



**FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP Discretionary)**

Bureau / Office

Office of Independent Education and Parental Choice (OIEPC)

Program Name

Public Charter School Program Grant (CSP) Planning, Program Design and Implementation (2022-2025)

Specific Funding Authority(ies)

Federal Funds: Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) (20 U.S.C. 7221-7221j).

Funding Purpose / Priorities

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

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

Total Funding Amount

Approximately \$14,100,000 is available for project awards. All funding is dependent on availability of funds. Based upon availability of funds and the number and type of applications received the following is an example of how funds may be awarded to schools selected for funding.

New Operators (see definitions below):

- Approximately 7 awards
- Approximately \$900,000 per grant award

Established Operators

- Approximately 7 awards
- Approximately \$900,000 per grant award

Schools of Hope Operators or Schools in Opportunity Zones

- Approximately 1 award
- Approximately \$1,500,000 per grant award

Type of Award

Discretionary Competitive

Budget / Program Performance Period

The project effective date will be the date that the prioritized funding list (PFL) is approved by the Commissioner of the Florida Department of Education. The Department anticipates a project effective date during the month of July 2022. The Florida Department of Education may approve, or allow reimbursement for, expenses on allowable items incurred no more than 90 days before the start of the project effective date. Such costs are defined as pre-award costs, and are allowable only to the extent that they would have been allowable if incurred after the project effective date and are allowable only with the written approval of the Florida Department of Education. The Department's approval does not guarantee reimbursement; the sub-grant recipient should incur costs at their own risk, should the item later be determined to be unallowable, unreasonable, or unnecessary.

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

For charter schools that will open during the 2022-23 or 2023-24 school years, this is a multi-year project with a maximum combined program performance period for all project phases of 36 months.

The maximum allowable program performance period for each funding phase:

- Planning and Program Design (18 months) - occurs prior to the opening of the charter school
- Implementation (24 months) - may begin three months prior to school opening

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

A charter school that reports fewer than 50 FTE in the October survey is subject to sub-grant termination. An ESE center charter school that reports less than 25 FTE in the October survey is subject to sub-grant termination.

The Department reserves the right to make final determination of all grant awards and funding. The award amounts above, and the types of grants awarded (New, Established, Hope operators, etc.) are examples and are not guaranteed. Individual school awards may vary based on projected or actual enrollment. The number of grants available to eligible Hope operators or to eligible applicants who locate in an Opportunity Zone may increase depending on the number of applications received, and on the amount of funds available. All sub-grant budgets must be justified in terms of projected and actual enrollment.

Target Population(s)

Charter schools, students, families

Eligible Applicant(s)

To be eligible to apply to and receive this grant, an applicant must meet the following conditions:

- Submitted a charter school application to a local school district using the Department's model charter school application (Form IEPC-M1, effective February 2016 or later) as adopted in State Board of Education Rule 6A-6.0786; and
 - Charter application has been approved by the district;
 - Charter application is pending; or
 - Charter application is denied and pending an appeal.

Only those charter schools that are approved by their Sponsor will be eligible to *receive* funds under this grant. Prior to approving the initial Project Award Notification (DOE 200) for each school selected for funding, the Department's Charter Schools Office will verify:

1. The CSP sub-recipient has *not* withdrawn its approved charter school application, and;
2. The CSP sub-recipient will open charter school no later than August 2023.

An eligible applicant that does not intend to open a charter school by August 2023 should not apply for funding under this competition, but should instead apply for future competitions. While Florida law allows for up to three years of planning, an eligible applicant applying for funding under this competition can spend no longer than 18 months in planning and program design.

Further, an eligible applicant must meet the federal definition of a charter school, as defined in the Elementary and Secondary Education Act (ESEA § 4310 (2)), and must meet the federal definition of a charter developer (ESEA § 4310 (5)), which is explained immediately below in the section on definitions.

Schools of Hope charter schools that have submitted a Notice of Intent to their local school district, are also eligible to apply to and receive this grant.

Definitions: The following definitions apply to this RFP.

- **Operator:** An entity that operates a public charter school in Florida. For the purposes of this RFP, an operator may be the governing board of the charter school or an education services provider as defined in the model charter school application.
- **Developer:** A term described in the federal Elementary and Secondary Education Act that means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.
- **New Operator:** An applicant that has opened less than five public charter schools in Florida. This includes all charter schools opened, including those that subsequently closed.
- **Established Operator:** An applicant that has opened five or more public charter schools in Florida. This includes all charter school opened, including those that subsequently closed. If the applicant will work with a management company/education services provider that has operated five or more charter schools in Florida the applicant is considered an Established Operator.
- **Charter School Application:** The full and complete charter school application submitted to the local school district, including all attachments and addenda.
- **Schools of Hope:** Charter school applicants that are identified as Hope operators by the Florida State Board of Education, pursuant to section 1002.333, Florida Statutes.
- **Opportunity Zones:** An economically distressed zone identified by individual census tract.

Application Due Date

Stage I proposal is due by March 31, 2022, at 5:00 p.m. Eastern Time. The due date refers to the date and time the proposal must be fully submitted through the Florida Survey Monkey Apply online application system at <https://flcsp-apply.smapply.io/prog/CSP22-25>.

Stage II proposal (Invitation Only) is due July 12, 2022 at 5:00 p.m. Eastern Time. Applicants that are invited to submit a Stage II proposal will be notified via e-mail. The Department will use the e-mail address that is provided by the applicant in the Charter School Overview Form. The due date refers to the date the Stage II proposal must be received in the Department's Office of Grants Management in approvable form.

The due date for Stage II refers to the date of receipt in the Office of Grants Management.

Matching Requirement

None

Contact Persons

Program Office Contact

Vicki Pineda
CSP Grant Director
850-245-0871
Vicki.Pineda@fldoe.org

Grants Management Contact

Felicia A. Williams-Taylor
Direct: Grants Mgt Services
850-245-0496
Felicia.Williams-Taylor@fldoe.org

Assurances

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

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States 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 Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

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

Additionally, all eligible applicants must complete and sign the Charter School Assurances form (Attachment II-C) and submit as part of the Stage II application process.

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

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Risk Analysis

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

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method:

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or sub-recipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Requirements

Applicants must complete and submit a Budget Narrative Form, DOE 101S as part of their Stage II Application.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at www.fldoe.org/grants/greenbook/.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. All expenditures must be for planning or initial implementation. Program funds may not be used for recurring expenditures.

Unallowable Expenses: All expenditures must be allowable, necessary, reasonable and allocable. For additional guidance, please review the Charter School Project Grant Allowable Cost Guide located at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-program-grant/grant-forms.stml>.

This is not an all-inclusive list of unallowable items. Sub-recipients should consult the FDOE program office with questions regarding allowable costs.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

The Uniform Guidance document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.2 Acquisition cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies. Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

The Uniform Guidance, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken and the results reconciled with the property records at least twice every fiscal year.

Administrative Costs including Indirect Costs

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

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fl DOE.org/finance/comptroller/.

Chapter 1010.06 F.S. Indirect cost limitation.—State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Additional Information for CSP Sub-recipients

An applicant that has a charter school student and/or parent contract that will be used for continued enrollment at the school shall be ineligible to receive CSP funds. CSP sub-recipient schools must meet the federal definition of a charter school as one to which parents choose to send their children and that admits students on the basis of a lottery when oversubscribed. Continued enrollment may not be contingent upon academic performance or parent volunteer requirements.

The Competition Process

Multi-Stage Competition Process

This RFP will be administered in two separate stages. The first stage (Stage I) is open to all applicants that meet the definition of eligible applicant on Page 2 of this RFP. Eligible applicants must submit an electronic Stage I proposal through the Department's Florida online application system (<https://flcsp-apply.smapply.io/prog/CSP22-25>).

The deadline for submitting the Stage I application is 5:00 p.m. (Eastern Time) on March 31, 2022. The online system will not accept any submissions after 5:00pm (Eastern Time) on March 31, 2022.

Stage I proposals do not require an original signature.

At the conclusion of the Stage I application review process (described below in the Stage 1 Process Method or Review Section), the Department will invite the highest scoring applicants to submit a Stage II proposal (see Total Funding Amount on page 1 of this RPF). Applicants that are invited to submit a Stage II proposal will be notified via e-mail. The Department will use the e-mail address that is provided by the applicant in the Overview Form.

The second stage of this competition (Stage II) will be by invitation only. The applicants that are invited to submit a Stage II proposal, based upon their Stage I score, will be invited to submit electronic versions of specified sections of their proposal along with other items to the Department's

Office of Grants Management ShareFile system. These Stage II proposals should be submitted with signatures (electronic signatures are acceptable). Please review the Stage II Required Documents.

Invitation to submit a Stage II proposal does not guarantee funding.

The Deadline for submitting a Stage II proposal is July 12, 2022. This refers to the date of receipt in the Department's Office of Grants Management.

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

STAGE I PROCESS AND METHOD OF REVIEW

CSP Proposal Components

As established in Florida's 2020 Public Charter School Grant proposal submitted to the United States Department of Education, the Department's CSP grant will serve as the core component of the state's strategy for increasing the number of high-quality charter schools and improving academic achievement. As such, the Florida Department of Education (Department) is requesting proposals from applicants that possess and can demonstrate the vision, plan and capacity to establish and operate a high-quality public charter school.

An eligible applicant (as defined in this RFP) may apply for a CSP sub-grant by submitting a CSP proposal in response to this RFP, which must include the entire and complete charter school application which was submitted to the local school district, including all attachments, appendices and addendums. Failure to submit the entire and complete charter school application may result in disqualification. Please note, applicants may not make any changes to the charter school application that was submitted to and reviewed by the local school district. The charter school application submitted as part of this CSP proposal must be the exact application submitted to the district for its review and approval.

In addition to the full and complete charter school application, the CSP applicant must complete an eligibility form, overview form and attestation. Each of these forms is completed and submitted within the Department's online application system.

Proposal Submission

The CSP proposal required for Stage I must be submitted through the Department's online application system, which may be accessed at <https://flcsp-apply.smapply.io/prog/CSP22-25>.

Stage I Method of Review

As described in our 2020 Public Charter School Grant proposal to the U.S. Department of Education, the Department will utilize separate and distinct review processes. One process is for established operators (operators who have opened at least five charter schools in Florida) and a separate process will be used for new operators (operators who have opened less than five charter schools in Florida). Each process is described more fully below.

New Operators

New Operators, as defined in this RFP, must submit a complete CSP proposal which includes the entire charter school application which was submitted to their local school district. Upon submission, the CSP proposal will be subject to a Completeness Review and a Capacity Review.

Completeness Review: Department staff will conduct a completeness review to ensure that all required sections of the CSP proposal are included and that each section is complete. If required sections of the CSP proposal are missing the applicant will be notified that the proposal is incomplete and may not be eligible for consideration.

Capacity Review: The Capacity Review includes a full and complete review of the entire CSP proposal, which includes the charter school application submitted by the applicant to the local school district. Additionally, all applicants reaching this stage will be invited to a Capacity Interview to discuss their proposal. Each component of the Capacity Review is more fully described below:

CSP Proposal Review: Each proposal (charter school application) will be evaluated in full by three independent reviewers with combined expertise in educational, organizational and business planning for charter schools. Each section of the charter school application will be evaluated against the criteria set forth in the model charter school application form (Form IEPC-M1, as incorporated in State Board of Education Rule 6A-6.0786, F.A.C.). Reviewers will review the narrative proposal (subsections 1-22), as well as all relevant attachments, appendices or addenda, including the Applicant History Worksheet if applicable.

After each review team member individually reviews the complete application, the Review Team will discuss and rate each subsection of the application. Each subsection will receive one of the following ratings:

Falls Far Below Expectations

Does Not Meet Expectations

Approaches Expectations

Meets Expectations

Exceeds Expectations

The review team reserves the right to request additional information from the applicant to complete its comprehensive review.

Interview: After the review team completes the CSP Proposal Review, Applicants will be invited to an interview with the review team. The interview is a critical component of the CSP review process and provides the applicant an opportunity to elaborate on their vision for the school, respond to question and concerns and persuade the evaluators that applicant team has the capacity and experience to open and operate a high-quality public charter school.

The applicant may have up to eight (8) people attend the interview. The applicant group should reflect the leadership of the charter school effort yet be small enough that each person will contribute substantively. The Department encourages applicants to invite, at a minimum, key board members and the proposed school leader (if he or she is identified). All attendees should be prepared to participate actively during the interview. Only those individuals who will play an active role in the day-to-day operations and governance of the school should attend the interview.

At the conclusion of the interview the Review Team will meet to discuss the interview responses and will come to a final consensus rating on each subsection of the charter school application. The Review Team will submit their final consensus score to the Department. Each qualitative rating will be equated to a numerical score as described in the scoring rubric below.

Criteria Weight	Rubric Criteria	4	3	2	1	0
		Exceeds	Meets	Approaches	Does Not Meet	Falls Far Below
		100%	80%	60%	40%	0%
3.00%	Mission, Guiding Principles, and Purpose	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	Target Population and Student Body	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
7.00%	Educational Program Design	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

5.00%	Curriculum and Instructional Design	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	Student Performance	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	Exceptional Students	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	English Language Learners	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

3.00%	School Culture and Discipline	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
3.00%	Supplemental Programming	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
9.00%	Governance	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	Management and Staffing	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

3.00%	Human Resources and Employment	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
3.00%	Professional Development	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
3.00%	Student Recruitment and Enrollment	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
3.00%	Parent and Community Involvement	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

5.00%	Facilities	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
1.00%	Transportation Service	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
1.00%	Food Service	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	School Safety and Security	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

9.00%	Budget	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	Financial Management and Oversight	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
7.00%	Start-up Plan	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
3.00%	Addenda A: Replication	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

3.00%	Addendum A1: High-Performing Replications	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.
5.00%	Addendum B: Education Service Providers	The response reflects an exceptionally superior level of detail, understanding, and preparedness to open a high-quality charter school. It inspires a high level of confidence in the applicant's ability to carry out the plan effectively.	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.	The response meets the criteria in many respects but lacks meaningful detail and/or requires additional information in one or more areas.	The response meets the criteria in some respects but has substantial gaps in a number of areas.	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

The Department will sum the scores of each subsection to arrive at a Pre-Final Score. The Department will then evaluate the application to determine if the school is eligible for additional preference points (described below in Preference Points Section). After applicable preference points are added, the Department will rank order the CSP proposals from high to low. **Applicants that score below 70 percent of the total maximum points for which they are eligible will not be considered for funding.**

Schools of Hope charter schools will undergo a review of their Notice of Intent. That Notice of Intent has comparable sections to that on the model charter school application, such as the following:

- Mission, Guiding Principles and Purpose
- Education Program Design and Curriculum and Instructional Design
- Budget and Financial Management
- Student Performance and Target Population
- Parent and Community Involvement
- Location
- Management and Staffing

The numerical value of these sections, described in the rubric above, will be applied to the comparable sections of the Notice of Intent.

Established Operators

Established Operators must submit a full and complete CSP Proposal, including the entire charter school application that was submitted to the local school district. The review process for established operators will be based upon the past academic and financial performance of the Applicant. Using the Applicant History Worksheet (Addendum DD) to identify the schools currently or previously operated by the Applicant, the Department will calculate a Pre-Final score using the formula below. If the applicant has an established governing board (operated at least five schools) and an established management company/education service provider, the score will be based upon the schools operated by the governing board. If the applicant's governing board has not operated at least five charter schools in Florida, but will contract with a management company/education service provider that has, the score will be based upon the schools managed by the management company/education service provider. The Department reserves the right to consider established operator status for those operators that are eligible for high-performing charter school system status pursuant to section 1002.332, F.S.

Evaluation Formula

TEACHER EFFECTIVENESS INDEX + SCHOOL GRADE SCORE + HIGH NEED SCORE - STABILITY SCORE – FINANCIAL PERFORMANCE SCORE = PREFINAL SCORE

Teacher Effectiveness Index (TEI): The TEI score is derived by awarding or deducting points based on the difference between the percentage of teachers receiving VAM scores (at the applicant's schools) whose scores were rated as Highly Effective and the percentage of teachers receiving VAM scores whose scores were rated as Unsatisfactory according to the methodology outlined in SBE Rule 6A-5.0411. Schools where this difference is greater than 0, meaning the percentage of teachers with Highly Effective VAM scores is greater than the percentage of teachers with an Unsatisfactory VAM scores will receive points equal to the difference. Schools where this difference is 0 will not receive any points on this measure. Schools where this difference is negative, meaning the percentage of teachers with Unsatisfactory VAM scores is greater than the percentage of teachers with Highly Effective VAM scores will have points equal to the difference deducted from their score.

Example:

- 18% Highly Effective and 12% Unsatisfactory
- VAM Score: 6

SCHOOL GRADE SCORE: The school grade score is derived by subtracting the percentage of schools operated by the applicant that received a grade of D or F from the percentage of schools operated by the Applicant that received a grade of A or B, over the last four years, not including the 2014-15 school year. The denominator is the sum of the total number of schools operated each of the last five years, as reported on the applicant history worksheet, for which a school grade or school improvement rating is available. For example, if the applicant operated 10, 9, 7, 4 and 3 schools each of the last five years, the denominator would be 33. The numerator is the sum of the total number of schools operated each of the last five years that received a grade of A or B or D or F. If the applicant is an alternative school that receives a school improvement rating (SIR), the score will be derived by subtracting the percentage of schools operated by the applicant that received the lowest SIR rating from the percentage of schools operated by the applicant that received the highest SIR rating, over the last five years.

Example:

- 65% of schools received a grade of A or B
- 3% of schools received a grade of D or F
- $65 - 3 = 62$
- School grade score = 62

HIGH NEED SCORE: The high-need score is derived by calculating the percentage of the schools operated by the applicant that were Title I schools in the previous school year, calculating the percentage of schools operated by the applicant that served a student population that was at least ten (10) percent students with disabilities (as reported in the prior year survey II), adding those percentages together and dividing by 10.

Example:

- 50% of the applicants schools were Title I last year
- 30 % of the applicants schools served as student population that was 10% or greater students with disabilities
- $(50 + 30) / 10 = 8$
- High need score = 8

STABILITY SCORE: The stability score is derived by calculating the percentage of schools operated by the applicant and associated Management Company/ Education Service Provider, if applicable, that have closed within the last five years.

Example:

- Applicant operated 15 schools over last five years
- 3 schools closed
- Management company/ Education Service Provider operates 50 schools
- 7 schools closed
- 15.4% of the applicant's schools closed (65 schools total, with 10 closed)
- Stability score = 15.4

FINANCIAL PERFORMANCE SCORE: The financial performance index is derived by calculating the percentage of total annual financial audits completed for schools operated by the applicant that reported a deficit fund balance.

Example:

- Applicant operated 15 schools over last five years
- Each of the schools has 5 audits (total of 75 audits)
- 8 of the audits reported a deficit fund balance (as reported on the Applicant History Worksheet)
- 10.7 % of the audits reported a deficit fund balance (8/75)
- Financial performance score = 10.7

Using the examples above, the Pre-final score for the applicant would be:

VAM (6) + SCHOOL GRADE (62) + HIGH NEED (8) – STABILITY (15.4) – FINANCIAL (10.7) = 49.9

The Department will sum the scores to arrive at a Pre-Final Score. The Department will then evaluate the application to determine if the school is eligible for preference points (described below in Preference Points Section). After applicable preference points are added, the Department will rank

order the CSP proposals from high to low and select up to the 23 highest scoring applications for established operators to be invited to Stage II. Applicants with a Pre-Final score below 25 are not eligible for funding.

Preference Points

All eligible applicants (new and established) may receive preference points. Preference points will be provided as follows.

OPPORTUNITY ZONES and SCHOOLS OF HOPE: If the applicant will open a charter school in any of Florida's 427 Opportunity Zones, or will open a Schools of Hope charter school, it will be awarded five (5) preference points.

GROWTH FUND: If the applicant is not a School of Hope operator but has received funding from the National Fund of the Charter School Growth Fund, it will be awarded five (5) preference points.

RURAL: If the applicant will open a charter school in any of Florida's Rural and Low Income School districts (RLIS) the applicant will be awarded four (4) preference points.

SERVICE AREA: If the applicant applied to operate a charter school in a district that received a district grade of "C" or lower in each of the last two years (2016-17 and 2017-18), the applicant will be awarded three (3) preference points.

STUDENT RECRUITMENT AND ENROLLMENT: If the applicants score a rating of "Exceeds Expectations" on Section 14 of the model charter school application, the applicant will be awarded three (3) preference points.

Final Score: Each applicant's final scores will be the sum of the Pre-final score and any awarded preference points. New Operator applicants and Established Operator applicants will be separately ranked from high to low. All applicants will receive written notification, via email, of their final score and whether they have been invited to Stage II. Please note, invitation to Stage II does not guarantee funding.

Stage I Proposal Requirements for Eligible Applicants

A Stage I proposal includes the following required documents to be submitted through the Department's online application system:

1. Eligibility Form (This will include a section that provides an assurance that the applicant has the autonomy and flexibility of a charter school defined by federal statute)
2. Overview Form (This will include a section that asks whether the applicant plans to open in any of Florida's 427 Opportunity Zones)
3. Charter School Application (Uploaded)
4. Attachments A-Z from the model charter school application, as applicable (Uploaded)
5. Addenda AA-FF from the model charter school application, as applicable (Uploaded)
6. Attestation

Stage II Proposal Requirements for Invited Participants

This stage of the competition is for applicants that are invited to submit a Stage II proposal based on the final score of their Stage I proposal. Invitation to submit a Stage II proposal does not guarantee funding. The Department will contact the participants that are invited to submit a Stage II proposal. These Stage II proposals will be submitted electronically to the ShareFile system of the Department's Office of Grants Management.

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

1. Eligibility Form (from Stage I proposal)
2. Charter School Overview Form (from Stage I proposal)
3. Signed DOE 100A Project Application Form (Attachment II-A)
4. Executive Summary (from Stage I Charter School Application)
5. DOE 101S Budget Narrative Form (Attachment II-B)
 - a. Applicants will be notified of the funding amount
 - b. Budgets must identify whether applicant will be requesting funds for planning or for implementation
 - c. Applicants must justify activities in their budget, and provide additional justification upon request from the Charter Schools Office
6. Signed Assurances page (Attachment II-C) (**2 pages**).
7. Signed ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (Attachment II-D) (**3 pages**).
8. General Education Provisions Act (GEPA) Plan (**1 page**).
9. Voluntary Agreement for Indirect Costs (Attachment II-E), if applicable.

Method of Answering Frequently Asked Questions

Questions pertaining to application process should be e-mailed to charterschoolgrant@fldoe.org with "CSP Question" in the subject header, or, mailed to the Department at 325 West Gaines Street, Room 1044, Tallahassee, FL32399, or faxed to 850-245-0875. Questions must be received by close of business on Friday, March 18, 2022. Answers will be posted at <https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-program-grant/22-csp-planning-implementation-grant.stml> no later than noon eastern March 22, 2022.

Technical Assistance Webinars

The Charter Schools Office at the Florida Department of Education will conduct a technical assistance webinar on March 15, 2022, at 2 p.m. eastern. A recording will be posted on the Department's website after this date and time for those unable to attend the webinar. The purpose of the webinars is to provide information related to the technical requirements of the grant and application process.

Registration to participate in the CSP TA Webinars is required. Visit the following link to register: [Registration \(gotowebrinar.com\)](https://gotowebrinar.com)

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

Reporting Outcomes

This section only applies to schools selected for funding. Do not submit these documents with your application (with the exception of the GEPA plan). However, we recommend that all schools work on gathering these materials together so they will be readily available.

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

To receive Planning and Program Design funds:

- A. Proof of Non-profit status
- B. GEPA Plan
- C. Management Company/ Education Service Provider Contract, if applicable

To receive Implementation funds:

- A. Items A, B, and C above
- B. Final Itemized Expenditure Report for planning funds, if applicable
- C. Inventory Report of equipment/capitalized assets for planning, if applicable
- D. Executed Charter Contract
- E. Signed and Executed Facility Lease
- F. Governing Board Bylaws
- G. Board-approved Policy Manual (policies must be school-specific and approved by the affiliated Governing Board, and include process for procurement, lottery/admissions, conflict of interest, segregation of financial duties, and inventory control)
- H. Planning Budget (DOE101S and DOE150) **-or-** Implementation ONLY Budget (DOE100A and DOE101S)

For all grant periods:

All CSP grant sub-recipients must enter their budget expenditures via the Budget Tab through the Charter Schools Project Tracking System on FLCSP.org. Monthly reporting of expenditures is a compliance requirement. The Department retains authority to terminate, with written notice, a project that does not demonstrate progress toward opening and operating a high-quality charter school. The Charter Office may request additional reporting requirements. Desk audits and site visits will be conducted as part of the compliance and review process.

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

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

Technical Assistance Training

The program office provides face-to-face technical assistance training at the annual Florida Charter School Conference (FCSC). CSP grant sub-recipients that attend the conference and CSP specific instructional sessions may include funding for conference expenses (including travel) in each budget period.

Stage II Conditions for Acceptance (for those invited to Stage II only)

The requirements listed below must be met for applications to be considered for review (instructions and other required forms will be provided to those applicants invited to Stage II):

- 1) Application is received in the Office of Grants Management within the timeframe specified by the RFP
- 2) Application includes required forms: DOE 100A Project Application Form and DOE 101S - Budget Narrative Form
- 3) All required forms should have the assigned TAPS Number and CSP ID included on each individual form
- 4) All required forms have signatures by an authorized entity

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.

- 5) Applications will be submitted electronically (instructions for electronic submission will be included in the invitation to Stage II).