



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

**Division/Bureau**

Division of Public Schools/Bureau of School Improvement

**Program Name**

Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)

**Specific Funding Authority**

House Bill 7069 creating Section 1002.333, Florida Statutes

**Funding Purpose / Priorities**

A traditional public school that is required to submit a turnaround plan for implementation pursuant to s. 1008.33(4) is eligible to receive additional funding from the Schools of Hope Program based on the strength of the school's plan for implementation and its focus on evidence-based interventions that lead to student success by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships.

**Total Funding Amount**

A maximum of 25 projects will be awarded at \$2,000 per full-time equivalent student. There were 11 schools awarded in the first round.

**Type of Award**

Discretionary Competitive

**Budget / Program Performance Period**

The program period for these grants will be February 1, 2018, through June 30, 2019.

The first budget period is February 1, 2018, through June 30, 2018. The second budget period will be July 1, 2018, through June 30, 2019, and is contingent upon Legislative Appropriations and satisfactory implementation of the first year of the program.

**Target Population(s)**

Schools that are required to submit turnaround plans for the 2017-18 school year.

**Eligible Applicant(s)**

School districts on behalf of identified schools (see attached list and maximum allocations).

### Application Due Date

December 1, 2017, 5:00 PM Eastern Time

**The due date refers to the date of receipt in the Office of Grants Management.**

### Matching Requirement

N/A

### Contact Persons

#### Program Contact

Melissa Ramsey  
Executive Director, Bureau of School Improvement  
850-245-0841  
Melissa.Ramsey@fldoe.org

#### Grants Management Contact

Sue Wilkinson  
Director, Office of Grants Management  
850-245-0496  
Sue.Wilkinson@fldoe.org

### Assurances

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

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. [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

#### **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 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:

#### Quarterly Cash Advance

DOE 905 March 2017

Payment is quarterly cash advance with succeeding advances contingent on completion and submission of deliverables.

### **Fiscal Records Requirements and Documentation**

Applicants must complete the two-year TOP-3 Budget Development Tool and the Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for each 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/](http://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 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. Appliances, furniture, uniforms, and clothing may be allowable if they are determined to be essential for the implementation of the plan.

### **Unallowable Expenses:**

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. Grant 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
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, 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
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Costs for items/services already covered by indirect costs allocation
- Additional information on allowable and unallowable costs is available in the Reference Guide for State Expenditures, which may be found at [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

### **Equipment Purchases**

Any equipment purchased under this program must follow the Reference Guide for State Expenditures, [www.myfloridacfo.com/aadir/reference\\_guide/](http://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/](http://www.fldoe.org/grants/greenbook/).

### **Administrative Costs including Indirect Costs**

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>.

## **Narrative Section**

### **Scope of Work/Narrative Components and Scoring Criteria**

DOE 905 March 2017

Applicants must complete the Competitive Application for Whole-School Transformation Model (Traditional Public Schools – TOP 3, a copy of which is attached. This form is accessible at <https://www.floridacims.org/downloads/259>. This document will fulfill the narrative requirements for the application.

The scoring criteria and rubric are attached hereto.

### **Return on Investment (State funded projects only)**

The recipient is required to provide quarterly return on investment program activities reports to the Executive Office of the Governor (EOG), Office of Policy and Budget (OPB) and the Department. Return on investment reports should describe programmatic results that are consistent with the expected outcomes, tasks, objectives and deliverables detailed in the executed grant agreement. Beginning at the end of the first full quarter following execution of the grant agreement, the recipient shall provide these quarterly reports to EOG/OPB and the Department within 30 days after the end of each quarter and thereafter until notified that no further reports are necessary. This report shall document the positive return on investment to the state resulting from the funds provided under the agreement. These reports are requested so staff can review the project results throughout the year and develop a basis for budget review in the event subsequent funding is requested for future years.

Reports should summarize the results achieved by the project for the preceding quarter and be cumulative for succeeding quarters. Although there may be some similarity between activity reports and deliverables submitted to the Department as specified in the grant agreement for payment purposes, please note, that this return on investment report is separate and apart from those requirements.

All reports shall be submitted to Amanda Meeks at [Amanda.Meeks@fldoe.org](mailto:Amanda.Meeks@fldoe.org), the designated project manager for the Department. All questions should be directed to the project manager.

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

A webinar was held on Wednesday, November 8, 2017, regarding the Schools of Hope project. Answers to the questions that were asked during this webinar can be found at <https://www.floridacims.org/downloads>.

Additional questions may be asked through email. The last date that questions will be answered is November 30, 2017, by 10:00 AM Eastern Time. All questions should be sent to the Bureau of School Improvement's e-mail inbox at [BSI@fldoe.org](mailto:BSI@fldoe.org). Answers to all questions will be posted to the CIIMS website.

### **Reporting Outcomes**

All recipients must report on progress and outcomes of the project quarterly through the submission of deliverables and evidence as outlined on the Project Performance Accountability Form. All deliverables and evidence must be submitted electronically to [BSI@fldoe.org](mailto:BSI@fldoe.org) by the due date specified on the Project Performance Accountability Form.

### **Financial Consequences**

The program contact shall periodically review the progress made on the activities and deliverables listed. If the district fails to meet and comply with the activities/deliverables established in the Project Performance Accountability Form or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification in writing, the program contact may approve a reduced payment or request the district redo the work or terminate the contract. Failure to meet the approved deliverables will result in a decrease in payment commensurate to 10 percent of the per student allocation of \$2,000. The program contact must assess one or more of these consequences based on the severity of the failure

to perform and the impact of such failure on the ability of the district to meet the timely and desired results. These financial consequences shall not be considered penalties.

### 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:
  - Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP-3
  - DOE 100A Project Application Form
  - TOP-3 Budget Development Tool
  - DOE 101S - Budget Narrative Form
- 3) DOE 100A and DOE 101S 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

**Project Performance Accountability Information, Instructions, and Forms**

**NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.** The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

**The Department's project managers will:**

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

**Deliverables must:**

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable. *(how many, how often, duration). Effectiveness (a method demonstrating the success such as a scale goals to be attained is necessary)* Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

## Project Performance Accountability Form

**Definitions**

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)

*Note: Add additional lines if necessary*





**Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
[District] County Public Schools**

*This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.*

[School Name and Number]

**WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND**

**Part I: Needs Assessment**

**Item 1:** Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

[Begin text here.]

**Item 2:** Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

[Begin text here.]

**Part II: Implementation Plan**

**A. Areas of Assurance for Whole-School Transformation Plan**

Below are the six key areas of assurance selected by the district based upon the school’s needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child’s education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

**Item 3:** Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

[Begin text here.]

**Item 4:** Explain the strategies the school will implement to increase parental involvement and engagement in the child’s education.

[Begin text here.]

### Turnaround Option Plan –3

**Item 5:** Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

[Begin text here.]

**Item 6:** Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge.

[Begin text here.]

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

[Begin text here.]

### Turnaround Option Plan –3

**Item 8:** Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

[Begin text here.]

#### **B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround**

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

[Begin text here.]

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

[Begin text here.]

## Turnaround Option Plan –3

**Item 11:** Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

[Begin text here.]

*By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.*

# TOP-3 Proposal Review: Protocol

## Expert Panels

**School Improvement:** All regional executive directors (REDs) are invited to participate, but a majority needs to provide input, including the RED working directly with the school being reviewed.

## Protocol Review

Panelists will be provided with the proposal and all supporting documentation at least one week in advance of the scheduled deadline. Each panelist is expected to read the proposal in its entirety and scan documentation as needed. The panelist will complete the following activities:

- Record notes on points of strength, areas of concern, and potential interview questions related to the budget or implementation on the feedback form.
- Submit completed forms to the Office of Grants Management (OGM) by the due date.
- The complete review will consist of 200 points, 100 points from the four review questions and 100 points from the extended rubric.

<b>RATINGS</b>
<i>Identify a score based on the evidence for each of the following statements, score range is between 0 and 25.</i>
<b>Q1: The school/ district correlated the TOP-2 and TOP-3 so that the proposed strategies address the identified needs in needs assessment.</b>  _____
<b>The district has demonstrated capacity to implement the whole-school transformation model and is committed to building further capacity for sustainability.</b>  _____
<b>The school's plan and budget support attainment and sustainability of improved outcomes for all students.</b>  _____
<b>The school/ district provided evidence that the principal, family, and community were involved in the development of this plan.</b>  _____

# TOP-3 Proposal Review: Protocol

**Reviewer Name:** \_\_\_\_\_

**District Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

POINTS OF STRENGTH	AREAS OF CONCERN
Q1:	Q1:
Q2:	Q2:
Q3:	Q3:
Q4:	Q4:



TOP Phase 3 Extended Rubric

TOP 3 Correlation	Element	0 points	3 points	6 points	10 points
<p><b>Item 3</b> <b>Family and Community Partnerships</b> <i>*Weighted element x 3</i></p>	<p>Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.</p>	<p>The plan does not explain any strategies for providing wrap-around services that develop family and community partnerships.</p>	<p>The plan provides at least one strategy for providing wrap-around services that develop family and community partnerships but no action steps or limited action steps are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for providing wrap-around services that develop family and community partnerships. Distinct action steps and monitoring are provided sufficient for implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for providing wrap-around services that develop family and community partnerships. Distinct action steps and monitoring are provided regarding implementation. <b>A description for a feasible sustainability plan is also included. The applicant demonstrates how this proposed strategy is expected to increase student success.</b></p>
<p><b>Item 4</b> <b>Parent Involvement</b></p>	<p>Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.</p>	<p>The plan does not explain any strategies for increasing parental involvement and engagement in the child's education.</p>	<p>The plan provides at least one strategy for increasing parental involvement and engagement in the child's education but no action steps or limited action steps are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for increasing parental involvement and engagement in the child's education and distinct action steps and monitoring are provided sufficient for implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for increasing parental involvement and engagement in the child's education and distinct action steps and monitoring are provided regarding implementation. <b>A description for a feasible sustainability plan is also included. The applicant demonstrates how this proposed strategy is expected to increase student success.</b></p>
<p><b>Item 5</b> <b>High Academic and Character Standards</b></p>	<p>Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.</p>	<p>The plan does not explain any strategies for establishing clearly defined and measurable high academic and character standards.</p>	<p>The plan provides at least one strategy for establishing clearly defined and measurable high academic and character standards but no action steps or limited action steps are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for establishing clearly defined and measurable high academic and character standards and distinct action steps and monitoring are provided sufficient for implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for establishing clearly defined and measurable high academic and character standards and distinct action steps and monitoring are provided regarding implementation. <b>A description for a feasible sustainability plan is also included. The applicant demonstrates how this proposed strategy is expected to increase student success.</b></p>

TOP Phase 3 Extended Rubric

<p><b>Item 6</b> <b>Develop Background Knowledge</b></p>	<p>Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.</p>	<p>The plan does not explain any strategies for identifying a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.</p>	<p>The plan provides at least one strategy for identifying a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge but no action steps or limited action steps are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for identifying a knowledge-rich curriculum that school will use to focus on developing a student's background knowledge and distinct action steps and monitoring are provided sufficient for implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for identifying a knowledge-rich curriculum that school will use to focus on developing a student's background knowledge and distinct action steps and monitoring are provided regarding implementation. <b>A description for a feasible sustainability plan is also included. The applicant demonstrates how this proposed strategy is expected to increase student success.</b></p>
<p><b>Item 7</b> <b>Professional Development</b></p>	<p>Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.</p>	<p>The plan does not explain any strategies for providing professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.</p>	<p>The plan provides at least one strategy for providing professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards but no action steps or limited action steps are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for providing professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards and distinct action steps and monitoring are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for providing academic rigor, direct instruction, and creating high academic standards and character standards and distinct action steps and monitoring are provided regarding implementation. <b>A description for a feasible sustainability plan is also included. The applicant demonstrates how this proposed strategy is expected to increase student success.</b></p>
<p><b>Item 8</b> <b>Identification, Retention, and Rewarding</b> <small>*Weighted element x3</small></p>	<p>Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.</p>	<p>The plan does not explain any strategies for implementing the identification, recruitment, retention, and rewarding of instructional personnel.</p>	<p>The plan provides at least one strategy for implementing the identification, recruitment, retention, and rewarding of instructional personnel but no action steps or limited action steps are provided regarding implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for implementing the identification, recruitment, retention, and rewarding of instructional personnel and distinct action steps and monitoring are provided sufficient for implementation.</p>	<p>The plan provides at least one substantial and comprehensive strategy for implementing the identification, recruitment, retention, and rewarding of instructional personnel and distinct action steps and monitoring are provided regarding implementation. <b>A description for a feasible sustainability plan is also included. The applicant demonstrates how this proposed strategy is expected to increase student success.</b></p>

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b>  <b>TAPS NUMBER: 18A127</b>	<b>DOE USE ONLY</b>  Date Received   Project Number (DOE Assigned)
<b>B) Name and Address of Eligible Applicant:</b>		
<b>C) Total Funds Requested:</b>  \$ _____  <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$ _____	<b>D) Applicant Contact &amp; Business Information</b>	
	Contact Name:  Fiscal Contact Name:  Mailing Address:  Physical/Facility Address:	Telephone Numbers:  E-mail Addresses:  DUNS number:  FEIN number:
<b>CERTIFICATION</b>		
<p>I, _____, <i>(Please Type Name)</i> as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
<b>E)</b> _____ Signature of Agency Head	_____ Title	_____ Date



## Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
  - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_

B) DOE Assigned Project Number: \_\_\_\_\_

C) TAPS Number: 18A127

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
<b>D) TOTAL \$</b>				-				



**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# Instructions for Using the Schools of Hope 2-Year Budget Development Tool

## Before You Begin

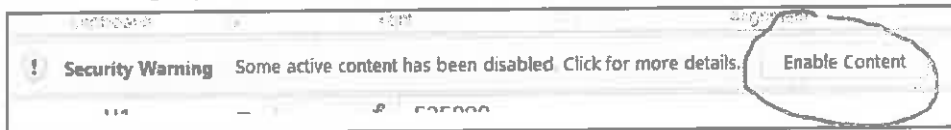
The **Schools of Hope 2-Year Budget Development Tool** is provided by the Program Office to assist Schools of Hope competitors to develop a two-year Implementation budget which incorporates both a detailed *quantity (X) cost* break-down, and the consolidation of budget items into a DOE 101S-ready budget grouped by function and object codes.

This tool is only intended as a means for schools to compile large budgets, and **does not guarantee or imply program office approval**. The Schools of Hope program contact will review both the detailed itemized list and the final DOE 101S-ready budget to ensure all budget requests are *allowable, necessary, reasonable, legal, and allocable*. A dditional details, justification, and documentation may be required.

## Using the Tool

### 1. Enable content

- a. A *Security Warning* will be displayed at the top of your screen on first opening the tool.
- b. If the warning is present, click “Enable Content” before beginning to work on your budget.



### 2. Enter basic information

- a. On the “DOE 101S-ready Budget” sheet (the first tab at the bottom of the window), enter the identifying information



- i. Name of Eligible Recipient/Fiscal Agent - Use the school name as it appears on Maximum Allocations sheet and the 6-digit Unique ID
- ii. DOE Assigned Project Number – Use the 13-character Project Number
- iii. TAPS Number – Use the 6-character TAPS number

*TIP: Be sure to save frequently, once you begin to work!*

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM	
A) Name of Eligible Recipient/Fiscal Agent:	Example School ABC (2017-123) · District Name
B) DOE Assigned Project Number:	123-2987B-0C000
C) TAPS Number:	17C040

- b. On the “Detailed Itemized List” sheet (second tab), complete the green fields as indicated.
  - i. H1 – enter the total award amount the school has been approved to allocate
  - ii. D3 – enter the school name as it appears on the Maximum Allocations sheet

*TIP: You may tab to move to the next field.*

iii. H3 – enter the 7-digit Unique ID

A screenshot of a form with several input fields. At the top, there are two small boxes labeled 'D' and 'H'. Below them is a larger box with the text 'Enter the Total Grant Award In Cell H1' and an arrow pointing to the right. Underneath that is another box with 'Enter School Name Below' and a 'CSP ID' label to its right.

iv. YEAR ONE information

1. I3 – enter the actual or projected enrollment (head count) for Year One. NOTE: the program office will verify enrollment numbers with the district.
2. J3 – enter the number of *instructional* staff and the number of classrooms for Year One. Include special classrooms in this count (e.g. computer lab, multi-purpose room, media center)

v. YEAR TWO information

1. K3 – enter projected enrollment for Year Two. NOTE: this should be a total projection, not the number by which enrollment will increase.
2. L3 – enter projected number of instructional staff and number of classrooms for Year Two. NOTE: this should be a total projection, not the number by which staff/classrooms will increase.

A screenshot of a table with columns labeled I, J, K, and L. The table is titled 'Enter Projected # of Students and Teachers Below by Year'. The columns are grouped into two pairs: '# of Students' and '# of Teachers/Classrooms' for 'YEAR 1' and 'YEAR 2'. The table has a header row and several empty rows for data entry.

3. Enter budget items

We have done our best to make this form easy to use. You do not need to enter items in any particular order – the Tool will sort for you as part of the ‘consolidate’ process. However, this tool is not the only resource you should use when developing your budget; please visit the [2017 Red Book](#) for help determining what costs may be included in these budgets, as well as the correct Function and Object Codes.

*NOTE: The Tool is specific to CSP allowable codes. If you find that a code isn't working, contact your CSP Grant Specialist.*

- a. B6 & C6 – “Function” and “Object” – begin by entering the code for your first *specific* budget item. A drop-down menu is available as you begin to type in codes. Remember to use the Function and Object Codes from the Department’s [Red Book](#).

A screenshot of a form with two dropdown menus. The first is labeled 'Function' and the second is labeled 'Object'. Both dropdown menus are open, showing a list of options. The 'Function' dropdown is currently showing '5' and the 'Object' dropdown is showing '6'.

*TIP: You can keep track of how much has been allocated and how much remains by checking cells N1 (“Total Budget”) and N2 (“Remaining”).*



- b. D6 – Under “Description,” provide a *brief* description of the item requested. Keep in mind that the program office will need to know the *who/what/where/why* for each item.
- c. H6 – Input the individual item cost. Per the Green Book, this cost must
  - i. Be rounded to the nearest dollar amount and
  - ii. Include the cost of acquisition (e.g. shipping)
- d. I6 – Enter the quantity of items for the FIRST YEAR.
- e. K6 – Enter the quantity of items for the SECOND YEAR
- f. Continue until you have entered ALL budget items requested

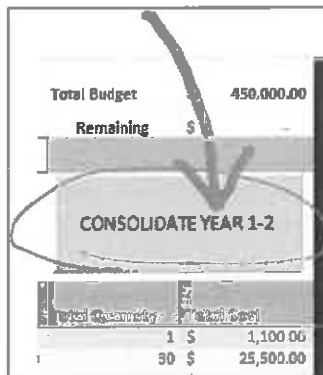
*NOTE: Be sure to not leave an empty line between two budget items! This can cause the Tool to miscalculate totals.*

**~SAMPLE ENTRY BELOW AFTER ENTERING ITEMS ABOVE ~**

Function	Object	Description	Cost Per Item	Quantity	YEAR 1		YEAR 2	
					Total Cost Year 1	Quantity 1	Total Cost Year 2	Quantity 2
7300	643	principal desktop computer	\$ 1,100.00	1	\$ 1,100.00	0	\$ 0.00	0
6500	644	desktop computers for computer lab	\$ 850.00	15	\$ 12,750.00	15	\$ 12,750.00	15
5300	642	student desk/chair combo	\$ 95.00	175	\$ 16,625.00	175	\$ 16,625.00	175
5100	642	teacher desks	\$ 500.00	10	\$ 5,000.00	10	\$ 5,000.00	10

**4. Complete DOE 101S-ready budget worksheet**

- a. Once you have entered all budget items for both years, click the “Consolidate Year 1-2” button



- b. After clicking the Consolidate button, scroll to the right side of the “Itemized List” sheet to view your consolidated totals.

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
1	950	Schoo: Administration (Office of the Principa)-Capitalized Computer Hardware		\$ 1,100.00
50	850	Instructional-Related Technology-Noncapitalized Computer Hardware		\$ 25,500.00
950	642	Basic (PEFF K-32)-Noncapitalized Furniture, Fixtures, and Equipment		\$ 46,550.00
20	644	Basic (PEFF K-32)-Noncapitalized Computer Hardware		\$ 191,050.00
20	643	Basic (PEFF K-32)-Capitalized Computer Hardware		\$ 70,000.00
20	640	Instructional Staff Training Services-Travel		\$ 2,600.00
270	330	School Administration (Office of the Principa)-Travel		\$ 700.00
20	330	School-Travel		\$ 700.00
10	643	Instructional Media Services-Capitalized Computer Hardware		\$ 1,251.00
2	642	Instructional-Related Technology-Noncapitalized Furniture, Fixtures, and Equipment		\$ 3,200.00
2	642	Instructional Media Services-Noncapitalized Furniture, Fixtures, and Equipment		\$ 3,823.00
1	520	Basic (PEFF K-32)-Textbooks		\$ 37,500.00
16	530	Basic (PEFF K-32)-Supplies		\$ 5,000.00
6	900	Operation of Plant-Rentals		\$ 30,951.00
2	960	Instructional Staff Training Services-Professional and Technical Services - First		\$ 58,020.00
3	692	Basic (PEFF K-32)-Noncapitalized Software		\$ 95.00

- c. The Budget Tool will automatically consolidate the amounts, pasting totals into the right side of worksheet.
- d. Copy and paste the line items from the consolidated totals into the DOE 101S-ready Budget sheet. Must select 'Paste Values' from paste options.
- e. Double check to ensure no information has been lost
- f. SAVE the file. Be sure to "Save As" and use the school name and Unique ID in the file name.

*NOTE: Only after clicking CONSOLIDATE YEAR 1-2 will the worksheet automatically unprotect allowing a Copy and Paste of budget line items.*

**5. Submit the Budget**

- a. Print the budget and DOE 101S document and send it to the Office of Grants Management
- b. Congratulations...You have completed the drafting and submitting of your school's two-year budget.

**NOTE:**

To reset the Budget Tool, click on the "CLEAR ALL DATA" on the top left-side of the worksheet to clear all budget line items.