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Institute



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[fci.fyi/2024-11-apps](https://fci.fyi/2024-11-apps)

# What Authorizers Are Looking For In High Quality Applications

*Powered by Miami Dade College*

# Introductions

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# Today's plan...

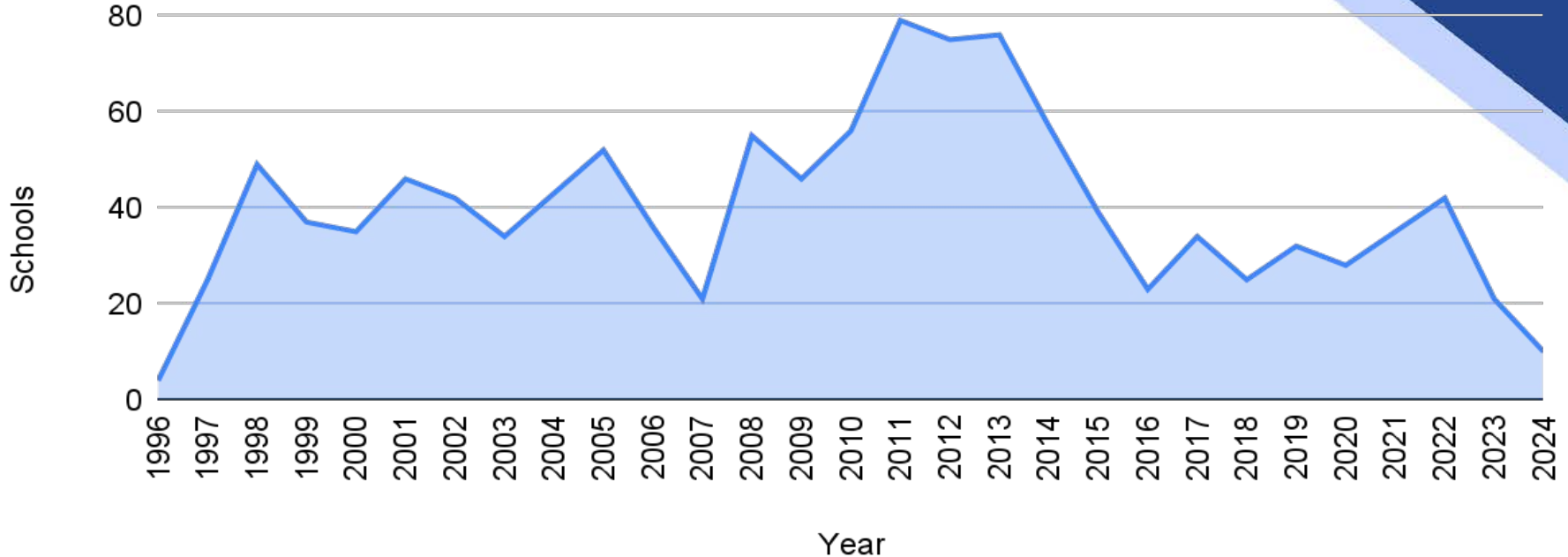
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1. Are you sure?
2. The process
3. General tips
4. Section by section
5. Questions



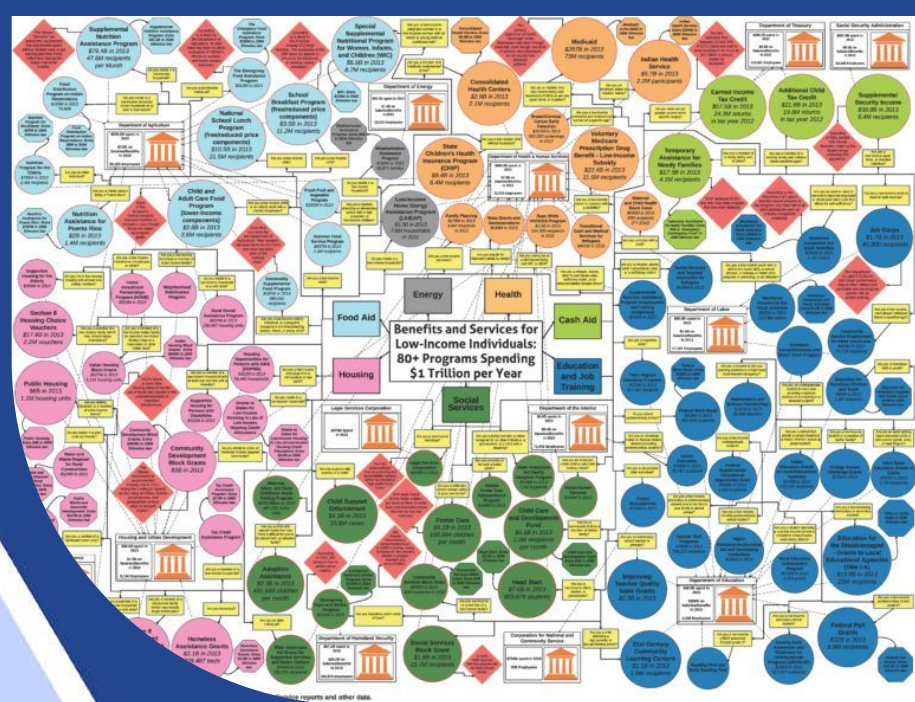
# Approved Charters Are Declining

## Number of Charter Schools Opened Per Year



# Times They Are A Changin'

Then



Now



# Uphill Road Ahead

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- Until recently, there is not an alternative path to authorizing *(More on this later)*
- Significant costs before any revenue
- Startup funding is difficult to find
- CSP Startup grant is competitive
  - *(And often not completed prior to opening)*
- Public sentiment is becoming more contentious



... so why do this?

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# Understand the Law

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<http://www.leg.state.fl.us/Statutes/>

- 1002.33 – Charter School Statute
- 1002.3301 - Charter School Review Commission
- 1002.345 – Deteriorating Financial Conditions
- 1013.62 – Capital Outlay Funding
- 1002.331 – High Performing Charter School
- 1002.332 – High Performing Charter School System
- 1003.333 – Schools of Hope



Florida Charter School Legal Handbook  
[csu.li/legal](http://csu.li/legal)





# Three distinct pathways to applying

## Traditional District

- Submit to your school district
- District reviews and evaluates
- Usually an Interview with the district
- District staff recommend to the school board if application should be accepted
- Local School Board makes final decision

- Negotiate a contract with your local school district
- School district is responsible for oversight and sponsoring the school

## Florida Review Commission

- Submit to the state commission and a copy to the district
- DOE contracts with a partner to conduct application review
- District is allowed to provide feedback
- Partner will conduct an interview
- Partner recommends decision to the state commission
- State commission meets quarterly and makes final decision

## College Authorizer

- Submit to the college, usually in response to a request for proposal
- College has internal review process
- College will usually conduct an interview
- Each college will have it's own governance and approval process
- Negotiate contract with the college
- College is responsible for oversight and sponsoring the school

Must meet statutory requirements

May include extra requirements

No Deadlines

Quarterly Deadlines

RFP will usually indicate deadline

# Which Application?

- Model Florida Charter School Application
- Virtual Charter School Application
- High-Performing Charter School System Replication

## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: \_\_\_\_\_

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: \_\_\_\_\_

If a non-profit organization, has it been incorporated with Florida's Secretary of State? \_\_\_\_\_  
Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: \_\_\_\_\_

TITLE/RELATIONSHIP TO NON-PROFIT: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

PRIMARY TELEPHONE: ( ) \_\_\_\_\_ ALTERNATE TELEPHONE: ( ) \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School

Projected Date of School Opening (Month/Year): \_\_\_\_\_

Do any of the following describe your organization, or the school proposed in this application? \_\_\_\_\_  
*(Applicant must attach as Attachment A)*

- Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A*)
- Will be a charter school in the work place pursuant to section 1002.33(1)(b), F.S.
- Will be a charter school-in-a-municipality pursuant to section 1002.33(1)(c), F.S.
- Will be a charter school in a development pursuant to section 1002.33(1)(d), F.S.
- Will contract or purchase with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.* If yes, include the provider's portfolio in answering the questions below regarding pending applications and school opening.
- Name of ESP: \_\_\_\_\_
- Seeks approval to replicate an existing school model. (*See definition of a replication in the Addendum, which applicant must complete if replicating a school model.*)
- Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S. (*Applicant must complete Addendum A1.*)



Forms From Florida DOE's Website  
[fci.fyi/doeforms](http://fci.fyi/doeforms)

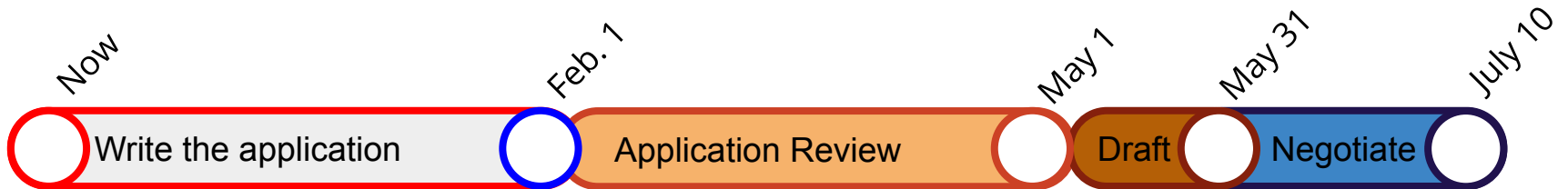


# Timelines

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In an ideal world...

- Sponsor approval/denial 90 days after application
- Draft charter contract to school 30 days after approval
- Negotiate charter contracts 40 days after draft



# The district will ask for extension

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Almost all districts ask you to voluntarily agree to extend the timelines.

**Are you going to start off on a good foot?**



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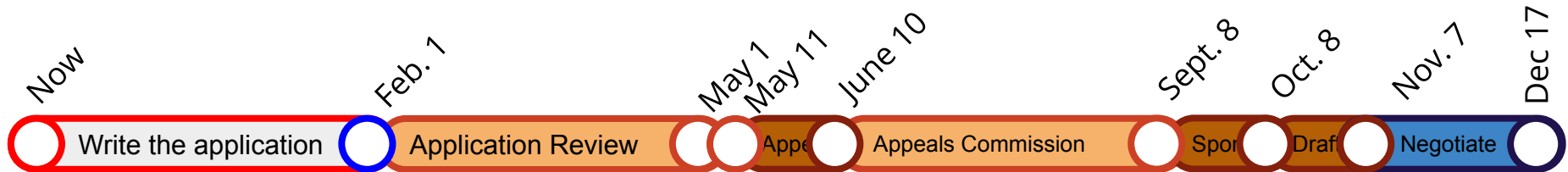


# Timelines If Denied

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According to statute

- Authorizer written denial within 10 days
- 30 days to officially appeal to the state
- 90 days for Appeals Commission and State Board decision
- Sponsor has 30 days to respond



# Sponsor Relationship

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- You need to build a positive relationship with your sponsor
- Learn about your sponsor's internal process
- Help them understand your vision



# General Application Tips

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- Set your own deadlines
  - Don't forget "production" timelines.

	Draft Due	Proof Due	Finalize	Sign Off
<b>Executive Summary</b>	11/5	11/10	11/15	12/15
<b>Section 1 - Mission</b>	11/10	11/12	11/15	12/15
<b>Section 2 - Target Population</b>	11/12	11/19	11/31	12/15
<b>Section 3 - Educational Plan</b>	11/15	11/22	11/31	12/15

## General Application Tips

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# START WITH AN OUTLINE!!!

- Make sure things have a place and you're not repeating unnecessarily
- Think through the entire application before writing
- I have a sample [Google Doc](#) if you'd like

Charter Application Outline  
[fci.fyi/appoutline](https://fci.fyi/appoutline)





# General Application Tips

## Use the evaluation instrument as you write

### Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

#### Capacity Interview

Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

#### Meets the Standard:

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.

#### Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

#### Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input type="checkbox"/>	<input type="checkbox"/>

Name of Person Completing Assessment: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature: \_\_\_\_\_

Rule 6A-6.0786  
Form IEPC-M2  
Effective February 2016

Form: IEPC-M2

Forms From Florida DOE's Website  
[fci.fyi/doeforms](http://fci.fyi/doeforms)



# General Application Tips

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- Create your budget before you start committing to things in your narrative
- Avoid:
  - Unnecessary repetition
  - Inconsistencies between the application
  - Copying and pasting from other applications

# Additional Tips and Tricks

Complete Narrative Template With Suggestions

File Edit View Insert Format Tools Add-ons Help Last edit was on March 23, 2018

100% Arial 16 B I U A

Outline

- Florida Model Charter School App...
- Table of Contents
- Executive Summary
- I. Educational Plan
- Section 1: Mission, Guiding Prin...
- A. Mission and Vision Statem...
- B. Guiding Principles
- C. Required Purposes
- D. Optional Purposes
- Section 2: Target Population an...
- A. Student Population
- B. Geographic Area
- C. Enrollment Projections
- D. Projection Methodology
- E. Rationale
- Text
- Section 3: Educational Program ...
- A. Educational Program

**Heading 3** and Student Body

Apply 'Heading 3' Ctrl+Alt+3

Update 'Heading 3' to match

**C. Enrollment Projections**

Florida enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

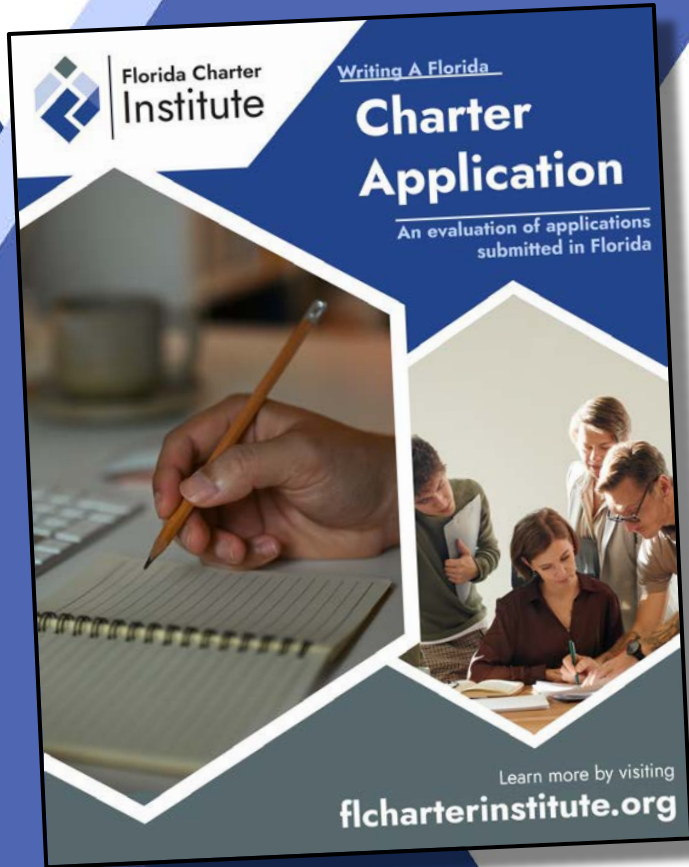
Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K					
1					
2					
3					

Consider collaborative platform

Learn how to use style guides and navigation tools

# Charter Application Manual

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Compilation of analysis from:

- 307 Charter Applications
- 174 Charter Evaluations
- 28 School Districts

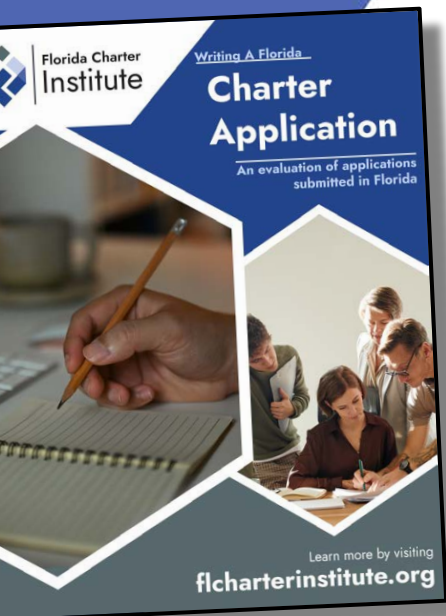


Charter Application Manual  
<https://fci.fyi/appmanual>





# Charter Application Manual



Common attributes found in approved apps



Compare approved and not-approved apps



Identify potential "red flags" in not-approved apps



Positive and negative feedback from evals



Recommendations from eval comments



Outline to assist with drafting

# Important Things To Consider

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- Thorough research and planning
- Original and specific content
- Ensure internal consistency
- Be sure to answer the specific prompts in the application
- Tailor to the district's needs
- Financial prudence and transparency
- Seek expert feedback and proofread meticulously
- Show, don't just tell
- Adhere to legal and ethical standards



## Section by section ...

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1. Are you sure?
2. The process
3. General tips
4. Section by section
5. Questions

**What does the evaluation and our experience recommend for each section of the application?**

## Executive Summary

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MAKE A GREAT FIRST IMPRESSION



This section isn't scored, don't get too technical.  
Sell your vision! Hook your reader!



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# Mission, Guiding Principles and Purpose



- Clear and compelling mission/vision statements
- Alignment with Florida's statutory guiding principles
- Student-centered focus
- Addressing underserved populations
- Innovative approaches and strong research base

## Section

# 1

The entire application needs to tie back to your mission.

**Be clear what it is!**



- Vague or generic language
- Lack of alignment with statutory principles
- Insufficient detail or evidence
- Inconsistent information
- Concerns about capacity or replication issues



# Target Population and Student Body

- Clear target population description
- Alignment with mission
- Well-researched projections
- Feeder patterns and articulation agreements
- Commitment to diversity and equity



Section

2

You will need to tie your program to your target population.  
**Show you understand who your potential student body is.**

- Unclear or generic target population
- Misaligned with mission
- Unsupported or unrealistic projections
- Unclear or non-compliant enrollment practices
- Lack of specific data and analysis



# Educational Program Design



- Clearly lay out your educational program
- Provide research how the programs helps your target population
- What makes you unique?
- What does a day in the life your students look like?
- What are your non-negotiables for your teachers?

Section

3

**Focus on “HOW” you will teach.**



- Over emphasis on method without links to research, mission and target students
- Lack of specificity in curriculum and instruction
- Vague or incomplete descriptions of “how”
- Lack of alignment with standards and assessment
- Over reliance on external providers or programs

# Curriculum and Instructional Design

- Standards-based curriculum (aligned with LAFS, MAFS, and NGSSS)
- Differentiated instruction and MTSS
- Research-based instructional strategies
- **Focus on reading**
- High expectations for all students



Section

4

Focus on “WHAT” you will teach.

- Lack of specificity in curriculum and instruction
- Insufficient attention to differentiated instruction and MTSS
- Lack of clarity and coherence
- Over-reliance on technology



# Student Performance



- Clear articulation of goals and assessments
- Alignment with state requirements
- Comprehensive assessment plans
- Effective data utilization plan
- Transparency and communication

Section

5

What are your annual goals and how  
If you're meeting them?



- Lack of measurable or unrealistic goals  
(Use SMART Goals!)
- Insufficient data utilization plan
- Inconsistency with district or state requirements
- Inadequate attention to subgroups
- Lack of clarity and specificity

# Exceptional Students

- Projected population and equal opportunity
- Demonstrate a basic understanding of ESE laws
- Explain how you will align with district requirements
- HOW are you serving students (programs, strategies, and supports)
- Staffing plan and serving gifted students



Section

6

**The district is still the LEA,  
how will you follow their rules?**

- Curriculum modifications are red flags
- Lack of specificity in serving students with intensive needs
- Unclear financial responsibilities
- Just saying “inclusion” is not sufficient
- Inaccurate information on ESE procedures





# English Language Learners



- Compliance with laws and regulations (*Identifications, assessment, monitoring, exiting, etc.*)
- Individualized ELL Plans
- Instructional models and strategies
- Staffing and professional development
- Parent and community involvement

Section

7

Another area where the district is the LEA.

**Be sure you explain how you will follow district policies.**



- Lack of understanding of legal obligations
- Incomplete or unclear plans
- Outdated language/information
- Insufficient staffing
- Insufficient detail on specific strategies to be used
- Discrepancies in projections and plans

# School Culture and Discipline

- Emphasis on positive school culture
- Clear expectations and consequences
- Collaboration and communication
- Understand unique needs for ESE students
- Prevention and intervention strategies



Section

8

School culture is important.  
How will you facilitate it?

- Over-reliance on punitive measures
- Lack of clarity and specificity
- Insufficient attention to students with disabilities
- Undeveloped or absent behavioral frameworks
- Not explaining how the school will implement the policies it indicates it will adopt



# Supplemental Programming



- Explain extracurricular activities and programs
- Alignment with school's mission and vision
- Accessibility to all students
- Evaluation and adjustment based on student interest
- Ensure budget supports programming

Section

9

Not a scored section.

**A chance to clarify what makes you unique.**



- Unclear or unrealistic funding sources
- Lack of attention to accessibility
- Programs that do not align with budget
- Over-reliance on external partners

# Governance

- Be clear about the corporate structure
- Clear roles and responsibilities
- Expertise and diversity among board members
- Commitment to mission, transparency, and accountability
- Focus on student achievement and financial oversight
- Board development



Section

10

The charter contract is with the Board.  
**The authorizer needs to understand the Board.**

- Ambiguous or unclear legal status or bylaws
- Missing board member information
- Non-compliance with Florida State Statutes
- Boards who simply delegate away their responsibilities to ESP, SAC, Admin or others





# Management and Staffing



- Clear leadership and staffing plans
- Emphasis on staff qualifications and development
- Comprehensive personnel policies
- Addressing unsatisfactory performance/turnover
- Clear management structure and job descriptions
- Do you understand how to staff a school

Section

11

**Your staff are your most important asset.**



- Vagueness in leadership selection & qualifications
- Unrealistic staffing plans and compensation
- Superficial or incomplete policies
- Heavy reliance on ESPs
- Inconsistent budgeting

# Human Resources and Employment

- Explain employment and contracts
- Performance-based evaluations and compensation
- Competitive compensation and benefits
- Comprehensive hiring and dismissal procedures
- Explain how struggling staff members get support
- What makes you competitive for staff



Section

12

**How will you support and evaluate your staff?**

- Don't just reference legal and regulatory compliance
- Explain how you will comply
- Overemphasis on "at-will" employment
- Lack of specificity in performance evaluations
- Overreliance on external providers





# Professional Development



- Clear responsibility and structure for PD
- Alignment with educational program and goals
- Focus on effective instructional practices
- Addressing diverse learning needs
- Administrative professional development
- Comprehensive and ongoing support

Section

13

Unscored section

**Think about continuous development for staff**



- Generic PD plans unaligned to mission or program
- Insufficient detail on implementation and evaluation
- Unclear roles and responsibilities
- Lack of alignment with statutory requirements
- Unrealistic timelines and expectations

# Student Recruitment and Enrollment

- Multi-pronged recruitment approach  
(community outreach, direct mail, digital marketing, media relations, open houses)
- Open enrollment and lottery system
- Enrollment preferences and non-discrimination
- Focus on diversity and targeted outreach



Section

14



Almost all applicants overestimate their first year enrollment.

**How will you recruit your students?**

- Lack of specificity and detail
- Unclear or potentially discriminatory lottery procedures
- Asking for protected information before lottery
- Limited community engagement
- Incomplete information
- Plan not matching expecting enrollment



# Parent and Community Involvement



- Regular communication through multiple channels
- Encouragement of parent volunteerism and PTOs
- Opportunities for decision-making and feedback
- Parent education and support
- Community partnerships and service learning
- Parent representative responsibility

Section

15

Not scored.

**How will you involve and inform your families?**



- Vague plans and unrealistic expectations
- Mandatory volunteer requirements
- Lack of alignment with school mission/programs
- Lack of dispute resolution detail or cultural sensitivity

# Facilities

- Explain plan: Leasing vs. purchasing, build-to-suit arrangements, phased development
- Detailed description of facility needs and compliance with laws
- Cost estimates and funding sources
- Realistic timelines for meeting facility needs
- Backup plans



Section

16



This is the most common reason for not opening on time.

## What is your plan for your school's facility?

- Vague or incomplete information
- Unclear acquisition strategies or weak financials
- Inadequate backup plans
- Lack of experience in facility acquisition
- Questionable relationships with developers





# Transportation Service



- Transportation is not a barrier to attending
- Demonstrate understanding of legal requirements
- Compliance with safety regulations
- Provision for ESE students
- Flexibility and adjustments

Section

17

What is your plan for Transportation?



- Vague language and over-reliance on parents
- Assuming district will provide transportation
- Lack of specifics on vendor selection, bus routes, financial planning, or legal compliance

# Food Service

- Participation in the NSLP
- Emphasis on healthy and well-rounded meals
- Compliance with regulations and provision for free/reduced lunch
- Explain how requirements will be met



Section

18

## What is your plan for school lunch?

- Lack of specificity and over-reliance on district services
- Incomplete understanding of NSLP requirements
- Financial sustainability concerns
- Lack of attention to equity and access or a wellness policy





# School Safety and Security



Section

19

- Safe School Officer requirements
- Background checks and Threat Assessment Team
- Mental health training for staff
- Safety plans, training and drills
- Technology and physical security measures
- Communication and reporting systems
- Compliance with laws, review and updates

These laws change frequently.

**Be sure to explain alignment with current laws.**



- Lack of specificity and detail
- Over-reliance on district plans
- Insufficient emphasis on mental health
- Inadequate threat assessment
- Incomplete or unavailable plans

# Budget

- Detailed revenue and expenditure projections
- Conservative revenue estimates and reliance on FEFP funding
- Contingency plans for revenue shortfalls
- Use of templates and external expertise
- Emphasis on staffing and instruction
- Alignment with the rest of the application



Section

20

**Do you have the capacity to budget and fund school?**

- Unrealistic enrollment or revenue projections
- Underestimated expenses and lack of contingency plans
- Reliance on external funding
- Vague or incomplete financial information



# Financial Management and Oversight



- Explain the governing board's responsibility
- Internal controls, annual audit, and financial transparency
- Use of standard accounting practices
- Financial statements and reporting, recordkeeping, and storage

Section

21

**Do you have adequate safeguards to prevent fraud?**



- Lack of board financial expertise or over-reliance on the ESP
- Vague or incomplete internal controls
- Lack of transparency and public engagement
- Unrealistic or incomplete budgets

# Start-Up Plan

- Detailed timeline with specific dates
- Alignment with start-up budget
- Focus on key activities  
(legal, facility, staffing, curriculum, etc.)
- Clear assignment of responsibilities
- Consideration of unanticipated events



Section

22

Do you have realistic understanding of what you're in store for over the next year?

- Lack of specificity and detail
- Unrealistic expectations and timeframes
- Insufficient funding sources or contingency planning
- Lack of experience or capacity



TO DO

- find project
- business plan
- meeting
- budget
- ideas for
- buy

# Don't forget the addendums

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- **A** – Applicants seeking to replicate an existing school or school model
- **A1** – Applicants seeking to replicate a high-performing charter school per s. 1002.331, F.S.
- **B** – Applicants contracting with a third-party ESP





# ... or the attachments

## Chart of Attachments

Please tab or separate attachments as noted below

- A. Evidence of teacher and parental support for conversion, if applicable.
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable
- H. Articles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
- M. Organization charts that show the school governance, management, and staffing structure in
  - 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and
  - 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.



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# Any Questions?

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# What's Ahead From FCI?



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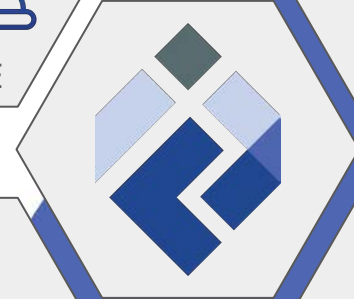
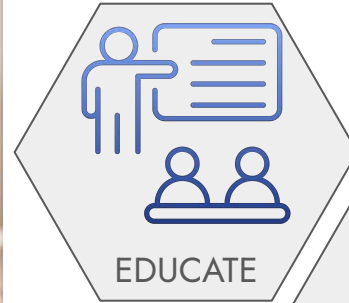
# FCI "At a glance"

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To serve as Florida's premier hub for charter excellence and insight by providing research-based best practices, resources and support.



# FCI "At a glance"



Florida Charter  
Institute



# Leadership Offerings

- 3 day Professional Learning Workshop, in Miami AND Orlando
- **Monitor the Learning:** instructional coaching that supports teachers in student work analysis to transform learning
- New and improved videos, featuring top Florida charter leaders
- New Day 3 focused on developing an implementation plan
- HEAVILY SUBSIDIZED, thanks to generous state funding. \$400!

ORLANDO:



MIAMI:



**EDUCATE**  
Florida Charter Institute

# Teaching Offerings

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- 2 Professional Learning Workshops, spanning 3 days. Live in Miami AND Orlando
- **Building Strong Classroom Culture, High Ratio Instruction**
- Ideal Participants: Teams of 4-10/school, spanning range of roles (admin, culture-carrying teachers, dept. leads...)
- HEAVILY SUBSIDIZED, thanks to generous state funding. \$150/day (typically: \$500-1000/day)



**EDUCATE**

Florida Charter Institute

# FCInsight - Our Monthly Blog

- Monthly blog on leadership practice
- Includes linked research-backed, clinically-proven coaching resources
- Released in our Monthly and available at:

[flcharterinstitute.org/fcinsights/](https://flcharterinstitute.org/fcinsights/)

Learn More:



## RECENT POSTS



### USING DATA IN BEGINNING OF YEAR OBSERVATIONS

We're excited to dive into our second installment on developing school leaders as instructional coaches. Last month, we focused on establishing coaching foundations; today, we'll center the conversation around observation and feedback practice – and specifically, what that can look like at the beginning of a school year. Read on

[READ MORE](#)



### LAYING THE GROUNDWORK FOR INSTRUCTIONAL COACHING

At FCI Educate, we are passionate about educator development. We believe that all members of a school community – students, teachers, and leaders – should feel they are on an intentional growth trajectory and have smart coaches and loud cheerleaders behind them every step of the way. Often, school leaders

[READ MORE](#)



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# FCI Support Provides



## Technical Assistance

Hotline  
Consultations  
Site Visits  
Resource Library



## Professional Learning

Webinars  
Podcasts  
Presentations & Trainings  
Online Courses



## Menu of Services

School Review  
Strategic Planning  
Governing Board Recruitment & Training  
Document Review



**CHARTER  
SUPPORT  
UNIT**

IS NOW PART OF



**Florida Charter  
Institute**

# New Options For Charter Applications

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- FCI provides support to the Charter School Review Commission.

## Upcoming application deadlines:

- November 26, 2024 - to be considered on February 26, 2025
  - February 25, 2024 - to be considered on May 28, 2025
  - May 27, 2025 - to be considered August 27, 2025
- 
- FCI is approved to be a Charter Sponsor in Miami Dade.  
Watch for more information coming soon!







# Join Our Team!

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## FCI's Director of Finance

### SUMMARY:

The Director of Finance, Florida Charter Institute is responsible for the fiscal oversight of schools authorized by the Florida Charter Institute (FCI). The position works with the Florida Department of Education, MDC's finance department, authorized schools and the FCI to lead the development, management, and reporting requirements associated with FCI's budget.

**Learn More:**



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- Weekly emails about upcoming webinars, training opportunities and support resources.
- Monthly newsletter.
- Sign up at on our website.

-- OR --

Sign up at our Booth for a chance to win free tickets to an upcoming FCI Educate professional development workshop!

**FEATURED ARTICLES**

**ESSENTIAL DOCUMENTS FOR SCHOOL LEADERS: YOUR SEASONAL GUIDE FROM THE FCI LIBRARY**  
Linda Chambers October 10, 2024  
As school leaders, staying organized and prepared is key to a successful school year. To help you navigate the demands of the season, we've curated a list of must-have documents from the Florida Charter Institute (FCI) Library. Whether you're tackling governance, compliance, or everyday school operations, these resources are designed to support your leadership and keep your school on track....  
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**OBSERVING TO MONITOR THE LEARNING**  
Kathryn Perkins November 3, 2024  
In our last post on developing leaders as instructional coaches, we dove into the foundations of classroom observation, focusing on effective beginning-of-year practices. Once classroom foundations are set for the teachers we coach, it's time to shift our observation eye to ensuring student learning is happening. In today's post, we'll outline a framework for just that and offer a concrete example of...  
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**FCI TEAM MEMBER HIGHLIGHT: KATHRYN PERKINS**  
Linda Chambers November 7, 2024  
Introducing the FCI Team: Embracing Change and Leading with Purpose Change is a constant in education, and it is how we navigate it that defines our impact. At the Florida Charter Institute (FCI), merging with the Charter Support Unit (CSU) isn't just about combining organizations—it's about uniting our strengths, experiences, and visions to build something even greater. Three Questions for...  
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**GOVERNANCE RESOURCE HIGHLIGHT: UNLOCKING THE POTENTIAL OF CHARTER SCHOOL GOVERNING BOARDS THROUGH PROFESSIONAL DEVELOPMENT**  
Christina Morla November 1, 2024

**EXCEPTIONAL EDUCATION HIGHLIGHT: INNOVATIVE PRACTICES IN FLORIDA CHARTER SCHOOLS: INSIGHTS FROM CASE STUDIES ON EXCEPTIONAL STUDENT SERVICES**  
Linda Chambers November 7, 2024

**EMBRACING GRATITUDE AND CONNECTION: A THANKSGIVING MESSAGE FOR SCHOOL LEADERS**  
Linda Chambers November 7, 2024  
Dear Florida Charter School Leaders, As we approach Thanksgiving, I'm reminded of how deeply gratitude and connection shape the fabric of our lives and our work. In



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# Contact Us

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We are Florida's premier hub for charter excellence and insight by providing research-based best practices, resources, and support. If there is anything we can do to help, please contact us:

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 [info@flcharterinstitute.org](mailto:info@flcharterinstitute.org)

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