



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Office of Independent Education and Parental Choice (IEPC)

Program Name

Public Charter Schools Grant Program (CSP) Planning, Program Design and Implementation (2016 - 2019)

Specific Funding Authority(ies)

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

Funding Purpose/Priorities

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

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

Target Population(s)

Charter Schools, Students, Families

Eligible Applicant(s)

To be eligible to receive this grant, an applicant must meet one of the following criteria:

- Submitted a charter school application to its Sponsor (district) in 2014 or 2015; or
- Submitted a charter school application to its Sponsor earlier than 2014 **and** has a fully executed charter contract to open in the 2016-17 school year; or
- Opened a charter school in the 2015-16 school year and has not previously received a CSP Planning, Program Design and Implementation project award.

Applicants must also meet one of the following criteria:

- Charter application has been approved by its Sponsor; or
- 2015 Charter application is pending; or
- 2015 Charter application has been denied and applicant has a pending appeal.

Only those charter schools that are approved by their Sponsor will be eligible to receive funds under this grant.

The Charter Office will determine *final applicant eligibility* prior to approving the 2016-2019 Prioritized Funding List (PFL) by verifying each school selected for funding has an approved charter application and has not previously received a project award under the CSP Grant. Prior to approving the initial Project Award Notification (DOE 200) for each school selected for funding, the Charter Office will also verify:

1. The Charter Schools Program (CSP) sub-recipient has not withdrawn its approved Charter School Application, and
2. Any CSP sub-recipient that plans to open August 2017 has a Sponsor-Approved Deferral (if requested by the Charter School).

CSP grant funding may only be used to support students enrolled in grades K-12, including Pre-K ESE.

Application Due Date

Stage I proposal is due by December 21, 2015 at 5:00 pm Eastern Standard Time. The due date refers to the date and time the proposal must be fully submitted through the Florida FluidReview online application system at <https://flcsp.fluidreview.com/>.

See Instructions for Submitting Application on page 19 of this RFP.

Stage II Proposal (Invitation Only) is due by March 25, 2016. Applicants that are invited to submit a Stage II Proposal will be notified via e-mail. The Department will use the e-mail address that is provided by the applicant in the Charter School Overview Form. The due date refers to the date the Stage II proposal must be received in the Department’s Office of Grants Management in approvable form.

Total Funding Amount/Approximate Number of Awards

Approximately \$24,000,000 is available for project awards. All funding is dependent on availability of funds. Based on availability of funds, the following is an example of how funds may be awarded to schools selected for funding:

1. Planning and Program Design Phase (18-month maximum program performance period) \$25,000
2. Implementation Phase (24-month maximum program performance period)
Implementation funds are distributed in two installments during the two year project performance period.
 - Implementation I \$200,000
 - Implementation II \$175,000

- Virtual Charter Schools may receive up to a maximum base amount of \$175,000. They are eligible to receive supplemental funding as described in A and B below.
- A charter school that reports fewer than 50 FTE in the October survey is subject to sub-grant termination. An ESE center charter school that reports less than 25 FTE in the October survey is subject to sub-grant termination.
- An applicant that has a charter school student and/or parent contract that will be used for continued enrollment at the school shall be ineligible. CSP sub-recipient schools must meet the federal definition of a charter school as one to which parents choose to send their children and that admits students on the basis of a lottery when oversubscribed.

- A charter school that opened in 2015-16 will enter directly into Implementation; thus will have a 24-month maximum program performance period.
- A CSP sub-recipient that is co-located with a charter school that is a current or past sub-recipient of Public Charter School Grant Program Implementation funding phase may be found ineligible to receive funds if:
 - The sub-recipient serves any of the same grades as the previously funded school; or
 - The sub-recipient shares the same administrator as the previously funded school.

Additional Funding Opportunities

A) Supplemental Funding for Large Schools During Implementation I or Implementation II: CSP applicants must complete the Charter School Overview Form to provide reasonable enrollment projections during each year of their 24-month maximum allowable Implementation Grant Project Performance Period. Do not use the maximum capacity on your approved Charter School Contract *unless* you expect to reach this number during your approved Implementation project award performance period.

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

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

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

- | | |
|---|-----------|
| 1. CSP sub-recipient enrolls at least 201 students: | \$75,000 |
| <u>OR</u> | |
| 2. CSP sub-recipient enrolls at least 300 students: | \$100,000 |

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

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

B) Supplemental Performance-Based Funding for Active Implementation Grants: Funding for Additional Performance-Based Supplements for active CSP sub-recipients will be dependent on the availability funds.

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

C) Newly-Approved Charter Schools that are supporting the Department's mission of increasing the number of high-quality charter schools in high-need areas.

An additional \$250,000 (each school) may be awarded to up to five (5) newly approved charter schools located within the feeder zone of a high-need area. To be eligible for this supplemental funding, an applicant must meet each of the criteria below:

1. Report at least 50 students during its first fall semester and plans to expand to a minimum of 150.
2. At least 60% of the new students have transferred from or are currently zoned for an underperforming school.
3. Demonstrate capacity through partnership with the Charter School Growth Fund.

Decision to award additional funds to applicants that are eligible under A, B, or C will be at the sole discretion of the Department.

Matching Requirement

None

Budget/Program Performance Period

The project effective date will be the date that the prioritized funding list (PFL) is approved by the Commissioner of the Florida Department of Education. The Department anticipates a project effective date during the month of April 2016.

Multi-Year Planning, Program Design, and Implementation Project:

For charter schools that will open during the 2016-17 school year, or charter schools that expect to request/receive a Sponsor-approved deferral to open August 2017, *this is a multi-year project with a maximum combined program performance period for all project phases of 36 months.*

The maximum allowable program performance period for each funding phase:

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

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

Contact Persons

Program Office Contact

Yolanda Miranda-Hill
CSP Grant Director
850-245-9077
charterschools@fldoe.org

Grants Management Contact

Sue Wilkinson
Direct: Grants Mgt Services
850-245-0496
Sue.Wilkinson@fldoe.org

Assurances

The FDOE has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); 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 and Federal Programs.** The complete text may be found in Section D of the Green Book.

New: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE 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.

Risk Analysis

Every agency must complete a Risk Analysis form effective July 1, 2015. The appropriate DOE 610 or DOE 620 form will be required and approval must be obtained by FDOE prior to a project award being issued.

School Districts, State Colleges, and State Universities

The DOE 610, currently on file with the FDOE, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless there are significant changes to the financial circumstances.

The Grants Fiscal Management Training and Assessment must be completed annually by the agency head and/or the agency's financial manager (CFO) within 60 days of the date of execution (Block 13) on the DOE 200, Project Award Notification. Training and assessment can be found here at <https://app1.fldoe.org/grants/trainingMaterials/Default.aspx> Enter in your email address and follow the steps. Non-participation in the training program may result in termination of payment(s) until training is completed.

Competition Process

This RFP will be administered in two separate stages. The first stage (Stage I) is open to all applicants that meet the definition of eligible applicant on Page 1 of this RFP. Eligible applicants must submit an electronic Stage I Proposal through the Department's Florida FluidReview online application system (<https://flcsp.fluidreview.com/>). The deadline for submitting the Stage I application is 5:00 pm (EST) on December 21, 2015. **The online system will not accept any submissions after 5:00pm (EST) on December 21, 2015.**

Stage I proposals do not require an original signature.

At the conclusion of the application review process (described in the Method of Review section of this RFP), the Department will invite the 65 highest scoring applicants (including ties) to submit a Stage II proposal. **Applicants that are invited to submit a Stage II Proposal will be notified via e-mail. The Department will use the e-mail address that is provided by the applicant in the Overview Form.**

The second stage of this competition (Stage II) will be by invitation only. The applicants that are invited to submit a Stage II proposal, based upon their Stage I score, will be invited to submit a complete hard-copy version of their proposal, along with the additional items listed in Stage II Proposal Requirements for Invited Participants. Stage II proposals must be submitted with all original signatures.

Invitation to submit a Stage II proposal does not guarantee funding. The Department expects to fund approximately 60 schools. However, the Department will invite up to five additional applicants to submit a Stage II proposal. These schools will be placed on a funding waiting list, and may receive funding if one of the top 60 withdraws its proposal or is otherwise determined ineligible to receive funding.

The Deadline for submitting a Stage II proposal is March 25, 2016. This refers to the date of receipt in the Department's Office of Grants Management.

Applicants are prohibited from making any changes to the Stage I proposal. If there are discrepancies between the online Stage I proposal and the Stage II proposal submitted in hard copy form, the Stage I proposal will prevail.

The Department reserves the right to make a final determination on awards and funding.

Narrative Components and Scoring Criteria

The **Instructions** describe what the applicant is to include in each Narrative Component.

Following the **Instructions**, within each Narrative Component are ***Criteria***. Proposal reviewers use these bulleted italicized statements as a guide when assessing and scoring the proposal. The Department will provide reviewers with concepts and information to look for when reviewing and scoring applications.

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

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

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

1. Project Abstract or Summary

FIXED REQUIREMENT

NOTE: 600 WORD COUNT MAXIMUM

Instructions

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

Criteria

- *The proposed mission statement and vision statement are clear and concise and align with the overall proposal.*
- *The proposed project is described in a brief summary, including general purpose, each specific school-wide goal, a brief program design, and significance (contribution and rationale).*

2. Project Need

0-15 points

NOTE: 1200 WORD COUNT MAXIMUM

Instructions

Describe the need for the charter school in the community it will serve and provide supporting data as evidence. Describe how the school's mission and goals address the learning needs of the students it will serve.

Criteria

- The proposal clearly describes the need for this charter school, including:
 - *Performance data for surrounding public schools **in the area that the school expects to be located (Appendix A)**;*
 - *If the applicant is unsure of where the charter school will be located, it should be noted in this section.*
 - *Targeted student population, including projected percentage of students eligible for free and/or reduced lunch;*
 - *Gaps in educational opportunities that the charter school will address;*
 - *Other factors that create the need for a high-quality charter school.*
 - *The data are concrete, current, and clearly support the need for the charter school.*

3a. Program Design and Implementation: Governance

0-15 points

NOTE: 1800 WORD COUNT MAXIMUM

Instructions

Describe the school's strategies for implementing a strong governance model that ensures rigorous oversight of the school's operations. When applicable, the applicant should use

information that was included in the model charter school application that was submitted to the District.

Criteria

- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The governing board role is detailed, specific, and includes the functions necessary to ensure a high-quality, efficient, and effective operation.*
- *The proposal clearly demonstrates that the school’s developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success.*
- *The proposal clearly explains how the governing board will formally evaluate the school Administrator/Principal.*
- *The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider (ESP/Charter School Management Company.)*
- *The proposal lists all of the other charter schools governed by the same governing board and their school grades for the most recently completed school year.*

3b. Curriculum, Instruction, Assessment, and Accountability

0-10 points

NOTE: 1800 WORD COUNT MAXIMUM

Instructions

Describe the school’s strategies for implementing an effective educational model that will increase student academic achievement for all students. When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Criteria

- *The proposal provides clear strong evidence that the educational model to be implemented will be effective for the targeted student population (Use information from Sections 3B and 3C of the model charter school application).*
- *The school’s curriculum aligns with the school’s mission (Use information from Section 3D of the model charter school application)*
- *The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the new school’s target population.*
- *The plan for evaluating student performance is sufficiently frequent and detailed to determine whether students are making adequate progress (Use information from Section 5 of the model charter school application).*
- *The plan for evaluating student performance appears to be sufficient to effectively evaluate each student’s performance.*

3c. Business, Finance, and Accounting

0-5 points

NOTE: 1200 WORD COUNT MAXIMUM

Instructions

Describe the school’s strategies for implementing sound business, finance, and accounting practices that will safeguard public funds. When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Criteria

- *The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls to ensure adequate protections are in place.*
- *The proposal provides a detailed description of who is responsible for the monitoring the financial health of the charter school.*

3d. School Leadership and Management

0-15 points

NOTE: 1800 WORD COUNT MAXIMUM

Instructions

Describe the school’s strategies for ensuring strong and effective school leadership that will result in increased student academic achievement for all students. When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Criteria

- *The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through a hired administrator, contract with a management company.*
- *The proposal describes a comprehensive and detailed professional development plan for instructional staff.*
- *The proposal includes the qualifications of the Administrator/Principal. If the Administrator/Principal is not yet identified, the proposal must include the desired qualifications.*
- *The proposal includes realistic strategies for recruiting and retaining effective teachers.*
- *The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.*
- *All applicants must complete and submit an Applicant History Worksheet (Form IEPC-MIA). If the applicant submitted an Applicant History Worksheet as part of the charter application submitted to the district, the version submitted to the district must be submitted. The form should be uploaded as Appendix B in the online FluidReview system.*

3e. Special Populations

0-10 points

NOTE: 1200 WORD COUNT MAXIMUM

Instructions

Describe the school’s strategies for ensuring that students with disabilities and English Language Learners will have the opportunity to attend and benefit from the charter school. When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

Criteria

- *The proposal describes how the school’s recruitment efforts and lottery will ensure that ESE students have equal access to attend the school.*
- *The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.*

- *The proposal includes a description of how the specific educational needs of students with disabilities will be met.*
- *The proposal includes a description of how the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.*

4. **Evaluation**

0-15 points

NOTE: 1800 WORD COUNT MAXIMUM

Instructions

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

Criteria

- The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must mirror the outcome measures submitted in the school’s charter school application or contract.
- The projected student achievement outcomes are reasonable, challenging, and demonstrate the school’s commitment to academic excellence.
- The proposal clearly describes how they will measure the baseline data of their new students (what data will be collected and data sources);
- The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.
- The proposal describes effective evaluation methods that will assess the school’s progress towards meeting its goals and objectives and allow for ongoing correction and improvement.
- The proposal states whether the school will receive a school grade through Florida’s A+ Grading System or an Alternative School Rating. If the school will not receive a school grade through Florida’s A+ Grading System or an Alternative School Rating, the proposal will describe how overall school success will be measured and reported.

5. **Outreach and Recruitment Plan**

0-15 points

NOTE: 600 WORD COUNT MAXIMUM

Instructions

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

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

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance), A charter school receiving CSP Grant funds must use a lottery if more students apply for admission to

the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. In addition, the following categories of applicants may be exempted from the lottery: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders, teachers, and the charter school's staff (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

Criteria

- *The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.*
- *The school's community awareness plan is consistent with the school's mission, and is likely to result in reaching the targeted student population.*
- *The proposal clearly describes how parents, community leaders, and business partnerships have been or will be involved in the planning and implementation of the new charter school.*
- *The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.*

6. **Support for Strategic Plan**

FIXED REQUIREMENT

NOTE: 300 WORD COUNT MAXIMUM

Instructions

Incorporate one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

URL: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Describe how the proposed project will support the Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.

Just Read Florida

URL: <http://www.fldoe.org/academics/standards/just-read-fl>

Both the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) URL: <http://www.fldoe.org/academics/standards/florida-standards>

Criteria

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read and Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.*

7. **Budget (Stage II Only)**

FIXED REQUIREMENT

Instructions

Application must include a completed budget narrative form DOE 101S. This budget narrative should be completed for the first budget period only.

The proposed project budget must be thorough, specific, and supports the proposed project. The budget must present expenses that are allowable, realistic, and accurate. All proposed costs must be reasonable in relation to the objectives, program design, and potential significance of the proposed project. The justifications for expenditures may be required and must be reasonable and clearly explained.

The CSP sub-recipient is responsible for ensuring that all items/equipment purchased with funds from this award are properly inventoried. Grant sub-recipients may not dispose of any equipment purchased with funds from this award without prior approval of the Department. If the school closes or otherwise ceases operations, all materials and equipment purchased with funds from this award must returned to the District.

During the three-year grant period, the charter school director, or the director's designee, and at least one board member will be required to attend the Florida Charter School Conference (FCSC) each year and participate in the CSP-specific sessions. Applicants may include funding for conference expenses (including travel) in each budget period.

8. **Preference Points**

0-15 possible points

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

Instructions

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

- The charter school has a partnership with Charter School Growth Fund to operate a charter school in a high-need area. A signed letter from Charter School Growth Fund should be included as an appendix. (10 points)
- The charter school will operate in Rural and Low-Income School Districts as defined in Title VI, Part B, No Child Left Behind (5 points).

Funding Method(s)

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

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

Fiscal Requirements

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

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

URL: <http://www.fl DOE.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>

Sub-recipients 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 sub-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 of the ESEA, Non-Regulatory Guidance, <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).

At a minimum, quarterly reporting of itemized expenditures of grant funds is required. The Department retains authority to terminate, with written notice, a project that does not demonstrate progress toward opening and operating a high-quality charter school.

The project award notification (DOE 200) will indicate:

- Project budget and program periods
- Timelines:
 1. Last date for incurring expenditures and issue purchase orders,
 2. Date that all final obligations are to be liquidated,
 3. Final date disbursement reports must be submitted by fiscal agent,
 4. Last date for receipt of proposed budget and program amendments, and
 5. Refund date of unexpended funds due back to DOE Comptroller.

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

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

Unallowable Expenses: Federal regulations expressly prohibit the acquisition of facilities and construction (34 Code of Federal Regulations 76.533). Project funds may not be used to purchase buses. Project funds may not be used to pay for recurring expenses. The charter

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

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

Each charter school is required to utilize its Sponsor as a fiscal agent for this project. The fiscal agent may not deduct funds for administrative fees or expenses, including indirect costs, from a sub-grant awarded to an eligible applicant (charter school), unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant local education agency. If your school voluntarily elects to allow your sponsor (school district) to withhold indirect costs related to your CSP grant awards, you must complete Attachment K and include a line item on your DOE 101S Budget Narrative Form for these costs. Indirect costs are limited to the FLDOE approved rate for the Sponsor.

Project Performance Accountability and Reporting Requirements

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

Prior to receiving funding, in addition to the required budget forms, each CSP sub-recipient must submit the following documents to the Department for review and approval.

To receive Planning and Program Design funds:

- A. Governing Board Roster
- B. Proof of Non-profit status
- C. GEPA Plan
- D. Management Company Questionnaire
- E. Planning Budget (DOE100A and DOE101S)

To receive Implementation I funds:

- A. Items A, B, C and D above
- B. Final Itemized Expenditure Report for planning funds, if applicable
- C. Inventory Report of equipment/capitalized assets for planning, if applicable
- D. Executed Charter Contract
- E. Signed and Executed Facility Lease
- F. Governing Board Bylaws
- G. Board Approval of Policies (procurement, lottery/admissions, conflict of interest, segregation of financial duties, and inventory control)
- H. Governing Board Training
- I. Implementation I Budget (DOE101S and DOE150) **-or-** Implementation ONLY Budget (DOE100A and DOE101S)

To receive Implementation II funds:

- A. Final Itemized Expenditure Report for implementation funds
- B. Inventory report of equipment/capitalized assets for implementation
- C. Implementation II Budget (DOE150 and DOE151)

For all grant periods:

CSP sub-recipients must quarterly submit Itemized Expenditures Reports of their grant funds. The Department retains authority to terminate, with written notice, a project that does not demonstrate progress toward opening and operating a high-quality charter school. The Charter Office may request additional reporting requirements. Desk audits and site visits will be conducted as part of the compliance and review process.

Receipt of these reports is one of the factors that will be used to determine whether the charter school will be awarded funding for subsequent budget periods.

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

Notice of Intent-to-Apply

No Notice of Intent is required.

Technical Assistance Webinars

The Florida Department of Education, Charter School Office will conduct two technical assistance webinars on November 17, 2015 at 10am and 3:00pm. The purpose of the webinars is to provide information related to the technical requirements of the grant and application process. Participation is not required. Instructions for registering for the webinar are located at the end of this RFP.

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

Questions pertaining to RFP criteria and application process should be e-mailed to charterschoolgrant@fldoe.org with "CSP Question" in the subject header, or, mailed to the Department at 325 West Gaines Street, Room 1044, Tallahassee, FL32399, or faxed to 850-245-0875. Questions must be received by close of business on November 23, 2015. Answers will be posted at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-program-grant/csp-request-for-proposals.stml> no later than 5:00p.m November 25, 2015.

Method of Review: Stage 1

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

Project proposals are technically screened by DOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions). Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the **Conditions for Acceptance** is reviewed and scored by five qualified reviewers representing experienced education professionals and stakeholders from Florida and, when applicable, around the country.
- After calculating the average score for each application (derived by sorting the five reviewer scores, dropping the highest and lowest, and averaging the remaining three), DOE staff will add any applicable preference points to the average score to determine each applicant's final score.

- Proposals with an average score of less than 70 are not eligible for preference points and/or funding consideration.
- DOE staff will assign preference points as described in this RFP.
- The program office ranks the proposals in order from highest to lowest final score.
- The highest 65 applications will be invited to submit a formal proposal through a second review stage (Stage II).

The Department reserves the right to make final determination of all grant awards and funding.

Conditions for Acceptance/Substantially Approvable Form Stage I

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

- Application is submitted via online application system by due date listed in this RFP. Instructions for submitting a Stage I Proposal at end of RFP.
- All application sections are completed.
- Applicant meets the definition of eligible applicant on Page 1 of this RFP.

Stage I Proposal Requirements (for online submission)

Stage I Proposals may be submitted by an applicant that meets the definition of Eligible Applicant on Page 1 of this RFP. Only one application per school may be submitted. If an applicant submits multiple applications for a single school, all applications will be considered ineligible.

Stage I Proposals are submitted electronically, through our Florida FluidReview online application system. To access, please go to <https://flcsp.fluidreview.com/>

A complete proposal will include all of the following elements in the order listed below.

1. Eligibility Form
2. Overview Form
3. RFP Questions (all sections must be completed)
4. Attestation Page
5. Appendix A: Performance data for surrounding schools
 - a. Applicants should use Appendix A Template on Resources Page
6. Appendix B: Performance data for all schools the applicant is affiliated with.
 - a. Applicants should use Appendix B Template on Resources Page or submit the Form IEPC-MIA that was submitted as part of their charter application.

Method of Review for invitation to Stage II

- Upon completion of Stage I, the highest 65 scoring applicants will be invited to submit a Stage II Proposal to the Office of Grants Management. Applicants will be expected to submit a copy of the proposal they submitted, along with additional forms such as a signed DOE100A.
- Upon final eligibility review, applicants will be rank ordered from high to low, based on the score they received in Stage I.
- Funding will be allocated based on rank order, until funds are exhausted.
- An invitation to submit a Stage II proposal is not a guarantee of funding.

Conditions for Acceptance/Substantially Approvable Form Stage II

“Substantially approvable form” is defined to mean that the project application, as received by the Department, contains the project application form (DOE 100A) bearing the original signature of

the superintendent for the school district or the president/chairperson of the board for other agencies. (Charter Schools are also required to obtain the original signature of their Governing Board Chair).

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

- Application is received in Office of Grants Management no later than the close of business on the due date. **Due date for applicants invited to submit for Stage II is March 25, 2016.**
- Application includes required forms:
 1. DOE 100A Project Application Form bearing the original signature of the Superintendent for the school district and the Charter School governing/founding board chair (or his/her designee). **Please use blue ink for signatures.**
Note: Applications signed by officials other than Superintendent **must** have a letter signed by the Superintendent or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.
 2. DOE 101S- Budget Narrative Form.
- 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).

Stage II Proposal Requirements for Invited Participants

This stage of the competition is for applicants that are invited to submit a Stage II proposal based on the final score of their Stage I proposal. Invitation to submit a Stage II proposal does not guarantee funding. The Department will contact the participants that are invited to submit a Stage II proposal.

The Stage II proposal must be submitted in hard copy format, with original signatures, to the Office of Grants Management (address below).

A complete proposal must include all of the following elements in the order listed below. The applicant must submit the original application submitted during Stage I when indicated below.

1. Eligibility Form (from Stage I Proposal)
2. Charter School Overview Form (from Stage I Proposal)
3. DOE 100A Project Application Form with Original Signatures (Attachment B)
4. DOE 101S Budget Narrative Form (Attachment C) inclusion of the first budget period only.
5. RFP Questions (from Stage I Proposal)
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 (Attachment F) (**3 pages**).
8. General Education Provisions Act (GEPA) Plan (**1 page**).
9. Voluntary Agreement for Indirect Costs (Attachment K), if applicable.

No additional documents may be included with the proposal.

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>.

Technical/Formatting and Other Application Submission Requirements

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

- One (1) original (no copies required)
- Black and White text only—no color fonts for any section of the RFP.
- No pre-printed materials used for other marketing/presentation purposes.
- No charts or graphs may be included except as requested for Appendices A and B.
- No photo copies of a template application—application must be printed and include the new charter school applicant name
- Font Type/Size [Arial/12 pt]
- Margin size [1” – both sides and top/bottom margins]
- Single Spacing
- Single-sided pages
- No Bound Copies

Stage II Proposals must be submitted to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400**

The Department strongly encourages applicants to use mail tracking/delivery confirmation when submitting Stage II proposals.

Instructions for Submitting a Stage I Proposal

1. Go to the Florida FluidReview online application system at <https://flcsp.fluidreview.com/>
2. Go to "Sign-Up"
3. Enter information and Register
4. Confirm Registration through e-mail
 - a. Once you confirm registration you will be taken back to Home Page
 - b. Enter information
 - c. Enter name of school submitting Proposal (use same name as used in Charter School Application to District)
 - d. Only one proposal per school may be created. However, a user may create and submit proposals for multiple schools
5. Complete Eligibility Form and submit
6. Complete Overview Form and submit
 - a. Enter name of school as submitted to Sponsor
 - b. Enter same e-mail address as used in Registration process
7. Complete RFP Questions and submit
 - a. Word limits on each section
 - b. Applicants are encouraged to create responses for each section in separate document and copy and paste into forms.
 - c. Online forms do not have spell check function
8. Complete Attestation page and submit
9. Submit Proposal
 - a. Review entire document (you can view or print from home page) prior to submitting
 - b. Submitted Applications may not be edited
 - c. Proposals must be fully submitted by deadline established in RFP

Technical Assistance Webinars for the 2016-19 Public Charter Schools Grant Program
Request for Proposal (RFP)

The Florida Department of Education, Charter Schools Office will conduct two technical assistance (TA) webinars on Tuesday, November 17, 2015 at 10:00am and 3:00pm. The purpose of the TA webinar is to provide information related to the technical requirements of the Charter Schools Program (CSP) Grant application and the Florida FluidReview online application system. Participation is not required, but highly recommended.

Registration to participate in the CSP TA Webinars is required. To register for the time slot that best fits your schedule, go to: <https://attendee.gotowebinar.com/rt/2828817288864431874>.

After registering, an email confirmation will be forwarded containing instructions and link on how to join the webinar.