



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Office of Mathematics and Science/Office of the Commissioner

Program Name

Mathematics and Science Partnership – Solutions for Florida’s Future

Specific Funding Authority(ies)

Public Law 107-110, No Child Left Behind Act of 2001, Title II, Part B Sections 2201, 2202, and 2203, CFDA#84.366B

Funding Purpose / Priorities

The purpose of the *Mathematics and Science Partnership – Solutions for Florida’s Future* is to improve the academic achievement of students in the areas of mathematics and science through enhanced training of teachers in these content areas. Funds will be awarded to one partnership consisting of a high-need Local Education Agency (LEA) and a public or private university or college that has within the College of Arts and Sciences an engineering, mathematics, or science department. (See Eligible Applicant(s) section).

The priorities are (all seven priorities must be addressed in the application):

1. Include higher education partnerships with science, engineering, and/or mathematics departments and high needs LEA(s)
2. Develop K-12 teacher training in the provisions of challenging mathematics and science course content that includes the integration of appropriate technology and is based upon Florida’s research-based, world-class mathematics and science sunshine state standards. The professional development must be aligned to the *Professional Development System Evaluation Protocol*. For information on the protocol please visit: <http://www.fldoe.org/profdev/pdstandards.asp>.
3. Training that includes laboratory training and beginning teacher induction components
4. Training that results in advanced college course credit for participation and completion
5. Alignment of colleges of education courses to teacher training
6. Development of curriculum planning tools that result in teacher instruction and student learning at higher complexity levels
7. Statewide deployment of teacher training

Total Funding Amount / Approximate Number of Awards

\$8,191,146.00/One Award

The award will be for three consecutive years pending additional funding from the Specific Funding Authority and satisfactory performance by the partnership as evaluated by the Office of Mathematics and Science in the Florida Department of Education. The partnership will be required to complete Requests for Application for the two consecutive years.

Matching Requirement

None Required

Budget / Program Performance Period (Year 1)

December 1, 2007, through September 30, 2008

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.

Target Population(s)

K-12 Florida Public School Teachers

Eligible Applicant(s)

Institutes of Higher Education (IHEs) or High-need Local Education Agencies (LEAs)

IHEs are defined as: public or private universities and colleges that have within the College of Arts and Sciences an engineering, mathematics, or science department

A high-need LEA is defined as:

- **A district where elementary and secondary teachers of mathematics and science are in need of content professional development that focuses on the use of Florida's new researched-based, world-class mathematics and science standards.**

AND

- **At least 50% of the district's total students population are eligible for free or reduced price lunch (refer to the chart on page 25).**

To be eligible, at a minimum, a partnership MUST include a combination of an IHE and a high-need LEA as defined above.

A partnership MAY also include:

- Other universities and colleges that have within the College of Arts and Sciences an engineering, mathematics, or science department
- Other universities and colleges that have science and mathematics teacher education departments
- Additional LEAs
- Consortia that serve a group of LEAs
- Businesses
- Informal education centers such as libraries and museums
- Not-for-profit and for-profit organizations that have demonstrated effectiveness in improving the quality of mathematics and science teachers' content knowledge

Letters of commitment from all partners must be included with the application but do not impact the page limit.

Application Due Date

November 2, 2007, by close of business - The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Contact Persons

Program Contact

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Grants Management Contact

Kynder Crossner

Office of Grants Management

(850) 245-0722

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Assurances

The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires Local Educational Agencies (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- 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 or Federal Programs. The complete text may be found at: <http://fldoe.org/comptroller/doc/gbsectiond.doc>.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the Department of Education 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.

Private Colleges, Community-Based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must certify adherence to the General Terms, Assurances, and Conditions by submitting the certification of adherence page, signed by the agency head.

Private colleges, Community and Faith-Based Organizations, and other non-public agencies must also submit:

- (1) A copy of the organization's current budget;
- (2) A list of the board of directors; and
- (3) If available, copy of the institution or agency's most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state. *[These items must be submitted, with the application, prior to the issuance of a project award.]*

Narrative Components / Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are **Criteria**. *The bulleted, italicized statements are used by proposal reviewers to assess and score each Narrative Component.*
- **The standard scoring Criteria are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.**
Scoring does not include information provided in appendices.

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

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

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities.*

2. Project Need

5 points

Instructions

Describe the need for the proposed project and provide supporting data as evidence.

Criteria

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The magnitude of the need for the services to be provided or the activities to be carried out is apparent.*
- *The proposed project focuses on service or otherwise addresses the identified needs of the targeted population.*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and/or weaknesses.*
- *The need for the proposed project is strongly justified through supportive data.*

3. Project Design and Implementation

35 points

Instructions

Describe the measurable objectives, activities, and timeline for the proposed project.

Include descriptions and potential timelines for the second and third year of funding.

Provide a brief description of the project design and implementation plan for years two and three.

Criteria for Year One

- *The goals, objectives, and outcomes are clearly specified and measurable.*
- *The design of the proposed project aligns with, and will successfully address, the needs of the target population or other identified needs.*
- *The objectives are measurable, qualitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*
- *It is evident that activities/methods are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The methodology reflects up-to-date knowledge from research and best practices.*
- *The timelines are specific, realistic, and consistent with measurable objectives and outcomes.*
- *The applicant clearly describes how the partnership will address and prioritize professional development for the classroom implementation of new mathematics and science content standards.*
- *The applicant clearly describes how the partnership will reach the largest number of teachers statewide over the three-year period.*

- *The applicant clearly states how the partnership will align and integrate with other professional development opportunities for mathematics and science teachers.*
- *The applicant demonstrates knowledge of the latest educational research for effective professional development by embedding evidence-based practices throughout the narrative.*
- *The applicant demonstrates knowledge of the Professional Development System Evaluation Protocol and embeds elements of the system throughout the application.*
- *The applicant has provided a brief description of the project design and implementation plan for years two and three.*

4. Evaluation

15 points

Instructions

Describe the instruments and method(s) for evaluating the proposed project.

The partnership will use internal and external evaluation methods.

The partnership will provide assurances that no conflict of interest exists with the contracted external evaluator.

The partnership will submit references for the external evaluator that provides evidence of knowledge, skills, and abilities to successfully provide evaluation services.

Criteria for Year One

- *The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*
- *The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project for future funding.*
- *The evaluation instruments are designed to effectively measure program progress and success and should be both formative and summative.*
- *The evaluation plan has both internal and external components.*
- *The partnership has provided assurances that no conflict of interest exists with the contracted external evaluator.*
- *The partnership has submitted references for the external evaluator that provide evidence of knowledge, skills, and abilities to successfully provide evaluation services.*
- *The evaluation deliverables will be provided to the Project Director on a quarterly basis.*

5. Support for Strategic Imperatives

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Florida State Board of Education (SBE) Strategic Imperatives.

URL: http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf

Describe how the proposed project will address the reading initiative of the Department of Education.

Just Read, Florida!

URL: <http://www.justreadflorida.com/>

Criteria

- *The applicant has included effective methods for incorporating one or more of the SBE Strategic Imperatives.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida!*

6. Dissemination Plan

30 points

Instructions

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.

The project must maintain a project webpage that is part of the Office of Mathematics and Science site at www.fldoestem.org. A copy of the partnership's proposal will be included on the page. A section of the webpage must be devoted to reporting ongoing progress in meeting the proposal goals. It must include all scheduled services and link to products produced by the project. The webpage shall be updated at least once a month during the project period and the date of the latest update will be displayed on the page. The webpage must be posted within one month of notification of award. Describe the plan to create and maintain this site.

Describe the proposed dissemination plan for years two and three that include plans for effective and realistic means to reach a majority of mathematics and science teachers in Florida.

Criteria for Year One

- *The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population.*
- *The methods strategies used to share services provided by the proposed project are innovative and designed to reach the greatest number of teachers possible.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population.*
- *The dissemination plan uses effective and realistic means to reach the target population.*

- *A description of the plan to create and maintain a webpage is included and is comprehensive.*
- *A brief description of the dissemination plan for years two and three is included.*

7. **Budget**

15 points

Instructions

Present a budget that reflects objectives and proposed costs of the project.

Criteria for Year One

- *The budget is thorough, specific, and supports the proposed project.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
- *The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*
- *The budget excludes purchasing materials for students.*
- *The costs for equipment are reasonable and adequately justified.*

Funding Method(s)

Federal Cash Advance (C)

On-line reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or Electronic Funds Transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

Project recipients do not have the authority to report disbursements before or after these specified dates.

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding. Funds for capital equipment may not exceed 1% of the total budget.

Administrative Costs including Indirect Costs: For this project, indirect costs are capped at **8%** or at the applicant's approved negotiated rate, **whichever is lower**.

Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients of DOE grants are required to attend, annually, Grant Fiscal Management Training offered by the DOE. Failure to attend an initial or update session can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Public agencies including school districts, other Local Education Agencies (LEAs), and institutions of higher education that are recipients of DOE grants are strongly encouraged to attend, annually, Grants Fiscal Management Training offered by DOE.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the Performance Expectation section, pages 13 - 24.

Notice of Intent-to-Apply

The due date to notify the Program contact person, Todd Clark, of **Intent-to-Apply** is **September 21, 2007**. This notification is sent as an e-mail or fax message and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

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

All **Frequently Asked Questions** will be posted on the Program Office Web site at www.fldoestem.org by **October 5, 2007**.

Frequently Asked Questions and information regarding changes to the RFP will be posted to the Program Office Web site. Questions will not be answered by phone or email. Applicants are strongly encouraged to visit the Web site often to check for responses or to review any change notifications. **The last date that questions will be received is October 4, 2007.**

Method of Review

A peer review process will be used to evaluate the *Mathematics and Science Partnership – Solutions for Florida’s Future* competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations.

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 (page 11) is reviewed and scored by a minimum of five qualified reviewers representing experienced mathematics and science educators and educational professionals from around the country.
- The Program Office ranks the proposals in order from highest to lowest score.
- DOE staff will review the top recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Applicants scoring 70 or above will be invited to Tallahassee to meet with the Program Office staff members, OMS Advisory Committee members, and Staff Development experts to present a summary of the proposed project, answer questions, and provide additional information if necessary. Travel is the responsibility of the invited applicant teams.
- The Office of Mathematics and Science will notify the applicants who will be invited to present of the date and time of the presentation.

- The following time frame will govern the presentations:
 - Presentation 60 minutes
 - Question and Answer Session 30 minutes
- The following scoring system will be applied to the presentation:
 - Presentation 10 points
 - Responses to Questions 5 points
- The presentation points will be added to the score received by the review panel to develop the recommendation for funding for consideration by the Commissioner of Education
- The Department will allocate funds utilizing a statewide competitive process for awarding this project to an eligible recipient.
- The award is subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

Conditions for Acceptance / Substantially Approvable Form

The requirements listed below must be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within DOE **no later than the close of business on the due date**.
- Application includes required forms:
 - DOE 100A or 100B Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.
 - DOE 101- Budget Narrative.

NOTE: Applications signed by officials *other than the appropriate agency head* must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.

- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs,” (if not already on file in the DOE Comptroller’s Office).

Other Requirements - 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 teachers, and other program beneficiaries with special needs.

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

- **Equitable Services for Private School Participation**

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant **must submit** a detailed plan of action

for providing consultation for equitable services to private school teachers within the Local Education Agency(ies) service area.

For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Technical / Formatting and Other Application Submission Requirements

- Number of hard copies plus original: one signed original plus six copies.
- One complete electronic copy of the application must be submitted to the Program Manager, Todd Clark (either on compact disc or by email to todd.clark@fldoe.org).
- 30 page limit – this does not include
 - appendices
 - biographical information (limit to five pages per person to include only information that impacts the success of this application)
 - letters of commitment from all partners
 - required forms – DOE 100A and DOE 101
- Font type/size: *Arial/12*
- Margin size: *.6" – both sides and 1.0" – top and bottom*
- Single-spacing
- Single-sided pages
- Unbound original and copies

Application must be submitted to:

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

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

The Florida Department of Education has a standardized process for preparing proposals / applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability in the use of federal and state funds. Using the following forms and instructions, applicants are to select Project Performance data for each proposed project. If funded, the data is entered into the DOE web-based Grants Management System; data entry continues through the life of the grant. The Department's program managers will track each project's performance based on the information provided.

This information will:

- ✓ Provide a centralized capability for retrieving information about various discretionary projects awarded by the Department.
- ✓ Assist policy-makers and managers in monitoring discretionary funds and the impact they are having.
- ✓ Provide baseline information that can be used in assessing the alignment of funding to goals and strategic imperatives and in allocating available funding to priority needs.
- ✓ Facilitate effective project monitoring.

Types of project performance have been organized into four categories. These are:

- ✓ **Deliverables:** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **Training, Technical Assistance, and Dissemination:** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **Student Performance:** Category Includes: Any measure that is specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include pre-k, K-12, and adult learners as well as parents.
- ✓ **Service Delivery:** Category Includes: Delivery of intended services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

For each type of performance for which a project will be held accountable, the applicant must complete the information specified in the attached forms. Use only those forms and types of performance applicable to the project. Instructions are provided for the completion of each form.

Selected projects are required to obtain independent, formal, third-party evaluations. Other projects elect to obtain such evaluations. If the proposal or application includes a required or optional third-party evaluation, a form and instructions for describing the proposal evaluation are provided.

Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.

(1) For each deliverable in the proposed project, enter in Column (1), the name of the deliverable and a brief description. Use only the following list to identify each deliverable. Indicate the purpose of the deliverable, the target audience, and the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Include any required reports in this section.

(1) Name of Deliverable and Brief Description

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|---|--|---|
| <ul style="list-style-type: none">▪ Announcement▪ Brochure▪ CD Rom▪ Curriculum▪ Database▪ Database Analysis▪ Display▪ DVD▪ Evaluation Instrument▪ Guidelines▪ Instructional Materials | <ul style="list-style-type: none">▪ Lesson Plans▪ Manual▪ Needs Assessment▪ Newsletter▪ Policy Paper▪ Poster▪ Public Service Announcement▪ Report▪ Report Format▪ Screening Device▪ Software | <ul style="list-style-type: none">▪ Survey▪ Teacher’s Guides▪ Technical Assistance Paper▪ Training Materials – Handout▪ Training Materials – Presentation (PowerPoint)▪ Training Modules - Online▪ Video▪ Website▪ Workbook▪ Other |
|---|--|---|

(2) For each deliverable identified in Column (1), specify all of the proposed standards that should be used to determine whether the deliverable meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Meets technical specifications,” the descriptions should outline the proposed technical standards.

(2) Standard(s) for Acceptance

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| <ul style="list-style-type: none">▪ ADA Compliant▪ Appropriate for Duplication▪ Appropriately Organized▪ Attractive▪ Content Accurate▪ Content Complete▪ Design and Content Appropriate to Intended Audience | <ul style="list-style-type: none">▪ Format Consistent with Content and Intended Audience▪ Grammatically Correct▪ Includes Copyright and Funding Information▪ Meets technical specifications▪ Peer Review▪ Readability Level is Appropriate to Audience | <ul style="list-style-type: none">▪ Review by DOE Staff▪ Review by Other Entity▪ Sufficient Copies Provided▪ Translated into Appropriate Languages▪ User-Friendly▪ Other |
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(3) In the third column, provide the date when the deliverable will be complete. If applicable, include interim dates for drafts, review, etc.

DELIVERABLES FORM *(Examples: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.)*

(1) Name of Deliverable and Brief Description

(2) Standard(s) for Acceptance

(3) Due Date(s)

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, “Training for third grade teachers of reading in use of multiple instructional strategies.”

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| <ul style="list-style-type: none"> ▪ Coaching ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination through the Media ▪ Dissemination Through Internet ▪ Distance Learning | <p>(1) Name of Activity and Brief Description</p> <ul style="list-style-type: none"> ▪ Distribution of Media (Software, Videos, CD ROMs, etc.) ▪ Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring | <ul style="list-style-type: none"> ▪ One-On-One Training ▪ On-Site Technical Assistance ▪ Pre-service Training ▪ Seminars ▪ Telephone Technical Assistance ▪ Workshop(s) ▪ Other |
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(2) For each activity identified in Column (1), specify all of the proposed standards that will be used to determine whether the activity meets the expectations for the project. Select the standards from the following list and provide any additional detail appropriate to each standard. For example, if one of the standards is “Participant Feedback Indicative of Usefulness,” the descriptions should outline how participant feedback will be gathered and assessed.

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| <ul style="list-style-type: none"> ▪ Appropriately Organized ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience | <p>(2) Quantity and Quality Standards for Acceptance</p> <ul style="list-style-type: none"> ▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness ▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications | <ul style="list-style-type: none"> ▪ Participant Feedback Indicative of Usefulness ▪ Replicable ▪ User-Friendly ▪ Other |
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(3) Provide in Column (3), the information / materials which will be provided (or otherwise available) to document the performance of the project.

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| <ul style="list-style-type: none"> ▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants | <p>(3) Method of Documentation</p> <ul style="list-style-type: none"> ▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders | <ul style="list-style-type: none"> ▪ Self-Reporting ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other |
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(4) In the fourth column provide the critical timelines for completion of each activity (taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.).

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM *(All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.)*

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
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STUDENT PERFORMANCE: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, “Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT .”

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| <ul style="list-style-type: none"> ▪ Academic Achievement – Language Arts ▪ Academic Achievement – Math ▪ Academic Achievement – Reading ▪ Academic Achievement – Science ▪ Academic Achievement – Social Studies ▪ Academic Achievement – Writing ▪ Achievement – Arts ▪ Achievement – Other ▪ Achievement – Vocational Education ▪ Attendance ▪ Award of Certificate ▪ Career Advancement Retention ▪ Decrease in Disciplinary Actions ▪ Decrease in Drop-out Rate ▪ Decrease in Suspensions / Expulsions | <p>(1) Name of Performance and Brief Description</p> <ul style="list-style-type: none"> ▪ Diploma ▪ Enrollments ▪ GED ▪ High School Credential ▪ Job Placement ▪ Job Retention ▪ Improvement in Behavior ▪ Increased Self-Sufficiency Through Use of Technology ▪ Literacy Completion Points ▪ Non-Traditional Enrollments ▪ Occupational Completion Points ▪ Parental Involvement in Education of Dependent Children ▪ Parental Involvement in Literacy Activities of Dependent Children | <ul style="list-style-type: none"> ▪ Participation in Assessment ▪ Participation in Least Restrictive Environment (LRE) ▪ Placements, Retention, Completions (postsecondary JOBS) ▪ Postsecondary Education Placement ▪ Postsecondary Education Completion ▪ Program Completion ▪ Promotion to Next Grade ▪ Satisfactory Completion of Coursework ▪ Secondary Credential ▪ State-Adopted Assessment ▪ Workplace Readiness Completion ▪ Other |
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(2) For each student identified in Column (1), specify all of the proposed standards from the following list that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Graduation Data,” the description should outline how the data will be gathered and what level of graduation rate is expected.

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| <ul style="list-style-type: none"> ▪ Anecdotal Data ▪ AYP Determination ▪ Disciplinary Referrals ▪ FCAT ▪ GED Data | <p>(2) Method of Evaluating Performance</p> <ul style="list-style-type: none"> ▪ Graduation Data ▪ Observation ▪ Participation Records ▪ Placement Data ▪ Portfolios | <ul style="list-style-type: none"> ▪ Progress Monitoring ▪ Promotion Data ▪ School Grades ▪ Standardized Tests ▪ Suspension / Expulsion Data ▪ Other |
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STUDENT PERFORMANCE (continued)

(3) Provide in Column 3, the information / materials which will be provided (or otherwise available) to document the performance of the project.

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| <ul style="list-style-type: none">▪ Agreements▪ Analysis of Requests and Responses▪ Anecdotal Data▪ Contracts▪ Evaluation Summaries▪ List of Participants | <p>(3) Method of DOE Verification</p> <ul style="list-style-type: none">▪ NRS Report▪ Observation by DOE Staff▪ Participant Competency Evaluations▪ Participant Feedback Summaries▪ Peer Review▪ Purchase Orders | <ul style="list-style-type: none">▪ Self-Reporting▪ Sign-in Sheets▪ Travel Itineraries▪ Verification of Dissemination to Target Audiences▪ Other |
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(4) In the fourth column, provide the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

STUDENT PERFORMANCE FORM (Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners.)

(1) Name of Performance and Brief Description

(2) Method of Evaluating Performance

(3) Method of DOE Verification

(4) Timelines for Data Collection

SERVICE DELIVERY: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) For each type of service to be delivered by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. Describe the service and provide detailed information about the nature of the service to be delivered. *For example, “Mentoring—The project will provide trained adult mentors to work at least once per week with elementary students who have scored Level I or II on the FCAT in reading or math.”*

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| (1) Name of Service and Brief Description | | |
| <ul style="list-style-type: none"> ▪ Adult Literacy Activities ▪ Career, Technical Education ▪ Interagency Collaboration ▪ Mentoring | <ul style="list-style-type: none"> ▪ Neighborhood Self-Sufficiency Through Collaboration ▪ Participation in Defined Program (e.g., After-School) ▪ Referrals for Other Services | <ul style="list-style-type: none"> ▪ Other ▪ Statewide Leadership Activities ▪ Student Evaluation / Assessment |

(2) For each service identified in Column (1), specify from the following list all of the proposed standards that will determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Mentoring is appropriate to identified needs,” the description should specify of the identified needs and indicate of how the project will determine that mentoring is appropriate.”

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| (2) Standard(s) for Acceptance | | |
| <ul style="list-style-type: none"> ▪ Mentoring Is Appropriate to Identified Needs ▪ Participation Rate Meets Established Minimums ▪ Quality of Service Meets Generally Accepted Guidelines | <ul style="list-style-type: none"> ▪ Quantity of Evaluations / Assessments Meet Established Minimums ▪ Quantity of Mentoring Meets Established Minimums ▪ Quantity of Service Meets Established Minimums ▪ Referrals Are Appropriate to Identified Needs | <ul style="list-style-type: none"> ▪ Specified Agencies Collaborate ▪ Students Evaluations / Assessments Are Administered Appropriately ▪ Units of Service Meet Established Minimums ▪ Other |

(3) Provide in Column (3), the information / materials which will be provided (or otherwise available) to document the performance of the project.

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| (3) Method of DOE Verification | | |
| <ul style="list-style-type: none"> ▪ Agreements ▪ Anecdotal Data ▪ Attendance Records ▪ Case Records ▪ Contracts ▪ List of Participants | <ul style="list-style-type: none"> ▪ Meeting Agendas ▪ Meeting Minutes ▪ NRS ▪ Observation by DOE Staff ▪ Participant Feedback Summaries | <ul style="list-style-type: none"> ▪ Purchase Orders ▪ Sign-in Sheets ▪ State-Approved Assessments ▪ Travel Itineraries ▪ Other |

(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

SERVICE DELIVERY FORM (Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.)

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
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FORMAL THIRD-PARTY EVALUATION: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE

If a formal third-party evaluation is required or proposed for this project the following information must be provided.

(1) In column (1), specify the scope of the evaluation using one or more of the descriptors provided below. Provide additional information regarding the nature of the evaluation. For example, if the evaluation will cover only selected elements of the project, specify the elements to be evaluated.

(1) Scope of Evaluation and Brief Description

- All Aspects of Project
- Compliance Review
- Formative Evaluation
- Outcome Assessment
- Process Review
- Selected Elements of Project
- Summative Evaluation

(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

(2) Type of Entity Conducting Evaluation

- Board / Commission / Task Force
- Consultant Firm
- DOE Funded Project
- Governmental Agency
- Independent Entity Selected by Project
- Individual Consultant
- Institution of Higher Education
- Selected Peer Reviewers
- Other

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

FORMAL THIRD-PARTY EVALUATION FORM (A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE.)

(1) Scope of Evaluation and Brief Description

(2) Type of Entity Conducting Evaluation

(3) Date(s) Evaluation to Be Conducted

Eligible Local Education Agencies

District Name	FRPL Average By District
Alachua	55.82
Bradford	65.39
Calhoun	51.91
Columbia	60.85
Miami-Dade	66.53
Desoto	69.02
Dixie	70.28
Duval	51.34
Escambia	60.36
Franklin	68.96
Gadsden	82.76
Gilchrist	52.13
Glades	67.23
Hamilton	65.85
Hardee	62.93
Hendry	64.66
Hernando	50.44
Highlands	59.89
Hillsborough	55.04
Holmes	52.57
Jackson	53.27
Lafayette	53.64
Levy	57.33
Liberty	74.5
Madison	69.51
Marion	52.42
Okeechobee	58.89
Orange	52.71
Osceola	57.39
Palm Beach	51.6
Polk	58.72
Putnam	71.34
St. Lucie	57.1
Sumter	57.76
Taylor	65.03
Union	54.92
Washington	53.16
School For The Deaf And Blind	73.52