



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office

Office of Independent Education and Parental Choice

Program Name

Charter School Program Grant
Planning, Program Design, and Initial Implementation 2006-2009

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

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

- Charter schools in school districts that currently do not have a charter school in the district;
- Charter schools in school districts identified by the Florida Department of Education (DOE) as underrepresented or underserved as determined by the current number of charter schools operating in the district; and
- Charter schools that partner with state universities or community colleges to develop integrated career academies or expanded opportunities for accelerated mechanisms, such as dual enrollment, advanced placement, and the Advanced International Certificate of Education (AICE) Program.

Target Population(s)

High Quality Startup Charter Schools
Students Served by New Charter Schools
Parents Served by New Charter Schools

Eligible Applicant(s)

Entities authorized to open a charter school for the 2006-2007 school year. 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, project funds cannot be used in a way that benefits those programs in planning, program design, or implementation.

Application Due Date

Application is due March 31, 2006. The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance.

Total Funding Amount /Approximate Number of Awards

Approximately \$10,263,750 is available for projects to be awarded from Spring 2006 to December 31, 2006.

Based on availability of funds, the following is an example of 100% award funding:

- \$25,000, Planning and Program Design – first budget period
- \$125,000 base award, plus \$150 per student, First Year Implementation – second budget period
- \$20,000 base award, plus \$150 per student, Second Year Implementation – third budget period

Funding amounts for both the First and Second year Implementation (second and third budget periods) will be based on the February FTE survey count for the charter school's first year of operation. The First Year Implementation (second budget period) will be funded from an estimated enrollment prior to the school's opening. Funding corrections will be made for the Second Year Implementation (third budget period) based on the school's actual enrollment count. For example, if estimated enrollment before the school opens is 200 students, then the First Year Implementation award will be \$125,000 plus \$30,000 (200 students X \$150 per student). If the school's actual February FTE count is only 150 students, then the Second Year Implementation award would be reduced by \$7,500 (200 – 150 = 50 students X \$150 per student).

Matching Requirement

N/A

Budget / Performance Period

The Planning and Program Design (first budget period) effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later.

This is a multi-year project with a maximum program performance period of three years (36 months) and is comprised of three budget periods. The three budget periods combined may not exceed three years and the budget periods may not overlap.

1. First budget period: Planning and Program Design (maximum of 18 months). This budget period is to occur primarily prior to the opening of the charter school and before implementation expenditures are incurred.
2. Second budget period: First Year of Implementation (maximum of 12 months).
3. Third budget period: Second Year of Implementation (maximum of 12 months).

The second budget period for the First Year Implementation (first year of operation) will become effective upon receipt of the form DOE 100A (Project Application Cover Page), a DOE 101 (Budget Narrative Form), and an itemized expense report for the concluded budget period in the Office of Grants Management. The funding amount will be based on the formula in the Total Funding Amount/Approximate Number of Awards section.

If a school does not expend all of their Planning and Program Design award before the need for first year Implementation (second budget period), it may apply for the unused portion of the Planning and Design budget to be added to the available funds for first year Implementation (second budget period). This request will be considered upon completion of liquidation and closure of the Planning and Program Design project and is at the discretion of the DOE/Office of Independent Education and Parental Choice.

First year Implementation (second budget period) may begin up to 3 months prior to the opening of the first school year.

The budget period for Second Year Implementation will begin upon completion of the First Year Implementation budget period and will correspond with the charter school's second year of operation.

Funding for year one and year two implementation will be contingent upon progress made by the charter school in meeting program goals, DOE receipt of all required reports by the established due dates, and the continued availability of federal funding for this program.

General Federal Guidelines

The Public Charter Schools Grant Program (PCSGP) is federally funded and must adhere to all applicable federal laws and regulations. Federal guidelines do not allow recipients to use these project funds for expenditures which were encumbered prior to the effective date of the project award. General guidance regarding allowable expenses for federal grant funds may be found in the Office of Management and Budget (OMB) Circular A-87, located at <http://www.whitehouse.gov/omb/circulars>. Funds available under the PCSGP are intended to be used to supplement, not supplant, state and local funds (ESEA Section 5205(b)(3)(C)). Further federal regulations expressly prohibit the acquisition of facilities and construction (34 Code of Federal Regulations 76.533).

For more information refer to the Planning and Implementation Grant Technical Assistance Paper (TAP) located at:

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

Contact Persons

- Karen Hines-Henry, Charter Schools, 850-245-0864, Suncom (850) 205-0864, FAX: 850-245-0868, E-mail: Karen.Hines@fldoe.org
- Sue Wilkinson, Grants Management, (850) 245-0496, Suncom (850) 205-0496, E-mail: Sue.Wilkinson@fldoe.org

Assurances

The Department of Education has 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 to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- 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 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://www.firn.edu/doe/comptroller/gbook.htm>

* * *

School Districts, Community Colleges, Universities and State Agencies

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

Narrative Components / Scoring Criteria

The proposal narrative must clearly describe how funds will be used to address each of the following requirements. **The bulleted statements are the criteria that will be used by reviewers to score each requirement.**

Points will be awarded based on the content and quality of the responses provided for each narrative component. Proposals will be ranked by total score and proposals scoring less than 70 points will not be eligible for funding. Decisions about the amount of funding for any proposal scoring more than 70 points will be based on review of the proposed budget and the availability of funds in relationship to the review outcomes for each proposal.

1. Project Abstract or Summary

N/A Points

Provide a brief summary of the proposed project

- The summary is a brief overview of the proposed project.

2. Project Need

10 Points

Describe why project funds are needed to support the charter school’s planning, design and implementation and provide supporting data as evidence.

- The need for the charter school is clear and well justified.
- The community the school has selected to serve is aligned with the charter school's mission, goals, and philosophy.
- The school's student population, including the projected number and demographic composition of the students to be served, reflect the needs of the local community.

3. Project Design and Implementation

50 Points Total

Describe how project funds will be used in each of the five areas considered to be essential to the implementation and success of high-quality charter schools: (1) Curriculum, Instruction, Assessment, and Accountability; (2) Special Populations; (3) Business, Finance, and Accounting; (4) Governance and Legal; and (5) Administration and Operations.

Provide a detailed training plan for the essential areas (1) – (4) including who will be providing the training and specific topics to be addressed in each area. The required verification documentation for each of the training elements is found in the Project Performance Accountability and Reporting Requirements section on page 9.

(1) Curriculum, Instruction, Assessment, and Accountability

10 of 50 Points

- The project design supports high quality instruction and will enable the school to achieve a grade of "C" or better and achieve Adequate Yearly Progress under No Child Left Behind.
- The activities/methods are likely to achieve the school's performance goals for the 2006-2007 school year.
- The school's curriculum design is comprehensive and tailored to meet the needs of the target 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 effective.
- The professional development training plan is comprehensive and includes in-service activities, including but not limited to, the following required training:
 - Mission and Vision
 - Improving Individual Student Achievement
 - Data Driven Decision Making
 - Continuous Improvement Process

(2) Special Populations

10 of 50 Points

- The individualized needs of students from special populations, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students, are recognized and addressed.
- Services to these student populations are regularly and routinely monitored for progress to ensure that individual learning plans are being met.

- The professional development training plan for the school's administrators and teachers of students from special populations, including eligible ESE and LEP students, is comprehensive and includes but is not limited to, the following required training:
 - ESE Training as offered by the Florida Charter School Resource Center

(3) Business, Finance, and Accounting

10 of 50 Points

- The accounting practices and policies for the charter school are fiscally sound.
- The operating budget shows the fiscal viability of the school, including cash flow projections and an understanding of the funding methods available to charter schools.
- The professional development training plan will increase and expand the skills and knowledge of the school administrators in the area of business, finance, and accounting, including but not limited to the following:
 - Finance Training
 - Budgeting
 - Developing and Approving an Operating Budget
 - Making Budget Amendments and Adjusting for Actual Enrollment
 - Financial Policies and Procedures Development:
 - Internal Controls
 - Conflicts of Interest
 - Financial Reports
 - Administrative Development and Presentation
 - Board Review and Approval
 - Audits: Preparing, Conducting, and Corrective Actions

(4) Governance and Legal

10 of 50 Points

- The qualifications of school personnel are matched to the needs of the students and likely to contribute to student success.
- The hiring process is reasonable and should result in highly qualified staff.
- The parents and other community members are actively engaged in the design and implementation of the school.
- The school's plan for partnering with the authorizing Local Education Agency (LEA) will likely result in a mutually positive and productive relationship.
- The training plan for administrators and governing board members is comprehensive and includes, but is not limited to the following:
 - Non Profit Board Governance
 - Public Entity Governance
 - Sunshine Requirements
 - Hiring, Utilizing, and Evaluating Administration
 - Personnel Policies and Procedures
 - Hiring Practices
 - Evaluation
 - Taxes and Benefits
 - Organizational Documents, Contracting, and Sponsor Relations

- Articles of Incorporation
- By Laws
- Policies and Procedures
- Charter or Contract
- EMO Contracting
- Communication, Mediation, and Appeals

(5) Administration and Operations

10 of 50 Points

- The plan for continuing the operation of the school following expiration of the federal project is realistic, addresses the strengths and needs of the students, and is likely to succeed.
- Administration and operations of the school support an effective educational program.
- Staff are 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 to maintain the equipment in proper working order and upgrade as necessary is comprehensive and will ensure efficient communication, operation and transmission of data.

4. Evaluation

5 Points

Describe the method(s) for evaluating the proposed project.

- The internal processes and procedures the Charter School will use for ongoing tracking of project activities and outcomes are likely to result in an objective, thorough, and instrumental evaluation.
- The methods for evaluating the charter school's progress are effective and will determine if the school is meeting its goals and objectives.

5. Support for Strategic Imperatives

10 Points

Describe how the proposed project will address the *Just Read, Florida!* initiative and incorporate one or more of the Florida State Board of Education (SBE) strategic imperatives. One of these imperatives, *Strategic Imperative 5.0, Increase the Quantity and Improve the Quality of Education Options*, places a priority on expanding and improving the quality of school choice options that are available to Florida's families. As one of Florida's fastest growing choice options, charter schools have a key role in helping to accomplish this imperative.

Additional information about the strategic imperatives is available at:
http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

- The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the **Just Read, Florida!** initiative and, if applicable, the middle grades rigorous reading requirement.

- The applicant has included effective methods for incorporating one or more of the SBE Strategic Imperatives.

5 Points

6. Dissemination Plan

Describe the methods /strategies to disseminate and market information about the project to appropriate populations.

- The applicant’s dissemination plan will use effective and realistic means to reach eligible students and families in the community.
- The activities/methods used to provide outreach services are innovative and will clearly benefit the target population.

20 Points

7. Budget

Present a budget for the total project period (all three budget periods) that reflects objectives and proposed costs of the project.

- The budget is realistic and it clearly relates to and reflects project activities, objectives, and outcomes.
- The budget narrative is comprehensive, well justified, and provides a detailed description of how the funds will be used to support the mission and objectives of the charter school.
- All line items are allowable, reasonable and clearly explained.
- The required personnel, professional and technical services, training, and/or travel for the proposed project are clearly and adequately explained.
- The budget is aligned with the five essential program areas addressed in the previous sections and is consistent with information for the first budget period presented on the required DOE 101 Budget Narrative Form that is submitted as part of this application.

Funding Method

Federal Cash Advance - 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.

Upon receipt of the Project Award Notification (DOE 200), up to 25% of the total award may be advanced by the fiscal agent (district) to the subrecipient (charter school). To receive subsequent payments, 90% of previous expenditures must be documented and approved by the district.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Should undisclosed information be discovered, the school's award may be reduced or rescinded.

Each charter school is required to utilize their sponsoring district as a fiscal agent for this grant. The district's General Terms, Assurances and Conditions for Participation in Federal and State Programs will meet the requirements of this section. It does not, however, release the charter schools from compliance with all applicable requirements for expending and recording of funds. If disagreements between the school and the sponsoring district cannot be resolved locally, one or both parties may contact the Florida Department of Education for assistance.

All 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*. These procedures and documents can be accessed on-line at <http://www.firn.edu/doe/comptroller/gbook.htm>.

The charter school director, or the director's designee, and at least two board members will be required to participate in the Florida Annual State Charter School Conference to be held during the school year. Recipients may request project funding for participation in this required conference as a part of this application.

Recipients may reserve funding for participation in charter school statewide and national workshops and conferences, including the required professional development and training described in this RFP.

The fiscal agent district 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 educational agency. If indirect costs or other administrative fees to be used by the school district are included in the proposed project budget, a statement regarding the agreement between the district and the charter school must be included in the budget narrative.

Project Performance Accountability and Reporting Requirements

The Department's program manager will track each project's performance based on compliance with submission of required documentation and reports.

In order to receive funding for the second and third budget periods, applicants will need to submit an itemized expense report; a DOE 101 Budget Narrative Form (any objectives and costs previously submitted can be updated or changed); and a DOE 100A Project Application Cover Page for each budget period. The detailed expense report can be the

same report submitted to the district for reimbursement. However, at a minimum, this expense report needs to contain an itemized list of expenditures and the budget category for each expense. Receipt of these reports is one of the factors that will be used to determine whether the charter school will be awarded funding for the second and third budget periods.

Detailed documents may be requested to support the submitted itemized expense report. Desk audits and site visits will be conducted as part of the compliance and review process.

A final report must be submitted to the Office of Independent Education and Parental Choice, Charter Schools, DOE, after the third budget period.

These reports are not to be confused with 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.

Training Verification Requirements

Four of the five essential areas include training requirements and training documentation that the charter school must provide as part of the project. The charter school's governing board may determine the individuals or groups to provide the training. The application must identify the training provider. If the provider is not confirmed prior to the application submission date, the person or group being considered must be identified. **Although schools are not required to use project funds to pay for the training, both the training and the verification requirements must be met.** The required verification information and/or documentation must be submitted to the DOE 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 DOE. Verification requirements for the training elements may be submitted with the periodic financial reports or separately to ensure future disbursements are not delayed.

The following are the verification documents required for each of the four training areas:

(1) **Curriculum, Instruction, Assessment, and Accountability**

- Agendas from each training session
- Documentation verifying 80% of applicable staff participated
- Narrative explaining how each requirement was met

NOTE: The training requirements must be met by the end of the second budget period or first year Implementation for the school to continue to receive funding.

(2) **Special Populations**

- Documentation verifying the school's administrator, at least one board member (preferably the board chair), and a teacher or ESE administrator completed the training.

NOTE: This requirement must be met by the end of the first budget period or Planning and Program Design for the school to continue to receive funding.

(3) Business, Finance, and Accounting

- Documentation verifying the school's administrator and at least two board members (preferably the board chair and treasurer) have completed the training elements required
- Policies and Procedures to include: Budgeting Process, Budget Amendment Process, Internal Controls, Conflicts of Interest, Financial Reporting, and Audits.

NOTE: The requirement for completion of training must be met by the end of the first budget period or Planning and Program Design, and the requirement for completed Policies and Procedures must be completed before the end of the second budget period or first year Implementation for the school to continue to receive funding.

(4) Governance and Legal

- Documentation verifying the school's administrator and at least two board members (preferably the board chair and vice-chair) have completed the training elements required above as specified in the approved program application.
- Organizational Documents, Policies, and Procedures to include: Hiring Practices, Evaluation, Taxes and Benefits, Articles of Incorporation, By Laws, Policies and Procedures, Charter or Contract EMO Contracting Procedures if applicable.

NOTE: The requirement for completion of training must be met by the end of the first budget period or Planning and Program Design, and the requirement for completed Organizational Documents, Policies, and Procedures must be completed before the end of the second budget period or first year Implementation for the school to continue to receive funding.

The application must state that the project recipient agrees to notify immediately the Office of Independent Education and Parental Choice, Charter Schools, in the 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.

Notice of Intent-to-Apply

Applicants are encouraged to notify the DOE of their intent to submit an application for project funding. Providing an Intent-to-Apply is not required for an application to be considered, but will assist the applicant by assuring receipt of answers to frequently-asked questions and competition updates. Conversely, eligible organizations that file an Intent-to-Apply are not required to apply.

The due date to notify Karen Hines-Henry, the program contact person, of Intent-to-Apply is March 17, 2006. This notification may be sent as an e-mail or fax message, and should include a return e-mail address. Refer to page 3 for contact numbers and email addresses.

Method of Answering Frequently Asked Questions or Providing Changes

The last date that the DOE will answer questions about this RFP will be March 24, 2006. Responses to questions will be sent via email to all individuals sending notice of intent-to-apply or submitting questions.

Method of Review

Project applications will be screened by DOE program staff to assure that guidelines of all federal regulations and state requirements in the RFP have been addressed. Applications that meet all state and federal requirements will then be evaluated by peer reviewers with expertise in planning and design of charter school programs. The review committee (comprised of the peer reviewers and one DOE reviewer) will score the proposals.

Conditions for Acceptance

The requirements listed below **must be met** for applications to be considered for review:

- Application is received within the DOE by the close of business on the due date.
- Original application and five copies are submitted.
- All documents must be unbound, one-sided, and on letter-size paper.
- Assurances page submitted with original signature, without modification, assuring that all special requirements and activities will be met.
- Application includes the signed ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form.
- Application includes required forms:
 - DOE 100A Application Form bearing the **original signature** of the Superintendent for the school district or the President/Chairperson of the board for other agencies
 - DOE 101 Budget Narrative (for the first budget period only)

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. Attach the letter or documentation to the DOE 100A when the application is submitted.

Other Requirements

Current federal guidelines for the Public Charter Schools Program Grant require that specific elements be addressed by any charter school applying for these funds. Most of these requirements are included in the school's original charter application. **While these elements do not need to be restated or rewritten for the purposes of this proposal, the latest and most complete copy of the charter school's approved application and charter or contract, if available, must be attached with this proposal to document compliance with**

each of these elements. If the original proposal narrative and charter application fail to sufficiently address each of these federally required elements listed in the Charter Schools Assurances provided in this the Request for Proposal (RFP), then the applicant must submit additional narrative addressing the lacking issue(s).

The proposal narrative must clearly reference the page number and if possible the line number or section of the approved charter school application and/or charter-contract when items in those documents are being used by the applicant to meet the requirements of the proposal. Additional information may be added to the proposal narrative.

The following requirements **must** be addressed as a separate attachment in the application.

- Describe the grade levels and enrollments the school anticipates serving at opening. Include any plans for additional grade levels proposed for subsequent years and describe how project funds will be used to support the expansion.
- Describe the facilities the school will use, including where the facilities are located, who owns them, and whether they are leased or being purchased.
- Describe collaborative relationships with the district, another charter school, or traditional public schools.
- Describe any staff positions or contracted services that are shared with another school.
- Describe the development of governance and management structures, including the role of the local school district in governance, provision of services, and monitoring of the charter school.
- Explain the governing board's role in the financial oversight of the school and use of project funds.

For Federal Programs

A current fiscal year General Education Provisions Act (GEPA) plan is required; applicants must submit a copy of their plan with this application. In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, a one-page description of the steps proposed by the district or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. See:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Application must be submitted to:

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

DOE 100A
FLORIDA DEPARTMENT OF EDUCATION

<i>TAPS Number</i>

Project Application

Please return to: Florida Department of Education Bureau of Grants Management Room Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom:	A) Program Name:	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)

C) Total Funds Requested: \$ _____ DOE USE ONLY Total Approved Project: \$ _____	D) Applicant Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Contact Name:</td> <td style="padding: 5px;">Mailing Address:</td> </tr> <tr> <td style="padding: 5px;">Telephone Number:</td> <td style="padding: 5px;">SunCom Number:</td> </tr> <tr> <td style="padding: 5px;">Fax Number:</td> <td style="padding: 5px;">E-mail Address:</td> </tr> </table>	Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:						
Telephone Number:	SunCom Number:						
Fax Number:	E-mail Address:						

CERTIFICATION

I, _____, (*Please Type Name*) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
 Signature of Agency Head

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.

A) _____

B) Name of Eligible Recipient: _____

<i>TAPS Number</i>

Project Number: **(DOE USE ONLY)**

FLORIDA DEPARTMENT OF EDUCATION

DOE 101 Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
C) TOTAL				\$

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 (4) on the last page. Must be the same amount as requested on the DOE-100A or B.