



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 (2012 - 2015)
Design and Implementation (2012 - 2014)

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 high quality charter schools; and,
- Expand the number of high quality charter schools in Florida.

Target Population(s)

Charter Schools, students, families

Eligible Applicant(s)

New charter schools that have applied to/have received approval from their chartering authority to open in the 2012-2013 school year or opened during the 2011-2012 school year may submit grant applications for this RFP. Any new charter school applicant currently appealing its Sponsor's decision to deny their application or that has not yet received an approval/denial determination from its sponsors may also submit a grant application.

The Charter Office will determine *final applicant eligibility* prior to approving the 2012-2015 Prioritized Funding List (PFL) by verifying each school selected for funding has an approved charter application and has not previously received a project award under the PCSGP.

Prior to approving the initial Project Award Notification (DOE 200) for each school selected for funding, the Charter Office will also verify:

1. The CSP Grant Recipient has not withdrawn its approved Charter School Application, and
2. Any CSP Grant Recipient that plans to open August 2013 has a Sponsor-Approved Deferral (if requested by the Charter School).

CSP grant funding may only be used to support students enrolled in grades K-12 with one exception: Charter schools that exclusively serve Exceptional Student Education (ESE) students, as part of the district's regular education program, may request Pre-K funding.

~~Virtual charter schools and district-managed charter schools are not eligible for CSP funding.~~

Application Due Date

~~March 14, 2012~~ **February 23, 2012**—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 \$19,125,000 is available for up to 45 project awards. All funding is dependent on availability of funds. One of the following funding scenarios may apply to eligible applicants:

A. Multi-Year Planning, Design, and Implementation Grant (Grant Option A):

Any new Charter School Applicant that has received (or expects to receive) Sponsor-Approval to open August 2012 may submit a 2012-2015 CSP Application for either an A) Multi-Year Planning, Design, and Implementation Grant or B) Two-year Design and Implementation Grant.

Any new charter school applicant that expects to request/receive Sponsor-Approval to defer the school open date to August 2013 must apply for a multi-year Planning, Design, and Implementation Grant.

Based on availability of funds, the following is an example of how funds may be awarded to schools that request a **Multi-Year Planning, Design, and Implementation Grant**:

1. Planning and Program Design (18-month maximum program performance period) \$25,000
Planning Award approved *after* school meets all **Project Performance Accountability and Reporting Requirements**

2. Implementation (24-month maximum program performance period)
Implementation funds are distributed in two installments during the two year project performance period.

Implementation I (Distributed *after* school meets all **Project Performance Accountability and Reporting Requirements** to move from Planning to Implementation I.) \$175,000

Implementation II (Distributed *after* school meets all **Project Performance Accountability and Reporting Requirements** to request Implementation II funding.) \$150,000

PCSGP Implementation Grant Awards are designed to help develop high-quality charter schools in Florida during their start-up and initial operational school years. The Charter Office will use available student achievement data to determine if the grant recipient needs to re-align its Implementation budget to achieve the academic outcomes included in its newly-approved Charter School Contract.

B. Two-Year Implementation Grant (Grant Option B):

The Charter Office will accept applications for the Two-Year Implementation Grant from CSP grant applicants that:

- Have/Expect to have an executed charter school contract, signed lease agreement (or proof of facilities), and all required policies **no later than July 1, 2012** *or*,
- Opened during the current school year (2011-2012) and have not previously received a project award funded under the PCSGP.

Based on availability of funds, the following is an example of how funds *may be awarded* for Two-Year Implementation Grants during the 2012-2013 and 2013-2014 school years:

Implementation (24-month maximum program performance period)
Implementation funds are distributed in two equal installments during the two year project performance period.

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| <u>Implementation I</u> (Distributed <i>after</i> school meets all Project Performance Accountability and Reporting Requirements for Two-Year Implementation I Awards.) | \$175,000 |
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| <u>Implementation II</u> (Distributed <i>after</i> school meets all Project Performance Accountability and Reporting Requirements to request Implementation II funding.) | \$175,000 |
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Reminder: *Newly-approved charter schools that plan to open August 2012 must choose between Grant Option A and Grant Option B—they cannot receive both types of grant awards.*

C. Supplemental Funding for Large Schools During Implementation I or Implementation II:

CSP applicants must complete the **Charter School Overview Form** (Attachment A1) to provide *reasonable* enrollment projections during each semester of their 24-month maximum allowable Implementation Grant Project Performance Period. Do not use the maximum capacity on your approved Charter School Contract *unless* you expect to reach this number during your approved Implementation project award performance period.

The enrollment projection will be used to identify schools that may be eligible to receive the Large School Supplement.

*However, the Charter Office will only approve Supplemental Funding for Large Schools as a one-time increase during Implementation I or II (not both) **after** DOE conducts the semi-annual Student Participation Survey for each semester of the school year (October and February).*

Based on the availability of funds, the following is an example of how *the one-time approval of Supplemental Funding for Large Schools* may be *recommended* for schools with projected enrollments exceeding 201 or more students. However, the Supplemental Funding for Large Schools funding approval will be based on actual enrollment data reported on Survey 2 (Fall) or Survey 3 (Spring) using the following criteria:

1. Grant Recipient enrolls at least 201 students: \$75,000

OR

2. Grant recipient enrolls at least 300 students: \$100,000

Do not include the Large School Supplemental Funding in your Budget Narrative (DOE 101S) or your Two (or Three Year) Budget Plan—*this supplement is not guaranteed.*

- Note: Grant applications that operate multiple sessions during the school-day must also report the maximum *physical seats available for any one session*. *Schools that operate multiple sessions will only be approved for Supplemental Funding for Large Schools if the maximum number of physical seats used for any session exceeds 201.*

D. Supplemental Performance-Based Funding for Active Implementation Grants:

Funding for Additional Performance-Based Supplements for active sub-grantees will be dependent on the availability of **unused and/or returned funds** from Charter Schools selected for funding on the approved 2012-2015 Prioritized Funding List.

This funding is not guaranteed. Performance-Based Supplements will be based on student achievement and will be at the sole discretion of the Department.

E. Newly-Approved Charter Schools with physical school locations located within the feeder-zone of one of Florida’s Persistently Low Achieving (PLA)¹ traditional public schools:

An additional \$250,000 (each school) may be awarded to up to five (5) newly approved charter schools located within the feeder zone of one or more of Florida’s PLA schools. In order to be eligible for funding the school must also meet each of the following criteria:

1. Use a weighted lottery system that gives preference to students wishing to transfer from a PLA school or are currently zoned to attend a PLA school. The weighted lottery must provide at least two lottery entries for each student seeking to transfer from a PLA school or who is zoned to a PLA school.
2. Report at least 75 students during its first fall semester and plans to expand to a minimum of 200.
3. Successfully retain at least 75% of the students from the fall to spring semester.
4. At least 60% of the new students have transferred from or are currently zoned for a PLA school.
5. Demonstrate *capacity to improve student achievement*, either through partnership with the Charter School Growth Fund, having an established governing board that oversees other successful Title 1 charter schools that have earned A or B school grades during the past three years, and/or school is replicating a model that has proven effective with other Title 1 Florida Public Charter Schools.

Applicant must use the PLA link (Footnote 1) to determine if its new school meets the feeder zone requirements. Please identify the specific PLA school name(s) and provide the address of the

¹ The most current Persistently Low Achieving School List (PLA) may be found at <http://flbsi.org/pdf/Persistently%20Low%20Performing%20Schools.pdf>;

anticipated physical location on the Charter School Overview Form. *This location will be verified by the new charter school's signed lease.*

Decision to award additional funds for the Large School Supplement, School Performance Based Funding, and/or for the PLA Additional Funding Requirements will be at the discretion of the Department.

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. Multi-Year Planning, Design, and Implementation Project (Grant Option A):

For charter schools opening during the 2012-2013 school year, or charter schools that expect to request/receive a Sponsor-approved deferral to open August 2013, this is a *multi-year project with a maximum combined program performance period for all project phases of 36 months.*

The maximum combined Implementation program period (for Implementation I and Implementation II) will be reduced on a month for month basis for schools that remain in Planning more than 12 and less than 18 months.

The maximum allowable program performance period for:

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

B. Two Year Implementation Grant (Grant Option B)

The Two Year Implementation Grant has a maximum project performance period of 24 months split between two grant periods, Implementation I and Implementation II.

Implementation I (First school year after grant begins)

Distributed *after* school meets all **Project Performance Accountability and Reporting Requirements** for Two-Year Dissemination Grant Implementation I Awards.

Implementation II (Distributed *after* school meets all **Project Performance Accountability and Reporting Requirements** to request Implementation II funding.

Grant Option B is an 'accelerated' option designed for schools that plan to open August 2012, and expect to have an approved charter contract, signed lease, established governing board, and all required policies in place by 7/1/12.

Any charter school that opened during the 2011-2012 school year and has not previously received a project award under the PCSGP must select Grant Option B.

Contact Persons

Program Office Contact

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CSP Grant Director

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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***. Proposal reviewers use these bulleted *italicized statements* to assess and score each Narrative Component.

The standard scoring ***Criteria*** used by all reviewers are based on a 100 point scale, with a minimum Average Score of 70 points required for an application to be considered eligible for Preference Points and/or funding.

After calculating the average score for each application (derived by sorting the five reviewer scores, dropping the highest and lowest, and averaging the remaining three), DOE staff will add any applicable preference points to the average score to determine each applicant's final score.

Applicants may earn a maximum final score of 115 points (100 points from the average score plus an additional 15 from preference points).

NARRATIVE COMPONENT 1 cannot exceed one (1) single-spaced page. Additional pages will be removed from the proposal and will not be reviewed.

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

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

Criteria

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

NARRATIVE COMPONENTS 2-5 cannot exceed twenty (20) single-spaced pages. Additional pages will be removed from the proposal and will not be reviewed.

2. Project Need

0-10 points

Instructions

Describe the need for the charter school in the community it will serve 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 provides a well-defined and concise school mission statement.*
- *The proposal clearly describes the need for this charter school, including:*
 - *Performance data for surrounding public schools **in the area that the school expects to be located**;*
 - *Targeted student population;*
 - *Gaps in educational opportunities that the charter school will address;*
 - *Indicate if this charter school is a replication of an approved High Performing Charter Schools (provide the name/MSID of HPCS).*
 - *Other factors that create the need for a high-quality charter school.*
 - *The data are concrete, current, and clearly support the need for the charter school.*

3. Project Design and Implementation

0-55 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 for Each Component:

(1) Founding and Governance

0-15 of 55 points

- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The role is detailed, specific, and includes policy development, strong financial oversight, rigorous evaluation of the school Administrator/Principal, and a clear commitment to raising student achievement.*
- *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 clearly explains how the governing board will formally evaluate the school Administrator/Principal. The description of the evaluation process must include, at a minimum, how often the evaluations will take place, the metrics that will be used, and who will be responsible for conducting and reporting on the outcomes of the evaluations.*
- *The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider (ESP/Charter School Management Company.)*
- *The proposal lists all of the other charter schools governed by the same governing board and their grades for the most recently completed school year.*

(2) Curriculum, Instruction, Assessment, and Accountability

0-10 of 55 points

- *The proposal clearly describes the targeted student population and provides clear strong evidence that the educational model to be implemented will be effective for the population served.*
- *The school's curriculum aligns with the school's mission.*
- *The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the new school's target population.*
- *The plan for evaluating student performance, including how well each student masters the performance standards approved by the State Board of Education as part of Florida's statewide assessment system, is clearly explained.*
- *The plan for evaluating student performance appears to be sufficient to effectively evaluate each student's performance.*

(3) Business, Finance, and Accounting

0-5 of 55 points

- *The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls including conflict of interest, procurement policies, dual-signatures for check authorization, monthly reporting to the governing board/sponsor, and inventory management.*
- *The proposal provides a detailed description of how PCSGP expenditures will be recorded to show the purchase/order, invoice/payment, and/or direct purchases will fall within the grant effective/ending dates.*

(4) School Leadership and Management

0-15 of 55 points

- *The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through a hired administrator, contract with a management company/Education Service Provider (ESP), or both. The proposal must include the qualifications of the Administrator/Principal. If the Administrator/Principal is not yet identified, the proposal must include the minimum qualifications required of all applicants for the Administrator/Principal position.*
- *If the applicant has contracted, or will contract, with a Charter Management Organization (CMO) or Educational Management Organization (EMO), the Proposal must include data on past academic performance of all other schools managed by the CMO/EMO (data on past academic performance may be included as an appendix).*
- *Management companies that work with alternative schools must provide the School Improvement Rating (SIR) for all other schools managed by the CMO/EMO.*
- *The proposal describes a comprehensive and detailed professional development plan for the school Administrator/Principal. (Applicants may want to view the Web site: www.FloridaSchoolLeaders.org.)*
- *The proposal includes a detailed description of how the school leader will evaluate teacher performance.*
- *The proposal describes a comprehensive and detailed professional development plan for instructional staff. The professional development training plan is comprehensive, detailed, and includes the expected focus and amount of professional development for instructional staff.*
- *The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.*

(5) Special Populations

0-10 of 55 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 the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.*
- *The proposal describes how the lottery will ensure that ESE students have equal access to participate in the lottery.*

4. Evaluation

0-20 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 or exceed the State's academic achievement standards.

Criteria

- *The proposal includes **SMART** (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must mirror 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 describes how they will measure the baseline data of their new students (what data will be collected and data sources);*
- *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 states whether the school will receive a school grade through Florida's A+ Grading System or an Alternative School Rating. If the school will not receive a school grade through Florida's A+ Grading System or an Alternative School Rating, the proposal will describe how overall school success will be measured and reported.*

5. Dissemination Plan

0-10 points

Instructions

Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the charter school.

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). 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. In addition, the following categories of applicants may be exempted from the lottery: (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, teachers, and the charter school's staff (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, and is likely to result in reaching the targeted student population.*
- *The proposal clearly describes how parents, community leaders, and business partnerships have been or will be involved in the planning and implementation of the new charter school.*
- *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.*

6. Support for Strategic Plan

FIXED REQUIREMENT

NARRATIVE COMPONENT 6 cannot exceed one (1) single-spaced page.

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.fldoe.org/bii/curriculum/sss/>

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.*

7. Budget

0-5 points

Instructions

Budget must include a clearly written **Project Budget Detail (Attachment D)** for each year included in the entire project, and a separate Written Budget Narrative not to exceed

two pages. *The grant applicant must also copy the grant budget for its first budget period into the DOE 101S Budget Narrative Form and include the appropriate funding/object codes. The total funds requested on your DOE 100A Grant Application form should equal the total funds requested for all budget periods combined—**do not include any supplemental funding.***

When completing Attachment D, schools that select **Grant Option A** must provide detailed budgets for a) Planning—Year One, b) Implementation 1—Year Two and c) Implementation II—Year Three). Schools that select **Grant Option B** must provide detailed budgets for Implementation 1—Year One and Implementation II—Year Two.

Complete a separate Attachment D for each budget period included in your grant application. The budget must be comprehensive, detailed (including the number of items and cost per item), well-justified, and clearly aligned to the goals, objectives, and activities/strategies described in the proposal.

You may include CSP funds towards salary in your Implementation I budget period for the Principal/Director and one key staff member *for up to three months prior to the school opening.*

You may also include one-fourth of the salary for one key staff person to lead the school's continued ongoing initial implementation activities after the school opens for up to one year (FTE for each month included after the school opening cannot exceed .25). **This will require monthly time and effort reports to document all hours allocated to initial implementation activities paid through the grant.** Such activities may include informing the community about the school, refinement of curriculum, refinement of student assessment systems, or refinement of teacher and/or school evaluation systems.

Provide a separate written Budget Narrative (not to exceed two single-spaced pages) for this component that justifies how each of the line items included on the Project Budget Detail (Attachment D) supports the specific goals, objectives, activities, deliverables, and desired outcomes of this proposed CSP grant project.

A) Project Budget Detail—Attachment D:

Criteria:

- *All budget periods for the project are included in the Project Budget Detail (Attachment D) using the requested format.*
- *Attachment D presents expenses that are reasonable and necessary to implement all CSP project activities, objectives, and desired outcomes.*
- *Attachment D includes clear and accurate descriptions of each expense in Column (D) including title, unit cost X number units, and purpose.*
- *Attachment D clearly describes and justifies that projected costs are reasonable in relation to the a) number of students to be served each year, and b) the anticipated results and benefits*

B) Separate Written Budget Narrative (Two single-spaced pages, maximum):

Criteria

- *The Written Budget Narrative justifies that Attachment D 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 Written Budget Narrative justifies that Attachment D 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.*
- *The Written Budget Narrative clearly describes and justifies all expenses included in Column D in Attachment D for all required personnel, professional and technical services, training, and/or travel, equipment, and/or curriculum for the proposed project.*
- *The Written Budget Narrative justifies that the costs included in Column (G) on the Project Budget Detail, Attachment D, are reasonable, accurate, and necessary in relation to the objectives, design, and potential significance of the proposed project.*

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 attend the Florida Charter School Conference each year. Applicants may include funding for conference expenses (including travel) in each budget period.

8. Preference Points

0-15 points possible

NOTE: Eligibility for Preference Points will be assessed by the program office following the completion of the proposal review process.

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 charter school will operate in the feeder zone of one or more of the state's Persistently Low Achieving (PLA) schools (5 points).* **After the school signs its lease, its final score may be reduced if the school locates in a non-PLA area, possibly resulting in a loss of funding if the adjusted final score does not rank in the Top 45.**
- The charter school will operate in Rural and Low-Income School Districts as defined in Title VI, Part B, No Child Left Behind (5 points).
- The charter school qualifies for one or more of the preference point criteria above and its governing board operates at least one other "A or B" public charter school that primarily serves an economically disadvantaged student population (at least 60 percent of its students are Free/Reduced Lunch) and does not operate any charter schools that received a "D" or "F" within the last three years. (5 points).

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:
 1. Last date for receipt of proposed budget and program amendments
 2. Incurring expenditures and issuing purchase orders
 3. Liquidating all obligations
 4. 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's purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: 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.

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. If your school voluntarily elects to allow your sponsor (school district) to withhold indirect costs related to your CSP grant awards, you must complete Attachment K and include a line item on your DOE 101S and Budget Detail (Attachment D) for these costs. 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

This section only applies to schools selected for funding. Do not submit these documents with your application. However, we recommend that all schools work on gathering these materials together so they will be readily available next Spring.

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:

1. Grant Option A: In order to expedite your award to receive your Planning Award Notification Letter (DOE 200) *before* school opens August 2012, send (e-mail) the following items to the Charter Office on or before 7/1/12:*
 - Governing board name, governing board membership roster, *and* any other information that was not submitted or was incomplete in your original grant application (if necessary).
 - DOE 101S Budget Narrative Form *with all completed revisions* requested by the Grant Specialist (*if necessary*)

*The DOE 200 will only be approved *after* the Charter Office receives all of these required documents. Your fiscal agent (School District) does not have authorization to reimburse your school for any CSP expenses until it receives a signed DOE 200 and its corresponding approved budget.

2. Grant Option B: In order to expedite your Implementation I Award Notification Letter (DOE 200) and to provide adequate time for your sponsors to approve/request/transfer funds *before* the 2012-2013 school year begins, send (e-mail) the following items to the Charter Office on or before 6/1/12:*
 - DOE 101S Budget Narrative Form *with all completed revisions* requested by the Grant Specialist (*if necessary*);
 - Signed Charter School Contract;
 - Signed Lease;

- Procurement, Inventory, and Conflict of Interest Policies; Financial Controls; and Lottery Policy;
- Governing Board Name, Governing Board Membership Roster, and Governance Training Certificates showing completed training;
- Documentation showing completion of all Fixed Phase I grant objectives from Attachment J.

*The DOE 200 will only be approved *after* the Charter Office receives all of these required documents. Your fiscal agent (School District) does not have authorization to reimburse your school for any CSP expenses until it receives a signed DOE 200 and its corresponding approved budget.

3. In order to receive funding to move from Planning to Implementation, grant recipients must submit the following:
- an itemized expenditure report (Attachment I) for Planning ;
 - DOE 150 Project Amendment Request;
 - DOE 101S Budget Narrative Form;
 - Signed Charter School Contract;
 - Signed Lease;
 - Procurement, Inventory, and Conflict of Interest Policies; Financial Controls; and Lottery Policy;
 - Current Inventory Report from Planning Grant Award (if applicable);
 - Documentation showing completion of all Fixed Phase I grant objectives from Attachment J.

The Office of Grants Management must receive this Project Amendment (*to move from Planning to Implementation I*) in approvable form (with both required original signatures for the Agency Head (Superintendent) and Charter Head (Chairperson of the Governing Board)) **no later than the last day of project period listed on their DOE200 (award letter).**

4. In order to receive funding for Implementation II, grant recipients must submit the following the following:
- an itemized expenditure report (Attachment I) for Implementation I;
 - an updated (current) Inventory Report;
 - DOE 150 Project Amendment Request;
 - DOE 151 Budget Amendment Narrative Form requesting an increase in the current project budget for the funds recommended for Implementation II;
 - An updated Attachment J report showing completion of all Phase II Fixed Objectives. The report must include all required documentation listed in the “verification” column of Attachment J).

Grant recipients should plan to submit their budget amendments to request Implementation II funding to the Office of Grants Management at least three months prior to their Implementation I award project ending dates. Failure to do so may result in your school forfeiting its Implementation II funds if the budget amendment arrives in the Office of Grants Management after the non-negotiable maximum project performance period ending date.

The Office of Grants Management must receive this Budget Amendment (to request the Implementation II funds recommended on the approved 2012-2015 Prioritized Funding List as a Budget Increase to the Implementation I project award) in approvable form (with both required original signatures for the Agency Head (Superintendent) and Charter Head (Chairperson of the Governing Board)).

For all grant periods:

Please use the Itemized Inventory Report format included in this RFP. The Charter Office may request to see the purchase order/contracts/competitive price codes, invoices, and/or actual payment detail for all items purchased with CSP funds. 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.

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 31, 2011**. This notification is sent as an e-mail or fax message and must include a return e-mail address. Send the Intent-to-Apply notification to charterschoolgrant@fldoe.org with "Notice of Intent – [insert Charter School Name]" in the subject header or fax it to 850-245-0875. 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.

Technical Assistance Conference Call

The Florida Department of Education will conduct a technical assistance conference call on **January 4, 2012, at 1:00pm, Eastern Standard Time and January 5, 2012, at 10:00am, Eastern Standard Time**. The purpose of the call is to provide information related to the technical requirements of the grant. Participation is not required. To participate, call 1-888-808-6959 and use participant code 2450861.

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

Questions should be e-mailed to the Program contact person, Helen Giraitis at Helen.Giraitis@fldoe.org, or, 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 **January 9, 2012**. Answers will be posted at http://www.floridaschoolchoice.org/Information/Charter_Schools/ no later than January 13, 2012.

Method of Review

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

Project proposals are technically 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 education professionals and stakeholders from Florida and, when applicable, around the country.
- The Program Office reviews proposals for compliance with the programmatic and fiscal policies of the project.
- After calculating the average score for each application (derived by sorting the five reviewer scores, dropping the highest and lowest, and averaging the remaining three), DOE staff will add any applicable preference points to the average score to determine each applicant's final score.
- Proposals with an average score of less than 70 are not eligible for preference points and/or funding consideration.
- The program office ranks the proposals in order from highest to lowest final score.
- Awards are subject to the availability of funds.

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:
 1. 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 designee).

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.
 2. DOE 101S- 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 must include all of 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 101S Budget Narrative (Attachment C) (**2 pages, not counted as part of Project Narrative 20 Page Limit**). Covers the first budget period only.
5. Abstract of proposal (**1 page**).
6. Project Narrative. The *Project Narrative* must address Sections 2 – 6, in that order.
 - a. Sections 2-5 (20 page limit)
 - b. Section 6 (1 page limit)
7. Budget Narrative (2 page limit)
8. Project Budget Detail (**Attachment D**). Covers each year of the entire project period.
9. Assurances page with original signature (Attachment E) (**2 pages**).
10. Signed ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (Attachment F) (**2 pages**).
11. General Education Provisions Act (GEPA) Plan (**1 page**).
12. CSP Fixed Grant Objectives (Attachment J).
13. Voluntary Agreement for Indirect Costs (Attachment K), if applicable.
14. Appendix A: Copy of 501(c)3 approval or Articles of Incorporation as a Florida Non-Profit (includes Limited Liability Corporations that do not benefit the members or shareholders in the form of profits, dividends, or shares). Schools that do not already have a 501(c)3 Determination Letter granting tax-exempt status must organize as a non-profit within the State of Florida.
15. Appendix B: Performance data for all schools within the portfolio of the management company (ESP/CMO/EMO) that the applicant plans to contract with, or all schools overseen by the governing board associated with the applicant (if applicable).

No additional documents may be included with the proposal. Any documents not specifically requested will be removed from packet and will not be evaluated. Any full or partial pages exceeding the established page limits will be removed and not scored.

Technical/Formatting and Other Application Submission Requirements

Applications that do not adhere to the Technical/Formatting requirements will not be accepted.

- One (1) original and one (1) copy
- Black and White text only—no color fonts for any section of the RFP.
- No pre-printed materials used for other marketing/presentation purposes.
- No charts or graphs may be included except as requested for Appendix B.

- No photo copies of a template application—application must be printed and include the new charter school applicant name (or existing charter school name for schools that opened during the 2011-2012 school year).
- Font Type/Size [Arial/12 pt]
- Margin size [1" – both sides 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 332
Tallahassee, Florida 32399-0400**