

FLORIDA DEPARTMENT OF EDUCATION

REQUEST FOR PROPOSAL [RFP]

TEACH-FOR-FLORIDA PROJECT

Project Purpose

The mission of the State Board of Education (SBE) is to increase the proficiency of all students within one seamless, efficient prekindergarten-university (PK-20) education system. There exists an increasing body of evidence that confirms that the quality of teaching is the most important in-school factor for improving student achievement. Although data indicate that there may be no general nationwide teacher shortage, high-quality teachers are not always available in the communities and fields where they are needed. Struggling schools with struggling students (particularly high-poverty urban and rural schools) face the greatest challenges in recruiting, supporting, and retaining highly qualified teachers. Also, the nation, and specifically Florida, faces a shortage of male K-12 teachers in certain disciplines and a shortage of teachers from minority populations.

Constitutional Amendment 9 – Florida’s Amendment to Reduce Class Size passed on November 5, 2002. The Commissioner of Education has reported that, in order to reduce the average class size by 2 in the core academic subjects in the coming academic year, Florida will need approximately 6,300 teachers in addition to between 15,000 and 16,000 already needed to fill projected vacancies.

Florida must implement a multi-faceted plan for attracting, preparing, supporting, and retaining sufficient numbers of individuals into the profession in order to meet the immediate, as well as the long-term, need for highly qualified and high-quality teachers. This Teach-for-Florida project is designed specifically to address the immediate need for a sufficient number of teachers in the fall of 2003 who meet the federal definition of “highly qualified.”

Representatives from public universities, members of the Independent Colleges and Universities of Florida, community colleges, school districts, consortia of educational agencies, and non-profit 501(c)(3) organizations are invited to submit applications for grant funds to establish emergency teacher preparation programs for targeted populations. For-profit entities are encouraged to participate through a public-private or non-profit/for-profit partnership in which the public or non-profit entity serves as the fiscal agent. These programs will be designed to ensure that participants qualify for temporary certification by fall 2003. Also, the programs will provide participants with as much professional training as possible prior to their entry into Florida’s competency-based Alternative Certification Program or approved district competency-based professional preparation alternative certification programs. Because these alternative certification programs are competency based, these individuals should be able to achieve professional certification more quickly than teachers who enter an alternative certification program without the benefit of this training.

Division/Office:	Division of Colleges and Universities
Title:	Teach-for-Florida Project
Specific Funding Authority:	Title II, Part A, Teacher and Principal Training Fund No Child Left Behind Act, P.L. 107-110 CFDA: 84.367A
Funding Purpose:	To accelerate placement of highly qualified teachers in Florida's public school classrooms through a recruitment, preparation, and placement program using accelerated, competency-based training. The ultimate goal is to obtain an optimum number of teaching contracts for fall semester 2003.
Target Populations:	(1) students preparing to complete non-education baccalaureate degree programs, (2) recent non-education baccalaureate degree holders, (3) displaced professionals with baccalaureate degrees, and (4) other baccalaureate degree holders interested in a second career in teaching.
Funding Priorities:	(1) targeting high-need schools, (2) targeting high-need subject areas, (3) targeting recruits from underrepresented populations, (4) providing matching funds, and (5) collaborating with other PK-20 partners.
Support for Reading Initiative:	All applicants are required to address how the project will support Just Read, Florida!. See Narrative Section C.
Eligible Applicants:	Public universities, members of the Independent Colleges and Universities of Florida, community colleges, school districts, consortia of educational agencies, and non-profit 501(c)(3) organizations. For-profit entities are encouraged to participate through partnerships with eligible applicants.
Type of Award:	Discretionary competitive, and performance-based.
Total Funding Amount:	A total of \$1,000,000 is available, and multiple awards will be distributed on a competitive basis. The amount of funding for each project will be based on the proposed and actual number of program completers who obtain public school teaching contracts for fall 2003.
Approximate Typical Amount of Award :	The final amounts will be negotiated with the grantees, based upon the proposed costs of the deliverables.
Funding Period:	May 1, 2003 through September 30, 2003.

Additional Years: Funds are not available currently for additional funding; however, there may be competitions for similar projects in the future.

Funding Method: Performance-based.

Local Match: Cash match is encouraged—through awarding of bonus points—but not required.

Dissemination and Marketing: All applicants are required to identify ways they will disseminate and market information about the project. See Narrative Section E.

Contact Person: Dr. Dorothy J. Minear, Associate Vice Chancellor
Division of Colleges and Universities
(850) 201-7190, SUNCOM 213-7190,
e-mail: dorothy.minear@fldoe.org.

Application Due Date: Applications must be received at the delivery address by the close-of-business April 15, 2003. Applications received after that date, regardless of postmark, will not be considered.

The deadline date to notify the contact person of intent-to-apply is March 31, 2003. Include an e-mail address. Notification is not required for an application to be considered, but assists the applicant by assuring receipt of competition updates.

Delivery Address: Bureau of Grants Management
Room 332
325 W. Gaines Street
Tallahassee, FL 32399-0400

Conditions for Acceptance: The following must be included for the application to be considered:

- DOE 100A with appropriate original signature.
- DOE 101.
- Authorization letter: If the signature on the DOE 100A is other than the agency head, a letter authorizing that individual to sign must be attached.

General Terms, Assurances, and Conditions for Participation in Federal and State Programs:

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

- 34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR), which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- state regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, each applicant must have on file with the 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 of which may be found at <http://www.firn.edu/doe/bin00007/gbook.htm>. (A hard copy is available upon request.)

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Independent Colleges, Community-Based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must submit (1) the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that each independent college, community-based organization, or other non-public agency must also submit (2) copies of the organization's current budget, (3) a list of its board of directors, and, if available, (4) a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. *These items must be submitted prior to the issuance of a project award.*

Format:

Applicants will submit one proposal with the original signature(s) and five copies of the proposal. It is recommended that the signature on the original be made in an ink color other than black to help reviewers determine which is the original signature copy. The original and copies may be stapled, but no other binding will be acceptable. A narrative of no more than 25 one-sided 8½”x 11” pages in double-spaced 12-point Times New Roman font, with one-inch margins and page numbers, is recommended. Appendices may be attached that include such items as letters outlining collaborative efforts among PK-20 partners, letters of agreement with school district personnel regarding contracts for program completers, and detailed descriptions of assessment methodologies and evaluation plans. However, appendices should not exceed 10 one-sided pages. All required forms must be attached to the narrative. The narrative must be written in the format outlined below. *Applications that do not adhere to these instructions are subject to disqualification or scoring penalties.*

Method of Providing Changes and Frequently Asked Questions:

Any necessary changes, clarifications, and addenda to the Request-for-Proposal will be placed on the Department of Education Web site: <http://www.fldoe.org>.

Organizations providing notice of intent to apply will receive updates by e-mail.

Method of Selection:

Review panels composed of no fewer than three subject-matter experts will read and score each application. Applicant scores will guide the program office’s recommendation for funding. The amount of funding will be determined by acceptance of the applicant’s projected cost for deliverables.

Reporting Outcomes:

Grantees will be required to submit the names, social security numbers, race, sex, and the codes for sought-after certification for all participants in the program. Data must be provided regarding each participant’s progression through the program, including the demonstration of required subject knowledge, demonstration of other expected competencies as outlined in the grant application, and acquisition of a teaching contract (by district, school, and subject). Employing districts will be expected to provide information regarding satisfaction with each program completer and each participant’s progress toward

professional certification, based on guidelines that will be provided by the Department of Education.

Narrative Requirements: As a courtesy to the reviewers in helping them score your proposal, please use the same alphanumeric outline as in the RFP.

Abstract Attach a one- or two-paragraph abstract to the front of the narrative section of your proposal.

A. Strategies

Recruitment—10 Points

Describe your plan for recruiting representatives from any or all of the following populations into your accelerated preparation program, and include time frames:

- (1) students preparing to complete non-education baccalaureate degree programs;
- (2) recent non-education baccalaureate degree holders;
- (3) dislocated professionals with baccalaureate degrees;
- (4) others with baccalaureate degrees.

Specify how you plan to screen applicants for the program to optimize the identification of individuals of good moral character and who demonstrate the potential to rapidly acquire the competence and capability of performing the duties, functions, and responsibilities of an educator.

Preparation—10 Points

Describe acceleration methods you will use to prepare potential teachers, e.g., summer institutes for credit, continuing education programs, clinical experiences, preparation for the general knowledge and subject area tests, etc. Identify the expected learning outcomes that program participants will demonstrate prior to fall 2003 and your methods for assessing those outcomes. Relate your approach(es) to the preprofessional expectations for the *Florida Educator Accomplished Practices* and the *Subject Matter Content Standards for Florida's Teachers* (<http://www.firn.edu/doe/dpe/publications.htm>).

Placement—10 Points

Describe your plan for ensuring participants get teaching contracts and obtain temporary certification by fall 2003.

Be specific regarding districts or schools you will target and how. If available, include letters of agreement from participating districts in the appendices.

Support Systems—5 Points

Describe your plan to support participants through each step of qualifying for temporary certification and any plan you have to follow-up after placement in a school district.

Describe your plan for working with school districts for effective placement, and for facilitating accelerated professional certification of temporarily certified teachers.

B. Qualifications

Institution/Agency/Organization—5 Points

Describe your organization's experience in teacher preparation or other teacher-support services, including subcontracts with public or private entities; with marketing and recruitment campaigns; and with working cooperatively with education and training institutions. Describe any existing physical, material, and personnel resources that will be contributed by the applicant or other entity, which will directly support program implementation.

Staff—5 Points

Provide information regarding the qualifications of staff to be hired or assigned. Delineate each position's duties and percentage of time assigned to the project.

C. Reading Initiative—5 Points

Describe how the project will support the reading initiative, Just Read, Florida!. Delineate what strategies will be used to ensure that program participants learn to implement proven methods of scientifically based reading instruction in the classroom.

D. Evaluation Plan—5 Points

Describe how the effectiveness of the project will be evaluated, including how the accomplishment of articulated program goals and objectives will be measured.

E. Dissemination and Marketing—5 Points

Describe your plan to share your methodology and results with other entities who are in a position to replicate the project.

F. Deliverables—40 Points, of which 30 will be applied to the cost per participant who obtains a teaching contract for fall 2003.

The project plan – an approved proposal following negotiation – will be considered the first deliverable, payable with one-quarter of the grant amount.

Provide a schedule for the remaining deliverables to be invoiced after two months, four months, and six months of project implementation, with the understanding that the Department primarily wants to reimburse the grantees based upon the number of persons who obtain teaching contracts for fall 2003.

Budget Requirements:

Provide the basis for the cost of the deliverables. This section should include the overall plan and rationale for the allocation of funds within the budget and a specific description of how the resources will be used in a cost-effective manner to support project implementation.

Scoring Criteria:

A. Strategies

Recruitment

10 Points

Recruitment strategies are likely to lead to a large pool of prospective, highly qualified teachers in a timely manner.

- The applicant’s plan indicates knowledge of how to find and engage the target population(s).

- The applicant has sufficient resources to connect with the target population(s).
- The applicant’s plan will provide sufficient candidates to participate in the program to ensure achievement of articulated objectives.
- The applicant’s plan includes a provision for effectively screening applicants for the program to optimize the identification of individuals of good moral character and who demonstrate the potential to rapidly acquire the competence and capability of performing the duties, functions, and responsibilities of an educator.

Preparation

10 Points

Preparation strategies are likely to result in a large pool of qualified candidates for alternative certification in a timely manner.

- The applicant’s plan for preparing prospective teachers is realistic and has strong potential for success.
- The applicant’s plan takes into account the short interval between recruitment and placement.
- The applicant’s preparation program should result in completers’ accelerated movement through competency-based alternative certification programs.

Placement

10 Points

Placement strategies are likely to obtain an optimum number of public school teaching contracts for persons achieving eligibility for temporary certification.

- The applicant’s plan provides effective linkages to school districts for brokering teaching opportunities.
- The applicant demonstrates an ongoing, effective working relationship with school districts.
- The applicant’s approach could facilitate teacher retention.

Support Systems

5 Points

- The applicant provides a sufficient and effective approach to counseling prospective teachers through completion of applications, fingerprinting, and subject-matter and general-knowledge testing.
- The applicant has an effective plan to follow up with students after the preparation program.
- The applicant provides complete and effective approaches to preparing school districts to locate and employ program completers and to otherwise assist districts pre- and post-placement.

B. Qualifications

Institution

5 Points

- The applicant organization has experience in teacher preparation, marketing and recruitment, and participating in joint ventures with the Department of Education and school districts.
- The applicant organization provides impressive, relevant resources to contribute to the implementation and success of the project.

Staff

5 Points

- Staff assigned to the project have relevant background, training, and skills to implement the project successfully.
- Staff time assigned to the project is sufficient for the expeditious completion of tasks.

C. Reading Initiative

5 Points

- The project effectively supports the reading initiative Just Read, Florida!.
- Specific strategies are identified that will ensure that program participants learn to implement proven methods of scientifically based reading instruction in the classroom.

D. Evaluation

5 Points

- The applicant's evaluation plan provides for an objective analysis of program outputs and outcomes, as well as the relative effectiveness of different components of the program.
- Both quantitative and qualitative strategies will be used to measure accomplishment of articulated program goals and objectives.

E. Dissemination and Marketing

5 Points

- The applicant's dissemination and marketing plan will reach appropriate audiences in an effective manner, providing a useful model for replication or adaptation.

F. Deliverables

Cost per participant who obtains a teaching contract for fall 2003 **30 Points**

- The applicant projects a realistic number of teachers who will obtain public school teaching contracts by fall 2003 at an appropriate cost per teacher.
- The basis for cost is documented and logical.

Other deliverables **10 Points**

- Other deliverables are necessary, delivered in a timely manner, and provided at an appropriate cost per deliverable.
- The basis for cost is documented and logical.

TOTAL POINTS **100 Points**

BONUS POINTS

Additional points will be given for each of the following provided by the applicant. (The number of points will depend upon the relative quality, relevance to this project, and amount or scope of the contribution.)

- Targeting and likely success for high-need schools. 0-3
- Targeting and likely success for high-need subject areas. 0-3
- Targeting and likely success for recruiting candidates from underrepresented populations. 0-3
- Providing matching funds. 0-5
- Collaborating with other PK-20 partners. 0-3

Attachments:

DOE 100A: Project Application

DOE 101: Budget Narrative