



FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Office of Independent Education and Parental Choice

Program Name

Public Charter Schools Grant Program (PCSGP) 2018-2020 Teacher Recruitment and Retention (TRR)
Dissemination Sub-Grants

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 purpose of the Teacher Recruitment and Retention (TRR) dissemination sub-grants program is to fund up to two high minority, high poverty charter schools that have developed innovative and effective policies, procedures, and practices aimed at recruiting and retaining highly-effective teachers to share best practices in recruiting and retaining highly effective teachers with other charter and non-charter public schools across the State of Florida.

The Department is specifically seeking proposals from eligible charter schools that can provide evidence of past successes with the implementation of programs, practices, methods and/or activities that are focused on identifying, hiring and retaining highly effective teachers. Each charter school that is awarded a TRR dissemination sub-grant will be required to share best practices in recruiting and retaining highly effective teachers with other charter and non-charter public schools across the State of Florida.

Sub-grantees may use up to 15 percent of the award to refine existing policies, procedures, and/or practices for the first three months of the project period prior to disseminating those practices to public schools across the state. If the applicant proposes to use project funds to refine existing policies, procedures, and/or practices, the plan must be clearly described in the narrative sections (Components 1-5 found on pages 4-8 of this RFP) and reflected in the proposed budget.

In addition, each awarded dissemination project must set aside enough budget funds from the TRR award for travel to participate **Florida Charter School Conference (FCSC)**. At a minimum, the awarded charter school must cover the travel expenses for a three member team, consisting of one key school administrator (Principal/Director or their designee) and two classroom teachers, to attend each FCSC in Orlando, Florida, that occurs during the project period covered by this TRR award. The sub-grantee will be expected to give, at a minimum, a half-day long workshop during each conference.

Target Population(s)

Charter schools that have developed successful teacher recruitment and retention programs at schools that have majority non-white and majority low-income student populations.

Eligible Applicant(s)

The TRR dissemination sub-grants may only be awarded to a tuition-free, public charter school that has been operating in the State of Florida for more than three consecutive academic years. Eligible applicants must: 1) not have received a PCSGP dissemination grant previously, nor can they have a current planning or implementation sub-grant; and 2) have demonstrated overall operational and academic success, including no determination of deteriorating financial condition in its previous two audits. In addition, each eligible applicant must demonstrate:

1. progress in improving student academic achievement;
2. high levels of parent satisfaction;
 - a. satisfaction surveys, or
 - b. pattern of increasing enrollment and/or low rates of student withdrawal; and
3. the management and leadership necessary to overcome initial start-up problems for this project by maintaining a thriving, financially viable public charter school.

Preference Points

FDOE staff will review applications to determine which charter schools meet the eligibility requirements, have a minimum average score of 70 on their application (before any preference points are awarded), and can adequately document the criteria (presented below) for receiving Preference Points. Preference Points will be calculated by FDOE staff. Up to seven (7) preference points may be awarded to applicants based on the following criteria:

Criteria for receiving Preference Points

- One (1) preference point will be awarded to an eligible applicant that is:
 - a. Designated as a High Performing Charter School as defined by 1002.331 Florida Statutes.
- OR**
- b. An alternative charter school that has had three consecutive years of school improvement ratings of either “improving” or “maintaining” and three financial audits that do not include a finding of a financial emergency condition.
- Four (4) preference points will be awarded to an eligible applicant who has received a school grade of “A” or “B” for each of the last three years and has served a student population that is at least 50% free and reduced lunch eligible in each of those years.
 - Five (5) preference points will be awarded to an eligible applicant whose 2016-17 Value Added Measurement (VAM) data demonstrates the applicant’s percentage of effective and highly effective teachers (combined) meets or exceeds 80%.

Application Due Date

February 2, 2018. The due date refers to the date of receipt of all original applications in the Grants Management Office of the Florida DOE. Facsimile and email submissions are not acceptable.

Total Funding Amount/Approximate Number of Awards

The maximum total funding amount available for each TRR dissemination sub-grant is \$250,000 for 24 months. The Department may award up to two (2) TRR dissemination sub-grants.

Budget/Program Performance Period

The program performance period will end no later than 24 months after the start date. The initial budget period will end September 30th of each year and extensions will be issued as the USDOE provides the Department with updated federal award letters.

Matching Requirement

None

Federal programs

The project effective date will be the date that the application is received within Florida Department of Education (DOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

Contact Persons

Program Office Contact

Chris Muire
Charter School Programs
850-245-0858
chris.muire@fldoe.org

Grants Management Contact

Sue Wilkinson
Office of Grants Management
850-245-0712
sue.wilkinson@fldoe.org

Assurances

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

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file, with the Florida Department of Education (Office of the Comptroller), a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

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

Additionally, all eligible applicants must complete and sign the Charter School Assurances form (Attachment E) 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.fl DOE.org/core/fileparse.php/5625/urlt/DOE610.xls>

<u>Narrative Components and Scoring Criteria</u>
<ul style="list-style-type: none">- The <u>Instructions</u> describe what the applicant is to include in each Narrative Component.- Following the <u>Instructions</u>, within each Narrative Component, are <i>Criteria</i>. <i>These are the number-bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.</i>- The standard scoring <i>Criteria</i> are based on a 100-point scale, with a <u>minimum</u> score of 70 points required for an application to be considered eligible for funding.

COMPONENT 1 - Project Abstract or Summary **FIXED REQUIREMENT (no points)**

Note: COMPONENT 1 cannot exceed four (4) double-spaced pages

Instructions

Provide a brief summary of the proposed Teacher Recruitment and Retention (TRR) project including: general purpose, specific goals, brief program design, and significance (contribution and rationale).

Criteria:

1. *The proposed TRR project is described in a brief summary, including general purpose, specific goals (including projected number of prospective charter schools and school leaders to benefit), brief program design, and significance (contribution and rationale).*
2. *Description of the applicant charter school is detailed, including student achievement history, demographics, institutional accreditations and other relevant information.*
3. *The applicant’s status is based on evidence of School Grades or School Improvement Ratings in Florida for last three consecutive years for which data are available. Pursuant to the eligibility criteria identified above, each eligible applicant must demonstrate progress in improving student academic achievement.*
4. *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities. Specifically, the applicant must show clearly how the project would disseminate successful and*

evidence-based strategies to recruit and retain highly effective teachers in high minority and high poverty charter and non-charter public schools throughout Florida.

Note: **NARRATIVE COMPONENTS 2-4 (below) cannot exceed forty (40) double-spaced pages.** Additional pages will be removed from the proposal and will not be reviewed.

COMPONENT 2) TRR Project Design and Implementation

80 points total

Instructions

In terms of prior experience and professional expertise, the applicant should provide a compelling rationale regarding why the applicant is best suited to lead this TRR project. The applicant should describe their charter school, provide a detailed plan for project implementation to achieve the planned deliverables (e.g., dissemination & staff development activities w/timelines), methods for evaluating the expected project outcomes, and the qualifications of the envisioned TRR project staff. The proposal should include a minimum of four measurable objectives that are **SMART**, *i.e. Specific, Measurable, Attainable, Relevant and Timely*. This portion of the proposal will be reviewed in four sections.

Component 2 (Project Design and Implementation) has four sub-components that are described in sub-components A, B, C and D (below) worth a possible 20 points per sub-component.

A. TRR Project Overview and Design

(20 of 80 points)

Criteria:

- *The TRR project is introduced with an overarching vision, realistic goals, and a brief description of (at least) four SMART project outcomes related to providing assistance statewide to charter schools.*
- *Describe the policies, procedures, and practices in the focus area of teacher recruitment and retention that the charter school applicant proposes to disseminate, including specific descriptions of the proposed number of schools that will directly benefit from this project.*
- *The proposal includes a detailed and realistic timeline and work-plan for implementation and evaluation of the TRR project, with the initial launch of dissemination activities scheduled no later than three months of the project start date.*
- *The proposal clearly describes a plan for statewide outreach and dissemination, and includes specific strategies for ensuring that information is disseminated to charter and non-charter schools.*

B. Descriptions of the CHARTER SCHOOL APPLICANT and qualifications of the TRR Project Staff.

(20 of 80 points)

Criteria:

- *Descriptions of the (applicant) charter school are detailed, including:*
 - 1) *Total student enrollment data from 2016-17, and 2015-16 and school grades or school improvement ratings.*
 - 2) *Student demographic data and achievement history from 2016-17 and 2015-16, including achievement data of educationally disadvantaged and non-white students enrolled at the applicant charter school.*
 - 3) *Accomplishments in serving educationally disadvantaged students (e.g., FRL, ESE, and/or ELL student populations).*
 - 4) *Relevant data on the charter school applicant's successes with implementing the proposed best practices in the focus areas of teacher recruitment and retention.*

5) Provide any institutional accreditations (if applicable).

- The qualifications of the Project Director, Project Manager and any other anticipated TRR staff members are described (professional resumes or curriculum vita should be placed in Appendix A at the end of the grant application). Please include evidence of experience with managing large scale or state-wide projects.
- The qualifications of all project staff (and/or sub-contractors) are aligned with the staff's responsibilities and demonstrate capacity to effectively implement the TRR project.

C. TRR Project Implementation

(20 of 80 points)

Criteria:

- The proposal includes a detailed description of how the applicant proposes to refine existing policies, procedures, and practices, if applicable (as noted on page 1 of this RFP).
- The proposal includes a detailed plan for sharing information about this project to school leaders across the state to ensure that charter and non-charter public schools are made aware of opportunities to participate in all activities funded under the project. (The applicant will be required to give formal presentations at the annual Florida Charter Schools Conference.)
- The proposal includes a detailed description of how the dissemination (or training) activities will be delivered, including any planned use of technology to deliver instruction or disseminate information.
- The proposal includes a plan for tracking attendance at the dissemination (or training) activities and gathering feedback from participants. This may include designing and analyzing registration/sign-in forms, pre-post test evaluations, survey instruments, site visits, correspondences, etc.

D. Expected TRR Project Outcomes

(20 of 80 points)

Criteria:

- Each application should present a minimum of four expected project outcomes (See Section 2, page 5, **Instructions** for an explanation of SMART goals).
- The project outcomes are clearly aligned with the funding purpose and priorities as described in this RFP (pages 1-2).
- Each project outcome includes specific benchmarks that can be used to formatively measure and assess interim progress toward achieving each proposed outcome.
- Deliverables of the TRR project, including professional development (or training) activities, are clearly described (and further delineated in **Attachment F- Project Performance Accountability Information, Instructions, and Forms**).

COMPONENT 3) Collaboration/partnerships

5 points total

Instructions

Provide a narrative summary with relevant descriptions of the collaborative efforts being proposed by the applicant to work with external education professionals in the public or private sectors (e.g., institutions of higher education (IHE), staff development consortia, statewide associations, specific vendors, etc.). Each partnership should be evidenced by a signed and dated letter from an administrative official of the partnering organization that confirms their organization agrees to collaborate with the applicant on the proposed TRR project. (Note: The CSP dissemination sub-grant is awarded to the

charter school only, the awarded school is held accountable for the performance of all components of the project, including any collaborations or partnerships).

Criteria:

- *The proposal includes a clear description of the collaborative partnerships to be developed and implemented during the TRR project, including the responsibilities of the project staff, governing board, and external partners.*
- *The application describes how the proposed partners will assist the TRR project in making a statewide impact that would include providing assistance to educational practitioners and leaders located in Rural and/or Low Income School (RLIS) districts and/or educators who serve educationally disadvantaged students in Florida's charter schools.*
- *The application provides evidence that demonstrates the proposed partners have relevant experience/expertise.*
- *The proposal includes signed and dated letters from an administrative official of each proposed partnering organization/institution (Please place letters from all TRR partners in Appendix B).*
- *The described collaborations/partnerships clearly align with and support the expected outcomes and Funding Purposes/Priorities of the TRR project.*

COMPONENT 4) Project Evaluation

5 points total

NOTE: The TRR dissemination projects will be externally evaluated (at no cost to the TRR grant recipients) by Dr. Chris Muire of the Florida Charter School Programs (CSP) Office and Adam Emerson, Charter Schools Director. They will be responsible for reviewing formative and summative assessment data presented by the applicant in:

- 1) two (2) semi-annual reports (formative data and evidence of project implementation);
- 2) one (1) annual report (summative analysis of the formative data); **and**
- 3) one (1) final evaluation report (a comprehensive report of the two-year TRR project)).

All reports will be submitted by the TRR Project Directors to the CSP Office at the Department. Dr. Muire and Mr. Emerson may also request permission from the TRR Project Directors to attend professional development activities, to conduct interviews of project staff and participants, and to randomly visit partnering charter schools that participated in the TRR project to verify the placement and usage of strategies and assistive learning technologies in schools and classes by teachers, instructional staff, leaders and students.

Instructions

Applicants should define the plans for internal project evaluation, including the formative data that will be collected and the methods and timelines that will be used for compiling semi-annual (formative), annual and final (summative) project evaluation reports (see Note above).

Criteria:

- *The method(s) for evaluating the proposed TRR project are described in detail.*
- *The proposed project describes a plan for formative evaluations and how staff will collect and use the data for ongoing improvement of the project.*

- *The proposed TRR project includes qualitative and quantitative assessment strategies that are used during the performance period to determine if the project is meeting its objectives.*
- *The proposal includes the strategies that will be used to monitor the implementation of the project by the project director.*
- *The applicant agrees to submit semi-annual and annual reports as well as a final project evaluation report due 90 days after the conclusion of the project.*
- *The applicant explains how and when the semi-annual, annual and final evaluation reports will be submitted to the Department.*

COMPONENT 5) Budget

10 points total

Note: Component 5 cannot exceed five (5) double-spaced pages. This page limit only applies to the separate written Budget Narrative, and does not apply to (or include) the Budget Narrative Form—DOE 101S (Attachment C).

Instructions

Complete the Budget Narrative Form--DOE 101S (Attachment C) to describe each of the projected expenses with clear titles and concise justification (in Column (3): Account Title and Narrative), and costs (in Column (5): Amount). Applicants only need to complete Columns (1) through (5).

If CSP funds will be used to pay salaries for project staff, convert the weekly hours that will be dedicated to this project to an FTE and enter the result in Column (4). Example: 20 hours TRR project hours per week/40 scheduled hours per work week= 0.50 FTE. Time and effort logs must be maintained for all positions that are not dedicated 100 percent to this project.

No dissemination grant funds may be expended for rental of office space needed for project staff, security services to protect project office space, for internet connectivity, FAX, phones, copier, or storage space (non-allowable project expenses).

Provide a separate written Budget Narrative (not to exceed five double-spaced pages) for this component that justifies how each of the line items included on the DOE 101S support the specific goals, objectives, activities, deliverables, and desired outcomes of the proposed TRR project.

Criteria:

A) *Budget Narrative Form—DOE 101S (Attachment C):*

- *The Budget Narrative Form—DOE 101S presents expenses that are reasonable, accurate, and necessary to implement all TRR project activities, objectives, and desired outcomes.*
- *The Budget Narrative Form—DOE 101S includes clear and accurate descriptions of each expense in Column (3) including title, unit cost X number units, and purpose.*
- *The Budget Narrative Form—DOE 101S aligns with the description of project staff and strategies described in Narrative Components 2 and 3.*
- *The Budget Narrative Form—DOE 101S includes expenses for Principal/Director (or their designee) and two teachers to travel each year to the Florida Charter School Conference (FCSC) to present updates about the TRR project and services.*

B) *Separate Written Budget Narrative (Five double-spaced page maximum):*

- *The Budget Narrative is thorough, specific, and clearly supports the goals, objectives, activities, deliverables, and desired outcomes of the proposed TRR project.*
- *The Budget Narrative clearly aligns with the line items (expenses) included in Column (3) of the Budget Narrative Form—DOE 101S (Attachment C).*
- *The Budget Narrative clearly describes and justifies all expenses included in Column (3) of the Budget Narrative Form—DOE 101S (Attachment C).*
- *The Budget Narrative justifies that the costs included in Column (5) on the Budget Narrative Form—DOE 101S costs are reasonable, accurate, and necessary in relation to the objectives, design, and potential significance of the proposed project.*
- *The Budget Narrative justifies that projected costs are reasonable in relation to the a) number of persons to be served, and b) the anticipated results and benefits.*

NOTE: It is expected that the TRR will be completed in 24 months.

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 and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All 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/.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient 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.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses: *Program Office may add additional information as appropriate.*

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.

Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Unallowable Expenses: *Program Office may add/delete information as appropriate*

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Sub-recipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, beverages, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, www.myfloridacfo.com/aadir/reference_guide/

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.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at 5% or at the applicant's approved negotiated rate, *whichever is lower*. Each applicant is required to utilize their sponsoring agency as a fiscal agent for this project.

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>.

Project Performance Accountability and Reporting Requirements

The Department's project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d)&(e), Florida Statutes. For projects funded via Cash Advance, the Department's project managers will verify that the project's activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis. For projects funded via reimbursement, the Department's project managers will verify that the project's expenditures are allowable and that performance objectives are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations.

In addition, the Department's project manager will track each TRR project's performance based on the information provided in ATTACHMENT F.

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

All Frequently Asked Questions will be posted on the Charter School Program Office website by December 22, 2017. All questions must be submitted to the Department on or before the end of the business day December 21, 2017, and may be submitted by e-mail to chris.muire@fldoe.org, or in writing to:

Dr. Chris Muire, Florida Department of Education
Office of Independent Education and Parental Choice/Charter School Programs Office
325 West Gaines Street, Room 1044,
Tallahassee, Florida 32399-0400.

Please submit e-mail questions to Dr. Chris Muire with a subject line of "TRR FAQ".

Technical Assistance Webinars

The Charter Schools Office at the Florida Department of Education will conduct a technical assistance webinar on **Thursday, December 14, 2017**. 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. Click the following link to register:
<https://register.gotowebinar.com/register/8831494384996508929>

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

Method of Review

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

Project proposals are screened by DOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions).

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers representing experienced educational professionals and stakeholders from Florida and, when applicable, around the country.
- Each proposal is scored on a 100 point scale.
- The highest and lowest score for each proposal will be dropped, and the remaining three will be averaged to arrive at the pre-final score.
- Preference points will be assigned, if applicable (see page 3 of this RFP)
- Final scores will be tabulated by adding the pre-final score and preference points.
- The Program Office ranks the proposals in order from highest to lowest score.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Proposals will be selected for funding based on rank order. A maximum of two proposals will be selected for funding. The Department may not skip an eligible applicant and fund an applicant with a lower final score. However, the Department reserves the right to fund only one proposal, or no proposals if it determines that the proposals are not sufficient to meet the goals of the project.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

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

Conditions for Acceptance

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

- 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 must have the assigned TAPS Number included on the form
- 4) All required forms have original 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) Application must be submitted to:

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

Other Requirements

Application must include the following signed attachments:

- Completed and signed ED 80-0013 – Certifications Regarding Lobbying and Debarment, Suspension, and Other Responsibility Matters and Drug-Free Workplace Requirements Form (Attachment D).
- Assurances page (Attachment E).

For Federal Programs

General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one page summary description of the plan proposed by the District or other entity to ensure equitable access to and participation of students, teachers, and other program beneficiaries with special needs.

For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Technical/Formatting and Other Application Submission Requirements

- Number of copies plus original: Original proposal *with original signatures* and one copy (two total). Original signatures should be signed in BLUE INK.
- Font Type/Size: Arial/12 pt.
- Black ink toner only - **no other colors are allowable**
- Margin size: One inch on Top, Bottom, Right, and Left Sides.
- Double Spacing
- Single sided pages
- No Bound Copies
- Letter-size paper (8 ½" X 11")
- Adhere to the stated page limits for each component. **Additional pages, beyond those allowed for each component, will be removed.**

A complete proposal will include the following elements in the order shown in the following list. The abstract and project narrative must include a header identifying each section. Once the proposal is complete and in proper order, all pages should be numbered (by hand is acceptable).

1. Proposal Checklist/Table of Contents (Attachment A)
2. DOE 100A Project Application Form with original signatures in BLUE INK (Attachment B)
3. DOE 101S Budget Narrative Form (Attachment C)
4. Project Narrative
 - a. Component 1: Four (4) double-spaced page maximum

- b. Components 2-5: Forty (40) double-spaced page maximum
- c. Component 5: Five (5) double-spaced page maximum
- 5. ED-80-0013 Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements form (Attachment D).
- 6. Assurances (Attachment E)
- 7. Completed Project Performance Accountability Information, Instructions, and Forms (Attachment F).
- 8. GEPA Statement
- 9. Copy of 501(c)3 determination letter (approved) or proof of Florida Articles of Incorporation as a Nonprofit.
- 10. Voluntary Agreement for Administrative Fees (Attachment K)
- 11. Appendices:
 - A) Resumes or curriculum vita (CV) of all TRR Project staff, including the Principal Investigator/Director, Project Manager, and any other anticipated project staff members should be placed in Appendix A. If an individual person has not yet been selected for an TRR project position, a “position description” may be substituted for a resume or CV.
 - B) Original signed and dated letters from collaborative/partnering organizations identified in Component 3 (page 7) of the proposal.
 - C) Signed audit statements from the last two years
 - D) Scholarly References (Optional – Appendix D)

It is highly recommended that each proposal include an appendix, (labeled Appendix D: Scholarly References), that alphabetically lists any scholarly references used in the project narrative (COMPONENTS 1-5). Points will not be deducted from the proposal score for not including a scholarly references appendix.

Application must be submitted by 5:00 p.m. on February 2, 2018 to:

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