

# FLORIDA DEPARTMENT OF EDUCATION



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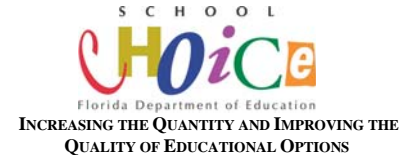
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September 15, 2006

## MEMORANDUM

**TO:** District School Superintendents

**FROM:** Steven Adams, Director  
Charter, Virtual and Home Education

**SUBJECT:** Public Charter School Grant Program  
Request for Proposal (RFP) for 2007-2010 Planning, Design, and  
Implementation Projects and 2007-2009 Implementation Projects

Charter schools play a key role in helping to achieve the State Board of Education's Strategic Imperative 5: *Increasing the Quantity and Improving the Quality of Education Options*. The Public Charter School Grant Program (PCSGP) supports this initiative by making funds available to startup charter schools.

The attached Request for Proposal (RFP) outlines the current competitive application process. Charter schools that are authorized to open for the 2007-2008 school year are eligible to apply for a Planning, Design, and Implementation Grant. Charter schools that have been operating for less than one year and have not previously received a project award under the PCSGP are eligible to apply for an Implementation Grant only. Project funds will help startup charter schools provide a high quality education for Florida's students.

The Department will offer grant applicant training in Orlando and Miami. Our office will send out a notification with full details as soon as the dates have been confirmed. Information will also be posted on the Office of Independent Education and Parental Choice website at: <http://www.floridaschoolchoice.org>.

If you have questions or need additional information, please contact Bruce Manciangli at [bruce.manciangli@fldoe.org](mailto:bruce.manciangli@fldoe.org) or Sue Wilkinson at [sue.wilkinson@fldoe.org](mailto:sue.wilkinson@fldoe.org).

cc: District Charter School Contacts

VIRGINIA GENTLES  
Executive Director  
Office of Independent Education and Parental Choice



*FLORIDA DEPARTMENT OF EDUCATION*

**Request for Proposal (RFP) for Competitive Projects**

**Bureau / Office**

Office of Independent Education and Parental Choice

**Program Name**

Public Charter School Grant Program  
Planning, Design, and Implementation (2007-2010)  
Implementation (2007-2009)

**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**

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 effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

This is accomplished through the awarding of sub-grants for planning, program design, and initial implementation of a charter school and to support the dissemination of information about, including successful practices in, 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;
- A charter school that has been operating 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 (FDOE) as underrepresented or underserved, as defined by having fewer than one operating charter school per 10,000 students in each school district; and
- 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.

**Target Population(s)**

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

**Eligible Applicant(s)**

High-Quality Startup Charter Schools. High-Quality Startup Charter Schools are entities authorized to open a charter school for the 2007-2008 school year or charter schools that have been operating for less than one year and have not previously received a project award under the PCSPG. Charter schools that are authorized to open a charter school for the 2007-2008 school year are eligible to apply for a Planning, Design, and Implementation Grant. Charter schools that have been operating for less than one year are eligible to apply for an Implementation Grant only.

The charter school must serve students in grades K-12. If the charter school serves students in other grades, such as Pre-K or adult education, in addition to K-12 students, project funds cannot be used in a way that benefits the non K-12 programs in planning, program design, or implementation. Entities authorized to open a charter school for the 2007-2008 school year must propose to start schools that will reach an actual enrollment of at least 20 K-12 students during the project period. Charter schools that have been operating for less than one year must have reached an actual enrollment of at least 20 students during the first year of operation and continue with an enrollment of at least 20 students during the project period. Charter schools serving, or proposing to serve, Exceptional Student Education (ESE) students through specialized ESE programs may request an exemption to the minimum enrollment requirement by submitting a written request to the Office of Independent Education and Parental Choice (see *Contact Persons* below) at least 7 days before the Application Due Date.

**Application Due Date**

**Application is due by Close of Business, November 15, 2006. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable. For Federal programs, the project effective date will be the date that the application is received within FDOE meeting conditions for acceptance.**

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

Approximately \$10,897,687 is available for project awards. One of the following funding scenarios will apply to eligible applicants:

**A. For schools scheduled to open for the 2007-2008 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 2007-2008 school year:**

- Planning and Program Design – first budget period: \$25,000;
- First Year Implementation – second budget period: \$20,000 base award, plus a per student amount based on the number of students (see table and example below);
- Second Year Implementation – third budget period: no base award; a per student amount based on the number of students (see table and example below).

# of Students	Sample \$ per Student
1-25	\$1,200
26-50	\$1,000
51-100	\$800
101-300	\$225
301 +	\$100

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 adjustments 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 in this example would be \$20,000 plus \$117,500 (25 students X \$1,200 per student + 25 students x \$1,000 per student + 50 students x \$800 per student + 100 students x \$225 per student). If the school’s actual February FTE count is only 150 students, then the Second Year Implementation award would be reduced by \$11,250 (200 – 150 = 50 students X \$225 per student).

**B. For schools that have been operating for less than one year:**

Based on availability of funds, the following is an example of how funds may be awarded to **schools that have been operating for less than one year and have not previously received a project award under the PCSGP:**

- First Year Implementation – first budget period: \$20,000 base award, plus a per student amount based on the number of students (see example below);
- Second Year Implementation – second budget period: no base award; a per student amount based on the number of students (see example below).

# of Students	Sample \$ per Student
1-25	\$1,200
26-50	\$1,000
51-100	\$800
101-300	\$225
301 +	\$100

Funding amounts for First Year Implementation (first budget period) will be based on the charter school’s October 2006 FTE survey count. Funding amounts for Second Year Implementation (second budget period) will be based on the school’s October 2007 FTE survey count.

**C. For conversion charter schools and charter schools that have a direct connection with another school:**

A charter school is considered to have a direct connection with another school if the charter school shares any of the following with one or more other schools:

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

An applicant will report whether or not it is a conversion charter school or a charter school with a direct connection with another school on the *Charter School Overview Form* (Attachment G).

Based on availability of funds, the following is an example of how funds may be awarded to **conversion charter schools or schools that have a direct connection with another school:**

- Planning and Program Design – first budget period: \$12,500 **(for schools that are opening for the 2007-2008 school year; schools that have been operating less than one year are only eligible for the two Implementation budget periods);**
- First Year Implementation – second budget period: \$16,000 base award, plus a per student amount based on the number of students (see table and example below);
- Second Year Implementation – third budget period: no base award; a per student amount based on the number of students (see table and example below).

# of Students	Sample \$ per Student
1-25	\$960
26-50	\$800
51-100	\$640
101-300	\$180
301 +	\$80

The above examples are for illustrative purposes only. Actual awards may be adjusted based on school enrollment projections and availability of funds.

**Budget / Performance Period**

For charter schools opening for the 2007-2008 school year, the effective date for Planning and Program Design (first budget period) will be the date that the proposal is received by the FDOE, Office of Grants Management, meeting conditions for acceptance, or the date of receipt of the Federal Award Notification by the FDOE, 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).

Funding for First and Second Year Implementation will be contingent upon progress made by the charter school in meeting program goals, FDOE receipt of all required reports and documentation by the established due dates, and the continued availability of federal funding for this program. A sub-grantee may move from the first budget period (Planning and Program Design) to the second budget period (First Year Implementation) as soon as it has completed its planning and design period and submits the required forms and documentation. The second budget period (First Year Implementation, which coincides with the first year of the charter school's operation) will become effective upon receipt of the following items in the Office of Grants Management (see *Project Performance Accountability and Reporting Requirements* below):

- a signed DOE 150 (Project Amendment Request);
- a DOE 151 (Budget Amendment Narrative Form);
- an itemized expenditure report for the concluded (first) budget period;
- evidence that the school has either leased or purchased a facility; and
- complete documentation of required training compliance.

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. It will become effective upon receipt of the following items in the Office of Grants Management:

- a signed DOE 150 (Project Amendment Request);
- a DOE 151 (Budget Amendment Narrative Form);
- an itemized expenditure report for the concluded (second) budget period; and
- complete documentation of required training compliance.

**For charter schools that have been operating for less than one year and have not previously received a project award under the PCSGP, the effective date for First Year Implementation (first budget period) will be the date that the application is received by the FDOE, Office of Grants Management, meeting conditions for acceptance, or the date of receipt of the Federal Award Notification by the FDOE, whichever is later.**

This is a multi-year project with a maximum program performance period of two years (24 months) and is comprised of two budget periods, which may not overlap.

1. First budget period: First Year of Implementation (maximum of 12 months).
2. Second budget period: 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, FDOE receipt of all required reports and documentation by the established due dates, and the continued availability of federal funding for this program. The second budget period (Second Year Implementation) will become effective upon receipt of the following items in the Office of Grants Management (see address on page 20):

- a signed DOE 150 (Project Amendment Request);
- a DOE 151 (Budget Amendment Narrative Form);
- an itemized expenditure report for the concluded (first) budget period; and
- complete documentation of required training compliance.

**General Federal Guidelines**

The 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 Attachment A (Technical Assistance Paper #2005-07; *Charter School Program Planning and Implementation Grants*) and Attachment B (Technical Assistance Paper #2006-10; *Charter School Program Sub-grant Awards to Schools with Pre-K Students*). Technical Assistance Papers may also be downloaded from the School Choice website at: [http://www.floridaschoolchoice.org/Information/Charter\\_Schools/technical\\_assistance.asp](http://www.floridaschoolchoice.org/Information/Charter_Schools/technical_assistance.asp). Technical Assistance Papers will be updated as needed. Any updates will be posted to the website and disseminated to charter school grant program sub-grantees.

**Contact Persons**

- Bruce Manciangli, Office of Independent Education and Parental Choice, 850-245-0898, Suncom (850) 205-0898, FAX: 850-245-0868, E-mail: [Bruce.Manciangli@fldoe.org](mailto:Bruce.Manciangli@fldoe.org)
- Sue Wilkinson, Grants Management, (850) 245-0498, Suncom (850) 205-0498, E-mail: [Sue.Wilkinson@fldoe.org](mailto: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://fldoe.org/comptroller/gbook.asp>.

\* \* \*

**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 the project will effectively address each of the following narrative components. **The bulleted scoring criteria below add detail to the instructions and were used to develop the Scoring Rubric that reviewers will use to score proposals (see Attachment H). Proposal narratives should address all of the bulleted scoring criteria in each component.**

**The standard scoring criteria are based on a 100 point scale, with a minimum score of 70 points necessary for an application to be considered for funding. A proposal must have a score of at least 70 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 105 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 eight 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). (See *Method of Review* section below for a description of the review process.)

**Note: the instructions and evaluation criteria are written for schools that are authorized to open a charter school for the 2007-2008 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**

N/A Points
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Provide a one-page summary of the proposed project. The name of the proposed charter school should be at the top of the *Abstract*.

**Scoring Criteria:**

- *The summary provides an overview of the proposed project.*



**Note: Sections 2 – 6 plus Section 9 below can not exceed 20 pages. Additional pages will be removed from the proposal and will not be reviewed (see the *Other Requirements* section below).**

**2. Project Need**

**4 Points**

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

**Scoring Criteria:**

- *The need for the charter school is clear and well justified with supporting data (student performance, demographic, 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**

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) School Leadership and Management;
- (4) Business, Finance, and Accounting; and
- (5) Special Populations.

Provide a detailed training plan for areas (1), (2) and (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 below.)

**Scoring Criteria:**

**12 of 60 Points**

**(1) Founding and Governance**

- *The proposal clearly describes the developers/founders of the school and proposes developing a governing board that will be 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, or contractors possess skill and experience in areas that are critical to charter school success, including curriculum, instruction 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 hiring process is comprehensive and is very likely to result in highly-qualified staff.*

- *Teachers, staff, parents, and other community members are clearly and actively engaged in the design and implementation of the school.*
- *The training plan for administrators and governing board members is comprehensive and includes, but is not limited to, the following:*
  - *Non Profit Board Governance*
  - *Florida's Open Government Requirements*
    - *The Florida Sunshine Law*
    - *The Florida Public Records Law*
  - *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, Consultant, or other Vendor Contracting*
  - *Communication, Mediation, and Appeals*
- *The training plan clearly includes who will provide the training, the trainer's qualifications, and strong supporting evidence that the training is very likely to be effective.*

<b>12 of 60 Points</b>
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**(2) Curriculum, Instruction, Assessment, and Accountability**

- *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 design is comprehensive, is tailored to meet the needs of the target population, supports high-quality instruction, and is very likely to enable the school to achieve Adequate Yearly Progress (AYP) under No Child Left Behind, if AYP applies to the school, and achieve a grade of "C" or better if the school will receive a grade; achieve results similar to a "C" school for schools with student populations too small to receive a grade; or achieve "maintaining or improving" status for alternative schools.*
- *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 2007-2008 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 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 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*
- *The training plan clearly includes who will provide the training, the trainer's qualifications, and strong supporting evidence that the training will be effective.*

<b>12 of 60 Points</b>
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**(3) School Leadership and Management**

- *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.*
- *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 proposal includes a comprehensive plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc.*
- *The plan for continuing the operation of the school following expiration of grant funding is realistic, addresses the strengths and needs of the students, and is likely to succeed.*

<b>12 of 60 Points</b>
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**(4) Business, Finance, and Accounting**

- *The accounting practices and policies for the charter school are fiscally sound.*
- *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 professional development training plan is comprehensive and 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*

- *The training plan clearly includes who will provide the training, the trainer’s qualifications, and strong supporting evidence that the training will be effective.*

**12 of 60 Points**

**(5) Special Populations**

- *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 comprehensive plan to develop Individual Education Plans (IEP) for students with special needs and for routinely reviewing and monitoring the IEPs to ensure that they are successfully 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 likely to be effective.*

**4. Evaluation of School Performance**

**5 Points**

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

**Scoring Criteria:**

- *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 and will be useful to other schools and educators.*
- *The proposal includes specific and meaningful measurable outcomes for school performance that clearly were included in the school’s charter application. For example:*
  - *60% of students will earn a 3 or higher on the reading and math portions of the FCAT in the third year of operation.*
  - *85% of students enrolled will graduate on time (i.e. 85% of high school students will graduate in four years).*
  - *By the second year of operation, the school will receive a grade of B or higher.*
- *The proposal includes a detailed plan for meeting the evaluation criteria required for charter renewal upon completion of the initial approved term.*

**5. Support for Strategic Imperatives**

**4 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 as outlined in its Strategic Plan. 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 play a key role in helping to accomplish this imperative.

Additional information about *Just Read, Florida!* is available at:

<http://www.justreadflorida.org>.

Additional information about the Florida State Board of Education (SBE) strategic imperatives is available at: [http://www.fldoe.org/meetings/2005\\_01\\_18/StratPlanDetails.pdf](http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf).

**Scoring Criteria:**

- *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 detailed effective methods for incorporating one or more of the SBE strategic imperatives.*

**6. Dissemination Plan**

**5 Points**

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. Describe the enrollment preferences to be utilized by the school, consistent with Florida Statute 1002.33 (10). Provide details on how students can meet preference criteria and how the preferences are applied during enrollment.

**Scoring Criteria:**

- *The proposal's community awareness plan promotes diversity within the school's student population and will use specific 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, philosophy, 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. The school's admission and enrollment policies and procedures comply with state and federal law and requirements.*

**7. Letters of Support**

**2 Points**

- Include three Letters of Support written by individuals familiar with the proposed charter school. Letters may be written by charter-authorizing entities, community organizations, the traditional public school community, or others. The three letters of support can not exceed one page each; additional pages or letters will be removed and will not be reviewed. (see the *Other Requirements* section below).

**Scoring Criteria:**

- *The proposal includes three letters of support of no longer than one page each.*
- *The letters reflect familiarity and knowledge of the mission and goals of the school and offer support for its planning, design, and implementation.*

**8. Budget****20 Points**

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 2007-2008 school year or the two Implementation budget periods for schools that have already opened). The budget must be comprehensive, detailed (including number of items, cost per item, and projected month item will be purchased), well-justified, and support the goals, objectives, and activities/strategies outlined in the proposal.

**Transfer the items and total amounts for the First Budget Period only onto the DOE 101 and add appropriate function and object codes.** The DOE 101 must include item descriptions but does not need to include justifications, which must be included in the Budget Overview for all budget periods. (Note that when submitting a DOE 151 for subsequent budget periods, sub-grantees must include item descriptions and justifications on the DOE 151 form.)

Applicants should note that ongoing expenses, such as salaries, may be legitimate initial costs under certain conditions. If ongoing expenses are included in the Project Budget Detail or DOE 101, such expenses must meet the criteria for allowable expenses, and the Project Budget Detail must provide a justification for their inclusion and must provide a plan to pay for them once the grant project is completed.

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. 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.

**Scoring 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 comprehensive, detailed, and well-justified.*
- *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 above.*
- *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 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.*

**9. Preference Points****Total of 5 Possible Points**

Preference points are available to applicants that document meeting one or more of the following funding priorities (a proposal must have an averaged reviewers' score of at least 70 before preference points may be earned).

- Charter schools in school districts that currently do not have a charter school operating in the district **(2 points)**;
- A charter school that has been operating for less than one year and is the only charter school currently operating in the district **(2 points)**;
- 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 district before March 31, 2006 **(2 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)**.

**Scoring Criteria:**

- *Does the proposal support a charter school in a school district that currently does not have a charter school operating in the district?*
- *Does the proposal support 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 fewer than one operating charter school per 10,000 students in each school district?*
- *Does the proposal document that it supports 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**

**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.**

### **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 project. 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 FDOE for assistance.

All funded projects 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://fldoe.org/comptroller/gbook.asp>.

**Note: in addition to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book), a sub-recipient must submit a DOE 150 and 151 if it wishes to change its budget in the following ways: 1) increase or decrease an existing line item by more than 50% during the award period; 2) add or delete a line item; and 3) change amounts to salaries, rent, or utilities.**

**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. Indirect costs are limited to the FDOE approved rate for the district.**

For more information on allowable and non-allowable expenses, refer to Attachment A (Technical Assistance Paper #2005-07; *Charter School Program Planning and Implementation Grants*) and Attachment B (Technical Assistance Paper #2006-10; *Charter School Program Sub-grant Awards to Schools with Pre-K Students*). Technical Assistance Papers may also be downloaded from the School Choice website at: [http://www.floridaschoolchoice.org/Information/Charter\\_Schools/technical\\_assistance.asp](http://www.floridaschoolchoice.org/Information/Charter_Schools/technical_assistance.asp).



Technical Assistance Papers will be updated as needed. Any updates will be posted to the website and disseminated to charter school grant program sub-grantees.

### **Project Performance Accountability and Reporting Requirements**

**The FDOE'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 subsequent budget periods (second and third budget periods for schools that are opening for the 2007-2008 school year and second budget period for schools that have been operating for less than one year and have not previously received a grant under the PCSGP), applicants will need to submit the following for 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 school district to the DOE Comptroller's office),
- training compliance documentation (see next section), and
- a DOE 150 Project Amendment Request and DOE 151 Budget Amendment Narrative Form (requested items and amounts in the DOE 151 submitted for the second and third budget periods may differ from those in the Project Budget Detail submitted with the original proposal.)
- (Schools that will open for the 2007-2008 school year must also submit evidence that the school has acquired a facility consistent with the requirements of their charter before moving to their second budget period).

The detailed expenditure report can be the same report submitted to the district for reimbursement. However, at a minimum, this expenditure 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 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**

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.

A final report must be submitted to the Office of Independent Education and Parental Choice, Charter Schools, DOE, after the final budget period. ***These reports are specific and 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.

**The application must state that the project recipient agrees to notify immediately the Office of Independent Education and Parental Choice, Charter Schools, in the FDOE, regarding any change in the school's charter status, administration, contact information,**

or other descriptive information that is needed by the FDOE 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 FDOE to support and use a paperless communication system to the greatest extent possible.**

### Training Verification Requirements

Three of the five essential areas described above include training requirements and training documentation that the charter school must provide as part of the grant. The charter school's governing board may determine the individuals or groups to provide the training. The proposal must identify the training provider; if the provider is not confirmed prior to the proposal 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 outlined in this RFP must be submitted to the FDOE 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 FDOE. Using documentation provided, FDOE staff will determine if goals of training have been met.

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

(1) Founding and Governance

- 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** (Planning and Program Design for schools opening for the 2007-2008 school year and First Year Implementation for schools that have been operating for less than one year and have not previously received a project award under the PCSGP) for the school to continue to receive funding.

**For the school to continue to receive funding, the requirement for completed Organizational Documents, Policies, and Procedures must be completed before the end of the second budget period** (First Year Implementation) for schools opening for the 2007-2008 school year and before the end of the first budget period (First Year Implementation) for schools that have been operating for less than one year and have not previously received a project award under the PCSGP.

(2) Curriculum, Instruction, Assessment, and Accountability

- Agendas from each training session
- Documentation verifying 80% of appropriate staff participated

- Narrative explaining how each requirement was met

**NOTE: For schools opening for the 2007-2008 school year, 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. For schools that have been operating for less than one year and have not previously received a project award under the PCSGP, the training requirements must be met by the end of the first budget period (or First Year Implementation) 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** (Planning and Program Design for schools opening for the 2007-2008 school year and First Year Implementation for schools that have been operating for less than one year and have not previously received a project award under the PCSGP) for the school to continue to receive funding.

**For the school to continue to receive funding, the requirement for completed Policies and Procedures must be completed before the end of the second budget period** (First Year Implementation) for schools opening for the 2007-2008 school year and before the end of the first budget period (First Year Implementation) for schools that have been operating for less than one year and have not previously received a project award under the PCSGP.

**Notice of Intent-to-Apply**

Applicants are encouraged to notify the DOE of their intent to submit a proposal 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, organizations that file an Intent-to-Apply are not required to apply.

The due date to notify the Office of Independent Education and Parental Choice of Intent-to-Apply is **November 1, 2006**. This notification may be sent as an e-mail to [charterschoolgrant@fldoe.org](mailto:charterschoolgrant@fldoe.org) (with "Intent to Apply" in the subject line) or as a fax message addressed to Public Charter School Grant Program at 850-245-0868. The notification should include a contact person and return e-mail address.

**Method of Answering Frequently Asked Questions or Providing Changes**

The last date that the DOE will answer questions about this RFP will be **November 8, 2006**. Questions must be submitted via email to [charterschoolgrant@fldoe.org](mailto:charterschoolgrant@fldoe.org) (with "RFP Questions" in the subject line) or online at [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org). Responses to questions will be posted to the Office of Independent Education and Parental Choice website and will be sent via email to all individuals sending notice of intent-to-apply or submitting questions.

## **Method of Review**

Proposals that meet the *Conditions for Acceptance* (see next section) will be evaluated and scored according to the following process:

- Each proposal that meets the conditions for acceptance will be reviewed and scored by a team of five reviewers representing experienced charter school and educational professionals and stakeholders from Florida and around the country.
- Averages and 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). Examples: 69.86479 = 69.86; 69.86769 = 69.87.
- The high and the low scores will be dropped and the average of the three remaining scores will constitute the averaged reviewers' score.
- Proposals with an averaged reviewers' score of 70 or more will be assessed by PCSGP staff for preference points. If preference points are earned, they will be added to the averaged reviewers' score to determine the proposal's final score. If preference points are not earned, the averaged reviewers' score will constitute the proposal's final score.
- All proposals (from schools that will open in 2007-2008 and schools that have already opened) will be ranked in order of highest to lowest score.
- Funding will be recommended for the applicant with the highest score followed in succession by the next highest scores until funds are exhausted.
- Proposals with a final score of less than 70 will not be recommended for funding.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients. This funding model does not mean that the funds will automatically be awarded to any particular agency.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Awards are subject to the availability of funds.

## **Conditions for Acceptance**

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

- Proposal is received within the DOE by the close of business on the Application Due Date.
- Proposal includes required forms:
  - DOE 100A Application Form (Attachment B) bearing the original signature of the Superintendent for the school district and the President/Chairperson of the board for other agencies (charter school).
  - DOE 101 Budget Narrative (Attachment C) for the first budget period only.

**NOTE:** Proposals 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 proposal is submitted.

## **Other Requirements**

Additional required documents are listed below. If any of the following documents are not included in the proposal submitted by the Application Due Date, they will need to be submitted to the FDOE, Office of Grants Management, before an award is issued.

**Because of the competitive nature of this grant, any scored document and/or element of**

**the proposal that is not submitted by the Application Due Date will not be scored (only those documents/elements of the proposal that are submitted by the Application Due Date will be scored, as long as the Conditions for Acceptance are met).**

- Assurances page (Attachment E) 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 (Attachment F),
- a completed Proposal Checklist/Table of Contents (Attachment A),
- a completed Charter School Overview Form (Attachment G),
- a copy of Charter Application, and
- a copy of the Approved Charter Contract.

\* For schools opening for the 2007-2008 school year: if the charter contract has not been approved by the time the proposal needs to be submitted, the applicant must submit the approved charter contract before moving to the First Year Implementation.

**Note: Current federal guidelines for the Public Charter Schools 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*, not merely refer to language in attachments, such as the charter application or contract.**

#### **Required Format for Proposal:**

- Original proposal and two copies (three total) are submitted.
- All documents must be unbound, one-sided, and on letter-size paper.
- Use one-inch margins, 12-point font, and single-spacing.
- **Sections 2 – 6 plus Section 9 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.** The three letters of support can not exceed one page each; additional pages or letters will be removed and will not be reviewed.
- **The complete proposal, including attachments, can not exceed 42 pages.** The Charter Application and Approved Charter Contract are not subject to the 42 page limit. Instruction pages for the DOE 100A and DOE 101 should not be included in the proposal and are not subject to the 42 page limit.

**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. Once the proposal is complete and in the proper order, all pages should be numbered (by hand is acceptable).**

1. Proposal Checklist/Table of Contents (1 page) The *Table of Contents* should list the major sections of your application and provide page numbers for easy reference.
2. DOE 100A Project Application Form (1 page).
3. DOE 101 Budget Narrative (up to 2 pages). Covers the first budget period only.
4. Project Budget Detail (up to 9 pages). Covers the entire project period.
5. Assurances page (2 pages).
6. ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (2 pages).
7. Charter School Overview Form (1 page).
8. Abstract of proposal (1 page).
9. 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 Contract.
10. Letters of Support (3 pages).
11. Copy of Charter Application (no page limit).
12. Copy of Approved Charter Contract (no page limit).

#### **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**

## ***ATTACHMENTS***

Attachment A	Proposal Checklist/Table of Contents
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 G	Charter School Overview Form
Attachment H	Scoring Rubric

**Attachments may be downloaded from the Office of Independent Education and Parental Choice website:  
<http://www.floridaschoolchoice.org>**

**If an applicant has trouble downloading the attachments, the applicant may contact the Charter Schools office to have them emailed (see Contact Persons on page 6).**

## Florida Public Charter School Grant Program

### Proposal Checklist/Table of Contents

INCLUDED	ITEM	PAGE #
	Proposal Checklist/Table of Contents (Attachment A)	
	DOE 100A Application Form (Attachment B)	
	DOE 101 Budget Narrative (Attachment C)	
	Project Budget Detail (Attachment D)	
	Assurances page (Attachment E)	
	Signed ED 80-0013 (Attachment F)	
	Charter School Overview Form (Attachment G)	
	One-page Abstract	
	Project Narrative	
	Letters of Support	
	Copy of Charter Application	
	Copy of Charter Contract	



# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

**TAPS Number**  
**07C098**

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 325, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b>		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  \$ _____  <hr style="width: 20%; margin: 0 auto;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$ _____	<b>D) Applicant Contact Information</b>	
Contact Name: _____		Mailing Address: _____
Telephone Number: _____		SunCom Number: _____
Fax Number: _____		E-mail Address: _____
<b>CERTIFICATION</b>		
<p>I, _____, <i>(Please Type Name)</i> 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.</p> <p>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.</p>		
E) _____ <p style="text-align: center;">Signature of Agency Head</p>		_____ <p style="text-align: center;">Signature of Charter Head</p>



## 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) \_\_\_\_\_  
 Name of Eligible Recipient:  
 B) \_\_\_\_\_  
 Project Number: **(DOE USE ONLY)**

<b>TAPS Number</b> 07C098
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**FLORIDA DEPARTMENT OF EDUCATION  
 BUDGET NARRATIVE FORM**

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



# 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.



## Florida Public Charter School Grant Program Project Budget Detail

**First Budget Period**

\_\_\_\_\_ Planning/Design \_\_\_\_\_ First Year Implementation

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>First Budget Period Total:</b>						<b>\$ 7,000.00</b>

## Florida Public Charter School Program Project Budget Detail

**Second Budget Period**

\_\_\_\_\_ First Year Implementation \_\_\_\_\_ Second Year Implementation

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

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
<b>Examples:</b>						
Training/ Professional Development	ESE Consultant	June	ESE Consultant will provide staff development activities for teachers in the following areas: a) appropriate teaching strategies for students with disabilities b) develop appropriate IEPs c) maintain written documentation of consultative services for students whose IEPs indicate services are needed.	1	\$ 1,500.00	\$ 1,500.00
Community Outreach	Direct Mail Campaign	June - July	Direct mail campaigns to increase community awareness and student recruitment/enrollment for school.	3	\$ 750.00	\$ -
Equipment	Student Computers	August	The school needs a student computer lab to implement curriculum, train students in the use of technology, and allow students to create papers and projects	25	\$ 600.00	\$ 2,250.00
						\$ -
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						\$ -
<b>Second Budget Period Total:</b>						<b>\$ 18,750.00</b>

## Florida Public Charter School Program Project Budget Detail

**Third Budget Period (If Applicable)**

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

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
						\$ -
						\$ -
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						\$ -
						\$ -
<b>Third Budget Period Total:</b>						<b>\$ -</b>

## 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.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
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.		

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.		

**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)

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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  
Charter School Overview Form**

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

Contact name: \_\_\_\_\_

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

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

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

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

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

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

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

For schools scheduled to open for the 2007-2008 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 School Grant Program, provide the number of students currently enrolled: \_\_\_\_\_

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 schools: \_\_\_\_\_

Is the school sponsored by a municipality? Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, what city? \_\_\_\_\_

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? \_\_\_\_\_

## 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 105 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 (4 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>Reviewer's Score</b>
The need for the charter school is clear and well justified with supporting data (student performance, demographic, etc.).	The need for the charter school is adequate and provides some supporting data (student performance, demographic, etc.).	The need for the charter school is unclear and provides little or no supporting data (student performance, demographic, 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 (or serves).	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 (or serves).	The proposal vaguely connects the school's mission and goals with the learning and other needs of the students and parents it will serve (or serves).	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 will be 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 will be 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 will be 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, or 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, or 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, or 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, or contractors possess skills and experience in areas that are critical to charter school success, including curriculum, instruction	



SCORE 3	SCORE 2	SCORE 1	SCORE 0	Reviewer's Score
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.	
Teachers, staff, parents, and other community members are clearly and actively engaged in the design and implementation of the school.	Teachers, staff, parents, and other community members are generally engaged in the design and implementation of the school.	Teachers, staff, parents, and other community members are not sufficiently engaged in the design and implementation of the school.	Teachers, staff, parents, and other community members are not engaged in the design and implementation of the school.	
<p>The training plan for administrators and governing board members is comprehensive and includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Non Profit Board Governance</li> <li>• Public Entity Governance</li> <li>• Sunshine</li> </ul>	<p>The training plan for administrators and governing board members is adequate and includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Non Profit Board Governance</li> <li>• Public Entity Governance</li> <li>• Sunshine</li> </ul>	<p>The training plan for administrators and governing board members is vague and may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Non Profit Board Governance</li> <li>• Public Entity Governance</li> <li>• Sunshine</li> </ul>	The training plan for administrators and governing board members is missing.	

SCORE 3	SCORE 2	SCORE 1	SCORE 0	Reviewer's Score
<p>Requirements</p> <ul style="list-style-type: none"> <li>• Hiring, Utilizing, and Evaluating Administration</li> <li>• Personnel Policies and Procedures</li> <li>• Hiring Practices</li> <li>• Evaluation</li> <li>• Taxes and Benefits</li> <li>• Organizational Documents, Contracting, and Sponsor Relations</li> <li>• Articles of Incorporation</li> <li>• By Laws</li> <li>• Policies and Procedures</li> <li>• Charter or Contract</li> <li>• EMO Contracting</li> <li>• Communication, Mediation, and Appeals</li> </ul>	<p>Requirements</p> <ul style="list-style-type: none"> <li>• Hiring, Utilizing, and Evaluating Administration</li> <li>• Personnel Policies and Procedures</li> <li>• Hiring Practices</li> <li>• Evaluation</li> <li>• Taxes and Benefits</li> <li>• Organizational Documents, Contracting, and Sponsor Relations</li> <li>• Articles of Incorporation</li> <li>• By Laws</li> <li>• Policies and Procedures</li> <li>• Charter or Contract</li> <li>• EMO Contracting</li> <li>• Communication, Mediation, and Appeals</li> </ul>	<p>Requirements</p> <ul style="list-style-type: none"> <li>• Hiring, Utilizing, and Evaluating Administration</li> <li>• Personnel Policies and Procedures</li> <li>• Hiring Practices</li> <li>• Evaluation</li> <li>• Taxes and Benefits</li> <li>• Organizational Documents, Contracting, and Sponsor Relations</li> <li>• Articles of Incorporation</li> <li>• By Laws</li> <li>• Policies and Procedures</li> <li>• Charter or Contract</li> <li>• EMO Contracting</li> <li>• Communication, Mediation, and Appeals</li> </ul>		
<p>The training plan clearly includes who will provide the training and strong evidence that it will very likely be successful.</p>	<p>The training plan generally includes who will provide the training and evidence that it will likely be successful.</p>	<p>The training plan is vague as to who will provide the training and lacks evidence that it will likely be successful.</p>	<p>The training plan does not include who will provide the training.</p>	
			<p><b>TOTAL POINTS:</b></p>	
			<p><b>AVERAGE (Total/8):</b></p>	

**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>
<p>The proposal clearly describes a sound educational philosophy, including how learning best occurs for the student population to be served.</p>	<p>The proposal adequately describes a sound educational philosophy, including how learning best occurs for the student population to be served.</p>	<p>The proposal vaguely describes a sound educational philosophy.</p>	<p>The proposal does not describe a sound educational philosophy.</p>	
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The educational program description is missing.</p>	
<p>The school's curriculum design is comprehensive,</p>	<p>The school's curriculum design is adequate, is to</p>	<p>The school's curriculum design is vague, is</p>	<p>The school's curriculum design is missing or is not</p>	

<p>tailored to meet the needs of the target population, supports high-quality instruction, and is very likely to enable the school to achieve Adequate Yearly Progress (AYP) under No Child Left Behind, if AYP applies to the school, and achieve a grade of "C" or better if the school will receive a grade; achieve results similar to a "C" school for schools with student populations too small to receive a grade; or achieve "maintaining or improving" status for alternative schools.</p>	<p>some extent tailored to meet the needs of the target population, adequately supports high-quality instruction, and will possibly enable the school to achieve Adequate Yearly Progress (AYP) under No Child Left Behind, if AYP applies to the school, and achieve a grade of "C" or better if the school will receive a grade; achieve results similar to a "C" school for schools with student populations too small to receive a grade; or achieve "maintaining or improving" status for alternative schools.</p>	<p>loosely tailored to meet the needs of the target population, will not likely support high-quality instruction, and is not likely to enable the school to achieve Adequate Yearly Progress (AYP) under No Child Left Behind, if AYP applies to the school, and achieve a grade of "C" or better if the school will receive a grade; achieve results similar to a "C" school for schools with student populations too small to receive a grade; or achieve "maintaining or improving" status for alternative schools.</p>	<p>tailored to meet the needs of the target population, does not support high-quality instruction, and will not enable the school to achieve Adequate Yearly Progress (AYP) under No Child Left Behind, if AYP applies to the school, and achieve a grade of "C" or better if the school will receive a grade; achieve results similar to a "C" school for schools with student populations too small to receive a grade; or achieve "maintaining or improving" status for alternative schools.</p>	
<p>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 2007-2008 school year.</p>	<p>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 2007-2008 school year.</p>	<p>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 2007-2008 school year.</p>	<p>Goals and objectives are incomplete or missing or are not realistic and will not achieve the school's performance goals for the 2007-2008 school year.</p>	
<p>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</p>	<p>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</p>	<p>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</p>	<p>The instructional staffing plan is missing.</p>	

targeted student population.	targeted student population.	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 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 is comprehensive and includes in-service activities, including, but not limited to, the following required training: <ul style="list-style-type: none"> <li>• Mission and Vision</li> <li>• Improving Individual Student Achievement</li> <li>• Data-Driven Decision Making</li> <li>• Continuous Improvement Process</li> </ul>	The professional development training plan is adequate and includes in-service activities, including, but not limited to, the following required training: <ul style="list-style-type: none"> <li>• Mission and Vision</li> <li>• Improving Individual Student Achievement</li> <li>• Data-Driven Decision Making</li> <li>• Continuous Improvement Process</li> </ul>	The professional development training plan is vague and may include in-service activities, including, but not limited to, the following required training: <ul style="list-style-type: none"> <li>• Mission and Vision</li> <li>• Improving Individual Student Achievement</li> <li>• Data-Driven Decision Making</li> <li>• Continuous Improvement Process</li> </ul>	The professional development training plan is ineffective or missing.	
The training plan clearly includes who will provide the training and strong evidence that it will very likely be successful.	The training plan generally includes who will provide the training and evidence that it will likely be successful.	The training plan is vague as to who will provide the training and lacks evidence that it will likely be successful.	The training plan does not include who will provide the training.	

			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/8):</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.	
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.	
The proposal includes a comprehensive plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment	The proposal includes an adequate plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building	The proposal includes a vague plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment	The plan to cover ongoing expenses, such as salaries, lease/mortgage payments, equipment maintenance, building repairs, etc. is missing.	

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maintenance, building repairs, etc.	repairs, etc.	maintenance, building repairs, etc.		
The plan for continuing the operation of the school following expiration of grant funding is realistic, addresses the strengths and needs of the students, and is likely to succeed.	The plan for continuing the operation of the school following expiration of grant funding is adequate, may address some of the strengths and needs of the students, and may succeed.	The plan for continuing the operation of the school following expiration of grant funding is vague, somewhat addresses the strengths and needs of the students, and is not likely to succeed.	The plan for continuing the operation of the school following expiration of grant funding is unrealistic, does not address the strengths and needs of the students, and will not succeed or is missing.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/5):</b>	

**Comments:**



**Project Design and Implementation**

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

SCORE 3	SCORE 2	SCORE 1	SCORE 0	REVIEWER'S SCORE
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 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 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.	
<p>The professional development training plan is comprehensive and is very likely to 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:</p> <ul style="list-style-type: none"> <li>• Finance Training</li> <li>• Budgeting</li> <li>• Developing and Approving an Operating Budget</li> <li>• Making Budget Amendments and Adjusting for Actual Enrollment</li> <li>• Financial Policies and</li> </ul>	<p>The professional development training plan is general and may 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:</p> <ul style="list-style-type: none"> <li>• Finance Training</li> <li>• Budgeting</li> <li>• Developing and Approving an Operating Budget</li> <li>• Making Budget Amendments and Adjusting for Actual Enrollment</li> <li>• Financial Policies and Procedures Development:</li> <li>• Internal Controls</li> <li>• Conflicts of Interest</li> </ul>	<p>The professional development training plan is vague and is not likely to 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:</p> <ul style="list-style-type: none"> <li>• Finance Training</li> <li>• Budgeting</li> <li>• Developing and Approving an Operating Budget</li> <li>• Making Budget Amendments and Adjusting for Actual Enrollment</li> <li>• Financial Policies and</li> </ul>	The professional development training plan is missing.	

<p>Procedures Development:</p> <ul style="list-style-type: none"> <li>• Internal Controls</li> <li>• Conflicts of Interest</li> <li>• Financial Reports</li> <li>• Administrative Development and Presentation</li> <li>• Board Review and Approval</li> <li>• Audits: Preparing, Conducting, and Corrective Actions</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Reports</li> <li>• Administrative Development and Presentation</li> <li>• Board Review and Approval</li> <li>• Audits: Preparing, Conducting, and Corrective Actions</li> </ul>	<p>Procedures Development:</p> <ul style="list-style-type: none"> <li>• Internal Controls</li> <li>• Conflicts of Interest</li> <li>• Financial Reports</li> <li>• Administrative Development and Presentation</li> <li>• Board Review and Approval</li> <li>• Audits: Preparing, Conducting, and Corrective Actions</li> </ul>		
<p>The training plan clearly includes who will provide the training and strong evidence that it will very likely be successful.</p>	<p>The training plan generally includes who will provide the training and evidence that it will likely be successful.</p>	<p>The training plan is vague as to who will provide the training and lacks evidence that it will likely be successful.</p>	<p>The training plan does not include who will provide the training.</p>	
			<p><b>TOTAL POINTS:</b></p>	
			<p><b>AVERAGE (Total/4):</b></p>	

**Comments:**

**Project Design and Implementation**

**Special Populations (12 Points)**

SCORE 3	SCORE 2	SCORE 1	SCORE 0	REVIEWER'S SCORE
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 comprehensive plan to develop Individual Education Plans (IEP) for students with special needs and for routinely reviewing and monitoring the IEPs to ensure that they 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 professional development training plan for the school's administrators and teachers of students from special populations, including eligible ESE and LEP students, is comprehensive.	The professional development training plan for the school's administrators and teachers of students from special populations, including eligible ESE and LEP students, is general.	The professional development training plan for the school's administrators and teachers of students from special populations, including eligible ESE and LEP students, is vague.	The professional development training plan for the school's administrators and teachers of students from special populations, including eligible ESE and LEP students, is missing.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/3):</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>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The methods for evaluating the charter school's progress are missing.</p>	
<p>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 and will be useful to other schools and educators.</p>	<p>The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are adequate.</p>	<p>The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are vague.</p>	<p>The internal processes and procedures the charter school will use for ongoing tracking of school activities and outcomes are missing.</p>	
<p>The proposal includes specific and meaningful measurable outcomes for school performance that clearly were included in the school's charter application.</p>	<p>The proposal includes a general overview of measurable outcomes for school performance that were included in the school's charter application.</p>	<p>The proposal includes unclear measurable outcomes for school performance and it is unclear whether they are from the school's charter application.</p>	<p>The measurable outcomes for school performance are missing.</p>	
<p>The proposal includes a detailed plan for meeting the evaluation criteria</p>	<p>The proposal includes a general plan for meeting the evaluation criteria required by</p>	<p>The proposal includes a vague plan for meeting the evaluation criteria required</p>	<p>The plan for meeting the evaluation criteria required by the charter renewal process</p>	

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required by the charter renewal process.	the charter renewal process.	by the charter renewal process.	is missing.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/4):</b>	

**Comments:**

**Support for Strategic Imperatives (4 Points)**

<b>SCORE 3</b>	<b>SCORE 2</b>	<b>SCORE 1</b>	<b>SCORE 0</b>	<b>REVIEWER'S SCORE</b>
The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the <b>Just Read, Florida!</b> initiative and, if applicable, the middle grades rigorous reading requirement.	The proposed project provides a general plan for integrating pertinent aspects of the <b>Just Read, Florida!</b> initiative and, if applicable, the middle grades rigorous reading requirement.	The proposed project provides a vague plan for integrating pertinent aspects of the <b>Just Read, Florida!</b> initiative and, if applicable, the middle grades rigorous reading requirement.	The plan for integrating pertinent aspects of the <b>Just Read, Florida!</b> Initiative is missing.	
The applicant has included detailed effective methods for incorporating one or more of the SBE strategic imperatives.	The applicant has included adequate effective methods for incorporating one or more of the SBE strategic imperatives.	The applicant has included vague methods for incorporating one or more of the SBE strategic imperatives.	The methods for incorporating one or more of the SBE strategic imperatives are missing.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/2):</b>	

**Comments:**

**Dissemination Plan (5 Points)**

SCORE 3	SCORE 2	SCORE 1	SCORE 0	REVIEWER'S SCORE
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, philosophy, educational program, and targeted student population.	The school's community awareness plan is generally consistent with the school's mission, philosophy, educational program, and targeted student population.	The school's community awareness plan is not consistent with the school's mission, philosophy, 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.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/3):</b>	

**Comments:**

**Letters of Support** (2 Points)

SCORE 3	SCORE 2	SCORE 1	SCORE 0	REVIEWER'S SCORE
The proposal includes three letters of support of no longer than one page each.	The proposal includes two letters of support of no longer than one page each.	The proposal includes one letter of support of no longer than one page.	No letters of support are included in the proposal.	
The letters of support reflect familiarity and knowledge of the mission and goals of the school and offer support for its planning, design, and implementation.	The letters of support reflect general support for the school but one or both do not demonstrate a clear understanding of the school's specific goals and objectives for its planning, design, and implementation.	The letter of support is brief, non-specific, and is minimally related to the school's specific goals and objectives for its planning, design, and implementation.	No letters of support are included in the proposal.	
			<b>TOTAL POINTS:</b>	
			<b>AVERAGE (Total/2):</b>	

**Comments:**



**Budget (20 Points)**

SCORE 3	SCORE 2	SCORE 1	SCORE 0	REVIEWER'S SCORE
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 comprehensive, detailed, and well-justified.	The Project Budget Detail provides general descriptions and justifications.	The Project Budget Detail provides vague descriptions and justifications.	The Project Budget Detail descriptions or justifications are 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 outlined in the RFP.	The budget generally relates to and supports the mission of the charter school and generally supports the five essential program areas outlined in the RFP.	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.	
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	The proposal provides general explanations for the	The proposal provides vague explanations for the required	The explanations for the required personnel,	

explanations for the required personnel, professional and technical services, training, and travel for the proposed project.	required personnel, professional and technical services, training, and/or travel for the proposed project.	personnel, professional and technical services, training, and/or travel for the proposed project.	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/7):</b>	

**Comments:**

**Preference Points (Total of 5 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, B, and C must be scored as either a 2 or 0; Preference D must be scored as either a 1 or 0.

		<b>Score</b>
<b>Preference A (2 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?	
<b>Preference B (2 Points)</b>	Does the proposal support a charter school that has been operating for less than one year and is the only charter school currently operating in the district?	
<b>Preference C (2 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?	
<b>Preference D (1 point)</b>	Does the proposal document that it supports 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?	
	<b>TOTAL POINTS:</b>	

**Proposal's Strengths:**

**Areas That Need Improvement:**