affect the quality of education for the students. Chief Oates explained that, “I feel pulled between the schools interest in having these kids do well and score well enough to pass and the colleges demands that they perform at a college level.” Miami Beach Senior High, as a school within the city feeder pattern, does have an monetary interest with the annual cost of the International Baccalaureate curriculum and AP/dual enrollment courses, and in terms of remaining consistent with the success of the other schools in the area to have students do well and achieve passing scores. However, that interest should not create a pull to achieve certain scores at the expense of ensuring that each student meets the minimum standards and has the necessary basic skills to perform at the next level.

This analysis does not identify Miami Beach Senior High as a failing school with unqualified staff, or of students and/or a community that is lacking in intelligence, but rather identifies opportunity areas for improvement. Similarly, Police Chief Oates explained, his “impression is generally very positive with Miami Beach Senior High and its impact on the community” and he does not presume that this one course has had anything to do with the overall culture in the school. At the same time, these isolated experiences must be examined as a part of the bigger picture. This type of analysis cannot be performed in a vacuum, in which no correlations can be drawn, but within the context of the Florida accountability grades and Miami Beach Senior High scores in those metrics so that parallels can be identified.

#### Safety and Community Relationships with Law Enforcement

The relationships built between the police department(s), the school district, community, and students are particularly important because those relationships affect the feelings of safety within the schools, and the community’s trust in the law enforcement that is sworn to serve and protect it. This sense of safety and security is addressed directly as a main component in The Miami-Dade County Public School’s School Climate Survey. Miami Beach Senior High staff answered questions concerning safety at their school less favorably than staff from other senior high schools in the district, as well as questions concerning violence, gang activity, and substance abuse. Miami Beach Senior High parents, who were asked similar questions about the school, also answered

the questions less favorably than parents from other senior high schools.

The prevention programs mentioned by Miami Beach Police Chief Oates and the other members of The City of Miami Beach Police Department are extremely effective, and could address some of the concerns of the students, parents, and staff at Miami Beach Senior High, but are primarily implemented in the elementary and middle schools. According to the School Climate Survey, the high schools, particularly Miami Beach Senior High, have the greatest need for diversionary measures, intervention, and drug educational programs. There are efforts being made to counter the higher levels of substance abuse with programs like the School to Work Mentoring Program, where 19 students from Miami Beach Senior High are paired with police officers to build lasting relationships, but these efforts are needed on a larger scale. The Miami Beach Police Department is limited in the additional services it can offer due to budget constraints, something Police Chief Oates acknowledged during the interview, “I don’t see the School Liaison Program going into the high school realistically because of budget constraints.” There is an opportunity here for The Education Compact to acknowledge the concerns of the students, parents, and staff at Miami Beach Senior High and address them with collaborative efforts of local government, non-government organizations (NGO), and specialist to supplement the Work to School Mentorship Program and other efforts of the Miami Beach Police Department.

Hurricane Irma’s Impact on Miami Beach Police Department Programs

Even though the interview participants from the Miami Beach Police Department have not noticed any new issues, which can be seen as a positive, that must be tempered with the reality that the affects and changing dynamics (as a result of the hurricanes) are far from over and must be constantly searched for. Additionally, new stakeholders in The City of Miami Beach community and school system must be identified for new relationships between those residents and the city to be forged and for dialogue to start to better understand new potential obstacles that population may face. Communication is essential during crisis management, not only between the community and organizations serving it, but also between the community organizations themselves. Police Chief Oates explained that he was “...not sure that any of those [hurricane impacted and/or displaced] students migrated to Miami Beach in particular,” but a recent public information request identified 22 (2 have withdrawn for a final count of 20) impacted students who registered for schools in Miami Beach as of December 17, 2017, and more are expected. A breakdown of the impacted students in The City of Miami Beach is shown in the **table below:**

Table 19. Hurricane Impacted Students in Miami Beach

<b>The City School's Impacted Students</b>	<b>Registered</b>	<b>Withdrawn</b>	<b>Total</b>
North Beach Elementary	7	1	6

Mater Academy	0	0	0
South Pointe Elementary	2	0	0
Biscayne Elementary	0	0	0
Feinberg/Fisher K-8 Center	1	0	1
Nautilus Middle School	4	0	4
Miami Beach Senior High	8	1	7
Miami Beach Adult and Community Education Center	0	0	0

Information like this is vital and must be shared with and within organizations in The City of Miami Beach for each collaborative partner to operate and serve the community to its full potential.

## Opportunities for Improvement in the Organizational Culture

Organizations should evaluate programs for effectiveness and success in reaching the program goals, and then should systematically look for structural organization and procedural program improvements. This cycle helps to determine an organization's adaptability and its ability to operate at a high level. Even though certain procedures work, that does not mean there is not room for organizational or program improvement, or does it guarantee that those procedures will continue to be effective.

Simply implementing innovative policies is not enough, documenting or bearing analysis of the effects of those policies must be part of the equation.<sup>9</sup> This is exactly what Miami Beach Police Chief Oates is advocating for when he explained that, "I told everyone involved that I'm not going to teach next semester, and that before I teach again, I want to regroup and have a conversation with everybody about how we can fix these problems for next year." Dialogue about what went right, wrong, and what can be done better is essential in ensuring that the goals of all involved in the policy/program process are aligned and that the relationship between the individuals, organizations, and departments involved are in tune with the interest of those the policy affects.

The relationship between the organization(s) and organizational culture needs constant evaluation and cultivation to strengthen the external bonds with the community. Captain Phrogner of The Miami Beach Police Department acknowledged this dynamic in the interview by explaining the importance of developing those relationships when

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<sup>9</sup> (Cohen, Hill, 2001; Honing 2006)



families move into the Miami Beach neighborhoods. Captain Phrogner suggested that police should “intervene right away” and “introduce themselves, let them know from the get-go what resources are available to them from the city, and that the police department has a partnership with the community and that we are available to them.” This proactive approach helps to shape those new community member’s mental representations of the dynamic processes in the community. This mental representation is important because, through it, people construct intuitive models from their experience and encode their biases, expectations, and perceptions about their respective community and environment. These new community member’s knowledge and experience help shape their opinions of, expectations, and level of engagement with the community, community organizations, and community norms. Mental representations play an active role in the construction of meaning from interactions with the environment, so preemptive fostering of positive relationships is very important.<sup>10</sup> Miami- Dade County and The City of Miami Beach constantly expand and improve their marketing materials and websites for better effectiveness and reach, but the procedures that allow for timely and responsive physical interactions must be constantly evaluated and improved as well. These personal interactions provide a level of understanding and communication that can potentially uncover needs and interest that electronic communications cannot. This open and intimate channel of communication can increase community engagement, or as Captain Phrogner states, “maybe it’s just a matter of advertising a little better, or maybe not every

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<sup>10</sup> (Honing, 2006)

family wants to be involved in those things, but I think we can certainly try to get the message out the best way we can.”

### Jerry Libbin & The Miami Beach Chamber Interview Analysis

Similar to Stone’s (1989) description of performance regimes and their activist goals, Jerry Libbin of The Miami Beach Chamber of Commerce had an agenda to help bring the Healthcare Initiative, which was aimed at creating substantial improvement in education universally, to fruition. Performance regime theory states that the regime and its policies cannot be achieved by changes in a district’s internal leadership alone<sup>11</sup> and that idea was touched on during the interview. Even with Jerry Libbin’s position as Miami Beach City Commissioner, the appointment of new Miami Beach Mayor Dan Gelber, and the incredible efforts of the Miami-Dade County Public School superintendent, it still took additional relationships and lobbying to achieve the goal. Furthermore, performance regime theory highlights the difficulty in developing activist programs and initiatives and once they are successfully implemented they become difficult to maintain because, like the governing regimes themselves, require large amounts of resources and sources of popular support to maintain it.<sup>1</sup>

### Adaptability of The Chamber of Commerce

The activist efforts described by Jerry Libbin in The Miami Beach Chamber of Commerce interview are attempts to help level the playing field for underfunded and

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<sup>11</sup> (Stone, 1989)

underperforming schools and students by providing them with tools to increase their participation and success in the education process. Through creative policies, governance of those policies, and collaborative efforts The Chamber and Chamber Education Foundation encouraged meaningful change by helping to promote equity in the education sector, however, these actions are not insulated from external conditions and must be adaptive to change. The Chamber is able to raise additional funds through its oversight and strategic promotion of relationships between the business, government, non-government, and education sectors through the efforts of The Chamber Education Foundation. This funding is then used to address the needs of the private sector and education community as they arise. Therefore, The Chamber and Chamber Education Foundation are fully adaptive to the evolving economic and sociopolitical conditions they function within.

#### Additional Support of The Chamber and its Role in Crisis Management

The Miami Beach Chamber of Education plays role in the education process of The City of Miami Beach by working with The Education Compact to incorporate the individual needs, request, and proposals of the eight schools in the city's feeder pattern into its organizational efforts. Therefore, the responsibility to identify and better understand vulnerable populations in the organizational culture, including displaced and hurricane affected students and community members, is placed on The City of Miami Beach schools and Miami-Dade County Public School District. Additionally, The Chamber presents a proven solution as a fiscal agent within The Compact's working

economic model to address the issues and concerns facing schools within The City of Miami Beach and the larger Miami-Dade County Public School system. Moreover, The Chamber displays adaptability, foresight, and the ability to raise capital to aid and support The Education Compact, The City of Miami Beach, and Miami-Dade County Public Schools as a fiscal agent resource.

#### Miami-Dade County Public School's Parent Academy Interview Analysis

The Miami-Dade County Public School's Parent Academy interview with Barbara Biggart touched on multiple components worth mentioning and that support other findings in the study. Biggart mentioned in the interview that one of the emphases of The Parent Academy was the home-to-school connection, or the relationship built between the Miami-Dade County Public Schools community, parents of students in the district, and the Miami-Dade County Public School administration.

#### Home-to-School Connection

The home-to-connection mentioned by Biggart has the potential to get more parents involved with the Miami-Dade County Public Schools system. This increased level of support and participation that can be provided by The Parent Academy is something that could be beneficial for all schools in the district, and particularly at Miami Beach Senior High. The home-to-school connection at individual school within the district, which is overseen by the "community involvement specialist" at those schools, has the potential to be strengthened to encourage parents to take a more active role in the

life of the school itself. This focus could be extremely beneficial in addressing some of the concerns identified in The Miami-Dade County Public School's School Climate Survey for Miami Beach Senior High, which will be discussed in detail later in the chapter. From the demographic data of survey participants of the 2016 School Climate Survey, one of the major differences between the responses of Miami-Beach Senior High survey participants and other high schools in the district is the amount of unknown and undecided answers (U/U). The amount of vague responses and low survey return rate, particularly from the minority population, is problematic for Miami Beach Senior High because identifying issue(s) in the school and improving the culture is extremely challenging without the necessary information. The Miami-Dade County Public School's Parent Academy and the home-to-school connection have the potential to improve this exchange of information.

#### Demand for Services Offered by The Parent Academy

The "natural collaboration" mentioned by Biggart in the Miami-Dade County Public School's Parent Academy interview as a way to handle the demand for the program is an important concept and one that this study advocates for. Programs, like The Parent Academy are extremely effective and have untapped potential, yet are limited by budget constraints. Those program efforts have the opportunity to be more effective with additional support through increased collaboration, cooperation, and partnerships.

#### Additional Services Offered by Miami-Dade County Public Schools

Biggart also mentioned in the Miami-Dade County Public School's Parent Academy interview that there are other departments in the Miami-Dade County Public School district with procedures to aid families. One of these is the Miami-Dade County Public Schools Division of Student Services. The student services division has made an impact in the organizational culture through its Project UP-START, Homeless Education Program. The program assist in making sure the district meets and maintains the requirements set forth in "The Every Student Succeeds Act of 2015" (ESSA), the recommendations of The National Association for the Homeless Children and Youth (NAEHCY), and the operations of the McKinney-Vento Act, which is a year round federally mandated program.

The Every Student Succeeds Act of 2015 incorporates The National Association for the Homeless Children and Youth's recommendations to strengthen and improve the education of children and youth experiencing homelessness<sup>12</sup>, from early childhood through high school graduation in its requirements. The Every Student Succeeds Act of 2015 increases the identification, enrollment, stability, and school success of these vulnerable populations by incorporating best practices from states and school districts across the country. Additionally, The Every Student Succeeds Act of 2015 expands the availability and use of Title 1A funds by raising the authorized funding level for the McKinney-Vento Act's Education for Homeless Children and Youth Program.<sup>13</sup>

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<sup>12</sup> Over 1.3 million children and youth experiencing homelessness.

<sup>13</sup> ("NAEHCY", 2018)

According to Project UP-START, there were 8,000 displaced students last year in Miami-Dade County and it expects that number to increase by approximately 1,000 students with the hurricanes. Re-identification of eligible students takes place from year to year and there have been 4,000 students identified since August 2017, and students are still coming. These numbers illustrate the incredible need for services and programs to assist this population. In addition to identifying and working to assist “homeless” (as traditionally defined) youth, Miami-Dade County Public Schools and Project UP-START also works to help “unaccompanied federal youth.” According to Project UP-START, unaccompanied federal youth are identified as youth living in motels, hotels, shelters, FEMA housing, streets, parks, or substandard homes for more than six days. This definition is important because it may include many of the living conditions of displaced and hurricane affected students in The City of Miami Beach and Miami-Dade County. The district offers numerous services such as immediate enrollment into schools for those students, school of origin stability, and items such as uniforms and supplies for those students.

Furthermore, the district incorporates various departments into the assimilation process of displaced and hurricane affected individuals into Miami-Dade County. By incorporating multiple departments into the process, the district streamlines services and support to those students and families through events like its “Welcome to Miami” function. On December 2<sup>nd</sup>, 2017 Miami-Dade County Public Schools held an event for displaced students and their families, where they incorporated the human resource

department to help provide employment information, health department for medical services and information, the crisis team to talk about trauma, and community donors to help the new members of The Miami-Dade County community. This type of community action and cooperation alongside grant funded and board approved programs like the Miami-Dade County Public Schools Parent Academy really address the whole child and the socioeconomic and familial aspects of the students life, which influences their educational success.

#### Program Reliance on Federal Funding

Although the programs and services offered by Miami-Dade County Public School's Student Services and Project UP-START are extremely effective, they rely entirely on grant money and federal funding. The Every Student Succeeds Act of 2015 expands the use of Title 1A funds and the McKinney-Vento Act authorizes \$85 million for each fiscal year through 2020, but that allotment is dispersed nationwide, and is often divided on a "needs based assessment" and has strict regulations on how and when the funds can be used. According to a public records request, Miami-Dade County Public Schools has had 880 total registered students affected by the hurricanes since December 13, 2017 (146 have withdrawn for a final count of 734). This number has almost matched Project UP-STARTS anticipated number of hurricane affected students for the year (1,000 students) and it has only been a matter of months since the hurricanes struck (August/Irma and September/Maria). This influx, which does not include family members in the total count, has taken place in a matter of months and is still ongoing.



Given the goals and purpose of The Education Compact and the way it has aligned government, non-government organizations, and community support and resources for its collaborative efforts it seems inconsistent that programs covering such a pressing issue in its organizational culture would not have the same type of attention, approach, and oversight.

#### Common Threads Interview Analysis

Common Threads and its programming, mentioned in the Common Threads interview, in The City of Miami Beach and Miami-Dade County Public Schools is important, not only because it encourages students to make healthier decisions, but because of its potential to assist in the crisis management and response to hurricane Irma. More specifically, the number of meals and snacks provided, students reached, amount of annual volunteers, teachers trained, and partner schools show the scope of the Common Threads organizational efforts. However, Biderman made a comment similar to one made by Jerry Libbin of The Miami Beach Chamber of Commerce that, “We’re blind to who they [students] are or where they come from.” Furthermore, Biderman explained that Common Threads see the responsibility to identify and better understand these vulnerable populations as one that is held by schools and school boards.

Common Threads has programming that can help the displaced and hurricane affected students and families in the same way it helps other members of the organizational culture, but the act of identifying and encouraging the vulnerable

population within the community to participate in the programming rest on the schools and school board. In reiteration, information about the number of displaced students participating in education enrichment programs could be used to maximize those programs efforts, but that information presumably is not being shared by The City of Miami Beach or Miami-Dade County Public Schools. This lack of communication seems to happen because The City of Miami Beach and Miami-Dade County Public Schools have not created a metric that surveys the displaced and disaster affected students and their family's involvement and participation in education and educational enrichment programs.

#### Efforts to Increase Community Engagement and Participation

In the Common Threads interview, Rachel Biderman explained that food scarcity is an ever-present issue that has been exacerbated by the hurricanes and that taking a community approach or utilizing collective impact work is essential in addressing the issue. Furthermore, Biderman emphasized two things in her interview response. First, there is a need for more community engagement in the recruitment of families and raising community awareness about beneficial programs. Secondly, it is important to increase the networking and cooperation between organizations. Not only does this create a synergy among the various organizations, but it also compiles the benefits and services offered to the organizational culture, while increasing the opportunity for additional funding through collaborative grants. According to Stone (1989), cooperation and collaboration can be achieved and increased through various motivators, such as “the

devotion to a common cause...” (p. 180). Moreover, Common Threads has a devotion to a common cause that should encourage more cooperation and from The City of Miami Beach and Miami-Dade County Public Schools, as well as The Education Compact. The collaborative efforts should be aimed at helping to fulfill the organizational purpose of Common Threads, which has a reciprocal effect on improving the quality of education and the lives of residents in those areas.

#### Addressing Common Issues identified by Research Participants

This section identifies potential issues to be resolved in The City of Miami Beach, Miami-Dade County Public Schools, and partner organizations to address the common concerns and need for more collaboration and cooperation within The Education Compact. All of the organizations considered in this dissertation: Common Threads, The Education Compact, The City of Miami Beach Police Department, The Miami Beach Chamber of Commerce, and the Miami-Dade County Public School’s Parent Academy all share a devotion to a common cause, which is to improve the quality of life for The City of Miami Beach and Miami-Dade County residents. However, According to Stone (1989), the devotion to a common cause, as a practical matter is “a cause general enough to unite actors to form a coalition, but is too general too guide the behavior of those actors” (p. 180). That lack of a guiding principle seems to be playing out in The Education Compact coalition and is preventing full cooperation between the partnering organizations.

Another motivating factor used to increase collaboration and cooperation, according to Stone (1989) is reciprocity, which is achieved through “stable and proven forms of exchange” (p. 186). Compared to ad hoc reciprocity, or unplanned exchanges, stable reciprocity blends into other supports for cooperation (Stone, 1989). Therefore, if members of the coalition formed through The Education Compact can contribute the support identified by the individuals and organizations in their respective interviews, knowing that the same level of support will be given reciprocally, then this type of cooperation can lead to mutual loyalty between actors to collectively contribute to The Compact’s capacity to govern. Thus, The Compact as a unifying organization can become the solution to the collective-action problem by ensuring “selective incentives”<sup>14</sup> to its collaborative partners. According to Stone (1989), selective incentives give individualized rewards to collaborative entities in addition to group benefit awards. Furthermore, selective incentives can be merged with the group appeal of a coalition, and group purpose can be a strong call to action for regimes that utilize volunteer efforts. Therefore, The Compact can help to increase collaboration and cooperation within the regime by ensuring its organizational purpose addresses intrinsic needs of the organizational culture and by utilizing selective incentives that address the concerns of the individual organizations within the regime. More specifically, The Compact can help to provide selective incentives to its collaborative partners such as: increased exposure and support for The Miami Beach Chamber of Commerce; participant enrollment support for the Common Threads organization; better academic preparation of students in Miami

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<sup>14</sup> (Stone, 1989)

Beach Senior High for Miami Beach Police Chief Oates; increased marketing efforts for The Miami Beach School Liaison Officer Program; and increased funding and utilization of The Miami-Dade County Public School's Parent Academy and Parent Portal. In turn, this type of reciprocity has a cumulative effect on the "gravitational pull"<sup>15</sup> of The Compact. If the structure and relationships within The Education Compact grow stronger, "its capacity to attract other civic entities increases"<sup>16</sup> and the circle of cooperating allies can increase.

#### Overview Analysis of The Education Compact & Study Suggestions

This section of the dissertation will give an organizational analysis of The Miami Beach and Miami-Dade County Public School's Education Compact in light of the data collected throughout the research inquiry and offer suggestion to address potential issues identified in the research. Furthermore, this dissertation is not a comparative study and therefore will not equate The Compact to other partnerships, but will instead evaluate The Compact's policy initiative patterns alongside the non-reactive and interview data collected, and Stone's (1989) description of coalition governance under the performance regime theory.

#### Analysis of The Education Compact

What sets The Education Compact apart as a governing body is its effectiveness in furthering its education enrichment agenda despite the socioeconomic and

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<sup>15</sup> (Stone, 1989, p. 193)

<sup>16</sup> (Stone, 1989, p. 193)

sociopolitical obstacles it faced. More specifically, The Compact's ability to carry out its activist agenda within a diverse organizational culture, while managing the aftermath of a crisis makes it a curricular model for 21<sup>st</sup> century school systems. The Compact and its collaborative partners have been successful in creating and implementing education enhancement initiatives and programs that have increased performance, but the death of innovation and progress is complacency. The colloquial idea that, "if it isn't broke then don't fix it" cannot be a fundamental belief if an organization wants to be fully adapting and culturally and socially responsive to unforeseen circumstances. This idea, in fact, has to be sought out and eradicated through program analysis and comprehensive metrics that reflect the complexities of the organizational culture. Moreover, the study participant suggestions of increasing the accountability of schools in preparing students academically; promoting more community engagement between citizens (traditional and displaced families) and law enforcement; and adding additional support systems for existing programs to sustain them as the population and demand for them grow are opportunity areas for continual growth and improvement for The Education Compact.

Additionally, The Education Compact is in the response and recovery phase of crisis management where the impact of a crisis may be mitigated or accelerated. This period challenges organizations to temporarily adjust its structure, or relationships, to fit in line with a crisis management strategy that returns the organizational culture to learning and restores the organization infrastructure as quickly as possible.<sup>17</sup> The physical crisis of hurricane Irma has passed, but now the residual affects should be

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<sup>17</sup> ("Practical Information on Crisis Planning, 2016)

identified and responded to appropriately. This entails a crisis reframing process where psychological, socio-political, and technological-structural issues should be explicitly considered and integrated into the organizational understanding, response, and management of the crisis.<sup>18</sup> The relationship between crisis and strategy determines an organizations ability to manage external challenges and, through experience, develop capacity to function effectively during and after a crisis. The Compact can function as a learning organization by incorporating the aspects of learning, changing, and improvement into the crisis management process.<sup>19</sup> In turn, this type of crisis management process can promote corporate social responsibility by integrating social, environmental, and economic concerns into The Education Compact's decision-making, strategy, and operations.<sup>20</sup>

Furthermore, The Education Compact's effectiveness is determined by its ability to coordinate efforts and carry out projects, and by its social understanding. According to Stone (1989), "Effectiveness for a regime acting in the name of the whole community thus calls for broad comprehension of social change and awareness of a wide range of situations and potential consequences" (p. 211). The Compact is logistically effective because it has a firm understanding of the power of policies to respond to social problems, but it can continue to expand its organizational understanding of how unanticipated problems can arise from its policy response and execution. Additionally, The Education Compact can work on reframing its evaluation of events and crisis by

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<sup>18</sup> (Pearson et al, 1998)

<sup>19</sup> (Weldy, 2009)

<sup>20</sup> (Griffiths et al, 2009, p.1; Berger, Cunningham, & Drumwright, 2007)

incorporating multidiscipline perspectives into its analysis.

### Study Suggestions

After a thorough analysis of The Miami Beach and Miami-Dade County Public School's Education Compact and the regime's urban<sup>21</sup> environment, which influences its policy decisions, the need for additional (sustainable) revenue streams outside of federal funding has been identified as something that should be considered in the educational governance process of The City of Miami Beach Schools. The social, environmental, and economic concerns identified in the research inquiry, and the additional levels of support, cooperation, and collaboration advocated for by the interview participants requires the establishment of additional networks, partnerships, and funding between organizations within The City of Miami Beach. Moreover, once those revenue streams are acquired The Miami Beach Chamber of Commerce is an organization that logistically can be utilized to handle the financial aspects and monetary moving parts between municipalities and organizations. In addition to its role as fiscal agent, The Chamber also has the ability to provide supplemental capital, support, and expertise from the city's private sector to assist in the education enhancement efforts of The Compact. Therefore, strengthening The Chamber has direct reciprocity with The Education Compact.

The private sector represented by The Miami Beach Chamber of Commerce is key to The Education Compact's sustainability and effectiveness. The Chamber does not have a commanding power in The Compact, but does play a role in The Compact's

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<sup>21</sup> Economic, political, and social.



ability to deal with changing national and local conditions.<sup>22</sup> The Chamber and Compact each have a role in promoting cooperation within a political economy because they offer complementary resources and compatible demands.<sup>23</sup> The Chamber provides (private sector) capital; while The Compact provides social capital and when combined, they form the “two major institutional sectors of community life” (Stone, 1989, p. 195).

Incorporating the business system into civic cooperation utilizes the multiplicity of business power.<sup>23</sup> The business power of The Chamber lies in its ability to make investment capital, instill group view and collective purpose within its own membership, and the ability to use reciprocity to encourage cooperation and the ability to pursue an activist agenda without government cooperation.<sup>23</sup>

#### Strengthening The Miami Beach Chamber of Commerce

The following section describes potential efforts that can aid in strengthening The Miami Beach Chamber of Commerce to assist in increasing collaborative efforts and funding for educational enrichment programs in The City of Miami Beach from the city’s private sector.

#### Increasing The Chamber’s Exposure

The value of education in cities directly influences the property value in those communities, the retail and sale of homes and real estate, and the appeal of those areas to businesses. These areas of commerce in The City of Miami Beach all run through The

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<sup>22</sup> (Stone, 1989, p. 195)

<sup>23</sup> (Stone, 1989)

Miami Beach Chamber of Commerce and therefore can be spearheaded there. According to Jerry Libbin, The City of Miami Beach has ramped up its efforts to increase funding for new and existing education enrichment programs offered and, specifically, asked The Chamber to help sustain and strengthen those efforts:

**Jerry Libbin:** The mayor is committed to using additional resources to fundraise, the city is kind of starting their own non-profit to be able to accept money to fund some additional programs, and still work with The Chamber and the things we're doing. They [The City of Miami Beach] asked us to see areas where we can help bolster these enrichment programs...

The focus on developing and increasing support of The Chamber and private sector first starts with increasing The Chamber's exposure. Libbin and The Chamber have already begun to increase its reach and frequency to the public by taking on an aggressive marketing campaign, which demonstrates the strength of The Chamber by taking advantage of the expertise of its members:

**Jerry Libbin:** One of our members is with The Atlantic Broadband Network. They have [access to] cable TV and they have been very gracious. They've given us 630 seconds to use a month for three years, at no charge. We just had to produce the television commercials. So, we now have a commercial running, talking about our education foundation and all the things we do that airs, periodically, on about 40 different channels at any time of the day.

The Chamber, according to Libbin, is doing this in order to increase community pride in The Chamber, which will “lead to more membership and more contribution to the educational foundation if people understand that’s what happening.” This advertising campaign can be supported by The City of Miami Beach and The Education Compact.

#### Strengthening Cooperation through the Committee for Quality Education

Lastly, strengthening the levels and depths of cooperation and collaboration of entities that are a part of the Committee for Quality Education and the organizations they collaborate with has the ability to help bolster the impact and effectiveness of The Education Compact’s educational enhancement services. The Committee for Quality Education has been in existence for 15 years and consists of 15 members – the eight Miami Beach feeder pattern schools and seven elected city officials, including Commissioners Micky Steinberg and John Aleman, and Dr. Leslie Rosenfeld. The Miami Beach Chamber of Commerce also has the ability to be a part of the committee, but does not have a vote. Cooperation among organizations is not guaranteed and to achieve cooperation there must be commitment to a set of relationships and if those relationships are to be ongoing, they cannot be neglected.<sup>24</sup> Therefore, one possibility for the Committee for Quality Education to help to ensure a wide representation, inclusiveness, and that all voices are heard is to allow community partners and collaborating organizations to sit in on the committee in the same capacity as The Chamber. Fairness gives regime actors input on actions that affect them<sup>24</sup> and

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<sup>24</sup> (Stone, 1989)

inclusiveness provides an opportunity for the mutual concerns of those actors to be nurtured and developed.<sup>25</sup> This, combined with the increased exposure, membership, and flow of information should provide an additional layer of support that will help target the individual enrichment programs and needs of the schools and community, as they arise, in conjunction with the efforts of the local, city, and federal government. On a larger scale, this can serve as a curricular and economic model for other communities.

**Jerry Libbin:** You know I think the model that we have, [if implemented] in other communities, they [those overseeing it] would recognize that there was a [additional] funding source available... if other communities could find a source of initial funding and then encourage communities, like we have done, to help find additional dollars, then the money goes out much further obviously to help those that help themselves.

The end goal is to improve The City of Miami Beach community, its educational and organizational culture, and the live of its citizens by recognizing and using additional funding sources that are available and then to rally support to maximize community efforts and funding dollars focused on being socially and culturally responsive.

#### Committee for Quality Education Focus

The Committee for Quality Education, through collaboration and cooperation, has the ability to bring a fresh perspective to how the “barriers” affecting the full

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<sup>25</sup> (Stone, 1989, p. 206)

participation and enrollment of vulnerable populations in the education process and education services in The City of Miami Beach community are understood. The committee has the opportunity to incorporate psychological, sociopolitical, and technological perspectives and to give qualitative measurements, focused on the issues, the same attention as physical barriers and quantitative measurements. Additionally, working to expand the capacity of the existing programs like The Parent Academy, School Liaison Officer Program, and Health Care Initiative alongside the increased support of efforts from organizations like Common Threads would strengthen an already solid foundation for the committee and can help to maximize its' impact on the organizational culture.

Furthermore, the Committee for Quality Education can continue to position itself as a learning organization and utilize what Weldy (2009)<sup>26</sup> defines as an organization that understands the importance of “learning, knowledge management, and a knowledgeable workforce” and emphasizes synergy, or the “transfer of training” and knowledge, to facilitate organizational learning. The transfer of training and knowledge between members of the committee allows the expertise of each aforementioned program to be better utilized. The committee can put itself and The Miami Beach community on the cutting edge of educational enrichment programs by incorporating the following program aspects into collaborative efforts that emphasize the committee’s synergy:

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<sup>26</sup> *Learning Organization and Transfer: Strategies for Improving Performance* (2009)  
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1. The technology and communication of The Parent Academy.
2. Additional opportunities to engage with the community in The School Liaison Officer Program.
3. The ability to better understand student psychological trauma and to take a more active role in mental health awareness through The Health Care Initiative.
4. The preventative health programming and cultivation of a healthier culture that celebrates and embraces diversity through the Common Threads programming.

Additionally, the committee can use learning transfer between its members to better respond to problem areas within the community from a multidiscipline perspective. This in turn can increase the committee's ability to see more dimensions of a problem<sup>27</sup> affecting the organizational culture and through that understanding can serve as the bridge between equity and effectiveness.<sup>27</sup>

#### The Miami Beach Senior High Anomaly and its Importance

Miami Beach Senior High is an anomaly within the organizational culture of The Education Compact. One of the academic goals of The Compact, and main key intended outcome of priority area five of The Compact's focus areas, was to have every school in The City of Miami Beach with an A or B Florida accountability grade. Miami Beach Senior High was the only school within The City of Miami Beach feeder pattern not to

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<sup>27</sup> (Stone, 1989)

reach this goal, and was one of only a handful of Miami-Dade County Public Schools not to reach the mandatory 95% student test rate. Ironically, Miami-Beach Senior High has a tremendous International Baccalaureate Diploma Program growth rate (122%) and International Baccalaureate diploma attainment rate (82.3%), among the highest in the nation, but is below the required state accountability grade (C) and has not progressed since 2006. Therefore, this section of the dissertation will focus on elements within Miami Beach Senior High and The City of Miami Beach that potentially factor into the school's academic standing and lack of progress from 2006-2016.

Miami Beach Senior High students, parents, and faculty members participated in the Miami-Dade County Public School's School Climate Surveys,<sup>28</sup> communicated their concerns for the school, and voiced their opinions at a lower rate than other senior high schools in the district. The **table below** displays the summary report of statistics from the 2016-2017 School Climate Survey for Miami Beach Senior High, which compiles the average number of surveys returned and response rates in 2016-2017 for the school. The response data from other senior high schools, when analyzed alongside the response data from Miami Beach Senior High, provides a comprehensive comparative analysis. On average, each school receives 220 surveys for parents, 135 for students, and the number of surveys for staff varies by school size. Miami Beach Senior High had 103 parent surveys returned (37.5%), 83 students surveys returned (53.5%), and 68 staff surveys returned for an unknown percent.

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<sup>28</sup> Shown in **tables 1** on Appendix page **L, M, and N**  
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Table 20. Demographic Data of 2016 School Climate Survey Participants

7201 MIAMI BEACH SENIOR	Parents		Students		Staff	
	No.	%	No	%	No.	%
<b>Climate Surveys</b>						
No. Surveys Returned	103	37.5	83	53.5	68	n/a*
<b>Gender Distribution</b>						
Male	35	35.0	46	55.4	29	42.6
Female	65	65.0	37	44.6	39	57.4
<b>Ethnic Distribution</b>						
White, Non-Hispanic	30	30.0	8	9.8	26	38.2
Black, Non-Hispanic	2	2.0	8	9.8	7	10.3
Hispanic	56	56.0	56	68.3	23	33.8
Asian/Pacific Islander	3	3.0	2	2.4	1	1.5
American Indian	0	0	0	0	0	0
Multi-Ethnic	9	9.0	8	9.8	11	16.2
<b>No. of School Activities Attended</b>						
None	41	41.4				
One to Three	44	44.4				
Four or More	14	14.1				

Note 1: The number of responses by question may differ because respondents may have not answered each question.

(n/a\*) : On average, each school received 220 surveys for parents and 135 surveys for students. The Number of staff varied by school size.

*Reprinted from* (“Statistical Highlights”, 2016).

Miami Beach Senior High’s favorable responses from parents, students, and staff in the 2016-17 School Climate Survey are slightly lower than other high schools.<sup>29</sup> The average grade for Miami Beach Senior High given by parents was a B-, compared to a B+ average for other schools, a C+ from students compared to a B, and a B- from staff compared to a B. These scores were relatively consistent across the board, but the major difference between the survey responses of Miami Beach Senior High and other high

<sup>29</sup> As shown in **Tables 1** on **Appendix** pages **L, M,** and **N** compared to **Tables 1** on **Appendix** pages **F, G,** and **H.**



schools in the district are the amount of unknown and undecided answers (U/U). The amount of vague responses and low survey return rate is problematic and challenging for Miami Beach Senior High and The Education Compact as they attempt to identify the issue(s) in the school and improve the culture without the necessary information and feedback.

From the demographic data of survey participants from the 2016 School Climate Survey for Miami Beach Senior High, nine Multi-ethnic (9%); two Black, Non-Hispanic (2%); and three Asian/Pacific Islander (3%) parents returned surveys. In terms of students, eight Multi-ethnic (9.8%); eight Black, Non-Hispanic (9.8%); eight White, Non-Hispanic (9.8%); and two Asian/Pacific Islanders (2.4%) responded. The staff response rates were seven Black, Non-Hispanic (10.3%) and one Asian/Pacific Islander (1.5%). These statistics show marginal input from the respective demographics within Miami Beach Senior High. This marginalization is problematic, not only for Miami Beach Senior High, but potentially the rest of Miami-Dade County Public Schools when the Miami Beach Senior High statistics are extrapolated to examine potential issues at the other schools in the district.

Comparing the previously mentioned demographic response rates of Miami Beach Senior High to the ethnic classification of full-time instructional staff in Miami-Dade County Public Schools (as of 10/16/17) it shows the scope of the marginal responses and lack of participation from certain communities in the organizational culture. According to the ethnic classification of full-time instructional staff in Miami-

Dade County Public Schools, there are 5,079 (25.4%) Black, Non-Hispanics staff members and 379 (1.9%) “Other” (includes Asian/Pacific Islander) staff members within the district. These figures show the extent of the issue if the results from Miami-Beach Senior High point to a trend of marginal input from these demographics. This potential problem becomes even more apparent through the Miami-Dade County Public School student data, where there are 74,719 Black, Non-Hispanic students (21%) and 6,287 (1.8%) Others total. The smallest district has 548 (Black) and 381 (Other) students, and when broken up by grade levels (9-12) there are 23,461 and 1,801 students respectively.<sup>30</sup>

Policy Archeology<sup>31</sup> asks the question, “Why are the most vulnerable groups often seen as a social problem and the most powerful groups not seen as a problem within dominant public and academic discourses?” In the same sense, these statistics raise the questions:

1. Is the lack of involvement, communication, and willingness to participate, from marginalized communities, viewed as an issue of importance within The Education Compact?
2. What has brought about this circumstance?
3. What is it about the organizational culture that has produced these results?
4. What is it about the organizational approach taken with Miami Beach Senior High that has produced nationally high rates of growth in the International

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<sup>30</sup> (“Statistical Highlights, 2016)

<sup>31</sup> Policy archaeology refuses the acceptance of social problems as natural occurrences, and examines closely and skeptically the emergence of the particular problem (Scheurich, 1994).

Baccalaureate Diploma Program and International Baccalaureate diploma attainment rate, yet has failed to progress the school past a C state accountability grade from 2006 to 2016?

This marginal input from the respective demographics within Miami Beach Senior High is problematic for The Education Compact as it attempts to understand its organizational culture. The organizational culture cannot improve performance without addressing the Miami Beach Senior High singularity. Therefore, Miami Beach Senior High could be an area of focus and research for The Compact and the Committee for Quality Education. Instead of focusing on the strides made with The International Baccalaureate program in Miami Beach Senior High, as (only) a positive, compared to the areas the school is failing in, there is an opportunity to reframe the issue. The underperforming departments and students at Miami Beach Senior High, while adverse, are not where the academic problems within Miami Beach Senior High originate. Moreover, the social and educational problems stem from a widening disparity gap that deserves attention as the issue. What is being done that has caused such success with The International Baccalaureate program in Miami Beach Senior High and why is that success not replicated throughout the rest of the school? This enigma presents a challenge and opportunity to enhance the education culture in The City of Miami Beach.

Overall, this case study sought to provide practicality and usefulness for The City of Miami Beach and Miami-Dade County Public Schools through research and theory.

This type of research outcome demanded a relationship between theory and reality. To this end and for this study, regime theory was coupled with what Merton (1957) coined as a *midlevel theory*, which consolidates “otherwise segregated hypothesis and empirical regularities”<sup>32</sup> and gives the study of social systems the cerebral rationale that a scientific discipline aims for.<sup>33</sup> More specifically, regime theory and midlevel theorizing allowed the study to qualitatively examine the different components of the case and their interconnectedness, while utilizing a “scientific theory”<sup>33</sup> approach not often seen in the social science discourse. The scientific theory takes statements or assumptions and organizes them into a set of hypotheses and then relates them to isolated observations in order to validate and unify empirical data and conditions that would otherwise be viewed as separate and independent variables. The deconstruction of regime theory through midlevel theorizing allowed the study to rethink what regime theory meant for its’ investigation. Regime theory involves abstractions, but by combining it with midlevel theory the case study’s theoretical framework was juxtaposed with observed data that either validated or disproved its assumptions.<sup>34</sup> Therefore, midlevel theory served as the bridge between reality<sup>35</sup> and theoretical explanations of reality in the study. Furthermore, this case study engaged with regime theory and its’ explanatory power and applicability, which is expanded through case comparisons, and helped to push regime theory forward

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<sup>32</sup> (Merton, 1957, p. 280)

<sup>33</sup> (Boudon, 1991)

<sup>34</sup> (Merton, 1949)

<sup>35</sup> Isolated observations and empirical data

because the evolution of the theory occurs when it is applied to new settings and new questions.<sup>36</sup>

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<sup>36</sup> (Mossberger et al, 2001)

## Chapter 7. Sub-cases and Additional Considerations

This research inquiry identified additional issues, or sub cases, that were just outside the scope of the dissertation analysis that deserves consideration. Therefore, this section of the dissertation will present data and analysis that is relevant to The City of Miami Beach, Miami-Dade County Public Schools, and The Education Compact, but was not presented in the first six chapters of the study. These issues will be presented briefly and succinctly by laying out the elements of the subcases in a hybrid format with the symptoms, causes, implications, and analysis woven together.

### Tragedy Strikes, Again

Another tragedy struck the state of Florida before the completion of this dissertation. This tragedy presented another crisis, albeit different in nature than hurricanes Irma and Maria, but like the hurricanes, it affected the lives of students, community members, and the Miami-Dade County Public School system. The crisis, again, created urgency for this research to be socially responsive to the events that took place and to the impact it has on those the research is designed to help.

On Valentine's Day, February 14, 2018 there was a mass school shooting at Marjory Stoneman Douglass High School in Parkland, Florida. Marjory Stoneman Douglass High School is a part of the Broward School District, in Broward County

Florida, which includes the city of Fort Lauderdale and is approximately 55 minutes from The City of Miami Beach and Miami-Dade County (as shown in **Map 1** on **Appendix page T**). In total, 14 students and 3 teachers were killed in the shooting making it one of the 10 deadliest shootings in US history.<sup>1</sup> The shooting took place approximately one month after the dissertation interview with The Miami Beach Police Chief and other members of the Miami-Beach Police Department. The shooting was not in Miami Beach, nor involved any of the schools within the Miami-Dade County district, but is relevant because the circumstances surrounding the act of violence is not specific to Broward County, the school district, or even the school itself and can happen at any school within the country. Therefore, it is important to discuss the tragedy as an unexpected event, crisis, and to examine the crisis management of that event to better understand how it can be investigated in a context that benefits the schools in The City of Miami Beach, Miami-Dade County, and across the country.

#### The School Shooter Phenomenon and the Safe School Initiative

Mass school shootings in the United States have become an unfortunate occurrence over the last 20 years. The following sections present research on the topic and then explain how that data is relevant to The City of Miami Beach, Miami-Dade County Public Schools, and The Education Compact.

Two months after the Columbine tragedy in 1999, the United States Secret Service and United States Department of Education began researching the school shooter

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<sup>1</sup> (Chavez, 2018)

phenomenon in the United States and listed the data in a report titled, *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in The United States* (2002). The study focused on examining the thinking, planning, and other behaviors of students who carried out school attacks. The document opens up stating that:

In the aftermath of these tragic events, educators, law enforcement officials, mental health professionals, parents, and others have asked: ‘Could we have known that these attacks were being planned?’ and, ‘What can be done to prevent future attacks from occurring?’...

In June 1999, following the attack at Columbine High School, our two agencies--the U.S. Secret Service and the U.S. Department of Education--launched a collaborative effort to begin to answer these questions. The result was the Safe School Initiative...

The Safe School Initiative was implemented through the Secret Service’s National Threat Assessment Center and the Department of Education’s Safe and Drug-Free Schools Program. The Initiative drew from the Secret Service’s experience in studying and preventing assassination and other types of targeted violence and the Department of Education’s expertise in helping schools facilitate learning through the creation of safe environments for students, faculty, and staff.<sup>2</sup>

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<sup>2</sup> (Vossekuil, Fein, Reddy, Borum, Modzeleski, 2002)  
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There is no simple explanation to explain these types of attacks, nor is there a simple solution to offer to prevent the attacks from occurring. Nonetheless, the Safe School Initiative does suggest that some attacks may be preventable, if those responsible for safety in schools know what to look for and where to look for it, it may help with prevention efforts to intervene before a school attack can occur:<sup>3</sup>

It is our hope that the information we present in this final report is useful to those of you on the front lines of this problem—the administrators, educators, law enforcement officials, and others with protective responsibilities in schools—and to anyone concerned with children’s safety. We encourage all of you in your efforts to keep our nation’s children safe in school and hope this report helps you in those efforts.<sup>3</sup>

The Safe School Initiative report concluded that “pre-attack behaviors” and the communications involved in the attacks might be detectable and that could help prevent future attacks. This portion of the research is presented with that same optimism.

### The Report and Findings

In the Safe School Initiative report, 37 school shootings involving 41 attackers were examined. These attacks took place from December 1974 through May 2000. The data included investigative, school, court, and mental health records. First-hand interview data was also collected of 10 school shooters in order to gain their perspectives

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<sup>3</sup> (Vossekuil, Fein, Reddy, Borum, Modzeleski, 2002)

from "conceptualization to execution"<sup>4</sup> of the attacks. The findings in the report bore many similarities to the Parkland, Florida shooting, and identified 10 key findings that may have implications for the development of strategies to address the problem of targeted school violence:

1. Incidents of targeted violence at school rarely were sudden, impulsive acts.
2. Before most incidents, other people knew about the attacker's idea and/or plan to attack.
3. Most attackers did not threaten their targets directly before the attack.
4. Most attackers engaged in some behavior before the incident that caused other concerns or indicated a need for help.
5. There is no accurate, or useful, profile of students who engaged in targeted school violence.
6. Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide.
7. Many attackers felt bullied, persecuted, or injured by others before the attack.
8. Most attackers had access to and had used weapons prior to the attack
9. In many cases, other students were involved in some capacity.
10. Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.<sup>4</sup>

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<sup>4</sup> (Vossekuil, Fein, Reddy, Borum, Modzeleski, 2002)

Moreover, much attention is paid to cases, like the Parkland, Florida shooting, where attackers carried out school shootings and acts of violence, but little research attention is paid to school shootings that were averted. This is an important aspect of intervention and prevention efforts because information about how people intervened to avert a lethal school shooting “would aid educators, law enforcement, and psychologists in developing more effective school violence prevention programs” (Daniels et al, 2010, p. 72).

Collaborative efforts are essential to assessing safety threats and on a practical level, schools are encouraged to develop a threat assessment team that includes, at a minimum, the principal or assistant principal; the school resource officer or a local law enforcement officer; and a school psychologist, counselor, or social worker.<sup>5</sup> A discussion of the threat assessment protocol is beyond the scope of this discussion, but the dissertation instead will focus on common behaviors and motives of attackers and the most common means of unveiling plotted school shootings.

### Averted School Shootings

The 2010 article, *A Qualitative Investigation of Averted School Shooting Rampages* by Daniels, Volungis, Pshenishny, Gandhi, Winkler, Cramer, and Bradley attempted to understand “averted school rampages” from in-person semi-structured interviews of 11 individuals from four schools. The authors conducted a content analysis of the answers from the participants, which yielded six primary domains: intervention, school conditions, interpersonal relationships, crisis planning, prevention efforts, and

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<sup>5</sup> (Cornell & Williams, 2006; Daniels et al, 2010, p.72)

problematic issues (p. 85-86). Similar to how the Miami-Dade County Public School's School Climate Survey was previously used in this dissertation to evaluate the culture and environment of the schools within The City of Miami Beach and Miami-Dade County,<sup>6</sup> the domains identified in the averted school shootings article will be examined in the same way. More specifically, the data from the averted school shooting article was used to identify opportunities for school systems to improve in the (six domain) areas mentioned by Daniels et al (2010).<sup>7</sup> To clarify, no correlation or parallels are drawn to any individual or communities within The City of Miami Beach or Miami-Dade County. The information is intended to address feelings, sentiments, or conditions that can exist in any school, which can at the very least, affect the culture within schools, and in the extreme circumstance, increase the probability of violence in schools.

### School Conditions

In this section of the dissertation, the school conditions described in the school shooting literature was used as context to inform the analysis of the school conditions in The Miami-Dade County School District, particularly Miami Beach Senior High, as identified through the Miami-Dade County Public School's School Climate Survey. Furthermore, a consistent theme throughout the interviews in the dissertation and the school shooting literature reviewed involved the importance of creating a safe and secure school environment. A safe school environment directly ties to questions from the Miami-Dade County Public School's School Climate Survey. Moreover, the Miami

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<sup>6</sup> Miami Beach Senior High in particular.

<sup>7</sup> In light of the data from the School Climate Survey and dissertation interviews.

Beach Senior High (MBSH) participant responses to those School Climate Survey

Questions showed more concern than other senior high schools in the district. To recap:

1. Questions two and six from the staff portion of the School Climate Survey deal with the theme “at my school” and ask whether the staff “feel safe and secure” (question 2) and if “adequate disciplinary measures are used to deal with disruptive behaviors” (question 6). The staff had consistent positive responses to these questions across the board for question two, but varied considerably on question six between Miami Beach Senior High and other senior high schools:

Table 21. Miami Beach Senior High Staff Responses to Question 6 of 2016 School Climate Survey

Question 6	Strongly Agree (SA)	Agree (A)	Disagree (D)
MBSH	13%	22%	41%
Others	34%	36%	14%

2. In the parent section of the School Climate Survey, question one deals with the theme “at my child’s school” and asks the same questions from the staff

section including if the school “feels safe and secure.” Compared to the responses from the staff the parent’s answers contained more variation, particularly between those who strongly agreed (SA) and agreed (A) with the question. Question one asked parents if they felt the school that their child attended was safe:

Table 22. Miami Beach Senior High Parent Responses to Question 1 of 2016 School Climate Survey

Question 1	SA	A
MBSH	19%	64%
Others	44%	45%

- The parent portion also contained a section with the theme “the school and law enforcement authorities work together to keep my child’s school free of” and asked about gang activity (question 24) and violence in schools (question 25):

Table 23. Miami Beach Senior High Parent Responses to Questions 24 and 25 of 2016 School Climate Survey

Question 24	SA	A	Question 25	SA	A
MBSH	15%	56%	MBSH	25%	50%

Others	44%	36%	Others	47%	32%
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4. The student portion of the School Climate Survey has the same questions as the staff and parent sections about safety and security (question 1), but does not have a question asking the students if they feel the disciplinary actions towards bad behavior are adequate. There were consistent favorable answers across the board for questions one. Questions 16, 17, and 18 in the student portion of the survey asked about gang activity (question 16), violence in the school (question 17), and student substance abuse (question 18). Questions 16 and 17, again, had consistent favorable responses across the board, but question 18, “student drug and alcohol use are a problem at my school” had a larger portion of the Miami Beach Senior High student population agreeing:

Table 24. Miami Beach Senior High Student Responses to Question 18 of 2016 School Climate Survey

Question 18	SA	A
MBSH	9%	26%
Others	7%	12%

According to the data from those who participated in the School Climate Survey, feelings

of safety and security in Miami Beach Senior High are not as strong as other high schools for various reasons. An important component identified in the averted school shootings article was “creating and maintaining an open, trusting relationship with all students throughout the school” (Daniels et al, 2010, p. 86). The Education Compact works with The City of Miami Beach and Miami-Dade County Public Schools to increase communication and engagement between the organization and organizational culture to create an open and trusting relationship, but the demographic data of survey participant of the School Climate Survey shows that there is still work to be done in that regard. The data shows opportunity areas to improve levels of communication and trust by all students and their families. To fully create an open and trusting culture within schools the question has to be asked, what is it about the culture that has produced these results? The lack of involvement, communication, and willingness to participate from, often marginalized, communities is not trivial and must be viewed as an issue of importance within the organization.

Captain Phrogner of the Miami Beach Department emphasized the importance relationship building and communication, or the lack thereof, between the community and the governing body. Captain Phrogner explained that she “would like to see, on a broader scope” when families move into the Miami Beach neighborhoods “that police are able to intervene right away” and establish a relationship and open channel of communication. Understanding the different demographics, or *microcultures*<sup>8</sup> in the community can assist in communicating and increasing participation among its

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<sup>8</sup> *Microculture of Learning Environments* (Pöysä-Tarhonen, 2012)



members. In turn, improving communication has the capacity to increase safety and security in schools. Creating and maintaining these relationships has implications outside of increasing response rates and involvement in school programs. Cultivating open, trusting, and meaningful relationships plays an essential roles in preventing the plotted violence in schools. Students are more likely to seek help and guidance when they feel connected to the faculty and peers in their schools (Daniel et al, 2010, p. 86).

### Microcultures, Marginalization, and Violence in Schools

Two weeks after the Parkland, Florida school shooting, students of Marjory Stoneman Douglas High School, where the mass shooting took place, organized a national march in Washington, D.C. against school violence. The protest drew widespread support from the community, celebrities, politicians, and neighboring schools, including students from Northwestern Senior High (NWSH) traveled to Washington in solidarity.

Northwestern Senior High is located in Liberty City, Florida and is part of the Miami-Dade County Public Schools district. Northwestern Senior High is located 40 miles away from Marjory High and 20 minutes from The City of Miami (as shown in **Map 1** on **Appendix** page U). Recently two students from Northwestern Senior High were murdered in a neighborhood near the school. Northwestern Senior High students had a similar emotional response to the students at Marjory Stoneman Douglass High School after violence erupted in their school. The deaths of two students at Northwestern

Senior High sparked protests from students as they left school and marched to the location where the young men were killed. The Northwestern Senior High students left by the hundreds and walked into gang territory, all the while receiving criticisms. The protest received little to no national attention and far less support. Students declined interview requests for fear of negative attention, according to several teachers.<sup>9</sup> Brene'e Davis, a 17 year-old student and student body president at Northwestern Senior High further explained that "we're [minority youth] always in the news for all the wrong reasons" and how the protest was an attempt at justice, changing the narrative and exposing differential treatment of the community, and how the mental representation has affected those within the culture.<sup>9</sup> Additionally, members of the Northwestern Senior High community, predominately populated by people of color, had mixed feelings about the student's efforts. For example, T. Willard Fair (President of the Urban League of Greater Miami) believed the school should have prevented the protest and explained that gun violence has been a constant problem in the community and is "not going to change by walking out" and that "if something [gun violence] is broken, then adults fix it."<sup>9</sup> When the Northwestern Senior High protest is considered in context with the Parkland school shooting response, the contrast illustrates the disparate challenges, barriers, and obstacles within different microcultures:

In places like Parkland, where a shooting rampage is so unusual that it is shocking, a show of outrage is almost expected. In places like Liberty City,

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<sup>9</sup> (Mazzei, 2018)

where violence has been an intractable problem for generations, protests carry their own perils.<sup>10</sup>

These “differences” come from within and outside of the specific community. Perceived differential treatment, expectations, and preconceptions that microcultres experience from outside the community have a direct impact on the mental representation of those within it. This point was illustrated in the statement from Ricky Pope, an 18 year-old junior at Northwester Senior High who explained that, “They [those outside the community] see people of color, African-Americans, and they automatically think it’s aggressive.”<sup>10</sup> Furthermore, these type of student feelings have to be recognized, acknowledged, and managed in order to create an open and trusting culture within schools and their communities.

The higher levels of concern of school safety, gang violence, and substance abuse from Miami Beach Senior High parents, students, and staff in the Miami-Dade County Public School’s School Climate Survey points out the importance of community feedback to effectively tailor the efforts of education officials to maximize results. The case of Northwestern Senior High and the response and participation, or lack thereof, from mircocultres in The Education Compact’s organizational culture as shown in the School Climate Surveys are not directly related, but the analysis does provide valuable insight into feelings within the community that, if addressed, has the capacity to improve communication within the organizational culture. The City of Miami Beach and Miami-

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<sup>10</sup> (Mazzei, 2018)

Dade County Public Schools has an opportunity to help manage those emotions that interfere with learning such as anger, anxiety, hopelessness in order to promote those emotions that enable learning, such as optimism and hopefulness<sup>11</sup> and to increase participation from marginalized microcultures within the larger organizational culture.

### School Violence Prevention Efforts

Participants in the averted school shooting study made a common recommendation of increasing faculty's non-classroom contact with the students and involving students in crisis planning, training, and prevention programs for establishing such meaningful relationships. Including student's perspectives in the prevention process helps to create student buy-in and students are more likely to seek assistance when they feel connected. To that end, The student portion of the Miami-Dade County Public School's School Climate Survey has the same questions as the staff and parent sections about safety and security, but does not have a question asking the students if they feel the disciplinary actions towards bad behavior are adequate. Including their perspective on the issues can help improve the feeling of inclusiveness and instill a culture that advocates students taking an active role in maintaining a safe and secure environment. Many participants of the averted school shooting study emphasized the importance of school personnel's presence and awareness within the school, "this physical presence not only facilitates developing open, trusting relationships with students, but also provides an opportunity to assess and respond to anything or anyone that appears atypical or

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<sup>11</sup> (Hattie, 2015)

concerning” (Daniels et al, 2010, p. 87). This presence, much like the school liaison officers presence in Miami Beach schools, facilitates a positive school climate by providing a safe and secure atmosphere for the students. Increasing this type of presence in Miami Beach Senior High could help change the atmosphere and concerns described by faculty, parents, and students in the School Climate Survey and further supports the need for the additional support and funding for the School Liaison Officer Program.

#### Dealing with Uncertainty in School Preparedness

No matter the level of training or preparedness of schools and school systems there are going to be aspects of the unexpected event that exposes deficits in school threat/crisis assessment, prevention, and management processes. According to Daniels et al (2010), the four schools studied in the averted school shootings study had planned for possible violent scenarios, but “even with formal crisis planning and training implemented by all four schools, the experience of an actual school rampage plot demonstrated potential deficits” (p. 89). The unknown nature of these events emphasizes the importance of assessing and learning from these type of events when and where they occur, therefore, it is advantageous for The Education Compact, The City of Miami Beach and Miami-Dade County Public Schools to examine the Parkland, Florida school shooting, and the subsequent sociopolitical events, to increase levels of readiness.

#### Forward Thinking and Planning

School violence is a community-wide concern and thus requires community-wide

prevention efforts.<sup>12</sup> Prevention should include school personnel, law enforcement, emergency responders, psychologists, mental health experts, and community leaders. This cooperation helps to establish trusting relationships and a proactive culture. That type of relationship and culture was a deciding factor according to the averted school shootings study participants, of student's coming forward and telling school personnel and/or police about their knowledge of the potential school violence. The Education Compact, The City of Miami Beach, and Miami-Dade County Public Schools can position itself as leading organizations of educational solutions with the expansion of the School Liaison Officer Program as the country discusses solutions and policies to address the school-shooting phenomenon. The following sections discuss potential ways to do this.

President Trump is considering a proposal to arm teachers as a preventative measure to avert mass school shooting, in his speech during a listening session at the White House with the survivors of the Parkland, Florida school shooting he stated:

An attack has lasted, on average, about three minutes. It takes five to eight minutes for responders, for the police to come in, so the attack is over. If you had a teacher who was adept at firearms, they could very well end the attack very quickly.

This would obviously be for people who are adept at handling a gun. It's called a concealed carry, where a teacher would have a concealed gun on them. They'd

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<sup>12</sup> (Calhoun et al., 2000; Daniel et al, 2010)

go for special training and they would be there and you would no longer have a gun-free zone. Gun-free zone to a maniac, because they're all cowards, a gun-free zone is: Let's go in and attack, because bullets aren't coming back at us.<sup>13</sup>

The consistent, underlying theme in the President's response is the presence of authority in schools and the arming of that authority force. There have been conversations about who should be armed in schools as a result. Additionally, there is legislation, House Resolution 4909, which is often referred to as the *Student, Teachers, and Officers Preventing School Violence Act of 2018* or *STOP* currently making it way through congress. The bill passed the House on March 14 2018 and is now being considered by the Senate. The bill established a grant program for school security through the Omnibus Crime Control and Safe Streets Act of 1968. The bill declares that it is a "policy of Congress to assist state and local governments in strengthening and improving law enforcement at every level by national assistance" and that its purpose is to encourage preparation through comprehensive planning, authorizing grants to aid these efforts, and to encourage research and development toward new methods of prevention.<sup>14</sup> As a result, The Bureau of Justice Assistance (BJA), Office of Justice Programs (OJP), and U.S. Department of Justice (DOJ) have issued The Stop School Violence Act of 2018 grant. Under this bill, \$75 million will be set aside for fiscal years 2019 through 2028, with no less than \$50 million available for each fiscal year for grants. The Director of The

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<sup>13</sup> (Smith, 2018)

<sup>14</sup> (Rutherford, 2018)

Bureau of Justice Assistance is authorized to award grants to state and local governments that meet certain criteria including utilization of the following:

1. Placement and use of emergency notifications and response technologies.
2. Training to prevent student violence against others and themselves, including training for local law enforcement officers, school personnel, and students.
3. The development and operation of anonymous reporting systems for threats of school violence, including mobile applications, hotlines, and websites.
4. The development and operation of school threat assessment and intervention teams that may include coordination with law enforcement agencies and personnel, as well as specialized mental health training for school officials.
5. Coordination with local law enforcement.
6. Security assessments.
7. Subgrants to state or local law enforcement agencies, schools, school districts, nonprofit organizations to implement awarded grants.
8. Acquisition and installation of technology that expedites notification to law enforcement agencies during an emergency.
9. Any other measure that, in the determination of the Director, may provide a significant improvement in security.<sup>15</sup>

The City of Miami Beach and Miami-Dade County Public Schools have an existing model in The Education Compact that can address all the concerns and meets all

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<sup>15</sup> (Rutherford, 2018)



eligibility requirements through programs like the Miami-Dade County Public School's Parent Academy, School Liaison Officer Program, Health Care Initiative, and its partnership with Common Threads.

During the completion of the study, The Stop School Violence Act of 2018 grant application deadline expired,<sup>16</sup> but The City of Miami Beach and Miami-Dade County Schools can continue to work toward the goals and deliverables of the grant through The Education Compact. Moreover, in addition to being proactive and prepared for (potential) federal compliance requirements, the grant deliverables provide The Compact with further recommendations on how to expand existing programs to increase collaboration, cooperation, and program effectiveness. Examples include the development and operation of anonymous reporting systems against threats of school violence, including mobile applications, which is something that can be addressed through the Miami-Dade County Public School's Parent Portal. The development and operation of school threat assessment and crisis intervention teams that may include coordination with law enforcement agencies and school personnel, which logistically overlaps with the design of the School Liaison Officer Program in Miami Beach Schools. Specialized training for school officials responding to related mental health crises, which is an opportunity area for The Health Care Initiative program in the wake of the recent school shootings and hurricanes that have affected Miami-Dade County Public Schools. Additionally, the grant announcements state that, "BJA and OJP may award additional grant dollars to applicants following program reviews and progress and management

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<sup>16</sup> July 23, 2018

evaluations.”<sup>17</sup> By working towards these ends, The City of Miami Beach and Miami-Dade County Public Schools can increase its preparedness and competitiveness for that additional grant money, while helping to ensure the actions of The Education Compact are addressing emerging issues of 21<sup>st</sup> century education.

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<sup>17</sup> (Rutherford, 2018)

## Chapter 8. Research Updates and Closing Remarks

### Research Updates

What has been impressive about The City of Miami Beach and The Education Compact is that they have anticipated and implemented some of the viable solutions discussed in this study. Dr. Leslie Rosenfeld provided an update on the changes made in the programs and initiatives offered by The Compact and in Miami Beach schools during a conversation, after the completion of the research inquiry, that addressed many of the topics mentioned in the dissertation. The following sections will provide a detailed synopsis of the information from that conversation and the issues that the changes addressed.

### Miami Beach Youth Commission

One of the issues mentioned in this dissertation was the fact that Miami Beach students who went through city service partnerships and obtained employment, as a result of those partnerships, were not being tracked, even though it was a key intended outcome measurement of The Education's Compact's priority areas of focus. According to Dr. Rosenfeld, The City of Miami Beach has a Youth Commission (going on its 3<sup>rd</sup> year) consisting of 11<sup>th</sup> and 12<sup>th</sup> grade students, which The City of Miami Beach assists in finding employment with businesses in the city. It is impossible to gauge how effective

the service partnerships in The City of Miami Beach are without quantitative data that shows the employment rate of those who have gone through them. Moreover, without this information The Compact cannot accurately review its success in that focus area of its strategic plan. However, the Youth Commission in The City of Miami Beach is a program that focuses on increasing employment of students in the city and provides a platform for The City of Miami beach and The Compact to compile this data in house, without relying on the Miami-Dade County Public Schools district to collect this information.

The Miami Beach Youth Commission also presents The City of Miami Beach and The Education Compact an opportunity to address and manage student emotions that interfere with learning and to promote emotions that enable learning, such as optimism and hopefulness.<sup>18</sup> Similar to the student organized demonstrations at Marjory Stoneman and Northwestern Senior High, the students in the Youth Commission organized a “March for Our Lives,” which focused on gun violence in schools and the school shooter phenomenon. This type of expression from an organization that represents the student body in The City of Miami Beach is something that The Compact can support and use to engage students to better understand their feelings and to incorporate their opinion into productive education policies.

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<sup>18</sup> (Hattie, 2015)

## Prep Works

Another issue focused on in this dissertation was the preparation and educational success of students in Miami Beach Senior High. Moreover, statistics showed high levels of success and attainment for Miami Beach students who participate in The International Baccalaureate program, but that statistical success was disproportionate to Miami Beach students not in the International Baccalaureate program and other advance preparation courses. According to Dr. Rosenfeld, The City of Miami Beach and The Education Compact have implemented new programs to enhance the education in Miami Beach schools. As of May 2018, The City of Miami Beach and The Education Compact have collaborated with Prep Works to provide college test preparation and free programming to 500 students in the Miami Beach feeder pattern schools. The City of Miami Beach and The Compact have expanded the collaboration with Florida International University and now have college students, with relevant majors, providing reading tutoring to elementary students and serving as math interventionist to middle and high school students in the city. Additionally, Feinberg Fisher K-8 School, a Miami Beach school where 95% of students are on free and reduced lunch had no after school enrichment programs, but now the school has an after school STEM program at no cost to families. These efforts provide additional layers of support and guidance to students, which should help to increase education attainment levels in Miami Beach schools and give opportunities to students to better prepare them for college admission tests.

## School Officer Program and The Stop School Violence Act of 2018 Grant

The expansion of The Miami Beach School Liaison Officer Program is a viable solution proposed in this dissertation to address the concerns of Miami Beach Senior High students, parents, and staff regarding violence, safety, and substance abuse identified in The Miami-Dade County Public School's School Climate Survey. Additionally, this dissertation advocated for the expansion of the School Liaison Office Program to account for the potential feelings of students and school conditions identified in the school shooter phenomenon and averted school shooting studies that could exist in The City of Miami Beach schools. Furthermore, the School Liaison Officer program presented a model with the ability to help deter violence incidents in schools like the Parkland, Florida school shooting and to incorporate the safety recommendations made by the federal government. According to Dr. Rosenfeld, The School Liaison Officer Program has now become the School Officer Program. The School Officer Program places active armed officers, instead of retired officers, in The City of Miami Beach schools. The program cost The City of Miami Beach \$700,000 to implement, of which \$140,000 is paid for by the state of Florida. The City of Miami Beach is the first municipality in the Miami-Dade County Public School district to place armed officers in schools. The School Officer program therefore is able to better address the issues of safety and violence in Miami Beach schools.

Additionally, The STOP School Violence Act of 2018 grant was mentioned as a potential way for The City of Miami Beach, Miami-Dade County Public Schools, and

The Education Compact to proactively prepare the schools in the district for potential federal regulations and to put Miami Beach, the district, and The Compact at the forefront of school safety. According to Dr. Rosenfeld, a potential collaborator wanted to work with The City of Miami Beach to submit a STOP School Violence Act of 2018 grant proposal. The City of Miami Beach determined that submission was the sole responsibility of the Miami-Dade County Public School district and shared that information and potential partner with Miami-Dade County Public Schools. According to The Miami-Dade County Public Schools Grant Department, the district did apply for The Stop School Violence Act of 2018 grant. If the district is awarded the grant, the funds can be used to strengthen the districts safety and prevention measures, as well as create and expand programs that address student mental health and if the district is not chosen it can still work to implement the proposed measures listed by the proposal into the district.

#### New City Revenue Stream

During the November 6, 2018 ballot in The City of Miami Beach, city officials were seeking to issue \$439 million in general obligation bonds to fund three different ballot items/project groups – parks and beaches (\$169 million), infrastructure (\$198 million), and public safety improvement (\$72million).<sup>19</sup> In terms of creating additional sustainable revenue streams, one of the biggest ballot items was the vote to approve the construction of a convention center headquarter hotel in South Beach, which according to

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<sup>19</sup> (Gurney, 2017)

proposals would be 185-foot tall, 800-room hotel.<sup>3</sup> The Miami Beach community had been hesitant to approve the ballot item for numerous reasons, including the risks associated with increased tourism, a tax increase of \$82 per \$100,000 in property tax value (already paying 40% in education taxes), and the fact that the hotel would be privately funded and built on public land.<sup>3</sup> The approval of 60 percent of voters was needed in order to lease public land in the convention center district.<sup>3</sup>

Similar to how the Miami Beach community was willing to allocate additional funds to The City of Miami Beach to improve their quality of living and trust the elected city officials to administer and govern the funds in a way that maximizes their tax dollars, the community passed the convention center ballot item. Continuing in innovative policies and governance strategies, The City of Miami Beach has taken the \$16.6 million fixed hotel rent or a percentage of hotel revenue over 10 years, whichever is greater, paid to the city by the hotel to invest into items on the city's strategic plan.<sup>20</sup> More specifically, according to Dr. Leslie Rosenfeld, the additional revenue stream will be used to fund three key areas of the city – transportation, infrastructure, and education. This case study suggested finding additional revenue streams and sources of income to bolster and expand educational enhancement services offered through the Education Compact and The City of Miami Beach and this does just that. This is something that is unheard of and shows The City of Miami Beach's innovativeness and commitment to supporting and improving public education. According to Dr. Rosenfeld, approximately \$600,000-\$1million will be created for educational services within the first year of

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<sup>20</sup> (Gurney, 2017)



operation of the convention center and one-third of the total revenue generated by the convention center hotel will be allocated for improving education.

The changes made by The Education Compact reflect its organizational adaptability in dealing with unexpected events and interferences that affect the organizational culture. The Compact evaluates the educational success of the community by monitoring specific measurements the organization has identified as accelerators of improvement within the culture. Moreover, The Compact measures and monitors the organizational culture closely through the 7 priority areas, 11 key outcomes initiatives, and 30 measurements within its strategic plan to track the progress made in each section. The Compact gathers quantitative data on relevant cultural issues to increase the organizational understanding of the community through tools and mechanisms like The City of Miami Beach Community Satisfaction Survey and The Miami-Dade County Public School's School Climate Survey. Furthermore, The Compact understands that cultural evolution occurs slowly, and therefore evidence of improvement or decline is contingent upon the results of cultural metrics, and the clarity and accuracy of those metrics depend on the design of the assessment. Consequently, The Compact should continue to carefully expand and refine the surveys and other mechanisms used to measure the organizational culture, because if the cultural metrics do not evolve with the culture they may only reflect the shifts in cultural performance and behavior that have already been validated. All too often cultural initiatives are looked at as a last resort, except for top-down exhortations to change, but The Education Compact treats cultural

intervention as a priority and implements them early and often, which has allowed it to remain adaptable and successful.

The empowerment of the Miami Beach community to become active stakeholders in the education process of The City of Miami Beach by passionate and forward thinking leaders of the city, such as the mayor, city manager, and other city officials cannot be overstated. In regime theory the structure, or relationships, of the coalition are the key component that determine its success. In the case of The Miami Beach and Miami-Dade County Education Compact, the relationships that are the most important are the ones between the community, the Education Compact, and elected city officials. There has been a trust established with the Miami Beach community through the structure of The Compact and the city government that the city officials elected by the community will represent the community's interest and ensure that the education in The City of Miami Beach is responsive to the community's needs.

#### Future Research

According to Fisk (1991), the private problems of community members are realized in public policy discourse, and public policy discourse aims to create a stable social order. Individuals of a community create its culture and that culture may secure the social order and help to hold it in place, or it may destabilize it and work towards changing it, but it is never neutral or detached. This false neutrality emphasizes the importance of cultural analysis in the evaluation of educational policies and the need for

more research examining the link between education policies and the communities they affect. However, researchers attempting to tackle the task of cultural analysis in education cannot possibly chart all the maelstroms between the cultural order and social order, organizational culture and organization, or community and school system. The interactions are too complex to describe completely and, according to Fiske (1991), much of it occurs beneath the surface and beyond analytical access. The researcher then has to select sites of analysis where this circulation of meanings becomes accessible and use them as points from which to theorize and describe the inaccessible undercurrents. This dissertation aimed to do this by selecting The City of Miami Beach and Miami-Dade Public Schools as the site of analysis and the actions of The Education Compact as the model where the intricacies of policy creation and cultural analysis can be accessed and described.

Additionally, Fisk (1991) emphasizes the importance of audiencing the research or positioning the research in such a way that the target audience is able to use it. Research positioned within an economic system becomes a market segment and commodity to be reached. Research positioned within a sociopolitical and socioeconomic system becomes a site of acculturation. Research positioned in the matters of everyday life becomes a component in the process of analysis of fundamental aspects of life. Therefore, this dissertation's goal was to position the research in a way that combines the benefits of economic, sociopolitical and socioeconomic, and materiality purposed inquiries by providing the richness of a case study scenario to

underpin the impact of these things on the type of education offered to diverse populations. More specifically, the research in this dissertation is meant to be useful to The City of Miami Beach, Miami – Dade County Public Schools, and The Education Compact. The most viable research has an afterlife and by providing additional data, not empty criticisms or praise of The Compact, it is my hope that this research is able to be used and applied long after the completion of the project. I hope to carry out further research and conversations focused on the evolution of The Education Compact with The City of Miami Beach and Miami-Dade County Public Schools as they continue to improve the level of education and quality of life for residents in The City of Miami Beach and Miami-Dade County.

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## Appendix A. Education Compact Organizational Structure

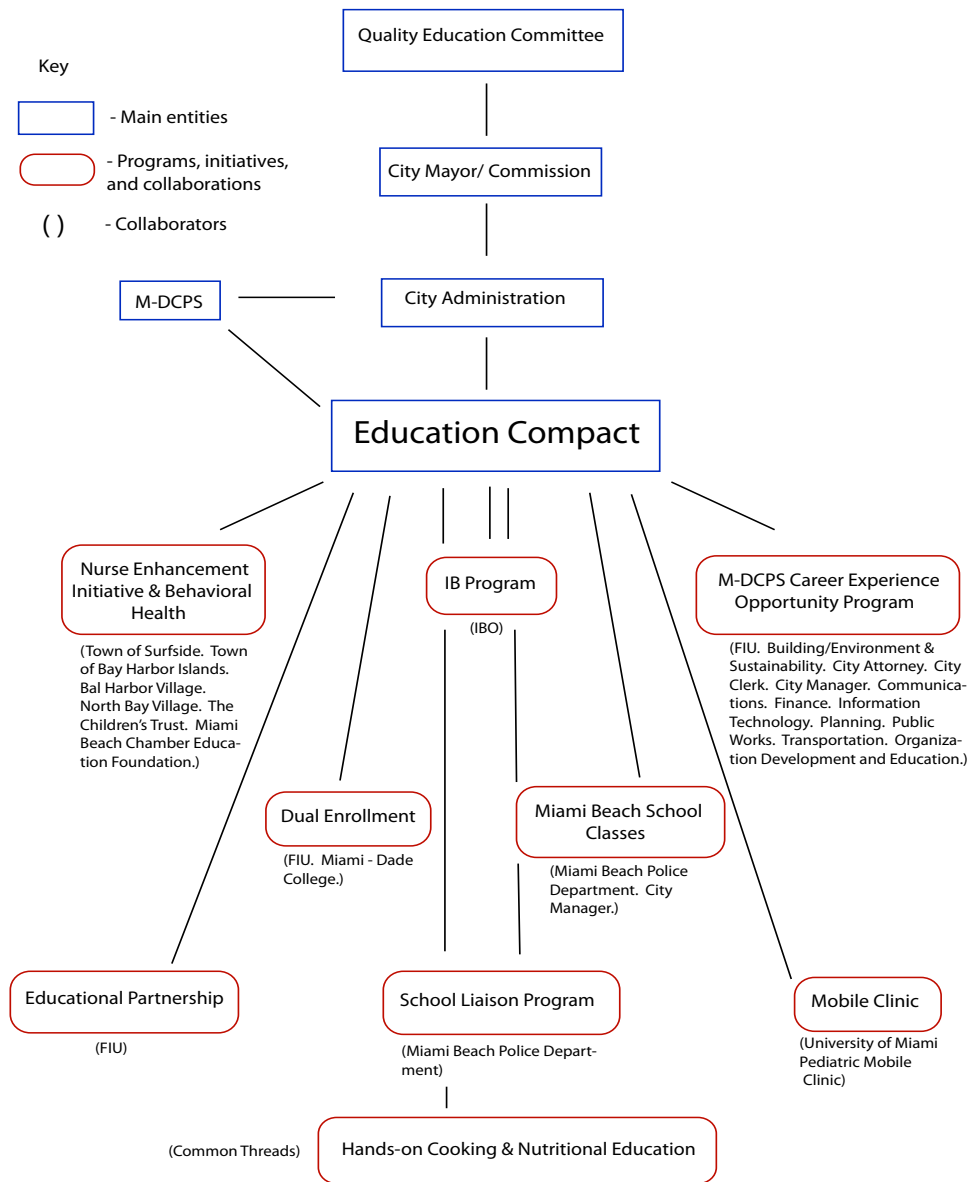


Figure 4. Education Compact Structure

Appendix B. 2006 Miami-Dade County Public School's Climate Survey Parent Responses

Table 25. 2006 Climate Survey Parent Response

Survey Item	District Summary of Parent Responses											
	Elementary			K-8			Middle			Senior		
	A	D	U	A	D	U	A	D	U	A	D	U
1. The school is safe and secure.	86	7	7	89	5	6	86	7	7	71	14	14
2. The school is kept clean and in good condition.	89	6	5	89	5	5	89	6	5	62	22	15
3. The school is overcrowded to the degree that it affects learning.	26	55	19	25	61	15	26	55	19	36	41	22
4. The school maintains high academic standards.	81	5	14	85	4	11	81	5	14	61	18	22
5. The school uses adequate disciplinary measures in dealing with disruptive students.	72	6	22	76	6	18	72	6	22	63	15	23
6. The school makes available textbooks, equipment, and supplies needed for learning.	90	4	5	87	7	6	90	4	5	75	14	11
7. The school serves lunches that are nutritious and taste good.	64	17	18	52	25	23	64	17	18	37	35	28
8. The school keeps bathrooms clean and in good condition.	58	23	20	59	21	19	58	23	20	32	45	23
9. Teachers are friendly and easy to talk to.	94	3	3	92	3	5	94	3	3	72	10	18
10. Teachers make learning interesting and relevant.	91	3	6	88	3	8	91	3	6	65	13	22
11. Teachers motivate students to learn.	91	3	6	88	4	8	91	3	6	67	12	20
12. Teachers take an interest in students' educational future.	89	3	9	87	3	9	89	3	9	70	11	19
13. Teachers are knowledgeable and understand their subject matter.	91	1	7	89	2	9	91	1	7	75	7	18
14. Teachers assign meaningful homework that helps students learn.	93	4	3	90	6	4	93	4	3	70	15	15
15. Teachers do their best to include me in matters directly affecting my child's progress in school.	90	6	5	85	6	8	90	6	5	58	22	20
16. The school teaches students the basic academic skills in reading.	93	3	5	93	3	4	93	3	5	83	7	11
17. The school teaches students basic academic skills in mathematics.	93	3	5	93	4	4	93	3	5	81	7	11
18. The school teaches students to speak and write correctly in English.	93	3	5	92	4	4	93	3	5	82	7	11
19. The school teaches how to solve problems in science.	78	4	18	82	4	15	78	4	18	71	10	20
20. The school teaches use of computers.	81	7	13	74	10	15	81	7	13	71	12	17
21. The school teaches students to think critically.	84	4	13	83	4	14	84	4	13	72	8	19
22. The school teaches students to develop good study and work habits.	89	4	7	86	4	9	89	4	7	69	13	18
23. The school teaches students to get along with different kinds of people.	88	3	9	86	3	11	88	3	9	68	12	20
24. The school is free of violence.	82	6	11	84	7	10	82	6	11	67	18	16
25. The school is free of gang activity.	81	6	14	82	7	11	81	6	14	63	17	19
26. The school is free of substance abuse.	82	5	12	84	5	11	82	5	12	60	20	20
27. The principal does an effective job running my child's school.	86	5	9	87	5	9	86	5	9	66	14	20
28. The principal is available and easy to talk to.	74	8	18	75	8	17	74	8	18	50	20	30
29. The assistant principals are effective administrators.	76	5	19	75	7	18	76	5	19	61	13	26
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	73	5	23	68	6	26	73	5	23	69	13	17
31. Staff in the principal's office treat me with respect when I contact my child's school.	91	4	4	90	5	5	91	4	4	73	13	15
32. School staff respond to my needs and concerns in a reasonable period of time.	86	6	8	85	6	9	86	6	8	63	17	20
33. My child is getting a good education at this school.	93	3	4	92	3	5	93	3	4	78	10	12
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	91	3	5	91	4	6	91	3	5	68	15	17
35. What overall grade would you give to your child's school?	B+			B+			B			B-		

\* A = agree, D = disagree, U = undecided/unknown

reprinted from ("Statistical Highlights", 2006)

Appendix C. 2006 Miami-Dade County Public School's Climate Survey Staff Responses

Table 26. 2006 Climate Survey Staff Responses

District Summary of Staff Responses												
Survey Item	Percent Responding*											
	Elementary			K-8			Middle			Senior		
	A	D	U	A	D	U	A	D	U	A	D	U
1. At my school I feel safe and secure.	91	5	4	97	2	2	88	7	4	86	9	6
2. At my school the school building is kept clean and in good condition.	79	16	5	85	11	4	78	18	5	69	25	6
3. At my school personnel work together as a team.	84	9	7	87	7	6	80	14	7	72	17	11
4. At my school administrators solve problems effectively.	80	11	9	83	9	8	75	15	11	69	19	13
5. At my school I feel that my ideas are listened to and considered.	79	11	10	80	10	10	73	14	13	65	18	16
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	74	17	9	83	11	7	67	25	8	63	26	11
7. My principal is an effective administrator.	85	8	7	90	6	4	80	9	10	78	10	12
8. My principal represents the school in a positive manner.	90	5	6	91	5	4	89	5	7	87	5	8
9. My principal demonstrates good interpersonal skills.	83	10	7	83	10	6	81	11	8	77	13	10
10. My principal deals with conflict constructively.	80	10	10	84	8	7	76	10	13	70	11	19
11. My principal responds in a reasonable time to my concerns.	85	7	7	87	6	7	82	7	11	75	9	16
12. My principal treats me with respect.	90	5	5	89	5	5	90	5	5	87	6	7
13. My principal is receptive to constructive criticism.	74	9	16	77	9	14	68	10	21	60	11	28
14. My principal is supportive of teachers.	85	7	8	87	7	7	82	8	10	78	9	13
15. I am limited by too many students in each class.	35	58	8	32	61	7	38	53	10	47	42	10
16. I am limited by student deficiencies in basic academic skills.	53	38	10	41	49	10	64	29	8	69	22	9
17. I am limited by lack of concern/support from parents.	52	40	8	39	53	9	59	33	8	59	28	13
18. I am limited by lack of concern/support from the principal.	9	82	9	7	87	6	9	81	10	10	76	14
19. I am limited by lack of concern/support from the district administration.	17	58	25	13	62	25	17	53	30	22	45	33
20. I am limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	25	66	9	21	69	9	28	62	9	38	51	11
21. I am limited by school violence.	6	89	5	3	93	4	12	81	8	13	76	11
22. I am limited by student gang activity.	2	93	5	2	93	4	5	83	11	8	76	15
23. I am limited by student substance abuse.	2	93	5	2	93	6	5	79	16	14	65	22
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	48	41	12	55	32	12	41	47	13	34	52	14
25. I feel satisfied concerning how my career is progressing at this school.	79	10	11	82	8	10	74	13	12	72	15	13
26. I have a feeling of job security in my present position.	85	6	8	85	5	9	80	9	11	79	10	12
27. I like working at my school.	89	4	6	90	5	5	87	6	7	87	6	7
28. Staff morale is high at my school.	65	20	15	74	15	11	59	25	16	53	28	19
29. I frequently feel overloaded and overwhelmed while working at my school.	53	37	10	46	41	12	47	42	11	50	38	12
30. Annual teacher evaluations are fair and reasonable.	86	3	11	86	2	12	83	3	13	78	4	17
31. Annual teacher evaluations are used to improve teacher performance.	78	5	16	80	6	15	71	9	21	61	13	27
32. Inservice programs keep me informed of the latest educational strategies.	81	8	10	81	9	11	77	12	11	71	16	13
33. I believe children attending my school are receiving a good education.	92	3	6	95	1	4	85	5	9	81	7	12
34. The overall climate or atmosphere at my school is positive and helps students learn.	88	5	7	91	4	5	81	9	9	78	12	10
35. What overall grade would you give to this school?	B+			B+			B			B-		

\* A = agree, D = disagree, U = undecided/unknown

reprinted from ("Statistical Highlights", 2006)

Appendix D. 2006 Miami-Dade County Public School's Climate Survey Student Responses

Table 27. 2006 Climate Survey Student Responses

<b>District Summary of Student Responses</b>												
Survey Item	Percent Responding*											
	Elementary			K-8			Middle			Senior		
	A	D	U	A	D	U	A	D	U	A	D	U
1. I feel safe at my school.	84	8	8	81	10	9	64	18	18	66	18	15
2. My school building is kept clean and in good condition.	55	29	15	59	24	17	41	40	19	47	37	15
3. Students in my school usually follow school rules.	36	42	22	30	44	26	20	58	23	30	47	23
4. There are too many students in my classroom and that affects how much I learn.	22	68	11	16	72	12	18	67	16	25	58	16
5. My teachers require that I work very hard for the grades I get.	89	5	7	85	5	10	80	7	14	79	9	13
6. My school has enough books and equipment to help me learn.	83	10	7	72	16	12	66	18	16	56	29	16
7. Food served for lunch at my school looks good and tastes good.	34	48	18	24	57	19	20	60	20	27	48	25
8. Bathrooms in my school are clean and in good condition.	23	66	11	30	54	17	16	71	13	22	63	14
9. My teachers are friendly and easy to talk to.	83	8	10	75	12	13	58	20	22	64	16	20
10. My teachers make learning fun and interesting.	84	8	9	68	14	18	48	27	24	49	27	25
11. My teachers make me want to learn.	84	6	9	70	13	17	53	22	24	49	25	27
12. My teachers know a lot about the subjects they teach.	91	3	5	88	5	8	79	7	13	75	9	16
13. My teachers give me meaningful homework that helps me learn.	85	7	8	71	13	16	60	20	21	52	26	23
14. My teachers are interested in how I do in the future.	80	5	14	73	9	18	60	17	23	56	19	25
15. My teachers let me know how I am doing on my schoolwork.	89	5	6	83	9	8	75	13	12	68	16	15
16. Violence is a problem at my school.	33	53	13	25	56	19	40	39	22	28	50	21
17. Gangs are a problem at my school.	22	67	11	17	66	18	23	55	22	17	61	22
18. Student drug and alcohol use are problems at my school.	14	80	7	13	72	14	19	59	22	27	47	27
19. My principal does a good job running the school.	81	10	9	74	13	13	58	22	20	51	22	26
20. The assistant principals are available when needed.	71	12	17	62	16	23	52	21	27	40	28	32
21. My guidance counselor helps me with school and personal problems.	69	9	21	58	11	31	57	16	26	54	22	24
22. Adults at my school care about me as an individual.	70	11	19	57	16	26	43	25	32	36	30	34
23. Adults at my school help me when I need it.	78	9	13	70	13	18	55	20	25	47	23	29
24. I like coming to my school.	69	18	14	58	25	17	48	32	20	52	29	20
25. I am getting a good education at my school.	87	4	9	81	6	13	70	12	19	66	14	21
26. The overall climate or feeling at my school is positive and helps me learn.	74	8	17	67	12	21	50	22	28	51	22	28
27. What overall grade would you give to your school?	B+			B			C+			C+		

\* A = agree, D = disagree, U = undecided/unknown

reprinted from ("Statistical Highlights", 2006)



Appendix E. 2016 Miami-Dade County Public School’s Climate Survey Demographic Breakdown

Table 28. Climate Survey Demographic Breakdown

<b>School Climate Survey 2015-16 Demographic Data of Survey Respondents</b>						
<b>Districtwide Summary</b>	<b>Parents</b>		<b>Students</b>		<b>Staff</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Climate Surveys</b>						
<b>No. Surveys Returned</b>	45,456	n/a*	43,306	n/a*	13,295	n/a
<b>Gender Distribution</b>						
<b>Male</b>	7,268	17.3	21,035	49.6	2,860	21.8
<b>Female</b>	34,794	82.7	21,396	50.4	10,282	78.2
<b>Ethnic Distribution</b>						
<b>White, Non-Hispanic</b>	3,653	8.9	3,818	9.1	2,556	19.3
<b>Black, Non-Hispanic</b>	7,141	17.4	8,979	21.3	2,074	15.7
<b>Hispanic</b>	28,355	69.2	25,938	61.7	7,580	57.3
<b>Asian/Pacific Islander</b>	701	1.7	485	1.2	25	0.2
<b>American Indian</b>	78	0.2	298	0.7	98	0.7
<b>Multi-Ethnic</b>	1,039	2.5	2,553	6.1	894	6.8
<b>No. of School Activities Attended</b>						
<b>None</b>	6,908	16.8				
<b>One to Three</b>	23,418	57.1				
<b>Four or More</b>	10,684	26.1				

*reprinted from* (“Statistical Highlights”, 2016)

Appendix F. 2016 Miami-Dade County Public School’s Climate Survey Student Responses

Table 29. 2016 Climate Survey Student Responses

DISTRICTWIDE SUMMARY OF STUDENT RESPONSES				
Survey Question		Percent of Students Who		
		Agreed	Were Undecided	Disagreed
1	I feel safe at my school.	79	12	9
2	My school building is kept clean and in good condition.	52	19	29
3	Students in my school usually follow school rules.	39	25	36
4	There are many students in my classroom and that affects how much I learn.	19	12	69
5	My teachers require that I work very hard for the grades I get.	89	8	3
6	My school has enough books and equipment to help me learn.	78	12	10
7	Food served for lunch at my school looks good and tastes good.	25	23	52
8	I like the choice of classes I have at this school.	63	21	16
9	My teachers are friendly and easy to talk to.	75	15	9
10	My teachers make learning fun and interesting.	70	17	12
11	My teachers make me want to learn.	73	16	11
12	My teachers know a lot about the subjects they teach.	86	9	5
13	My teachers give me meaningful homework that helps me learn.	72	16	12
14	My teachers are interested in how I do in the future.	73	19	8
15	My teachers let me know how I am doing on my schoolwork.	82	11	6
16	Violence is a problem at my school.	26	17	57
17	Gangs are a problem at my school.	16	14	69
18	Student drug and alcohol use are problems at my school.	67	28	20
19	My principal does a good job running the school.	66	22	12
20	The assistant principals are available when needed.	60	30	10
21	My guidance counselor helps me with school and personal problems.	62	25	13
22	Adults at my school care about me as an individual.	73	17	10
23	Adults at my school help me when I need it.	61	18	21
24	I like coming to my school.	82	12	5
25	I am getting a good education at my school.	66	22	13
26	The overall climate or feeling at my school is positive and helps me learn.	12	53	35
27	I ride the district school bus and I like it.	45	20	34
28	The driver of my school bus is friendly to me.	20	55	25
29	What overall grade would you give to your school?	B+		

reprinted from (“Statistical Highlights”, 2016)

Appendix G. 2016 Miami-Dade County Public School’s Climate Survey Parent Responses

Table 30. 2016 Climate Survey Parent Responses

DISTRICTWIDE SUMMARY OF PARENT RESPONSES				
	Survey Question	Percent of Parents who		
		Agreed	Were Undecided	Disagreed
1	The school is safe and secure.	90	6	4
2	The school is kept clean and in good condition.	85	8	7
3	The school is overcrowded to the degree that it affects learning.	22	17	61
4	The school maintains high academic standards.	84	12	5
5	The school uses adequate disciplinary measures with disruptive students.	73	20	7
6	The school makes available textbooks, and supplies needed for learning.	87	7	6
7	The school serves lunches that are nutritious and taste good.	52	22	26
8	I am satisfied with the choice of ed. programs offered by the school.	85	8	7
9	Teachers are friendly and easy to talk to.	87	8	5
10	Teachers make learning interesting and relevant.	84	10	5
11	Teachers motivate students to learn.	85	10	5
12	Teachers take an interest in students' educational future.	84	11	4
13	Teachers are knowledgeable and understand their subject matter.	88	9	3
14	Teachers assign meaningful homework that helps students learn.	83	9	8
15	Teachers do their best to include me in matters affecting my child's progress.	80	11	9
16	The school teaches students the basic academic skills in reading.	92	5	3
17	The school teaches students basic academic skills in mathematics.	91	5	4
18	The school teaches students to speak and write correctly in English.	92	5	3
19	The school teaches how to solve problems in science.	85	12	4
20	The school teaches use of computers.	86	9	5
21	The school teaches students to think critically and reason problems.	85	10	4
22	The school teaches students to develop good study and work habits.	85	11	5
23	The school teaches students to get along with different people.	86	10	4
24	The school is free of violence.	81	11	8
25	The school is free of gang activity.	80	13	7
26	The school is free of substance abuse.	78	14	8
27	The principal does an effective job running my child's school.	84	11	5
28	The principal is available and easy to talk to.	73	19	8
29	The assistant principals are effective administrators.	79	16	5
30	Guidance counselors try to help students with educational/ personal problems.	75	19	6
31	Staff in the principal's office treats me with respect when contacted.	89	7	5
32	School staff responds to my needs in a reasonable period of time.	84	9	7
33	My child is getting a good education at this school.	90	6	3
34	The overall climate at the school is positive and helps my child learn.	87	9	5
35	I am satisfied with the bus/ transportation provided by the district.	45	46	9
36	The bus drivers provide professional/ courteous service to my child.	53	21	27
37	What overall grade would you give to your child's school?	A-		

reprinted from (“Statistical Highlights”, 2016)

Appendix H. 2016 Miami-Dade County Public School’s Climate Survey Staff Responses

Table 31. 2016 Climate Survey Staff Responses

2015-2016 DISTRICTWIDE SUMMARY OF STAFF RESPONSES				
Survey Question		Percent of Staff who		
		Agreed	Were Undecided	Disagreed
1	At my school I feel safe and secure.	87	5	8
2	At my school the school building is kept clean and in good condition.	79	5	16
3	At my school personnel work together as a team.	81	10	9
4	At my school administrators solve problems effectively.	75	11	14
5	At my school I feel that my ideas are listened to and considered.	7	17	76
6	At my school adequate disciplinary measures used with disruptive behavior.	70	11	19
7	My principal is an effective administrator.	83	11	6
8	My principal represents the school in a positive manner.	88	7	5
9	My principal demonstrates good interpersonal skills.	79	9	12
10	My principal deals with conflict constructively.	79	11	10
11	My principal responds in a reasonable time to my concerns.	80	11	9
12	My principal treats me with respect.	89	5	6
13	My principal is receptive to constructive criticism.	65	22	13
14	My principal is supportive of teachers.	83	8	9
15	I am limited by too many students in each class.	34	11	55
16	I am limited by student deficiencies in basic academic skills.	60	10	30
17	I am limited by lack of concern/support from parents.	49	12	39
18	I am limited by lack of concern/support from the principal.	9	13	78
19	I am limited by lack of concern/support from the district administration.	19	25	56
20	I am limited by insufficient resources (e.g., books, equipment, supplies, etc.).	41	11	48
21	I am limited by school violence.	7	8	85
22	I am limited by student gang activity.	9	10	81
23	I am limited by student substance abuse.	15	20	65
24	Students come at the beginning of the term prepared for the courses I teach.	40	12	48
25	I feel satisfied concerning how my career is progressing at this school.	71	14	15
26	I have a feeling of job security in my present position.	69	15	16
27	I like working at my school.	85	8	7
28	Staff morale is high at my school.	57	21	22
29	I frequently feel overloaded and overwhelmed while working at my school.	44	11	45
30	Annual teacher evaluations are fair and reasonable.	56	21	23
31	Annual teacher evaluations are used to improve teacher performance.	51	28	21
32	In-service programs keep me informed of the latest educational strategies.	77	11	12
33	I believe children attending my school are receiving a good education.	89	6	5
34	The overall climate at my school is positive and helps students learn.	85	10	5
35	What overall grade would you give to this school?	B+		

*reprinted from* (“Statistical Highlights”, 2016)

## Appendix I. Next Generation Column, Miami Beach Magazine Archived Articles

<a href="#">Next Generation</a>	<b>NEXT GENERATION ARCHIVED ARTICLES</b>
<a href="#">MBQEC Mission</a>	<a href="#">Next Stop... IB Diploma</a>
<a href="#">Education Compact</a>	<a href="#">Excellence In Action Summer 2016</a>
<a href="#">International</a>	<a href="#">On the Job Experience Winter 2016</a>
<a href="#">Baccalaureate</a>	<a href="#">Peace of Mind Spring 2016</a>
<a href="#">School News &amp;</a>	<a href="#">Hablas Español Fall 2015</a>
<a href="#">Newsletters</a>	<a href="#">Colossal Collaboration Summer 2015</a>
<a href="#">Grant Opportunities</a>	<a href="#">Dual Options: Earn Both High School &amp; College Credit Spring 2015</a>
<a href="#">Legislative News</a>	<a href="#">A Heaven Sent Angel Winter 2014</a>
<a href="#">Speakers Bureau</a>	<a href="#">Back to School Volunteer Fall 2014</a>
<a href="#">Youth Arts &amp; Culture</a>	<a href="#">Read to Learn Summer 2014</a>
<a href="#">ARTventure</a>	<a href="#">Bullies Not Welcome Winter 2013</a>
<a href="#">Contact Us</a>	<a href="#">Learn to Plan Summer 2013</a>
	<a href="#">Life Safety Program Empowers Youth Spring 2013</a>
	<a href="#">Health Care Around the Corner Winter 2013</a>
	<a href="#">Stop...Kids Ahead Fall 2012</a>
	<a href="#">Making a Worldly Difference Summer 2012</a>
	<a href="#">No Parent Left Behind Winter 2011</a>
	<a href="#">IB Diploma Bound Fall 2010</a>
	<a href="#">Surfing the WiFi Wave Summer 2010</a>
	<a href="#">The Miami Beach Education Compact: How One Community is Pursuing a Path Toward World-Class Schools - <i>Quality Cities Magazine</i></a>
	<a href="#">In Tune with Arts and Academic Spring 2010</a>
	<a href="#">Let's Talk- Community Professionals Enhance Classroom Learning Winter 2009</a>
	<a href="#">Reading Adventures Fall 2009</a>
	<a href="#">Building a Continuum of Excellence in MB Schools Summer 2009</a>
	<a href="#">On The Job Experience Spring 2009</a>
	<a href="#">International Baccalaureate- A World of Knowledge Winter 2009</a>
	<a href="#">When the School Day is Over...What Next? Fall 2008</a>
	<a href="#">7 Habits of Success for MB Families Summer/Fall 2008</a>
	<a href="#">Advancing Excellence in Education- Quality and Choice Winter-Spring 2008</a>
	<a href="#">Enriching Our Future Leaders Part II Summer 2008</a>

Figure 5. Next Generation Column

NEXT GENERATION



# PEACE OF MIND

By Dr. Leslie D. Rosenfeld

**T**oday, one in three children suffers developmental or behavioral disabilities that limit their health and school performance. "Anxiety, depression, inattention and other behavioral issues have replaced infectious diseases and physical disabilities as the chief culprits that interfere with children's health, well-being and learning," explained Dr. Peter A. Gorski, chief community health, child development and innovation officer, The Children's Trust.

In response, the City of Miami Beach education compact with Miami-Dade County Public Schools, in partnership with the Town of Surfside, Town of Bay Harbor Islands, Bal Harbour Village, North Bay Village, The Children's Trust and the Miami Beach Chamber Education Foundation, is piloting a school-based program for the 2015-16 school year that offers enhanced behavioral health screening, support and community referral services to children in three public schools in the Miami Beach feeder pattern.

Miami Beach established an innovative nurse initiative in 2013 to fund full-time nurses at public schools in the Miami Beach feeder pattern with no on-site health care access. Beginning in 2015, the municipal partnership, referred to as the Nurse Enhancement Initiative, was expanded to include behavioral health services.

"Schools are a perfect location for early identification and interventions of behavioral health issues to reduce the prevalence of performance problems, truancy, school dropout rates, and difficulties in learning," noted Karen Rivo, former chair, Committee for Quality Education.

The nurse enhancement initiative engages students as active partners in mental health education and advocacy, which is paramount to reducing the stigma connected to mental health and improving the likelihood that those in distress seek help and receive the support that is needed.

Accessing services at each school site is done through the school counselor, teacher or administrative team. Behavioral health services include the following:

- Cognitive-Behavioral Therapy
- Family (Group) Therapy
- Systemic Therapy
- Play Therapy
- Participate Parent/Teacher Conference
- Home Visit

If you are interested in learning more about these services, please contact your school counselor or school nurse.

"A Miami Beach student was going through a family conflict at home which exacerbated his anxiety, loss of impulse control and difficulty paying attention in class," said the Licensed Clinical Social Worker Rodrigo Lozano. "After a few sessions, a meeting with the parent and a behavioral plan, the student improved his daily progress reports and reduced his acting out in class."

Parents can also access services via a request to the school. Additionally, these behavioral health team members provide class presentations on topics such as bullying, relationships and anger management.

"Over time, we hope to combine resources with an increasing pool of funders to expand this model to all schools and all children in our school district," added Gorski.

Visit the city's education page on [miamibeachfl.gov](http://miamibeachfl.gov) for additional information and to learn more about other programs.

30 MB magazine | Spring 2016

Figure 6. *Peace of Mind* Article



## Appendix K. Florida Department of Education Accountability Grade Breakdown

### Table 32. Accountability Grade Breakdown

#### 2017 School Grades Overview

##### Each school is graded based on the components for which it has sufficient data

grades provide an easily understandable way to measure the performance of a school. Parents and the general public can use the school grade and its reports to understand how well each school is serving its students. Schools are graded A, B, C, D, or F.

**Notes:** In 2016-17, a school's grade may include up to eleven components. There are four achievement components, four learning gains components, a school acceleration component, as well as components for graduation rate and college and career acceleration. Each component is worth up to 100 points in total calculation.

**Achievement Components:** The four achievement components are English Language Arts (ELA), Mathematics, Science, and Social Studies. These components measure student performance on statewide standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments. The component measures the percentage of full-year enrolled students who achieved a passing score.

**Learning Gains Components:** These components are learning gains in English Language Arts and Mathematics, as well as learning gains for the lowest performing 25% of students in English Language Arts and Mathematics. These components include student performance on statewide standardized assessments using the comprehensive assessments and EOC assessments for the current year and the prior year. The components measure the percentage of full year students who achieved a learning gain from the prior year to the current year.

**Middle School Acceleration:** This component is based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.

**Graduation Rate:** The graduation rate is based on an adjusted cohort of ninth grade students and the rate measures whether the students graduate within four years.

**College and Career Acceleration:** This component is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified students for college credit or earned an industry certification.

**Grades Calculation:** The number of points earned for each component is added together and divided by the total number of available points to determine percentage of points earned.

**Grading Scale:** A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, F = 31% of points or less

**Tested:** Schools must test 95% of their students.



Appendix L. 2016 Miami-Dade County Public School's Climate Survey Parent Responses for Miami Beach Senior High

Table 33. 2016 Miami Beach Senior High Parent Survey Response

<p align="center"><b>SCHOOL CLIMATE SURVEY</b>  <b>REPORT FOR THE 2016-17 ADMINISTRATION</b>  <b>Feedback from Parents</b></p>	SA = Strongly Agree		D = Disagree							
	A = Agree		SD = Strongly Disagree							
	U/U = Undecided/Unknown									
	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SENIOR SCHOOLS				
<b>7201-MIAMI BEACH SENIOR</b>	SA	A	U/U	D	SD	SA	A	U/U	D	SD
<b>My child's school: (Items 1 - 8)</b>										
1. ...is safe and secure.	19	64	11	7	0	44	45	7	4	1
2. ...is kept clean and in good condition.	10	46	9	25	11	38	41	11	7	3
3. ...is overcrowded to the degree that it affects learning.	11	22	26	36	5	9	13	18	36	23
4. ...maintains high academic standards.	13	40	24	17	6	41	41	13	4	1
5. ...uses adequate disciplinary measures in dealing with disruptive students.	14	34	32	10	11	31	40	20	6	3
6. ...makes available textbooks, equipment, and supplies needed for learning.	22	52	13	8	6	42	43	8	5	2
7. ...serves lunches that are nutritious and taste good.	4	10	25	32	29	14	24	27	19	16
8. I am satisfied with the choice of educational programs offered at my child's school.	26	45	18	7	4	41	42	9	5	2
<b>My child's teachers: (Items 9 - 15)</b>										
9. ...are friendly and easy to talk to.	19	45	26	6	4	33	46	15	5	2
10. ...make learning interesting and relevant.	9	44	27	16	5	28	46	17	7	2
11. ...motivate students to learn.	8	44	24	20	5	30	44	16	7	2
12. ...take an interest in students' educational future.	18	49	22	7	4	36	42	15	5	2
13. ...are knowledgeable and understand their subject matter.	23	51	16	8	3	35	48	12	4	1
14. ...assign meaningful homework that helps students learn.	10	35	25	22	9	27	42	15	10	5
15. ...do their best to include me in matters directly affecting my child's progress in school.	12	41	24	18	6	28	38	20	10	5
<b>My child's school is effectively teaching students: (Items 16 - 23)</b>										
16. ...the basic academic skills in reading.	30	53	9	6	2	41	50	7	2	1
17. ...the basic academic skills in mathematics.	21	57	10	10	3	39	46	8	5	2
18. ...to speak and write correctly in English.	27	55	7	6	5	45	46	6	2	1
19. ...to investigate problems in science.	17	54	15	9	5	37	45	13	4	2
20. ...to use computers.	11	49	19	15	7	38	42	13	5	2
21. ...to think critically and reason out problems.	14	50	22	11	3	37	45	13	4	1
22. ...to develop good study and work habits.	11	46	27	13	3	35	44	13	6	2
23. ...to get along with different kinds of people.	20	44	20	12	5	40	42	13	4	2
<b>The school and law enforcement authorities work together to keep my child's school free of: (Items 24-26)</b>										
24. ...violence.	16	56	14	13	2	44	36	12	5	4
25. ...gang activity.	25	50	13	8	5	47	32	13	4	4
26. ...substance abuse.	16	40	18	17	10	40	32	15	7	5
27. The principal does an effective job running my child's school.	14	36	22	19	9	43	36	14	4	3
28. The principal is available and easy to talk to.	10	28	33	16	14	33	30	25	7	4
29. The assistant principals are effective administrators.	15	29	26	20	10	33	37	21	5	3
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	27	36	23	7	7	39	36	16	5	4
31. Staff in the principal's office treat me with respect when I contact my child's school.	16	50	22	9	4	43	39	12	4	2
32. School staff respond to my needs and concerns in a reasonable period of time.	10	45	23	16	7	35	40	15	7	3
33. My child is getting a good education at this school.	16	56	16	11	2	46	43	8	2	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	12	48	22	12	7	39	43	12	5	2
35. I am satisfied with the transportation services provided to my child by the Miami-Dade Public Schools.	14	28	39	10	10	23	23	41	6	7
36. My child has an electronic device (wireless tablet or laptop) that can be brought to school on a daily basis.	40	35	12	6	8	49	29	10	6	5
37. What overall grade would you give your child's school?	Average Grade: B-					Average Grade: B+				

reprinted from ("Statistical Highlights", 2016)



Appendix M. 2016 Miami-Dade County Public School’s Climate Survey Student Responses for Miami Beach Senior High

Table 34. 2016 Miami Beach Senior High Student Survey Responses

<p style="text-align: center;"><b>SCHOOL CLIMATE SURVEY</b>  <b>REPORT FOR THE 2016-17 ADMINISTRATION</b>                      Feedback from Students</p>	SA = Strongly Agree					D = Disagree				
	A = Agree					SD = Strongly Disagree				
	U/U = Undecided/Unknown									
PERCENT RESPONDING IN EACH CATEGORY										
7201-MIAMI BEACH SENIOR	YOUR SCHOOL					ALL SENIOR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	30	49	11	8	1	32	47	12	6	3
2. My school building is kept clean and in good condition.	6	35	17	28	13	19	41	16	17	7
3. Students in my school usually follow school rules.	4	35	27	22	12	13	35	24	19	10
4. There are too many students in my classroom and that affects how much I learn.	6	20	16	47	11	6	11	15	45	22
5. My teachers require that I work very hard for the grades I get.	31	59	6	2	1	37	46	12	3	2
6. My school has enough books and equipment to help me learn..	12	52	18	12	6	24	42	18	11	6
7. Food served for lunch at my school looks good and tastes good.	1	14	16	22	47	5	14	24	22	35
8. I like the choice of classes I have at this school.	22	49	13	10	6	20	40	18	14	8
<b>My teachers: (Items 9 - 15)</b>										
9. ... are friendly and easy to talk to.	28	47	17	6	2	23	48	19	7	4
10. ... make learning fun and interesting.	13	39	33	10	6	14	38	26	16	6
11. ... make me want to learn.	15	39	24	16	6	15	38	26	15	6
12. ... know a lot about the subjects they teach.	22	55	17	5	1	28	46	17	6	3
13. ... give me meaningful homework that helps me learn.	14	30	26	21	10	13	33	25	17	12
14. ... are interested in how I do in the future.	22	34	27	10	7	22	37	25	10	6
15. ... let me know how I am doing on my school work.	15	48	18	18	1	23	45	17	11	4
16. Violence is a problem at my school.	5	11	30	41	13	5	9	18	34	34
17. Gangs are a problem at my school.	0	2	20	45	33	3	4	14	28	51
18. Student drug and alcohol use are problems at my school.	9	26	38	20	9	7	12	23	28	31
19. My principal does a good job running the school.	5	23	39	19	14	25	35	24	8	8
20. The assistant principals are available when needed.	5	24	37	18	16	16	32	33	11	8
21. My guidance counselor helps me with school and personal problems.	17	33	30	14	6	24	31	26	10	8
22. Adults at my school care about me as an individual.	13	23	37	16	11	16	35	30	12	7
23. Adults at my school help me when I need it.	10	35	37	11	7	18	43	25	9	6
24. I like coming to my school.	11	36	24	10	19	15	33	23	14	15
25. I am getting a good education at my school.	12	42	29	14	2	25	47	18	6	3
26. The overall climate or feeling at my school is positive and helps me learn.	15	35	26	17	7	18	40	25	11	5
27. I ride a Miami-Dade County Public School bus to school and I like it.	5	17	37	22	19	6	11	46	14	23
28. I have an electronic device that can be brought to school on a daily basis.	48	31	11	6	4	45	29	10	7	8
29. What overall grade (A, B, C, D, or F) would you give to your school during 2015-2016?	Average Grade: C+					Average Grade: B				

reprinted from (“Statistical Highlights”, 2016)

Appendix N. 2016 Miami-Dade County Public School’s Climate Survey Staff Responses for Miami Beach Senior High

Table 35. 2016 Miami Beach Senior High Staff Survey Responses

SCHOOL CLIMATE SURVEY REPORT FOR THE 2016-17 ADMINISTRATION Feedback from Staff	SA = Strongly Agree A = Agree U/U = Undecided/Unknown					D = Disagree SD = Strongly Disagree				
	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SENIOR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
<b>7201-MIAMI BEACH SENIOR</b>										
<b>At my school: (Items 1 - 6)</b>										
1. ...I feel safe and secure.	32	49	6	9	4	54	34	5	5	2
2. ...the school building is kept clean and in good condition.	13	56	13	10	7	41	39	5	12	3
3. ...personnel work together as a team.	22	40	16	21	1	39	41	8	9	2
4. ...administrators solve problems effectively.	18	44	13	16	9	39	37	10	9	4
5. ...I feel that my ideas are listened to and considered.	24	41	15	16	4	39	35	13	9	5
6. ...adequate disciplinary measures are used to deal with disruptive behavior.	13	22	13	41	10	34	36	10	14	6
<b>My principal: (Items 7 - 14)</b>										
7. ...is an effective administrator.	29	44	10	13	3	52	30	8	6	3
8. ...represents the school in a positive manner.	47	37	9	6	1	61	28	5	3	2
9. ...demonstrates good interpersonal skills.	47	43	3	6	1	55	28	7	6	4
10. ...deals with conflict constructively.	34	37	9	16	4	51	25	14	6	4
11. ...responds in a reasonable time to my concerns.	43	35	6	12	4	56	26	10	5	3
12. ...treats me with respect.	56	37	3	4	0	64	25	5	3	2
13. ...is receptive to constructive criticism.	41	28	21	7	3	48	22	21	5	4
14. ...is supportive of teachers.	40	31	13	12	4	55	27	10	5	3
<b>My ability to do the best possible job at this school is limited by: (Items 15 - 23)</b>										
15. ...too many students in each class.	21	33	18	19	9	18	24	10	33	15
16. ...student deficiencies in basic academic skills.	27	39	19	12	3	26	34	10	20	10
17. ...lack of concern/support from parents.	15	33	24	19	9	17	29	13	28	12
18. ...lack of concern/support from the principal.	6	12	9	52	21	4	6	11	41	38
19. ...lack of concern/support from the district administration.	10	25	25	27	12	6	11	27	34	23
20. ...insufficient resources (e.g., funds, books, equipment, supplies, etc.).	13	34	15	28	10	11	21	11	34	23
21. ...school violence.	5	5	18	47	26	2	4	9	36	48
22. ...student gang activity.	3	0	24	41	32	2	3	11	32	52
23. ...student substance abuse.	8	32	21	24	16	3	9	17	32	39
24. Students generally come to my class at the beginning prepared for the grade level or courses I teach.	9	33	15	37	6	11	34	12	31	12
25. I feel satisfied concerning how my career is progressing at this school.	29	38	18	12	3	32	41	14	10	3
26. I have a feeling of job security in my present position.	31	44	19	4	1	34	42	12	9	3
27. I like working at my school.	49	35	10	4	1	54	34	6	4	2
28. Staff morale is high at my school.	15	36	22	19	7	25	36	18	15	7
29. I frequently feel overloaded and overwhelmed while working at my school.	7	30	18	39	6	11	28	12	37	11
30. Annual teacher evaluations are fair and reasonable.	15	31	19	22	12	22	34	21	14	9
31. Annual teacher evaluations are used to improve teacher performance.	7	27	25	28	12	20	32	24	15	9
32. Inservice programs keep me informed of the latest educational strategies.	19	43	24	9	4	24	50	13	9	4
33. I believe children attending my school are receiving a good education.	19	61	7	12	0	40	46	9	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	21	47	15	15	3	38	43	10	7	2
35. What Overall Grade Would You Give Your School?	School Average Grade: B-					Group Average Grade: B				

reprinted from (“Statistical Highlights”, 2016)

Appendix O. Number of Miami-Dade County Public School's Staff Volunteering in Mentoring Activities

Table 36. Staff Volunteers

LocationName	# of employees mentoring
ACADEMIR PREPARATORY ACADEMY	2
AIR BASE K-8 CTR INT'L EDUC	1
ALONZO & TRACY MOURNING SH	2
BOOKER T. WASHINGTON SR. HIGH	1
CALUSA ELEMENTARY	1
CAMPBELL DRIVE K-8 CENTER	1
CAROL CITY MIDDLE	2
CHARLES R. DREW K-8 CENTER	2
CITRUS GROVE MIDDLE SCHOOL	1
CLAUDE PEPPER ELEMENTARY	1
COCONUT PALM K-8 ACADEMY	4
CORAL REEF ELEMENTARY	1
CORAL REEF SENIOR HIGH	1
CUTLER RIDGE ELEMENTARY	1
DAVID LAWRENCE JR K-8 CENTER	3
DEVON AIRE K-8 CENTER	1
DR HENRY E PERRINE ACADEMY	1
EVERGLADES PREP ACADEMY HIGH	2
EXCELSIOR CHARTER ACADEMY	2
FELIX VARELA SENIOR HIGH	1
G. HOLMES BRADDOCK SENIOR HIGH	1
GATEWAY ENVIRONMENTAL K-8	1
GEORGE WASHINGTON CARVER	1
HAMMOCKS MIDDLE	1
HENRY E.S. REEVES ELEMENTARY	1
HERBERT A. AMMONS MIDDLE	1
HIALEAH GARDENS MIDDLE SCHOOL	4
HOLMES ELEMENTARY	1
HOMESTEAD SENIOR HIGH	2
IPREPARATORY ACADEMY	1
ITECH @ THOMAS EDISON EDUC CTR	1
LAMAR LOUISE CURRY MIDDLE SCH	1
MAE WALTERS ELEMENTARY	1
MATER GARDENS ACADEMY	1
MIAMI CAROL CITY SENIOR HIGH	2
MIAMI EDISON SENIOR HIGH	1
MIAMI JACKSON SENIOR HIGH	1
MIAMI KILLIAN SENIOR HIGH	1
MIAMI LAKES K-8 CENTER	1
MIAMI LAKES MIDDLE	1
MIAMI MACARTHUR SOUTH	2
MIAMI PALMETTO SENIOR HIGH	1
MIAMI SPRINGS ELEMENTARY	2
MIAMI SPRINGS MIDDLE	1
MYRTLE GROVE K-8 CENTER	1
NEW WORLD SCHOOL OF THE ARTS	1

Continued

Appendix P. Number of Miami-Dade County Public School's Staff Volunteering in  
Mentoring Activities

Table 37. Continuation of Table 36

NORLAND ELEMENTARY	3
NORLAND MIDDLE	3
NORTH DADE MIDDLE	2
OFC OF COMMUNITY ENGAGEMENT	1
OLIVER HOOVER ELEMENTARY	1
OLYMPIA HEIGHTS ELEMENTARY	1
RICHMOND HEIGHTS MIDDLE	2
ROCKWAY ELEMENTARY	1
SHADOWLAWN ELEMENTARY	4
SHENANDOAH MIDDLE	1
SNAPPER CREEK ELEMENTARY	1
SOMERSET ACAD AT SILVER PALMS	1
SOMERSET ARTS ACADEMY	7
SOMERSET GABLES ACADEMY	1
SOUTH DADE SKILL CENTER	2
SOUTHWEST MIAMI SENIOR HIGH	2
SOUTHWOOD MIDDLE	2
SPORTS LEADERSHIP AND MGMT CMS	5
SUNSET PARK ELEMENTARY	1
TITLE I MIGRANT EDUC PROGRAM	4
TOUSSAINT L'OUVERTURE ELEM	1
W.J. BRYAN ELEMENTARY	1
WHISPERING PINES ELEMENTARY	2
WILLIAM A. CHAPMAN ELEMENTARY	3
<b>Total</b>	<b>109</b>

Appendix Q. Miami-Dade County Public School's Student Interns

Table 38. Student Interns

School Name	Number of Interns Enrolled
AAA @ FIU North (Homeschool is Dr. Krop)	3
AAA @ FIU South (Homeschool is Coral Park for 1 student and Felix Varela is for the other)	2
Alonzo and Tracy Mourning Senior High Biscayne Bay	6
Barbara Goleman Senior High School	41
BioTECH@Richmond Heights	32
Coral Gables Senior High School	2
Coral Reef Senior High School	5
Cutler Bay Senior High School	16
Design and Architecture Senior High School	68
Dr. Michael M. Krop Senior High School	34
Felix Varela Senior High School	93
G. Holmes Braddock Senior High School	53
Hialeah Gardens Senior High School	4
International Studies Preparatory Academy	33
iPreparatory Academy	76
Law Enforcement Officers Memorial High School	36
MAST @ FIU Biscayne Bay Campus	48
MAST Academy Senior High School	19
Medical Academy for Science and Technology @Homestead	86
Miami Arts Studio 6-12 @ Zelda Glazer	10
Miami Beach Senior High School	85
Miami Carol City Senior High School	5
Miami Coral Park Senior High School	1
Miami Killian Senior High School	74
Miami Lakes Educational Center	1
Miami Norland Senior High School	26
Miami Palmetto Senior High School	27
Miami Senior High School	10
North Miami Beach Senior High School	16
School for Advanced Studies- West	5
School for Advanced Studies, Homestead	2
School for Advanced Studies, South	27
School for Advanced Studies, Wolfson	4
South Miami Senior High School	15
Southwest Miami Senior High School	34
William H. Turner Technical Arts Senior High School	26
Young Women's Preparatory Academy	8
<b>Total</b>	<b>1033</b>

Appendix R. Map of Case Study Box of The City of Miami Beach and Miami – Dade County Public Schools and The Education Compact

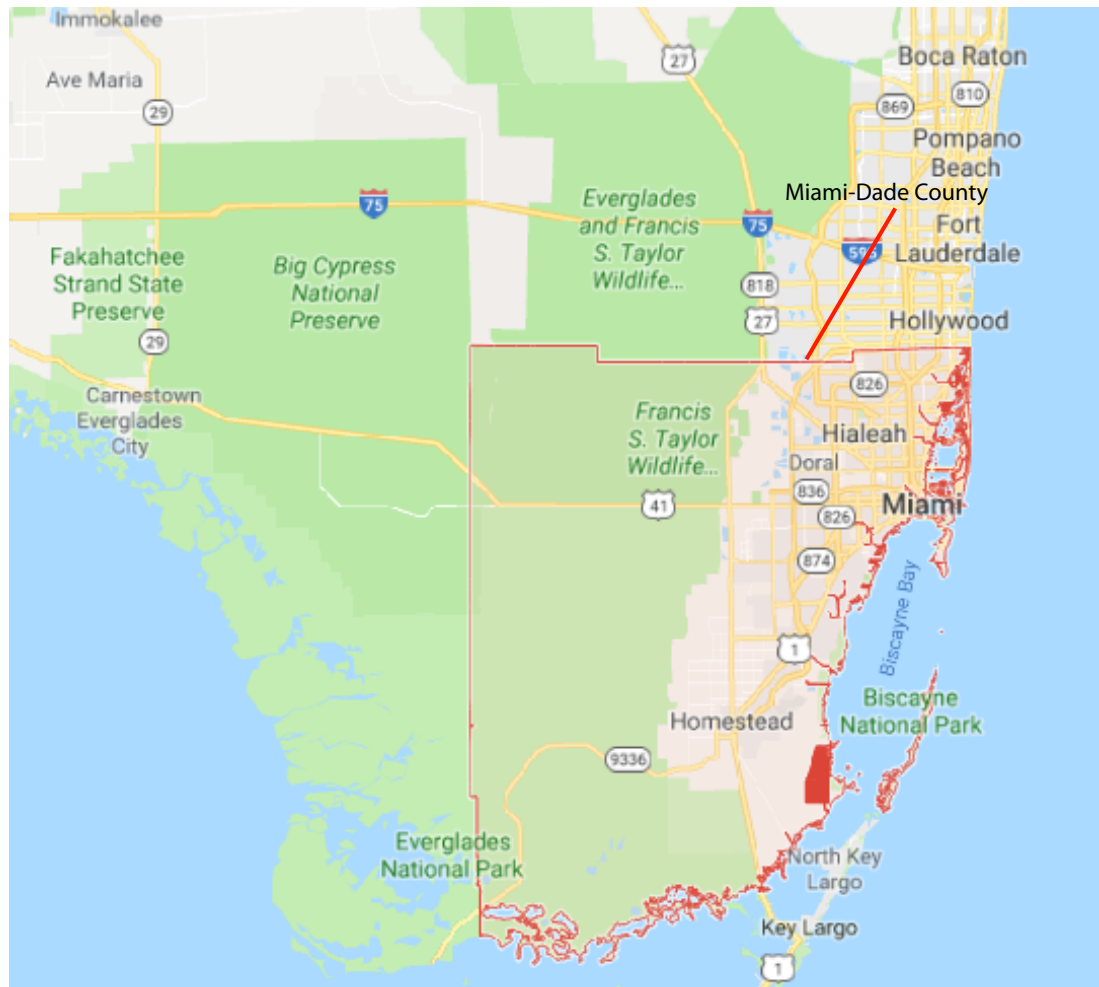


Figure 7. Google Map Image Map of Case Study Box

Continued

Appendix S. Map of Case Study Box of The City of Miami Beach and Miami – Dade County Public Schools and The Education Compact

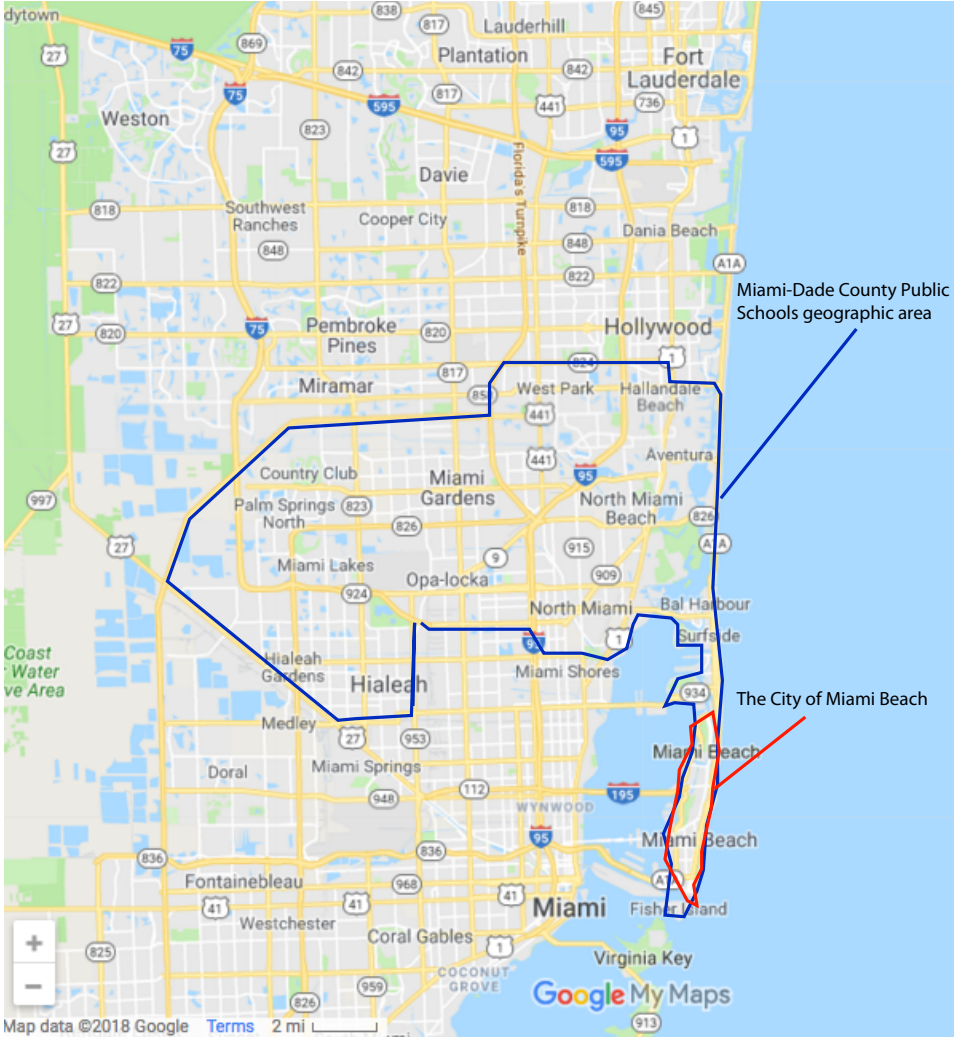


Figure 8. Google Map Image Map of Case Study Box

Appendix T. Marjory Stoneman Douglass High School

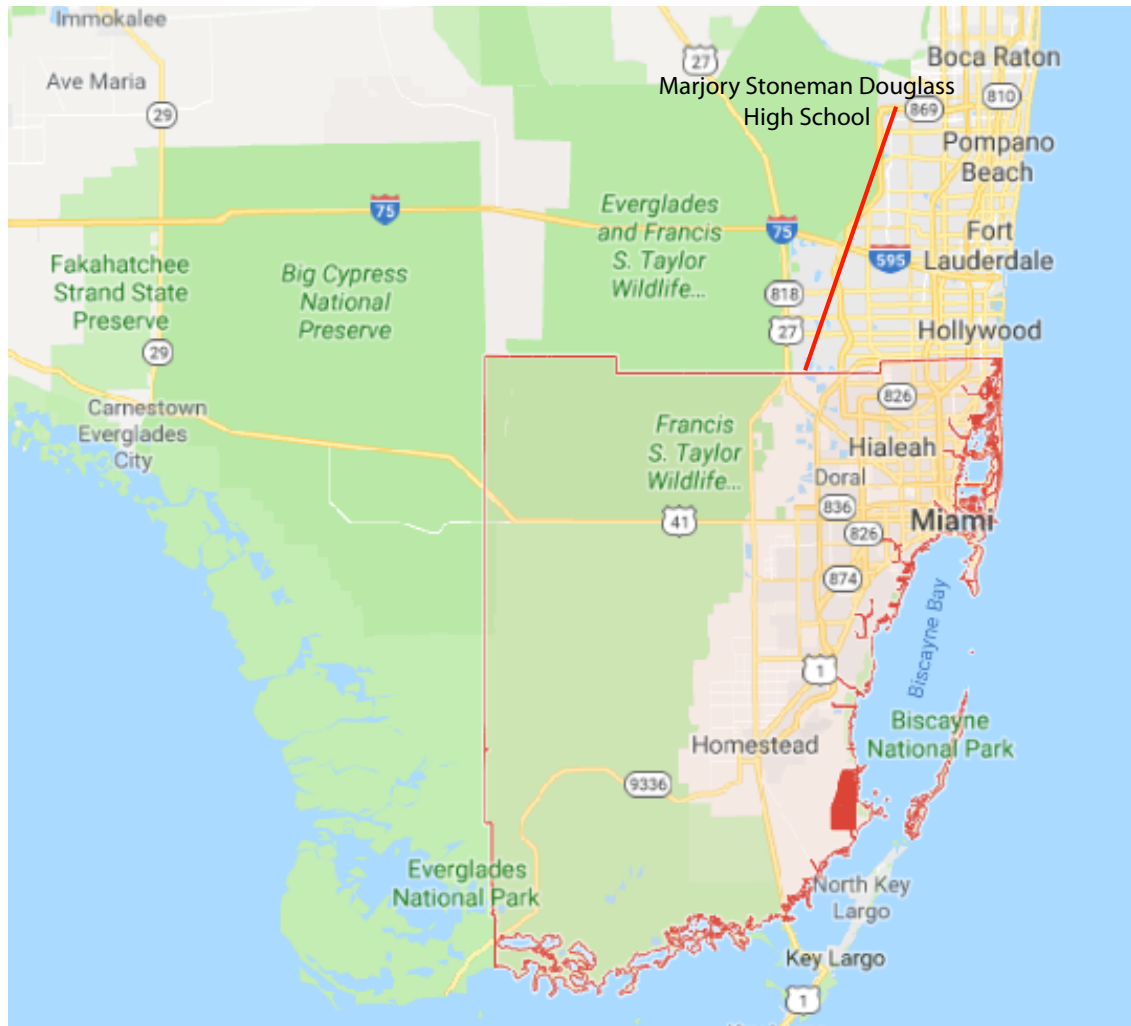


Figure 9. Marjory Stoneman Douglass High School



Appendix U. Northwestern Senior High

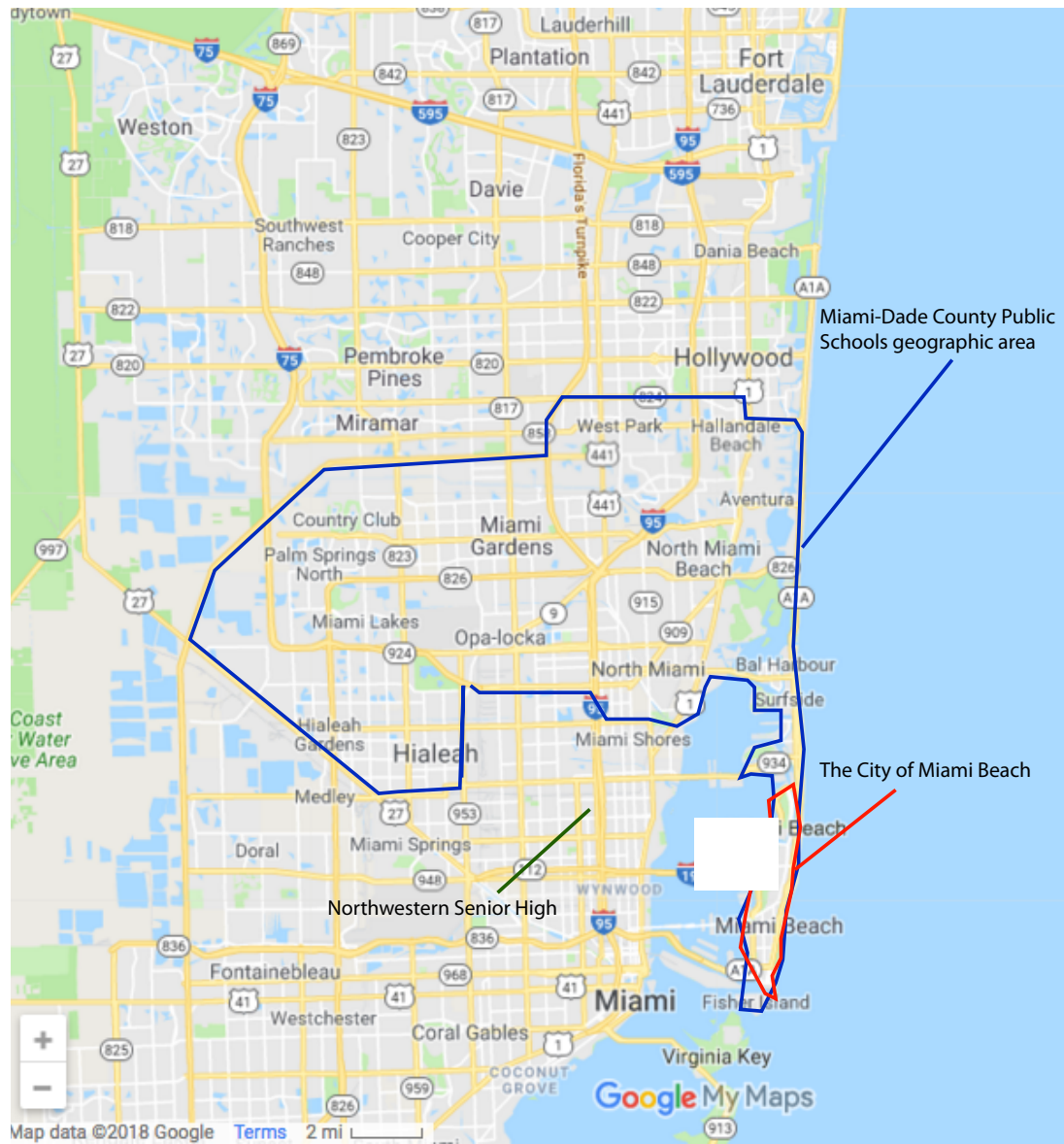


Figure 10. Northwestern Senior High