



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Office of Independent Education and Parental Choice (IEPC)

Program Name

Public Charter Schools Grant Program (PCSGP)
Planning, Design and Implementation (2010-2013)
Design and Implementation (2010-2012)

Specific Funding Authority(ies)

Federal Funds: CFDA #84.282A – Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001

Funding Purpose/Priorities

The general purpose of the Public Charter School Grant Program (PCSGP) is to:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and,
- Expand the number of high quality charter schools in Florida.

Preference points may be earned by applicants that document meeting one or more of the following funding priorities.

- The applicant is the only approved charter school within the school district (**4 points**); or
- The applicant will operate in a district identified by the Florida Department of Education (FDOE) as underrepresented or underserved, as defined by having fewer than one operating charter school per 10,000 students in each school (using October 2009 FTE) (**4 points**);
- The applicant will operate in a District with a grade of “C” or lower (**3 points**); and
- The applicant has partnered with a state university and/or community college to develop an integrated career academy or other expanded opportunity for accelerated mechanisms, such as dual enrollment, advanced placement, and the Advanced International Certificate of Education (AICE) Program (**1 point**).

Target Population(s)

Charter Schools, students, families

Eligible Applicant(s)

Eligible applicants are charter schools that have applied to and received approval from their chartering authority to open in the 2010-2011 school year **or** charter schools that opened in the 2009-2010 school year and have not previously received a project award under the PCSGP. Charter schools authorized for the 2010-2011 school year are eligible to apply for a Planning,

Design, and Implementation Grant. Charter schools that opened in the 2009-2010 school year are eligible to apply for an Implementation Grant only.

The charter school must serve students in grades K-12. If the charter school serves students in other grades, such as Pre-K or adult education, in addition to K-12 students, project funds cannot be used in a way that benefits the non K-12 programs in planning, program design, or implementation.

Application Due Date

January 29, 2010. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Total Funding Amount/Approximate Number of Awards

Approximately \$22,750,000 is available for project awards. One of the following funding scenarios will apply to eligible applicants:

A. For schools scheduled to open in the 2010-2011 school year

Based on availability of funds, the following is an example of how funds may be awarded to schools that are opening for the 2010-2011 school year:

- Planning and Program Design: \$25,000
- First Year Implementation
 - 1 – 200 Students: \$225,000
 - 201+ Students: \$275,000
- Second Year Implementation: \$75,000

The student count will be based on the first year enrollment projections included in the contract or approved charter application.

B. For schools that opened in the 2009-2010 school year

Based on availability of funds, the following is an example of how funds may be awarded to schools that opened in the 2009-2010 school year and have not previously received a project award under the PCSGP:

- First Year Implementation
 - 1 – 200 Students: \$225,000
 - 201+ Students: \$275,000
- Second Year Implementation: \$75,000

The student count will be based on the October 2009 survey.

C. An additional \$50,000 (each school) may be awarded in First Year Implementation to up to ten (10) charter schools meeting one or more of the following criteria and submitting supporting documentation:

- Secondary schools (grades 6-12);
- Charter schools partnered with a state university and/or community college to develop an integrated career academy or other expanded opportunity for accelerated mechanisms, such as dual enrollment, advanced placement, and the Advanced International Certificate of Education (AICE) Program;
- High schools developing at least one career academy*; and/or,
- Middle schools articulating to career academies*.

***NOTE:** Career academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three-, or four-year span. Students enter the academy through a voluntary process. They must apply and be accepted with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Staff teams work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. To be awarded the additional \$50,000, career academies must include all of the following elements: a small learning community; a college-prep curriculum with a career theme; partnerships with employers, the community, and higher education or incorporate the Career Academy National Standards of Practice. Additional information is available on the FDOE Web Site: http://www.fldoe.org/workforce/careeracademies/ca_home.asp

The additional \$50,000 will be awarded to proposals with scores starting from highest to lowest until the maximum number (10) is reached.

Matching Requirement

None

Budget/Program Performance Period

The project effective date will be the date that the prioritized funding list is approved by the Commissioner of the Florida Department of Education.

A. For charter schools opening for the 2010-2011 school year, this is a multi-year project with a maximum program performance period of three years (36 months) and is comprised of three periods. The three periods combined may not exceed three (3) years.

1. Planning and Program Design (maximum of 18 months). Planning and Program Design occurs prior to the opening of the charter school.
2. First Year of Implementation (maximum of 12 months).
3. Second Year of Implementation (maximum of 12 months).

B. For charter schools that opened in the 2009-2010 school year and have not previously received a project award under the PCSGP, this is a multi-year project with a maximum program performance period of two years (24 months) and is comprised of two periods. The two periods combined may not exceed two (2) years.

1. First Year of Implementation (maximum of 12 months).
2. Second Year of Implementation (maximum of 12 months).

Contact Persons

Program Office Contact

Helen Giraitis

CSP Grant Director

850-245-0502

charterschools@fldoe.org

Grants Management Contact

Kay Caster

Grants Director

850-240-0496

Kay.Caster@fldoe.org

Assurances

The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires Local Educational Agencies (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- Applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, an applicant must have a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs on file with the Florida Department of Education, Office of the Comptroller. The complete text may be found at: <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Narrative Components and Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are ***Criteria***. *These are the bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.*
- The standard scoring ***Criteria*** are based on a 100 point scale, with a **minimum** score of 70 points required for an application to be considered eligible for funding.
- If earned, Preference Points can only be awarded after a minimum final score of 70 points is achieved. Eligibility for preference points will be assessed by program office following the completion of the review.

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project including general purpose, each specific school-wide goal, brief program design, and significance (contribution and rationale).

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *The proposed application clearly aligns with the intended Funding Purpose/Priorities.*

2. Project Need

0-5 points

Instructions

Describe the need for the charter school in the community and provide supporting data as evidence. Provide a clear and concise mission statement that defines the purpose of the charter school. Describe how the school's mission and goals address the learning needs of the students it will serve.

Criteria

- *The proposal clearly describes the need for this charter school with supporting data.*
- *The proposal provides a well-defined and concise school mission statement.*
- *The proposal clearly describes how the school's mission and goals address the learning needs of the students it will serve.*

3. Project Design and Implementation

0-50 points

Instructions

Describe how the school will develop and implement strategies for each of the five areas considered essential to the implementation and success of high-quality charter schools:

- (1) Founding and Governance;
- (2) Curriculum, Instruction, Assessment, and Accountability;
- (3) Business, Finance, and Accounting;
- (4) School Leadership and Management; and
- (5) Special Populations.

Criteria

(1) Founding and Governance

0-10 of 50 points

- *The mission of the school is clearly explained.*
- *The proposal clearly describes the developers/founders of the school and how they will develop a governing board clearly committed to the mission of the school and cognizant of their responsibilities to provide effective oversight of public funds.*

- *The proposal clearly states whether any developers/founders will serve as governing board members or administrators of the school and if so, in what capacity.*
- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The role is detailed and specific and includes policy development, strong financial oversight, and evaluation of school administrator.*
- *The proposal clearly demonstrates that the school's developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success including but not limited to curriculum, instruction, assessment, finance, facilities, law, management, governance, and administration.*
- *The proposal includes a clear description of how staff, parents, and community members are actively engaged in the design and implementation of the school.*
- *The proposal includes a description of organizational policies that are comprehensive and include provisions relating to conflict of interest, or a description of how policies will be developed prior to receiving grant funds. These provisions are consistent with state and federal regulations. (Section E of Non-Regulatory Guidance: <http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf>)*
- *The proposal includes a minimum of one individual project objective relating to Founding and Governance on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

(2) Curriculum, Instruction, Assessment, and Accountability **0-10 of 50 points**

- *The proposal clearly describes a sound educational philosophy aligned with the school's mission.*
- *The proposal clearly describes the targeted student population.*
- *The proposal provides clear and strong evidence that the educational model to be implemented will be effective for the population served.*
- *The school's curriculum is aligned with the school's mission.*
- *The proposal provides a comprehensive instructional staffing program to recruit, develop, and retain quality faculty and staff.*
- *The plan for evaluating student performance, including how well each student masters performance standards approved by the State Board of Education as part of Florida's statewide assessment system, is clearly explained and appears to be sufficient.*
- *The professional development training plan is comprehensive, detailed, and includes the expected focus and amount of professional development for instructional staff. The plan must include, at a minimum, the following topics: Improving individual student achievement, data-driven decision making, and the continuous improvement process.*
- *The proposal includes a minimum of one individual project objective relating to curriculum, instruction, assessment and accountability on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

(3) Business, Finance and Accounting **0-10 of 50 points**

- *The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls.*

- *The financial reporting policies include monthly financial reporting to the governing board and the sponsor.*
- *The proposal provides a detailed description of how PCSGP expenditures will be recorded.*
- *The proposal includes a minimum of one individual project objective relating to business, finance, and accounting on the CSP Project Objectives form (Attachment J) The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

(4) School Leadership and Management

0-10 of 50 points

- *The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through hired administrators or a management company or both. Proposal must include the qualifications of the Administrator/Principal. If Administrator/Principal is not yet identified, proposal must include the minimum qualifications required of applicants for Administrator/Principal position.*
- *The proposal describes a comprehensive and detailed professional development plan for the school principal/administrator. (Applicants may want to view the Web site: www.FloridaSchoolLeaders.org.)*
- *The proposal includes a clear description of administrative and operational capacity sufficient to support an effective educational program.*
- *The plan for continuing the operation of the school following expiration of grant funding is realistic and likely to succeed.*
- *The proposal includes a clear description of the administrative relationship between the sponsor and the charter school. The description demonstrates an understanding of the roles and responsibilities of the sponsor.*
- *The proposal includes a minimum of one individual project objective relating to school leadership and management on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

(5) Special Populations

0-10 of 50 points

- *The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.*
- *The proposal includes a description of how the specific educational needs of students with disabilities will be met.*
- *The proposal includes a description of how Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated as needed.*
- *The proposal includes a minimum of one individual project objective relating to special populations on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

4. Evaluation

0-25 points

Instructions

Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet the State's academic achievement standards.

Criteria

- *The proposal includes specific, detailed, and measurable outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must reflect the outcome measures submitted in the school's charter school application or contract.*
- *The projected student achievement outcomes are reasonable, challenging, and demonstrate the school's commitment to academic excellence.*
- *The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.*
- *The proposal describes effective evaluation methods that will assess the school's progress towards meeting its goals and objectives and allow for ongoing correction and improvement.*
- *The proposal indicates whether the school will receive a school grade through Florida's A+ Grading System. If the school will not receive a school grade through Florida's A+ Grading System, the proposal will describe how overall school success will be measured and reported.*

5. Support for Strategic Imperatives

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Describe how the proposed project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.com/>

Math/Science Initiative

URL: <http://www.fldoestem.org/center13.aspx>

Criteria

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.*

6. Dissemination Plan

0-10 points

Instructions

Describe how students and parents in the community will be informed about the proposed charter school. Provide details regarding targeted outreach plans, if any, for specific student populations. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including the lottery system. If any enrollment preferences will be utilized by the school, describe in detail. Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment.

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>) and with Florida Statute 1002.33. A charter school receiving PCSGP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery.

A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders and the charter school's teachers (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

Criteria

- *The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.*
- *The school's community awareness plan is consistent with the school's mission, educational program, and targeted student population.*
- *The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.*
- *The enrollment preference procedures are described in detail, including the criteria used and the number and type of students that are included in the enrollment process.*

7. Budget

0-10 points

Instructions

Using the format in Attachment D, provide a detailed Project Budget Detail for the entire project period (all three budget periods for schools that are scheduled to open for the 2010-2011 school year or the two Implementation budget periods for schools that have already

opened). Each budget period must be separate. The budget must be comprehensive, detailed (including number of items and cost per item), well-justified, and clearly aligned to the goals, objectives, and activities/strategies described in the proposal.

Transfer only the item descriptions and total amounts for the First Budget Period onto the DOE 101 Budget Narrative Form and add appropriate function and object codes.

During the three-year grant period, the charter school director, or the director's designee, and at least one board member will be required to participate in the Florida State Charter School Conference each year. Applicants may include project funding as part of the budget for participation in this required conference.

Applicants may also include funding in the budget for participation in other charter school statewide and national workshops and conferences.

Criteria

- *The proposal provides clear, detailed explanations for required personnel, professional and technical services, training, and/or travel for the proposed project.*
- *All budget periods for the project are included in the Project Budget Detail (Attachment D), using the requested format.*
- *The Project Budget Detail is realistic and provides a comprehensive and detailed description of how the funds will be used to carry out the goals, objectives, and activities/strategies outlined in the proposal.*
- *The Project Budget Detail clearly relates to and supports the mission of the charter school and supports the five essential program areas outlined in Section 3, Project Design and Implementation.*
- *All line items are reasonable, and clearly explained.*

8. Preference Points

0-8 points possible

Instructions

A proposal must have a score of at least 70 before any preference points may be earned. Preference points may be earned by applicants that document meeting one or more of the following funding priorities.

- The applicant is the only approved charter school within the school district (**4 points**); or
- The applicant will operate in a district identified by the Florida Department of Education (FDOE) as underrepresented or underserved, as defined by having fewer than one operating charter school per 10,000 students in each school (using October 2009 FTE) (**4 points**);
- The applicant will operate in a District with a grade of "C" or lower (**3 points**); and
- The applicant has partnered with a state university and/or community college to develop an integrated career academy or other expanded opportunity for accelerated mechanisms, such as dual enrollment, advanced placement, and the Advanced International Certificate of Education (AICE) Program (**1 point**).

Criteria

- *Does the proposal support a charter school in a school district that currently does not have a charter school operating in the district or a charter school that has been operating for less than one year and is the only charter school currently operating in the district?*
- *Does the proposal support a charter school in a school district identified by the Florida Department of Education (FDOE) as underrepresented or underserved, as defined by having less than one operating charter school per 10,000 students in each school district?*
- *Does the proposal document that the school will operate in a District graded as a “C” or lower in the most recent grading?*
- *Does the proposal document that the charter school will partner with a state university or community college to develop an integrated career academy or other expanded opportunity for accelerated mechanisms such as dual enrollment, advanced placement, and the Advanced International Certificate of Education (AICE) Program?*

Funding Method(s)

CARDS - Cash Advance and Reporting of Disbursements System – Web-Based Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the CARDS - Cash Advance and Reporting of Disbursements System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the CARDS System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

Sub-grantees must avoid apparent and actual conflicts of interest when administering grants. Federal regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. A person may not participate in a project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private or financial gain for that person or for others.

When using Federal funds to enter into a contract for equipment or services, a charter school must comply with the procurement standards set forth in Federal regulations. Those standards require Federal grant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer, or agent of the charter school may participate in the selection, award, or administration of any contract supported by Federal funds if a real or apparent conflict of

interest exists. (Charter Schools Program, Title V, Part B, Non- Regulatory Guidance, <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>).

The project award notification (DOE 200) will indicate:

- Project budget and program periods
- Timelines:
 - Last date for receipt of proposed budget and program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

Project recipients do not have the authority to report expenditures before or after these specified dates.

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding. Federal regulations expressly prohibit the acquisition of facilities and construction (34 Code of Federal Regulations 76.533). Project funds may not be used to purchase buses. Project funds may not be used to pay for recurring expenses. The charter school must serve students in grades K-12. If the charter school serves students in other grades, such as Pre-K or adult education, in addition to K-12 students, project funds cannot be used in a way that benefits the non K-12 programs in planning, program design, or implementation.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at 5% or at the applicant's approved negotiated rate, whichever is lower.

Each charter school is required to utilize its sponsor as a fiscal agent for this project. The fiscal agent may not deduct funds for administrative fees or expenses, including indirect costs, from a sub-grant awarded to an eligible applicant (charter school), unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant local education agency. A statement regarding the agreement between the fiscal agent and the charter school must be included in the budget narrative (Attachment K). Indirect costs are limited to the FLDOE approved rate for the sponsor.

Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients or sub-recipients of DOE grants are required to participate, annually, in Grants Fiscal Management Training offered by the DOE. Failure to obtain the training can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information in the CSP Grant Objectives section (Attachment J) and information included in the reports required below.

In order to receive funding for subsequent budget periods, applicants will need to submit the following when concluding each budget period:

- an itemized expenditure report (Attachment I)
- a DOE 150 Project Amendment Request;
- a DOE 101 Budget Narrative Form, and
- a report that indicates the progress toward each project objective included in Attachment J. The report must indicate if the project objective was met or not met. The report must include any required documentation (required documentation is listed in the “verification” section of Attachment J). For any project objective that was not met, the report must include an explanation of why the objective was not met and a plan addressing how the school plans to meet the objective, including a timeline.

Schools that will open for the 2010-2011 school year must also submit evidence that the school has acquired a facility consistent with the requirements of its charter before receiving the next award.

The itemized expenditure report can be the same report submitted to the sponsor for reimbursement. At a minimum, this expenditure report needs to contain an itemized list of expenditures and the budget category for each expense. Detailed documents may be requested to support the submitted itemized expenditure report. Desk audits and site visits will be conducted as part of the compliance and review process.

Receipt of these reports is one of the factors that will be used to determine whether the charter school will be awarded funding for subsequent budget periods. The items listed above should be mailed to:

**Office of Independent Education and Parental Choice
Florida Department of Education
325 W. Gaines Street, Room 522
Tallahassee, Florida 32399-0400**

As public schools, charter schools are required to report student performance achievement data, including the information required for the annual school report and the education accountability system governed by Sections 1008.31 and 1008.345, F.S. Further, it is the policy of the DOE to support and use a paperless communication system to the greatest extent possible.

Notice of Intent-to-Apply

The due date to notify the Program contact person, *Helen Giraitis*, of Intent-to-Apply is **December 11, 2009**. This notification is sent as an e-mail or fax message and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

Questions should be e-mailed to the Program contact person, Helen Giraitis, mailed to the Department at 325 West Gaines Street, Room 522, Tallahassee, FL 32399, or faxed to 850-245-0875. Questions must be received by close of business on **December 16, 2009**. Answers will be

posted at http://www.floridaschoolchoice.org/Information/Charter_Schools/ no later than December 22, 2009.

Method of Review

A peer review process will be used to evaluate the *PCSGP* competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within Florida.

Project proposals are screened by DOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions).

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers representing experienced educational professionals and stakeholders from Florida and, when applicable, around the country.
- The Program Office ranks the proposals in order from highest to lowest score.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

Conditions for Acceptance/Substantially Approvable Form

The requirements listed below **must** be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within DOE no later than the close of business on the due date.
- Application includes required forms:
 - DOE 100A Application Form bearing the original signature of the Superintendent for the school district and the Charter School governing/founding board chair or his/her representative.

NOTE: Applications signed by officials other than Superintendent **must** have a letter signed by the Superintendent or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.

- DOE 101- Budget Narrative.
- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs,” (if not already on file in the DOE Comptroller’s Office).

Other Requirements

For Federal Programs

General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one page summary description of the plan proposed by the

District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

A complete proposal will include the following elements in the order listed below. The Abstract and Project Narrative must include a header identifying each section. When the proposal is complete and in the proper order, all pages should be numbered (by hand is acceptable).

1. Proposal Checklist/Table of Contents (Attachment A) (1 page) The *Table of Contents* should list the major sections of the application and provide page numbers for easy reference.
2. Charter School Overview Form (Attachment A1) (1 page).
3. DOE 100A Project Application Form (Attachment B) (1 page).
4. DOE 101 Budget Narrative (Attachment C) (up to 2 pages). Covers the first budget period only.
5. Abstract of proposal (1 page).
6. Project Narrative (up to 20 pages).The *Project Narrative* should address Sections 2 – 6, in that order.
7. Project Budget Detail (Attachment D) (up to 9 pages). Covers the entire project period.
8. Assurances page with original signature (Attachment E) (2 pages).
9. Signed ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (Attachment F) (2 pages).
10. General Education Provisions Act (GEPA) Plan (1 page).
11. CSP Grant Objectives (Attachment J).
12. Voluntary Agreement for Indirect Costs (Attachment K), if applicable.
13. Appendix A: Copy of 501(c)3 approval or copy of documentation that application is pending.

No additional documents should be included with the proposal. Any documents not specifically requested will be removed from packet and will not be evaluated.

Technical/Formatting and Other Application Submission Requirements

- One (1) original and one (1) copy
- Font Type/Size [Arial/12 pt]
- Margin size [1" – both side and top/bottom margins]
- Single Spacing
- Single-sided pages
- No Bound Copies

Application must be submitted to:
Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 325
Tallahassee, Florida 32399-0400

Office of Independent Education and Parental Choice

Reviewer Scoring Sheet

Applicant: _____

Total Score: _____

Reviewer's ID Code: _____

Date Reviewed: _____

REVIEWER'S GUIDE

- The standard scoring *Criteria* are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.
- Lack of a response for a component merits a "0." Some effort, no matter how poor, should merit a point or two, with strong comments on why the score was assigned.
- The following chart lists each narrative component and serves as a guide for the number of points which may be given for each criterion within a narrative component. **Please note points may vary due to the quality of the responses as measured by the criterion.**
- Please use whole numbers.

PLEASE DO NOT FORGET TO PROVIDE COMMENTS AFTER EACH SCORING SECTION

<u>NARRATIVE COMPONENT</u>	<u>TOTAL ALLOTTED</u>
Project Abstract or Summary	Fixed Requirement
Project Need	0 - 5 points
Project Design and Implementation	0 - 50points
Evaluation	0 - 25 points
Support for Strategic Imperative	Fixed Requirement
Dissemination	0 - 10 points
Budget	0 – 10 points
Total Points	0 - 100 points

Useful Resources:

Frequently Asked Questions

http://www.floridaschoolchoice.org/Information/Charter_Schools/

Request for Proposals

http://www.floridaschoolchoice.org/Information/Charter_Schools/

1) PROJECT ABSTRACT or SUMMARY – (FIXED REQUIREMENT)

Instructions

Provide a brief summary of the proposed project including general purpose, specific goals, brief program design, and significance (contribution and rationale).

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *The proposed application clearly aligns with the intended Funding Purpose/Priorities.*

Total Possible Points: FIXED REQUIREMENT

Strengths:

Weaknesses:

2) PROJECT NEED – 0-5 points

Instructions

Describe the need for the charter school in the community and provide supporting data as evidence. Provide a clear and concise mission statement that defines the purpose of the charter school. Describe how the school's mission and goals address the learning needs of the students it will serve.

Criteria

- *The proposal clearly describes the need for this charter school with supporting data.*
- *The proposal provides a well-defined and concise school mission statement.*
- *The proposal clearly describes how the school's mission and goals address the learning needs of the students it will serve.*

Total Possible Points: 0 - 5

Points Awarded for this Section: _____

Strengths:

Weaknesses:

3) PROJECT DESIGN AND IMPLEMENTATION PT 1– 0-10 POINTS

Instructions

Describe how the school will develop and implement strategies for each of the five areas considered essential to the implementation and success of high-quality charter schools:

(1) Founding and Governance

(1) Founding and Governance

0-10 of 50 points

- *The mission of the school is clearly explained.*
- *The proposal clearly describes the developers/founders of the school and how they will develop a governing board clearly committed to the mission of the school and cognizant of their responsibilities to provide effective oversight of public funds.*
- *The proposal clearly states whether any developers/founders will serve as governing board members or administrators of the school and if so, in what capacity.*
- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The role is detailed and specific and includes policy development, strong financial oversight, and evaluation of school administrator.*
- *The proposal clearly demonstrates that the school’s developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success including but no limited to curriculum, instruction, assessment, finance, facilities, law, management, governance, and administration.*
- *The proposal includes a clear description of how staff, parents, and community members are actively engaged in the design and implementation of the school.*
- *The proposal includes a description of organizational policies that are comprehensive and include provisions relating to conflict of interest, or a description of how policies will be developed prior to receiving grant funds. These provisions are consistent with state and federal regulations. (Section E of Non-Regulatory Guidance: <http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf>)*
- *The proposal includes a minimum of one individual project objective relating to Founding and Governance on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department’s goal of increasing the number of quality charter schools.*

Total Possible Points: 0 -10

Points Awarded for this Section: _____

Strengths:

Weaknesses:

3) PROJECT DESIGN AND IMPLEMENTATION PT 2 – 0-10 POINTS

Instructions

Describe how the school will develop and implement strategies for each of the five areas considered to be essential to the implementation and success of high-quality charter schools:

(2) Curriculum, Instruction, Assessment, and Accountability

(2) Curriculum, Instruction, Assessment, and Accountability 0-10 of 50 points

- *The proposal clearly describes a sound educational philosophy aligned with the school's mission.*
- *The proposal clearly describes the targeted student population.*
- *The proposal provides clear and strong evidence that the educational model to be implemented will be effective for the population served.*
- *The school's curriculum is aligned with the school's mission.*
- *The proposal provides a comprehensive instructional staffing program to recruit, develop, and retain quality faculty and staff.*
- *The plan for evaluating student performance, including how well each student masters performance standards approved by the State Board of Education as part of Florida's statewide assessment system, is clearly explained and appears to be sufficient.*
- *The professional development training plan is comprehensive, detailed, and includes the expected focus and amount of professional development for instructional staff. The plan must include, at a minimum, the following topics: Improving individual student achievement, data-driven decision making, and the continuous improvement process.*
- *The proposal includes a minimum of one individual project objective relating to curriculum, instruction, assessment and accountability on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

Total Possible Points: 0 - 10

Points Awarded for this Section: _____

Strengths:

Weaknesses:

3) PROJECT DESIGN AND IMPLEMENTATION PT 3 – 0-10 POINTS

Instructions

Describe how the school will develop and implement strategies for each of the five areas considered to be essential to the implementation and success of high-quality charter schools:

(3) Business, Finance, and Accounting

(3) Business, Finance and Accounting

0-10 of 50 points

- *The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls.*
- *The financial reporting policies include monthly financial reporting to the governing board and the sponsor.*
- *The proposal provides a detailed description of how PCSGP expenditures will be recorded.*
- *The proposal includes a minimum of one individual project objective relating to business, finance, and accounting on the CSP Project Objectives form (Attachment J) The objective is reasonable, specific, measurable, and consistent with the Department's goal of increasing the number of quality charter schools.*

Total Possible Points: 0 - 10

Points Awarded for this Section: _____

Strengths:

Weaknesses:

3) PROJECT DESIGN AND IMPLEMENTATION PT 4– 0-10 POINTS

Instructions

Describe how the school will develop and implement strategies for each of the five areas considered to be essential to the implementation and success of high-quality charter schools:

(4) School Leadership and Management

(4) School Leadership and Management

0-10 of 50 points

- *The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through hired administrators or a management company or both. Proposal must include the qualifications of the Administrator/Principal. If Administrator/Principal is not yet identified, proposal must include the minimum qualifications required of applicants for Administrator/Principal position.*
- *The proposal describes a comprehensive and detailed professional development plan for the school principal/administrator. (Applicants may want to view the Web site: www.FloridaSchoolLeaders.org.)*
- *The proposal includes a clear description of administrative and operational capacity sufficient to support an effective educational program.*
- *The plan for continuing the operation of the school following expiration of grant funding is realistic and likely to succeed.*
- *The proposal includes a clear description of the administrative relationship between the sponsor and the charter school. The description demonstrates an understanding of the roles and responsibilities of the sponsor.*
- *The proposal includes a minimum of one individual project objective relating to school leadership and management on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department’s goal of increasing the number of quality charter schools.*

Total Possible Points: 0 - 10

Points Awarded for this Section: _____

Strengths:

Weaknesses:

3) PROJECT DESIGN AND IMPLEMENTATION PT 5 – 0-10 POINTS

Instructions

Describe how the school will develop and implement strategies for each of the five areas considered to be essential to the implementation and success of high-quality charter schools:

(5) Special Populations

(5) Special Populations

0-10 of 50 points

- *The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.*
- *The proposal includes a description of how the specific educational needs of students with disabilities will be met.*
- *The proposal includes a description of how Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated as needed.*
- *The proposal includes a minimum of one individual project objective relating to special populations on the CSP Project Objectives form (Attachment J). The objective is reasonable, specific, measurable, and consistent with the Department’s goal of increasing the number of quality charter schools.*

Total Possible Points: 0 - 10

Points Awarded for this Section: _____

Strengths:

Weaknesses:

4) EVALUATION – 0-25 POINTS

Instructions

Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet the State’s academic achievement standards.

Criteria

- *The proposal includes specific, detailed, and measurable outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must reflect the outcome measures submitted in the school’s charter school application or contract.*
- *The projected student achievement outcomes are reasonable, challenging, and demonstrate the school’s commitment to academic excellence.*
- *The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.*
- *The proposal describes effective evaluation methods that will assess the school’s progress towards meeting its goals and objectives and allow for ongoing correction and improvement.*
- *The proposal indicates whether the school will receive a school grade through Florida’s A+ Grading System. If the school will not receive a school grade through Florida’s A+ Grading System, the proposal will describe how overall school success will be measured and reported.*

Total Possible Points: 0 - 25

Points Awarded for this Section: _____

Strengths:

Weaknesses:

5) SUPPORT FOR STRATEGIC IMPERATIVES – FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida’s Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Describe how the proposed project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.com/>

Math/Science Initiative

URL: <http://www.fldoestem.org/center13.aspx>

Criteria

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida’s Next Generation PreK-20 Education Strategic Plan.*

- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.*

Total Possible Points: FIXED REQUIREMENT

Strengths:

Weaknesses:

6) DISSEMINATION PLAN – 0-10 POINTS

Instructions

Describe how students and parents in the community will be informed about the proposed charter school. Provide details regarding targeted outreach plans, if any, for specific student populations. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including the lottery system. If any enrollment preferences will be utilized by the school, describe in detail. Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment.

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>) and with Florida Statute 1002.33. A charter school receiving PCSGP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery.

A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders and the charter school's teachers (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

- *The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.*
- *The school's community awareness plan is consistent with the school's mission, educational program, and targeted student population.*
- *The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.*
- *The enrollment preference procedures are described in detail, including the criteria used and the number and type of students that are included in the enrollment process.*

Total Possible Points: 0 - 10

Points Awarded for this Section: _____

Strengths:

Weakness:

7) BUDGET – 0-10 POINTS

Instructions

Using the format in Attachment D, provide a detailed Project Budget Detail for the entire project period (all three budget periods for schools that are scheduled to open for the 2010-2011 school year or the two Implementation budget periods for schools that have already opened). Each budget period must be separate. The budget must be comprehensive, detailed (including number of items and cost per item), well-justified, and clearly aligned to the goals, objectives, and activities/strategies described in the proposal.

Transfer only the item descriptions and total amounts for the First Budget Period onto the DOE 101 Budget Narrative Form and add appropriate function and object codes.

During the three-year grant period, the charter school director, or the director’s designee, and at least one board member will be required to participate in the Florida State Charter School Conference each year. Applicants may include project funding as part of the budget for participation in this required conference.

Applicants may also include funding in the budget for participation in other charter school statewide and national workshops and conferences.

- *The proposal provides clear, detailed explanations for required personnel, professional and technical services, training, and/or travel for the proposed project.*
- *All budget periods for the project are included in the Project Budget Detail (Attachment D), using the requested format.*
- *The Project Budget Detail is realistic and provides a comprehensive and detailed description of how the funds will be used to carry out the goals, objectives, and activities/strategies outlined in the proposal.*
- *The Project Budget Detail clearly relates to and supports the mission of the charter school and supports the five essential program areas outlined in Section 3, Project Design and Implementation.*
- *All line items are reasonable, and clearly explained.*

Total Possible Points: 0 - 10

Points Awarded for this Section: _____

Strengths:

Weaknesses:

PLEASE DO NOT FORGET TO PROVIDE COMMENTS AFTER EACH SCORING SECTION.