



## FLORIDA DEPARTMENT OF EDUCATION

### **Request for Proposal (RFP) for Discretionary, Competitive Projects**

#### **Bureau / Office**

Office of Independent Education and Parental Choice

#### **Program Name**

Public Charter Schools Grant Program  
Planning, Design and Implementation (2009-2012)  
Implementation (2009-2011)

#### **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 the No Child Left Behind Act of 2001

#### **Funding Purpose / Priorities**

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

- expand the number of high-quality charter schools available to students by providing financial assistance for the planning, program design, and initial implementation of charter schools;
- increase understanding of the charter school model; and
- evaluate the impact of charter schools, including their effect on students, student academic achievement, staff, and parents.

These are accomplished through the awarding of sub-grants for planning, program design, and initial implementation of a charter school and supporting the dissemination of successful practices and other information about charter schools.

Priority will be given to charter schools in the following categories:

- Charter schools in school districts that do not currently have a charter school operating in the district or a charter school in operation for less than one year and is the only charter school currently operating in the district;
- Charter schools in school districts identified by the Florida Department of Education (FLDOE) as underrepresented or underserved, as defined by having fewer than one operating charter school per 10,000 students in each school district;
- Charter schools that 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;

- Charter schools that plan to open in Districts with a District grade of “C” or lower.

**Eligible Applicant(s)**

Eligible applicants are charter schools that have applied to an authorized chartering authority to operate a charter school and have received approval from the chartering authority to open in the 2009-2010 school year **or** charter schools that opened in the 2008-2009 school year and have not previously received a project award under the PCSPG. Charter schools that are authorized to open a charter school for the 2009-2010 school year are eligible to apply for a Planning, Design, and Implementation Grant. Charter schools that opened in the 2008-2009 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 ways that benefit the non K-12 programs in planning, program design, or implementation.

**Total Funding Amount / Approximate Number of Awards**

Approximately \$16,200,000 is available for project awards. One of the following funding scenarios will apply to eligible applicants.

**A. For schools scheduled to open in the 2009-2010 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 2009-2010 school year:

- Planning and Program Design: \$25,000
- First Year Implementation
  - 1 – 200 Students: \$200,000
  - 201+ Students: \$250,000
 (The number of students approved in the charter or application if the charter has not been approved when submitting this proposal)
- Second Year Implementation: \$50,000

**B. For schools that opened in the 2008-2009 school year**

Based on availability of funds, the following is an example of how funds may be awarded to schools that opened in the 2008-2009 school year and have not previously received a project award under the PCSGP:

- First Year Implementation
  - 1 – 200 Students: \$200,000
  - 201+ Students: \$250,000
 (The number of students on the October FTE survey count for the charter school’s first year of operation)
- Second Year Implementation: \$50,000

**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);
- High schools developing at least one career academy;\* and,
- Middle schools articulating to career academies.\*

The additional \$50,000 will be awarded to qualified proposals with scores starting from highest to lowest until the maximum number (10) is reached. Proposals with final scores of less than 70 are ineligible for funding consideration.

**\*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.fl DOE.org/workforce/careeracademies/ca\\_home.asp](http://www.fl DOE.org/workforce/careeracademies/ca_home.asp)

**Matching Requirement**

N/A

**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.

**Program Performance Period:**

**A. For charter schools opening for the 2009-2010 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).

Funding for First and Second Year Implementation will be contingent upon progress made by the charter school in meeting program goals (Attachment J), FLDOE receipt of all required reports and documentation by the established due dates, and the continued availability of

federal funding of this program. First Year Implementation, which usually coincides with the first year of the charter school's operation and may begin up to 3 months prior to the opening of the school, will become effective upon receipt of the following items in the Office of Grants Management (see the Project Performance Accountability and Reporting Requirements section):

- a signed DOE 150 (Project Amendment Request);
- a DOE 101 (Budget Narrative Form);
- 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;
- an itemized expenditure report for the concluded period; and
- complete documentation of required training compliance.

The Second Year Implementation will begin upon completion of the First Year Implementation and usually corresponds with the charter school's second year of operation. It will become effective upon receipt of the following items in the Office of Grants Management (see the Project Performance Accountability and Reporting Requirements section):

- a signed DOE 150 (Project Amendment Request);
- a DOE 101 (Budget Narrative Form);
- 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;
- an itemized expenditure report for the concluded period; and
- complete documentation of required training compliance.

**B. For charter schools that opened in the 2008-2009 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).

Funding for Second Year Implementation will be contingent upon progress made by the charter school in meeting program goals, FLDOE receipt of all required reports and documentation by the established due dates, and the continued availability of federal funding of this program. Second Year Implementation will become effective upon receipt of the following items in the Office of Grants Management (see the Project Performance Accountability and Reporting Requirements section):

- a signed DOE 150 (Project Amendment Request);

- a DOE 101 (Budget Narrative Form);
- 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;
- an itemized expenditure report for the concluded period; and
- complete documentation of required training compliance.

**Target Population(s)**

Students Served by New Charter Schools  
 Parents Served by New Charter Schools  
 Staff of New Charter Schools

**Application Due Date**

**February 20, 2009.** The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

**Contact Persons**

**Program Contact**

*Karen Hines-Henry*  
*Communications Director*  
 850-245-0502  
 850-245-0868 FAX  
*Karen.Hines@Fldoe.org*

**Grants Management Contact**

*Sue Wilkinson*  
*Director, Office of Grants Mgt*  
 850-245-0496  
*Sue.Wilkinson@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, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. 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 / Scoring Criteria**

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the *Instructions*, within each Narrative Component, are **Criteria**. *The bulleted, italicized statements are 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.
- A proposal must have a score of at least 70 points before preference points may be earned.

**Note:** The instructions and evaluation criteria are written for schools that are authorized to open a charter school for the 2009-2010 school year. Schools that have already opened must address the same criteria, but in some cases may be providing evidence of how an item is being, or has already been, accomplished rather than (or in addition to) plans for the future.

#### **1. Project Abstract or Summary REQUIREMENT**

**FIXED**

##### **Instructions**

Provide a brief one-page summary of the proposed project. The name of the proposed charter school should be at the top of the Project Abstract.

##### **Criteria**

- *The summary provides a brief overview of the proposed project.*
- *It is clear that the proposed project aligns with the intended funding purpose.*

**Note:** Sections 2 – 6 can not exceed 20 pages. Additional pages will be removed from the proposal and will not be reviewed (see the *Technical/Formatting and Other Application Submission Requirements* section).

## 2. Project Need

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 need for the charter school is clear and well justified with supporting data (student performance, demographics, etc.).*
- *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

60 points total

### **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:

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

The required verification documentation for the training elements is found in the *Project Performance Accountability and Reporting Requirements* section.

### **Criteria**

#### **(1) Founding and Governance**

**12 of 60 points**

- *The proposal clearly describes the developers/founders of the school and proposes developing a governing board that is 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 demonstrates that the school's developers/founders, proposed governing board members, employees, and contractors possess skills and experience in areas that are critical to charter school success, including curriculum, instruction, assessment, finance, facilities, law, management, governance, and administration.*

- *The qualifications of school personnel are clearly matched to the needs of the students and likely to contribute to student success.*
- *The hiring process is comprehensive and is very likely to result in highly-qualified staff.*
- *Staff, parents, and community members are actively engaged in the design and implementation of the school.*
- *The proposal clearly states that the governance board will receive annual governance training, consistent with statutory requirements, that includes but is not limited to government in the sunshine, conflict of interest, ethics, and financial responsibility.*
- *Organizational policies include provisions relating to conflict of interest. These provisions are consistent with state and federal regulations.*
- *The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to Founding and Governance. The objective is appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.*

**(2) Curriculum, Instruction, Assessment, and Accountability** **12 of 60 points**

- *The proposal clearly describes a sound educational philosophy, including how learning best occurs for the student population to be served.*
- *If the charter school is adopting an existing educational model, the proposal provides clear and strong evidence that the program will be effective for the population served and evidence that the school will implement the program as designed.*
- *If the charter school is creating an innovative model, the proposal provides clear and strong evidence that the proposed program will serve the needs of the intended population, including evidence from research and historical examples.*
- *The school's curriculum is tailored to meet the needs of the target population and reflects high-quality instruction.*
- *The proposal states clear goals and specific objectives that are realistic and the activities/methods are likely to achieve the school's performance goals for the 2009/2010 year.*
- *The proposal provides a comprehensive instructional staffing plan that is very likely to result in the recruitment and development of experienced, qualified faculty and staff that is consistent with the school's mission, educational program, and targeted student population.*
- *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 effective.*
- *The professional development training plan is comprehensive, detailed, and includes the expected focus and amount of professional development for instructional staff. The plan should include, at a minimum, the following topics: Improving individual student achievement, data-driven decision making, and the continuous improvement process.*
- *The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to curriculum, instruction,*

assessment and accountability. The objective is appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.

**(3) Business, Finance and Accounting**

**12 of 60 points**

- The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of internal financial controls.
- The financial reporting policies include monthly financial reporting to the governing board and the sponsor.
- The operating budget (budget approved by school district in application) clearly demonstrates the fiscal viability of the school, including cash flow projections and an understanding of the funding methods available to charter schools. (Include copy of operating budget approved by sponsor as Appendix A).
- The proposal includes a comprehensive plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc.
- The organization's training plan, addressing business, finance, and accounting, clearly identifies who will seek and receive training, the amount of training, and the topics to be covered.
- The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to business, finance, and accounting. The objective is appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.

**(4) School Leadership and Management**

**12 of 60 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.
- 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](http://www.FloridaSchoolLeaders.org).)
- Administration and operations of the school are clearly sufficient to support an effective educational program.
- Staff are clearly able to receive and transmit data, receive paperless communications, and exchange electronic correspondence with state and local agencies by using the internet and an email account that is dedicated to charter school business.
- The plan for continuing the operation of the school following expiration of grant funding is realistic and likely to succeed.
- The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to school leadership and management. The objective is appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.

**(5) Special Populations**

**12 of 60 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 educational needs of students with disabilities will be met.*
- *The proposal includes a comprehensive plan to develop Individual Education Plans (IEP) for students with special needs that are targeted appropriately and routinely reviewed and monitored to ensure that the goals are successfully being met.*
- *The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to special populations. The objective is appropriate, specific, and measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.*

**4. Evaluation of School Performance**

**5 points**

**Instructions**

Describe the method(s) for evaluating the proposed project. Describe how the school will participate in Florida's A+ Grading System.

**Criteria**

- *The proposal includes specific and meaningful measurable outcomes for school performance.*
- *The methods for evaluating the charter school's progress are effective and will determine if the school is meeting its goals and objectives and allow for ongoing correction and improvement.*
- *The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are likely to result in an objective, thorough, and instrumental evaluation that will show how well the school has met the goals and objectives by the end of the project.*
- *The proposal includes a detailed plan for meeting the evaluation criteria required for charter renewal upon completion of the initial approved term.*
- *How the school will participate in Florida's A+ Grading System is adequately described.*

**5. Support for Strategic Goals**

**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](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**

5 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. Provide details on 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. A charter school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission. 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 will use 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 process.*

## **7. Budget**

**25 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 2009-2010 school year or the two Implementation budget periods for schools that have already opened). The budget must be comprehensive, detailed (including number of items and cost per item), well-justified, and support the goals, objectives, and activities/strategies outlined 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 request project funding for participation in this required conference as a part of their proposal.

Applicants may also include funding in their proposals for participation in charter school statewide and national workshops and conferences, including the required professional development and training described in this RFP.

### **Criteria**

- *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 allowable, reasonable, and clearly explained.*
- *The proposal provides clear, detailed explanations for required personnel, professional and technical services, training, and/or travel for the proposed project.*
- *The proposal includes a DOE 101 Budget Narrative Form for the first budget period that provides Function and Object Codes, clear line item descriptions and dollar amounts, and is aligned with the information provided in the Project Budget Detail.*

## **8. Preference Points**

**8 points possible**

### **Instructions**

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

- Charter schools in school districts that currently do not have a charter school operating in the district or a charter school in operation for less than one year and is the only charter school currently operating in the district (**4 points**); or
- Charter schools in school districts 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 2008 FTE) (**4 points**);
- Charter schools that will operate in a District with a grade of “C” or lower (**3 points**); and
- Application provides evidence that the charter school 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 support of a charter school that partners 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)**

### **Federal Cash Advance (Public Entities Only) (C)**

On-line 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 Electronic Federal Cash Advance Request 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 Electronic Federal Cash Advance Request System.

### **Fiscal Requirements**

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>).

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: purchase orders, payroll records, contracts, travel documentation, vendor invoices with check numbers verifying payment, and / or bank statements. All or any of these records and documentation 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>

### **The project award notification (DOE 200) will indicate:**

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

Project recipients do not have the authority to report disbursements 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).

**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**

Public agencies including school districts, other Local Education Agencies (LEAs), and institutions of higher education that are recipients of DOE grants are strongly encouraged to attend, annually, Grants Fiscal Management Training offered by DOE.

### **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 (these reports are specific and not the same as the Project Disbursement Report, DOE 399, which is submitted by the fiscal agent to the DOE Comptroller's office);
- training documentation as listed in the *Training Verification Requirements* section;
- 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 2009-2010 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 Grants Management  
Florida Department of Education  
325 W. Gaines Street, Room 325  
Tallahassee, Florida 32399-0400**

The application must state that the project recipient agrees to immediately notify the Office of Independent Education and Parental Choice, Charter Schools, DOE, regarding any change in the school's charter status, administration, contact information, or other descriptive information that is needed by the DOE to maintain a current database of all operating charter schools in Florida.

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.

### **Training Verification Requirements**

Three of the five essential areas described in Section 3, Project Design and Implementation, include training elements that require the charter school to provide documentation as part of the grant. **Although schools are not required to use project funds to pay for the training, the training requirements must be met.** The required verification information and/or documentation outlined in this RFP must be submitted to the FLDOE prior to the charter school receiving the next disbursement of funds awarded under this project. Verification documentation must meet minimum quality standards as determined by the FLDOE. Using documentation provided, FLDOE staff will determine if training requirements have been met.

The following are the training verification requirements for each of the three training areas:

#### **(1) Founding and Governance**

Documentation, including identification of the Department of Education-approved training provider, verifying the governing board members completed the statutorily-required Governance Training. **This requirement must be met before First Year Implementation funds are awarded for schools opening in 2009-2010 and before Second Year Implementation funds are awarded for schools already open.**

(Department-approved training plans may be found on our Web site at:  
[http://www.floridaschoolchoice.org/Information/Charter\\_Schools/](http://www.floridaschoolchoice.org/Information/Charter_Schools/) )

(2) Curriculum, Instruction, Assessment, and Accountability

Documentation, including identification of the training provider(s), name or subject of training, staff that attended training and number of hours of training received. **This requirement must be met before Second Year Implementation funds are awarded.**

(3) Business, Finance and Accounting

Documentation, including identification of training provider(s), name or subject of training, staff that attended training and number of hours of training received. **This requirement must be met before Second Year Implementation funds are awarded.**

### **Final Report**

A final report must be submitted to the Office of Independent Education and Parental Choice, Charter Schools, DOE, describing how the Federal grant funds were used to meet the original project goals and objectives within 30 days after the final budget period. Award recipients will be provided format and submission requirements. Failure to submit report may result in denial of future grant applications.

***Note: These reports are not part of the Project Disbursement Report, DOE 399, which is submitted by the school district to the DOE Comptroller's office.***

The fiscal agent (school district) for each project recipient (charter school) must submit the DOE 399 form, Final Project Disbursement Report, by the dates specified on the DOE 200 form, Project Award Notification.

### **Notice of Intent-to-Apply**

The due date to notify the Program contact person Karen Hines-Henry of Intent-to-Apply is **February 6, 2009**. This notification is sent as an e-mail ([Karen.Hines@fldoe.org](mailto:Karen.Hines@fldoe.org)) or fax message (850-245-0875, Attention: Karen Hines-Henry) 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 that submit an Intent-to-Apply are not required to submit an application.

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

All Frequently Asked Questions will be posted on the Office of Independent Education and Parental Choice Web site at <http://www.floridaschoolchoice.org> by February 6, 2009. Questions must be submitted by e-mail to [charterschools@fldoe.org](mailto:charterschools@fldoe.org) and will not be answered by telephone. **The last date that questions will be received is January 30, 2009.**

### **Method of Review**

A peer review process will be used to evaluate the Public Charter Schools Grant Program 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 three to five qualified reviewers representing experienced educational professionals and stakeholders from Florida.
- 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.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.
- Proposals must have a score of at least 70 points before preference points may be earned.

Reviewers will assess how well the proposal meets the criteria in each narrative component, using the guidelines established in the rubric. A proposal's total score is based on a 100 point scale, with the possibility of earning a total of 108 points through preference points. After a reviewer assigns a score on a scale of 0 to 3 to each criterion (or set of criteria) in a component, the average will be calculated to determine the score for each component for that reviewer. Averages for each component will be rounded to the second decimal point (one through four at the third decimal will be rounded down; five through nine at the third decimal will be rounded up). Examples:  $69.86479 = 69.86$ ;  $69.86769 = 69.87$ .

The rubric will also convert the reviewer's score for each component to reflect the total number of points available for that component (for example, if a reviewer gives a score of 2 for a component worth 12 points, the rubric will convert the score to 8 points for that component). Conversions will be rounded to the second decimal point (one through four at the third decimal will be rounded down; five through nine at the third decimal will be rounded up; for example if the average score for a component is 2 points for a component worth 5 points, the rubric will convert the score to 3.33).

The sum of the component scores will determine the proposal's total score for each reviewer. Once the reviewers have completed their scoring, the high and the low scores for each proposal will be dropped and the average of the remaining three scores will determine the final score for each proposal. Averages will be rounded to the second decimal point (one through four at the third decimal will be rounded down; five through nine at the third decimal will be rounded up; see paragraph above for examples).

### **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. Failure to comply with these requirements will result in application being returned to sender.

- 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 President/Chairperson of the governing board of the charter school.
  - DOE 101- Budget Narrative.

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

- 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>

### **Program Office Requirements for Acceptance**

Please see the section that lists the components of a complete proposal (page. 20). Each component listed (number 1-15) must be included in the packet. Proposals that are not complete will be returned to the applicant and will not be reviewed.

*Note: Current federal guidelines for the Public Charter School Program Grant require that specific elements be addressed by any charter school applying for these funds. Regardless of whether some of these requirements are included in the school’s original charter application, applicants must include all relevant language in the Project Narrative and not merely refer to language in attachments, such as the Charter Application or Contract.*

### **Technical / Formatting and Other Application Submission Requirements**

- Number of copies plus original: Original proposal with original signatures and one copy (two total)
- Only one copy of Charter Application is required
- Font Type / Size: Arial 12
- Margin size: One-inch side, top, and bottom margins
- Single Spacing
- Single-sided pages
- No Bound Copies; No Notebooks

- **Sections 2-6 of the *Project Narrative* can not exceed 20 pages.** The one-page *Abstract* is not subject to the 20-page limit of the *Project Narrative*. **Additional pages will be removed from the proposal and will not be reviewed.**

**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. Project Budget Detail (Attachment D) (**up to 9 pages**). Covers the entire project period.
6. Assurances page with original signature (Attachment E) (**2 pages**).
7. Signed ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (**2 pages**).
8. General Education Provisions Act (GEPA) Plan (Attachment F) (**1 page**).
9. Abstract of proposal (**1 page**).
10. Project Narrative (**up to 20 pages**). The *Project Narrative* should address Sections 2 – 6, in that order. Applicants must include all relevant language in the *Project Narrative*, not merely refer to language in attachments, such as the Charter Application or Contract.
11. CSP Grant Objectives (Attachment J).
12. Voluntary Agreement for Indirect Costs (Attachment K), if applicable.
13. Appendix A: Approved operating budget from charter application (**no page limit**).
14. Appendix B: Copy of Approved Charter Application (**no page limit**).
15. Appendix C: Copy of Approved Charter Contract\* (**no page limit**).
16. Appendix D: Copy of 501(c)3 approval, or documentation that application is pending.

\*If the Charter Contract has not been approved by the time of the proposal submission deadline, the applicant must submit the approved Charter Contract before moving to First Year Implementation.

### **Application must be submitted to:**

**Office of Grants Management  
Florida Department of Education  
325 W. Gaines Street, (Room 325)  
Tallahassee, Florida 32399-04**

# ***ATTACHMENTS***

Attachment A	Proposal Checklist/Table of Contents
Attachment A1	Charter School Overview Form
Attachment B	DOE 100A Project Application Form
Attachment C	DOE 101 Budget Narrative Form
Attachment D	Project Budget Detail
Attachment E	Assurances
Attachment F	ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form.
Attachment H	Scoring Rubric
Attachment J	CSP Grant Project Objectives
Attachment K	Voluntary Agreement for Indirect Costs (if applicable)

**Florida Public Charter School Grant Program**  
**Proposal Checklist/Table of Contents**

<b>INCLUDED</b>	<b>ITEM</b>	<b>PAGE #</b>
	Proposal Checklist/Table of Contents (Attachment A)	
	Charter School Grant Overview (Attachment A1)	
	DOE 100A Application Form (Attachment B)	
	DOE 101 Budget Narrative (Attachment C)	
	Project Budget Detail (Attachment D)	
	Signed Assurances page (Attachment E)	
	Signed ED 80-0013 (Attachment F)	
	One-page Abstract	
	Project Narrative (20 page limit)	
	CSP Project Objectives (Attachment J)	
	Appendix A: Approved operating budget	
	Appendix B: Copy of Charter Application	
	Appendix C: Copy of Charter Contract	
	Appendix D: Copy of 501(c)3 determination, or proof of application	

## Florida Public Charter School Grant Program Charter School Overview Form

Full name of charter school: \_\_\_\_\_

Contact name/Title: \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email address: \_\_\_\_\_ Website: \_\_\_\_\_

Charter Authorizer: \_\_\_\_\_ Local School District (Name)  
\_\_\_\_\_ Municipality (Name)  
\_\_\_\_\_ Florida Schools of Excellence Commission

Has the school previously received a grant under the Public Charter School Grant Program?

Yes \_\_\_\_\_ No \_\_\_\_\_

Grade levels served: \_\_\_\_\_

Career Academy: Yes \_\_\_\_\_ No \_\_\_\_\_

For schools scheduled to open for the 2009-2010 school year, provide the estimated # of students the charter school will serve during its first year of operation: \_\_\_\_\_

For schools that have been operating for less than one year and have not previously received a grant under the Public Charter Schools Grant Program, provide the number of students on the October 2008 FTE survey count:  
\_\_\_\_\_

Is an admission lottery used or will be used? Yes \_\_\_\_\_ No \_\_\_\_\_

Is the school a conversion charter school? Yes \_\_\_\_\_ No \_\_\_\_\_

Will the school share any of the following with one or more other schools?

- facility \_\_\_\_\_
- administration (one or more administrators); \_\_\_\_\_
- 50% or more of governing board members. \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, check which ones apply, and provide the name(s) of  
the school(s): \_\_\_\_\_

Date school applied for 501(c)3 status: \_\_\_\_\_ Approved: Yes \_\_\_\_\_ No \_\_\_\_\_ Pending \_\_\_\_\_

Is the school run by a management company? Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, what company? \_\_\_\_\_

Is the school affiliated with a university or community college? Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, what university or community college? \_\_\_\_\_

Project recipient agrees to notify immediately the Office of Independent Education and Parental Choice, Charter Schools, DOE, regarding any change in the school's charter status, administration, contact information, or other descriptive information that is needed by the DOE to maintain a current database of all operating charter schools in Florida.



## Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
  - B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
  - C.** Enter the total amount of funds requested for this project.
  - D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
  - E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.





# Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

**A.** Enter Name of Eligible Recipient.

**B. (DOE USE ONLY)**

**COLUMN 1**

**FUNCTION: SCHOOL DISTRICTS ONLY:**

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**COLUMN 2**

**OBJECT: SCHOOL DISTRICTS:**

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**COMMUNITY COLLEGES:**

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

**UNIVERSITIES AND STATE AGENCIES:**

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

**OTHER AGENCIES:**

Use the object codes as required in the agency's expenditure chart of accounts.

**COLUMN 3 - ALL APPLICANTS:**

**ACCOUNT TITLE:** Use the account title that applies to the object code listed in accordance with the agency's accounting system.

**NARRATIVE:** Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

**COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.**

**FTE** - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

**COLUMN 5**

**AMOUNT** - Provide the budget amount requested for each object code.

**C. TOTAL** - Provide the total for Column (5) on the last page. Must be the same amount as requested on the DOE-100A or B.



## Florida Public Charter School Grant Program Project Budget Detail

\_\_\_\_\_ **Planning/Design**

Anticipated timeframe (from \_\_\_\_\_ to \_\_\_\_\_) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
<b>Examples:</b>						
Professional Services	Accounting Consultant Fee	March	Development of payroll, establish payroll procedures, and implement payroll forms for processing to ensure that the accounting practices and policies for the charter school are fiscally sound.	1	\$ 4,000.00	\$ 4,000.00
Professional Services	Consultant Fee	April	Hire a consultant to provide training for the charter school board in non profit board governance, Florida's Open Governance Requirements, and policies and procedures. Training will be two full days.	1	\$ 3,000.00	\$ 3,000.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
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						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Planning and Program Design Total</b>						<b>\$ 7,000.00</b>

*This format must be followed.*





## CHARTER SCHOOL ASSURANCES

**FISCAL AGENCY:**

**NAME OF ORGANIZATION OR ENTITY:**

**ADDRESS:**

**PART I:**

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

<b>ASSURANCES</b>	<b>GRANT NARRATIVE PAGE NUMBER</b>	<b>CHARTER APPLICATION PAGE NUMBER</b>
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.		
2. A description of how the charter school will be managed.		
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.		
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.		
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.		
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.		
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.		
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.		
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.		
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.		

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.		
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.		
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.		

**PART II:**

**FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."**

ASSURANCES	Yes	No
1. Funds received under this grant will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources, and in no case will such funds be used to supplant funds from nonfederal sources.		
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.		
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.		
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.		
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.		
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.		
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.		
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.		
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.		

**CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.**

**NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):**

\_\_\_\_\_

*Signature of Authorized Representative* *Date Signed*



## ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

**Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. Lobbying**

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

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

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

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. Debarment, Suspension, and Other Responsibility Matters**

**As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --**

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. Drug-Free Workplace (Grantees Other Than Individual)**

**As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--**

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantees policy of maintaining a drug free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check if there are workplaces on file that are not identified here.

**Drug-Free Workplace (Grantees who are Individuals)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE

SIGNATURE DATE SIGNED

## Florida Public Charter School Grant Program Planning, Design, and Implementation Grant Scoring Rubric

### Reviewer Instructions:

Assess how well the proposal meets the criteria in each narrative component, using the guidelines established in the rubric. A proposal's total score is based on a 100 point scale. After assigning a score on a scale of 0 to 3 to each criterion (or set of criteria) in a component, the average will be calculated to determine your score for each component. Averages for each component will be rounded to the second decimal point (one through four at the third decimal will be rounded down; five through nine at the third decimal will be rounded up). Examples:  $69.86479 = 69.86$ ;  $69.86769 = 69.87$ .

The rubric formula will also convert the reviewer's score for each component to reflect the total number of points available for that component (for example, if you give a score of 2 (out of 3) for a component worth 12 points, the rubric will convert the score to 8 points for that component). Conversions will be rounded to the second decimal point (one through four at the third decimal will be rounded down; five through nine at the third decimal will be rounded up; for example if the average score for a component is 2 points for a component worth 5 points, the rubric will convert the score to 3.33). The sum of the eight component scores will determine your total score for the proposal.

### Note:

- Any scored document and/or element of the proposal that was not submitted by the Application Due Date will not be scored and any pages submitted over the page limit for a scored section will not be scored. Public Charter School Grant Program (PCSGP) staff will attach a sheet to the proposal indicating if this is the case. Please contact PCSGP staff if you have any questions.
- The abstract has zero points assigned to it and will not contribute to the proposal's score.
- A proposal may earn a total of 108 points through preference points. A proposal must have an averaged reviewers' score of at least 70 before preference points may be earned. Reviewers will not score the *Preference Points* section of the *Scoring Rubric*. PCSGP staff will assess proposals with an averaged reviewers' score of 70 or more to determine whether an applicant meets any of the preference criteria and will assign preference points accordingly (see *Method of Review* in RFP).

**One-page Abstract**

**(0 Points)**

	<b>Yes</b>	<b>No</b>
The summary provides an overview of the proposed project.		

**Project Need (5 Points)**

SCORE 3	SCORE 2	SCORE 1	SCORE 0	Reviewer's Score
The need for the charter school is clear and well justified with supporting data (student performance, demographics, etc.).	The need for the charter school is adequate and provides some supporting data (student performance, demographics, etc.).	The need for the charter school is unclear and provides little or no supporting data (student performance, demographics, etc.).	The proposal does not address the need for the charter school.	
The proposal provides a well-defined and concise school mission statement.	The proposal provides a general school mission statement.	The proposal provides a vague school mission statement.	The school mission statement is missing.	
The proposal clearly describes how the school's mission and goals address the learning and other needs of the students and parents it will serve.	The proposal makes a general connection between the school's mission and goals and the learning and other needs of the students and parents it will serve.	The proposal vaguely connects the school's mission and goals with the learning and other needs of the students and parents it will serve.	The explanation of the school's mission and goals is incomplete or missing.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/3):</b>	

**Comments:**

**Project Design and Implementation****Founding and Governance (12 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>Reviewer's Score</b>
The proposal clearly describes the developers/founders of the school and proposes developing a governing board that is clearly committed to the mission of the school and cognizant of their responsibilities to provide effective oversight of public funds.	The proposal adequately describes the developers/founders of the school and proposes developing a governing board that is generally committed to the mission of the school and cognizant of their responsibilities to provide effective oversight of public funds.	The proposal partially describes the developers/founders of the school and/or proposes developing a governing board that is somewhat committed to the mission of the school and cognizant of their responsibilities to provide effective oversight of public funds.	The description of the developers/founders of the school is missing.	
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 generally states whether any developers/founders will serve as governing board members or administrators of the school and if so, in what capacity.	The proposal is vague as to whether any developers/founders will serve as governing board members or administrators of the school and if so, in what capacity.	The proposal does not state whether any developers/founders will serve as governing board members or administrators of the school and if so, in what capacity.	
The proposal clearly demonstrates that the school's developers/founders, proposed governing board members, employees, and contractors possess skills and experience in areas that are critical to charter school success, including curriculum, instruction and assessment; finance,	The proposal adequately demonstrates that the school's developers/founders, proposed governing board members, employees, and contractors possess skills and experience in areas that are critical to charter school success, including curriculum, instruction and assessment; finance,	The proposal partially demonstrates that the school's developers/founders, proposed governing board members, employees, and contractors possess skills and experience in areas that are critical to charter school success, including curriculum, instruction	The proposal does not demonstrate that the school's developers/founders, proposed governing board members, employees, and contractors possess skills and experience in areas that are critical to charter school success, including curriculum, instruction	

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>Reviewer's Score</b>
facilities, law, management; governance, and administration.	facilities, law, management; governance, and administration.	and assessment; finance, facilities, law, management; governance, and administration.	and assessment; finance, facilities, law, management; governance, and administration.	
The qualifications of school personnel are clearly matched to the needs of the students and likely to contribute to student success.	The qualifications of school personnel are generally matched to the needs of the students and are somewhat likely to contribute to student success.	The qualifications of school personnel are vaguely matched to the needs of the students and are not very likely to contribute to student success.	The qualifications of school personnel are not matched to the needs of the students and are not likely to contribute to student success or are missing.	
The hiring process is comprehensive and is very likely to result in highly-qualified staff.	The hiring process is adequate and may result in highly-qualified staff.	The hiring process is vague and may result in adequately-qualified staff.	The hiring process is not addressed or will not result in highly-qualified staff.	
Staff, parents, and community members are clearly and actively engaged in the design and implementation of the school.	Staff, parents, and community members are generally engaged in the design and implementation of the school.	Staff, parents, and community members are not sufficiently engaged in the design and implementation of the school.	Staff, parents, and community members are not engaged in the design and implementation of the school.	
The proposal clearly states that the governance board will receive annual governance training, consistent with statutory requirements, that includes but is not limited to government in the sunshine, conflict of interest, ethics, and financial responsibility.	The proposal generally states that the governance board will receive annual governance training, consistent with statutory requirements, that includes but is not limited to government in the sunshine, conflict of interest, ethics, and financial responsibility.	The proposal partially states that the governance board will receive annual governance training, consistent with statutory requirements, that includes but is not limited to government in the sunshine, conflict of interest, ethics, and financial responsibility.	The training plan for governing board members is missing.	

SCORE 3	SCORE 2	SCORE 1	SCORE 0	Reviewer's Score
<p>The proposal clearly states that the organizations policies and procedures include provisions relating to conflict of interest and that these provisions will be consistent with federal regulations.</p>	<p>The proposal generally states that the organizations policies and procedures include provisions relating to conflict of interest and that these provisions will be consistent with federal regulations.</p>	<p>The proposal partially states that the organizations policies and procedures include provisions relating to conflict of interest and that these provisions will be consistent with federal regulations.</p>	<p>The proposal does not address conflict of interest policies</p>	
<p>The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to founding and governance. The objective is clearly appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.</p>	<p>The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to founding and governance. The objective is generally appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.</p>	<p>The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to founding and governance. The objective is not appropriate, specific, and/or measurable, but is consistent with the Department's goal of increasing the number of quality charter schools.</p>	<p>The school has not included an individual project objective, or the objective is not consistent with the Department's goal of increasing the number of quality charter schools.</p>	
			<b>Total Points:</b>	
			<b>AVERAGE (Total/9):</b>	

**Comments:**

**Project Design and Implementation****Curriculum, Instruction, Assessment, and Accountability****(12 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>Reviewer's Score</b>
The proposal clearly describes a sound educational philosophy, including how learning best occurs for the student population to be served.	The proposal adequately describes a sound educational philosophy, including how learning best occurs for the student population to be served.	The proposal vaguely describes a sound educational philosophy.	The proposal does not describe a sound educational philosophy.	
The proposal clearly describes an existing educational model and provides clear and strong evidence that the programs will be effective for the population served and that the school will implement the programs as designed <u>or</u> the proposal clearly describes an innovative model and provides clear and strong evidence that the proposed programs will serve the needs of the intended population, including evidence from research and historical examples.	The proposal adequately describes an existing educational model and provides general evidence that the programs will be effective for the population served and that the school will implement the programs as designed <u>or</u> the proposal adequately describes an innovative model and provides general evidence that the proposed programs will serve the needs of the intended population, including evidence from research and historical examples.	The proposal vaguely describes an existing educational model and provides limited evidence that the programs will be effective for the population served and that the school will implement the programs as designed <u>or</u> the proposal vaguely describes an innovative model and provides limited evidence that the proposed programs will serve the needs of the intended population.	The educational program description is missing.	
The school's curriculum is clearly tailored to meet the	The school's curriculum is to some extent tailored to	The school's curriculum is loosely tailored to meet	The school's curriculum is missing or is not tailored to	

Attachment H

needs of the target population and clearly reflects high-quality instruction	meet the needs of the target population and adequately reflects high-quality instruction.	the needs of the target population and will not likely reflect high-quality instruction.	meet the needs of the target population and does not reflect high-quality instruction.	
The proposal states clear goals and specific objectives that are realistic and the activities/methods are likely to achieve the school's performance goals for the 2009-2010 school year.	The proposal states adequate goals and specific objectives that are generally realistic and the activities/methods may achieve the school's performance goals for the 2009-2010 school year.	The proposal's goals and objectives are vague and the activities/methods are vague and may not likely to achieve the school's performance goals for the 2009-2010 school year.	Goals and objectives are incomplete or missing or are not realistic and will not achieve the school's performance goals for the 2009-2010 school year.	
The proposal provides a comprehensive instructional staffing plan that is very likely to result in the recruitment and development of experienced, qualified faculty and staff that is consistent with the school's mission, educational program, and targeted student population.	The proposal provides an adequate instructional staffing plan that is somewhat likely to result in the recruitment and development of generally experienced, qualified faculty and staff that may be consistent with the school's mission, educational program, and targeted student population.	The proposal provides a vague instructional staffing plan that may result in the recruitment and development of somewhat experienced, qualified faculty and staff is marginally consistent with the school's mission, educational program, and targeted student population.	The instructional staffing plan is missing.	
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 effective.	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 generally effective.	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 somewhat effective.	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 ineffective or missing.	
The professional development training plan	The professional development training plan	The professional development training plan	The professional development training	

<p>is comprehensive and includes in-service activities, including, but not limited to, the following required training:</p> <ul style="list-style-type: none"> <li>• Improving Individual Student Achievement</li> <li>• Data-Driven Decision Making</li> <li>• Continuous Improvement Process</li> </ul>	<p>is adequate and includes in-service activities, including, but not limited to, the following required training:</p> <ul style="list-style-type: none"> <li>• Improving Individual Student Achievement</li> <li>• Data-Driven Decision Making</li> <li>• Continuous Improvement Process</li> </ul>	<p>is vague and may include in-service activities, including, but not limited to, the following required training:</p> <ul style="list-style-type: none"> <li>• Improving Individual Student Achievement</li> <li>• Data-Driven Decision Making</li> <li>• Continuous Improvement Process</li> </ul>	<p>plan is ineffective or missing.</p>	
<p>The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to curriculum, instruction, assessment and accountability. The objective is clearly appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.</p>	<p>The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to curriculum, instruction, assessment and accountability. The objective is generally appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.</p>	<p>The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to curriculum, instruction, assessment and accountability. The objective is not appropriate, specific, and/or measurable, but is consistent with the Department's goal of increasing the number of quality charter schools.</p>	<p>The school has not included a project objective or the objective is not consistent with the Department's goal of increasing the number of quality charter schools in Florida.</p>	
			<p><b>Total Points</b></p>	
			<p><b>AVERAGE (Total/8):</b></p>	

**Comments:**

**Project Design and Implementation**

**Business, Finance, and Accounting (12 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>REVIEWER'S SCORE</b>
The accounting practices and policies for the charter school are fiscally sound.	The accounting practices and policies for the charter school are adequate.	The accounting practices and policies for the charter school are vague and/or incomplete.	The accounting practices and policies for the charter school are not described.	
The school's policies and procedures include, or will include a requirement for monthly financial reporting to the governing board and the sponsor.			The school has not addressed monthly financial reporting policies.	
The operating budget clearly demonstrates the fiscal viability of the school, including cash flow projections and an understanding of the funding methods available to charter schools. The approved operating budget is included as Appendix A.	The operating budget provides a general understanding of the fiscal viability of the school, including cash flow projections and an understanding of the funding methods available to charter schools.	The operating budget needs more information to support the fiscal viability of the school.	The description of the fiscal viability of the school is missing or the schools approved operating budget is not included as Appendix A.	

**Attachment H**

The proposal includes a comprehensive plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc.	The proposal includes an adequate plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc.	The proposal includes a vague plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc.	The plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc. is missing.	
The organization's training plan, addressing business, finance, and accounting, clearly identifies who will seek and receive training, the amount of training, and the topics to be covered.	The organization has a training plan but only contains specifics on some of the components (who will be trained, topics, and amount of training)	The organization has a business and finance training plan, but does not contain specific topics or individuals to be trained.	The financial responsibility training plan is missing.	
The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to business, finance, and accounting. The objective is clearly appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.	The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to business, finance, and accounting. The objective is generally appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.	The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to business, finance, and accounting. The objective not appropriate, specific, and/or measurable, but is consistent with the Department's goal of increasing the number of quality charter schools.	The school has not included a individual objective, or the objective is not consistent with the Department's goal of increasing the number of quality charter schools in Florida.	
			<b>Total Points:</b>	
			<b>AVERAGE (Total/6):</b>	

**Comments:**

**Project Design and Implementation****School Leadership and Management****(12 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>Reviewer's Score</b>
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.	The proposal describes an adequate plan for providing educational leadership and on-site management of the school either through hired administrators or a management company or both.	The proposal describes a vague plan for providing educational leadership and on-site management of the school either through hired administrators or a management company or both.	The plan for providing educational leadership and on-site management of the school is missing.	
The proposal clearly describes a comprehensive and detailed professional development plan for the school administrator.	The proposal clearly describes a comprehensive and detailed professional development plan for the school administrator.	The proposal offers a vague professional development plan for the school administrator.	The proposal does not offer a professional development plan for the school administrator.	
Administration and operations of the school are clearly sufficient to support an effective educational program.	Administration and operations of the school are adequately sufficient to support an effective educational program.	Administration and operations of the school are marginally sufficient to support an effective educational program.	Administration and operations of the school are not sufficient to support an effective educational program, and/or are incomplete or missing.	
Staff are clearly able to receive and transmit data, receive paperless communications, and exchange electronic correspondence with state and local agencies by using the internet and an email account that is dedicated to charter school business.	Staff are generally able to receive and transmit data, receive paperless communications, and exchange electronic correspondence with state and local agencies by using the internet and an email account that is dedicated to charter school business.	Staff are sometimes able to receive and transmit data, receive paperless communications, and exchange electronic correspondence with state and local agencies by using the internet and an email account that is dedicated to charter school business.	Staff do not have access to the internet and an email account dedicated to charter school business.	

**Attachment H**

The plan for continuing the operation of the school following expiration of grant funding is realistic and is likely to succeed.	The plan for continuing the operation of the school following expiration of grant funding is adequate and may succeed.	The plan for continuing the operation of the school following expiration of grant funding is vague and is not likely to succeed.	The plan for continuing the operation of the school following expiration of grant funding is unrealistic and will not succeed or is missing.	
The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to school leadership and management. The objective is clearly appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number quality charter schools.	The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to school leadership and management. The objective is generally appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number quality charter schools	The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to school leadership and management. The objective is not appropriate, specific and/or measurable, but is consistent with the Department's goal of increasing the number quality charter schools	The school has not included an individual project objective, or the objective is not consistent with the Department's goal of increasing the number of high quality charter schools.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/6):</b>	

**Comments:**

**Project Design and Implementation****Special Populations (12 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>REVIEWER'S SCORE</b>
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 provides a general overview for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.	The proposal provides a vague plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.	The proposal does not include a 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 clear and detailed description of how the educational needs of students with disabilities will be met.	The proposal includes a clear description with minimal details regarding how the educational needs of students with disabilities will be met.	The proposal includes a vague and non-detailed description of how the educational needs of students with disabilities will be met.	The proposal does not include a description of how the educational needs of students with disabilities will be met.	
The proposal includes a comprehensive plan to develop Individual Education Plans (IEP) for students with special needs that are targeted adequately and routinely reviewed and monitored to ensure that goals are successfully being met.	The proposal includes a general plan to develop Individual Education Plans (IEP) for students with special needs and for routinely reviewing and monitoring the IEPs.	The proposal includes a vague plan to develop Individual Education Plans (IEP) for students with special needs and for routinely reviewing and monitoring the IEPs.	The plan to develop Individual Education Plans (IEP) for students with special needs and for routinely reviewing and monitoring the IEPs is missing.	
The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to special populations. The objective is clearly	The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to special populations. The objective is generally	The school has included a minimum of one individual project objective to the CSP Project Objectives form (Attachment J) relating to special populations. The objective is not appropriate,	The school has not included an individual objective, or the objective is not consistent with the Department's goal of increasing the number of quality charter schools in Florida.	

**Attachment H**

appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.	appropriate, specific, measurable, and is consistent with the Department's goal of increasing the number of quality charter schools.	specific, and /or measurable, but is consistent with the Department's goal of increasing the number of quality charter schools.		
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/4):</b>	

**Comments:**

**Evaluation of School Performance (5 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>REVIEWER'S SCORE</b>
The proposal includes specific and meaningful measurable outcomes for school performance.	The proposal includes a general overview of measurable outcomes for school performance.	The proposal includes unclear measurable outcomes for school performance.	The measurable outcomes for school performance are missing.	
The methods for evaluating the charter school's progress are effective and will determine if the school is meeting its goals and objectives and allow for ongoing correction and improvement.	The methods for evaluating the charter school's progress are adequate and will assist in determining if the school is meeting its goals and objectives and allow for ongoing correction and improvement.	The methods for evaluating the charter school's progress are vague and may not determine if the school is meeting its goals and objectives and may not allow for ongoing correction and improvement.	The methods for evaluating the charter school's progress are missing.	
The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are likely to result in an objective, thorough, and instrumental evaluation that will show how well the school has met the goals and objectives by the end of the grant.	The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are adequate.	The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are vague.	The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are missing.	
The proposal includes a detailed plan for meeting the evaluation criteria required by the charter renewal process.	The proposal includes a general plan for meeting the evaluation criteria required by the charter renewal process.	The proposal includes a vague plan for meeting the evaluation criteria required by the charter renewal process.	The plan for meeting the evaluation criteria required by the charter renewal process is missing.	
The proposal adequately describes participation in	The proposal generally describes participation in	The proposal vaguely describes participation in	The proposal does not describe participation in	

**Attachment H**

Florida's A+ Grading System.	Florida's A+ Grading System.	Florida's A+ Grading System.	Florida's A+ Grading System.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/5):</b>	

**Comments:**

**Support for Strategic Imperatives (0 Points)**

	<b>Yes</b>	<b>No</b>
The applicant has included effective methods for incorporating one or more of the Areas of Focus included in Florida's Next Generation PreK-2-Education Strategic Plan.		
The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida! and the Math/Science initiatives.		

**Comments:**

**Dissemination Plan (5 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>REVIEWER'S SCORE</b>
The proposal's community awareness plan is very likely to promote diversity within the school's student population and describes specific effective and realistic means of informing and recruiting eligible students and families in the community.	The proposal's community awareness plan may adequately promote diversity within the school's student population and describes general means of informing and recruiting eligible students and families in the community.	The proposal's community awareness plan is not likely to promote diversity within the school's student population and describes vague means of informing and recruiting eligible students and families in the community.	The school's community awareness plan is missing.	
The school's community awareness plan is consistent with the school's mission, educational program, and targeted student population.	The school's community awareness plan is generally consistent with the school's mission, educational program, and targeted student population.	The school's community awareness plan is not consistent with the school's mission, educational program, and targeted student population.	The school's community awareness plan is missing.	
The school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences are clear and comprehensive <u>and</u> comply with state and federal law and requirements.	The school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences, are adequate <u>and</u> comply with state and federal law and requirements.	The school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences, are vague, <u>but</u> comply with state and federal law and requirements.	The description of the school's admission and enrollment policies and procedures is missing or the admission and enrollment policies and procedures do not comply with state and federal law and requirements.	
The school's preference procedures for enrollment are described in detail, including the criteria used, and the number and type of students that are included in the process.	The school's preference procedures for enrollment are described in detail, but do not include the criteria used, and the number and type of students that are included in the process.	The school's preference procedures for enrollment are described in vague and unspecific terms.	The school's preference procedures are not discussed.	

			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/4):</b>	

**Comments:**

**Budget (25 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>REVIEWER'S SCORE</b>
All budget periods for the project are included in the Project Budget Detail following the requested format.	The Project Budget Detail follows the requested format, but is missing one of the budget periods.	The Project Budget Detail is missing one or more of the budget periods and/or does not follow the requested format.	The Project Budget Detail is missing.	
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 budget is somewhat realistic and provides a general overview of how the funds will be used to carry out the goals, objectives, and activities/strategies outlined in the proposal.	The budget is not very realistic and vaguely describes how the funds will be used to carry out the goals, objectives, and activities/strategies outlined in the proposal.	The budget is not realistic and/or does not describe 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 clearly supports the five essential program areas	The budget generally relates to and supports the mission of the charter school and generally supports the five essential program areas	The budget vaguely relates to and supports the mission of the charter school and does not effectively support the five essential program areas outlined in the RFP.	The budget does not relate to or support the mission of the charter school.	

**Attachment H**

outlined in the RFP.	outlined in the RFP.			
All line items are allowable, reasonable, and clearly explained.	At least 90% of the line items are allowable, reasonable, and explained.	At least 70% of the line items are allowable, reasonable, or explained.	Less than 70% of the line items are allowable, reasonable, or explained.	
The proposal provides clear, detailed explanations for the required personnel, professional and technical services, training, and travel for the proposed project.	The proposal provides general explanations for the required personnel, professional and technical services, training, and/or travel for the proposed project.	The proposal provides vague explanations for the required personnel, professional and technical services, training, and/or travel for the proposed project.	The explanations for the required personnel, professional and technical services, training, and/or travel for the proposed project are missing.	
The proposal includes a DOE 101 for the first budget period that provides Function and Object Codes, clear line item descriptions, and dollar amounts, and is completely consistent with the information provided in the Project Budget Detail.	The proposal includes a DOE 101 for the first budget period that provides some Function and Object Codes, general line item descriptions, and dollar amounts, and is generally consistent with the information provided in the Project Budget Detail.	The proposal includes a DOE 101 for the first budget period that does not provide Function and Object Codes, provides vague line item descriptions, and is generally not consistent with the information provided in the Project Budget Detail.	The proposal includes a DOE 101 for the first budget period, however the line item descriptions are missing and/or are not at all consistent with the information provided in the Project Budget Detail.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/6):</b>	

**Comments:**

**Preference Points (Total of 8 Possible Points)**

Public Charter School Grant Program staff will assess this section of the Scoring Rubric.

A proposal must have an averaged reviewers’ score of at least 70 before preference points may be earned.

Preferences A and B are either/or. School cannot receive preference points for more than one.

All preferences must be scored as either a zero or maximum points available.

		<b>Score</b>
<b>Preference A (4 Points)</b>	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 the district?	
<b>Preference B (4 points)</b>	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 fewer than one operating charter school per 10,000 students in each school district using the October 2008 FTE?	
<b>Preference C (3 points)</b>	Does the proposal support a charter school that will operate in a District that received a school grade of “C” or lower?	
<b>Preference D (1 point)</b>	Does the application provide evidence that the charter school 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?	
	<b>TOTAL POINTS:</b>	

**Proposal's Strengths:**

**Areas That Need Improvement:**

**Attachment J**  
**CSP 09/12 Grant Objectives**

**Section 1: CSP Grant Objectives**

Directions: The objectives in **BOLD** are fixed objectives that apply to every school receiving CSP funds. The school must add a minimum of one objective in each of the five areas listed below. The school may choose to add as many objectives as deemed appropriate. The objectives should focus on what the school expects to accomplish over the course of the grant period. Schools will be required to report on each objective. Please refer to the verification section for a description of what documentation is required to demonstrate performance. For individualized objectives, please include the documentation that will be submitted by school to demonstrate that objective was met. Include this information in the verification section of the form.

When developing objectives, be sure they are specific and measurable and include what documentation will be provided to demonstrate progress.

IMPORTANT: Failure to meet objectives, or properly report on objectives, may result in denial of future disbursements of grant award.

**Note: Phase 1- Program Planning and Design**

**Phase 2- Implementation 1**

**Phase 3- Implementation 2**

<b>Objective</b>	<b>Date to be Completed</b>	<b>Verification</b>
<b><i>1. Founding and Governance</i></b>		
<b>A. School will have a formal governing board prepared to fulfill its duties. (FIXED)</b>	End of Phase 1	1. List of governing board members 2. Adopted by-laws 3. Adopted Policies and Procedures Manual
<b>B. Governing Board will complete required governance training. (FIXED)</b>	End of Phase 1	Verification of training submitted to Department of Education
<b>C. Governing board will adopt conflict of interest policies. (FIXED)</b>	End of Phase 1	Adopted conflict of interest policies in policies and procedures manual consistent with federal regulations at 34 CFR §75.525
<b>D. Governing board will adopt policies to ensure school meets federal definition of a charter school (Section 5210, NCLB). (FIXED)</b>	End of Phase 1	Adopted policies that address subsections D, E, F, G, H, I, J, and K of Section 5210 of the ESEA (Elementary and Secondary Education Act, reauthorized as the No Child Left Behind Act of 2001.
ADD		
ADD		
<b><i>2. Curriculum, Instruction, Assessment, &amp; Accountability</i></b>		
<b>A. School will have a plan for ongoing evaluation of school performance. (FIXED)</b>	End of Phase 1	Board approved policies and procedures addressing the school plan to evaluate overall performance.
ADD		
ADD		

<b>3. Business, Finance, and Accounting</b>		
<b>A. School will adopt strong internal financial controls. (FIXED)</b>	End of Phase 1	<ol style="list-style-type: none"> <li>1. Adopted policy requiring monthly financial reporting to governing board</li> <li>2. Contract that requires monthly financial reporting to sponsor</li> <li>3. Adopted policies describing internal financial controls and/or segregation of duties</li> <li>4. Adopted procurement policies consistent with federal regulations at 34 CFR §§74.40-74.48</li> </ol>
ADD		
ADD		
<b>4. School Leadership and Management</b>		
<b>A. School principal and one board member attend annual Florida Charter School conference each year of the grant. (FIXED)</b>	End of Phase 1,2, 3	Confirmation of attendance at Florida Charter School Conference
<b>B. School has board approved professional development plan for school principal. (FIXED)</b>	End of Phase 1	Copy of approved plan or policies describing plan.
ADD		
ADD		
<b>5. Special Populations</b>		
<b>A. School has policies describing procedures to ensure compliance with the Individual with Disabilities Education Act (IDEA)</b>		Copy of approved policies.

ADD		
ADD		

**Section 2: Educational Objectives**

List each objective from school’s approved contract with Sponsor. If contract does not contain educational objectives, list each educational objective from approved application. School will be responsible for reporting on these objectives in the Charter School Annual Accountability Report.

Florida Public Charter School Grant Program  
Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold administrative fees from the subgrant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold administrative fees from the subgrant.

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By signing this form I understand that I, as the authorized representative of the charter school (eligible subgrant applicant), am under no obligation to agree to allow the sponsor to withhold administrative fees or indirect costs from the charter school's federal Charter Schools Program (CSP) subgrant award.

I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20)(a), Florida Statutes.

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Name (please print)

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Date

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Signature

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Title