



FLORIDA DEPARTMENT OF EDUCATION

## Request for Proposal for Competitive Grants

<b>Bureau/Office</b>	K-12 Education, Bureau of Instructional Support and Community Services (BISCS), Exceptional Student Education (ESE) Program Development and Services
<b>Title</b>	<b>Technical Assistance System for Programs Serving Prekindergarten Children with Disabilities</b>
<b>Specific Funding Authority</b>	Federal: Public Law 105-17, Individuals with Disabilities Education Act (IDEA), Part B, Section 619, CFDA #84.173, Preschool Grants for Students with Disabilities, Ages 3-5
<b>Funding Purpose</b>	Funding will provide for the implementation of a system of technical assistance and training that promotes high quality programs which lead to and support positive outcomes for prekindergarten children with disabilities and their families.
<b>Funding Priorities</b>	<p>The technical assistance system will address areas identified by state and district assessments of needs and resources. Although the project has discretion to target specific locations and issues based on assessments, five state priority areas must be considered and addressed. A mechanism must be established to provide feedback to the state on these statewide priority areas with annual recommendations within these five priority areas.</p> <ul style="list-style-type: none"><li>• <b>Program Effectiveness</b> – District programs evaluate effectiveness and use data to inform program improvements.</li><li>• <b>Inclusion</b> – Opportunities are expanded for serving children with disabilities in settings with typically developing peers. Funding issues, staff training, and policy implications are addressed.</li><li>• <b>Evaluation and assessment</b> – Children with disabilities receive evaluation services in a timely manner based on sound principles of practice for young children and are respectful of cultural diversity.</li><li>• <b>Curriculum and Instruction</b> – Research-based curriculum models are used in a variety of settings with a variety of populations of prekindergarten children with disabilities (including, but not limited to, culturally and linguistically diverse populations). A focus on language and early literacy skills must be considered and is a critical component of activities related to curriculum and instruction.</li><li>• <b>Transition</b> – Children exiting IDEA, Part C, Section 631 services, successfully transition into prekindergarten services for children with disabilities and from prekindergarten services into kindergarten.</li></ul>
<b>Support for Reading Initiative</b>	All applicants are required to address how the project will support and link to Just Read, Florida! and the federally funded Early Reading First Programs in the state. See Project Narrative requirements for the Project Participation and Coordination section of the proposal and the corresponding scoring criteria.
<b>Dissemination and Marketing Plan</b>	All applicants are required to address how information about the project will be disseminated and marketed to appropriate populations. See Project Narrative requirements for the Project Implementation section of the proposal and the corresponding scoring criteria.

**Reporting Outcomes**

The project outcomes are to be reported through

- the training database (see State Requirements, Section F);
- monthly updates with the BISCs program staff member;
- quarterly written reports on project activities and outcomes; and,
- the results of needs assessment and other documents developed.

**Target Population**

Primary recipients of the technical assistance system will be the district-level prekindergarten coordinators, who may be the ESE director or his or her designee. These individuals have the responsibility for implementing programs at the district-level that serve prekindergarten children with disabilities. The prekindergarten coordinator will be the primary contact in a district for the services of this project.

Prekindergarten children with disabilities include children served in the following ESE programs:

- Speech and Language Impaired
- Developmental Delay
- Mentally Handicapped
- Visually Impaired
- Deaf and Hard-of-Hearing
- Physically Impaired
- Emotionally Handicapped
- Specific Learning Disabilities
- Dual Sensory Impaired
- Autism

Secondary recipients of the technical assistance system will be administrators, teachers, and service providers, in both public school and contracted community-based settings, serving prekindergarten children with disabilities and their families. These recipients may also include principals, student services coordinators, Head Start disabilities services coordinators, school psychologists, social workers, family and parent liaisons, and private child care providers.

Children with disabilities ages three through five and their families will benefit from the technical assistance system. While they are the primary beneficiaries, other children not meeting this eligibility category may receive “incidental benefit” because of the intent to facilitate inclusive services and expand the utilization of community-based settings. Additionally, other beneficiaries may include other specialized technical assistance groups, statewide projects, or early childhood initiatives.

**Eligible Applicants**

Public and private universities and community colleges located in Florida.

Preferred qualifications for the project manager and staff have

- extensive, hands-on experience with prekindergarten children with disabilities;
- expertise within the five priority areas of program evaluation, student assessment and evaluation, curriculum and instruction, inclusion, and transition;
- knowledge of research and best practices in serving prekindergarten children with disabilities, especially within the five priority areas;
- experience and understanding of local education agencies and their prekindergarten programs and services in Florida;
- familiarity with the extensive network of projects and resources available to prekindergarten programs in Florida;
- experience in the provision of technical assistance, training, and staff development;

	<ul style="list-style-type: none"> <li>• experience coordinating projects in multiple sites;</li> <li>• experience in meeting the diverse needs of school districts in the state;</li> <li>• strong communication and fiscal management skills;</li> <li>• ability to travel frequently throughout the state; and,</li> <li>• ability to provide services on a twelve-month basis.</li> </ul>
<b>Total Funding Amount</b>	For the initial year, project funding will not exceed \$650,000. In subsequent years, an increased funding level is anticipated based on full implementation of the project. Funding is subject to availability and continued federal appropriation.
<b>Range of Awards</b>	Not applicable to this project. A single award will be made.
<b>Program Period</b>	The project is expected to begin by March 1, 2004, and continue through December 31, 2004.
<b>Budget Period</b>	The budget period corresponds to the program period. Please see the information noted above.
<b>Additional Years of Funding, if Known to be Available</b>	Not applicable to this project.
<b>Funding Method</b>	Federal funds are distributed using the Federal Cash Advance Request System to state universities and community colleges by electronic fund transfer for disbursements. Expenditures for projects funded by federal cash advance are to be reported as they occur until the 20th of each month, using the On-Line Disbursement Reporting System. Private universities or colleges must submit the DOE 399 form, Project Disbursement Report, for reimbursement of expenses incurred.
<b>Local Match</b>	Not applicable to this project.
<b>Application Due Date</b>	<b>On or before 5:00 p.m. January 23, 2004.</b> This deadline refers to receipt of the proposal by the Florida Department of Education (DOE). The postmarked date is not used to determine date of receipt.
<b>Notice of Intent to Apply</b>	The deadline date to notify the program contact person (Cathy Bishop) of intent-to-apply is <b>on or before Friday, December 19, 2003.</b> When notifying the contact person regarding the intent-to-apply, include an 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 that file an intent-to-apply are not required to apply.
<b>Contact Person</b>	<b>Program Issues:</b> Cathy Bishop, Program Specialist, 850/ 245-0478; Suncom: 205-0478; Fax: 850/ 245-0955; E-mail: <a href="mailto:Cathy.Bishop@fldoe.org">Cathy.Bishop@fldoe.org</a> <b>Technical/Fiscal Issues:</b> Kay Arnold Caster, Program Specialist, 850/ 245-0479; Suncom: 205-0479; Fax: 850/ 245-9957; E-mail: <a href="mailto:Kay.Caster@fldoe.org">Kay.Caster@fldoe.org</a>
<b>Delivery Address</b>	Bureau of Grants Management, Unit C Florida Department of Education 325 West Gaines Street Turlington Building, Room 325 Tallahassee, Florida 32399-0400 (Phone: 850/ 245-0498)

**Conditions for Acceptance and Required Attachments**

All applications submitted to the DOE by the application due date must include the following completed items:

- **Project Application Form** (DOE 100A) – This form must include an original signature of the university or community college president. An application signed by an official other than the president must include a letter signed by the president, or documentation citing action of the governing body delegating authority to the person to sign on behalf of the president.
- **Budget Narrative Form** (DOE 101) – Provide a specific description for each type of expenditure and the budget amount requested for each line item with a subtotal or grand total at the bottom of the budget pages.
- **Additional Assurances (All Projects)** – This page specifies the applicant's adherence to additional project requirements. These assurances must be submitted without modification as part of the completed application document. Applications submitted without this page will not be recommended for funding. Adherence to assurances is subject to monitoring by the DOE/BISCS.
- **Additional Assurances (This Project)** – This page specifies the applicant's adherence to additional requirements unique to this project. These assurances must be submitted without modification as part of the completed application document. Applications submitted without this page will not be recommended for funding. Adherence to assurances is subject to monitoring by the DOE/BISCS.
- **Project Narrative** (see section Project Narrative)

Additionally, the following items are required from private institutions of higher learning only:

- **General Assurances for Participation in State or Federal Programs** – (see section General Terms, Assurances and Conditions for Participation in Federal and State Programs)
- Copy of the organization's current budget
- List of its Board of Directors
- Copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state, if available

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

The DOE has 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 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.

To receive funding, applicants must have on file with the DOE, 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 in section D of the DOE document, *Project Application and Amendment Procedures for Federal and State Programs* (Green Book), which can be accessed at <http://www.firn.edu/doe/comptroller/pdf/section-d.pdf>. A hard copy is available upon request.

School Districts, Community Colleges, Universities and State Agencies: The certification of adherence filed with the DOE 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; and does not need to be resubmitted with this

## State Requirements

application.

Private Colleges, Community-based Organizations, and Other Agencies: Applicants must submit with the application the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based organizations, and other non-public agencies must also submit copies of the organization's current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state.

### A. Introduction

To receive IDEA, Part B, Section 619 Preschool funds, Florida agrees to provide services to prekindergarten children with disabilities and their families. To utilize these resources,

- school districts need to develop services and programs within their district;
- services (e.g. evaluation, specially designed instruction and related services, and transition services) need to be available and accessible for children with disabilities and their families in all communities; and,
- services need to be available in a variety of natural settings so the least restrictive environment is available to the child and family.

The DOE has a long history of supporting projects that enhance statewide services to prekindergarten children with disabilities. The Preschool Evaluation and Assessment Project (PEAP) was established to increase functional, authentic, transdisciplinary evaluation and assessment for children birth to age 5, with an emphasis on age 3 transitions. The Sequenced Transition to Education in the Public Schools (STEPS) project was established to develop an interagency, systematic, statewide approach to improved transition for children birth to 5 at the community level. The Florida Birth-to-Kindergarten Collaboration Project was established to support the common goals of the IDEA, Part C, Section 631, Early Intervention Program and the school district prekindergarten disabilities program in developing a coordinated, family-centered system of services for infants and young children with disabilities, birth to age 5.

Despite these efforts, a comparison of Florida's data on placement of prekindergarten children with disabilities in settings primarily designed to serve "typical children" to national data indicates that Florida has significantly fewer opportunities for such placements than many states. These data support our need to focus attention on expanding opportunities for providing services in inclusive settings.

Additionally, a recent survey of school district prekindergarten ESE coordinators, conducted by the University of Central Florida for the DOE/BISCS, revealed that respondents identified training, staff development, and assistance in creating inclusive settings as their primary needs. Lastly, anecdotal feedback and informal "reports from the field" support a need on the part of districts for a systematic approach to technical assistance.

Critical concerns for school districts in providing services to prekindergarten children with disabilities include

- a need to evaluate services and programs and seek quality improvements;
- assistance with the application of current research, policy, and best practice to services for young children with disabilities and their families, including ways to promote the acquisition of language and early literacy skills;
- a need to learn from other's successes and not work in isolation on common issues

- related to developing and/or implementing services and programs; and,
- a need to identify and resolve critical challenges common across districts that hinder policy and/or service development or implementation.

Therefore, to ensure attainment of Florida's state improvement goals and address district needs, a coordinated technical assistance system is needed to respond to district requests for technical support in the provision of services to young children with disabilities and their families.

In summary, a statewide technical assistance system is needed to

- support the requirements of IDEA;
- support the State Improvement Plan, Goal 5;
- address statewide needs identified through data analysis and observation; and
- support districts and other providers in the provision of quality services to young children.

### **B. State Improvement Plan Goals**

The Technical Assistance System for Programs Serving Prekindergarten Children with Disabilities project will assist in furthering the following State Improvement Goals:

- **Goal 3:** Sufficient numbers of qualified personnel will be available to provide effective instructional and related services to students with disabilities.
- **Goal 4:** School, family, and community partnerships will support positive outcomes for students with disabilities.
- **Goal 5:** Young children with disabilities will have increased access to and participation in natural learning environments and will enter school ready to learn.

### **C. Outcomes**

In meeting the goals and objectives of the Technical Assistance System for Programs Serving Prekindergarten Children with Disabilities project, the outcomes are indicated by the following:

- Hire or contract **staff** with expertise in the five priority areas and with capabilities to serve the entire State of Florida.
- Within the first sixty days, **convene a meeting** of the coordinators of prekindergarten programs for children with disabilities and establish a list serve group for the coordinators. Work directly with the coordinators to establish a way of work and meet regularly with them to develop and maintain the technical assistance system.
- Establish an **Advisory Committee**. Select and convene an Advisory Committee meeting with staff within the first six months. The Advisory Committee must consider representation from: State Advisory Committee (SAC) for the Education of Exceptional Students; parents of children with disabilities; Florida Diagnostic and Learning Resources System (FDLRS); Florida Children's Forum; Florida Partnership for School Readiness; Sequenced Transition to Education in the Public Schools (STEPS) Project; Institute for Small and Rural Districts (ISRDC); Florida Inclusion Network (FIN); Comprehensive System of Personnel Development (CSPD) Project; Positive Behavioral Support (PBS) Project; IDEA, Part C, Infants and Toddlers Early Intervention Program; and Head Start.
- Establish a **Calendar** for the activities of this project correlated with the calendars of related federal and state projects and initiatives.

- In collaboration with the National Early Childhood Technical Assistance Center (NECTAC) and BISCS, and using information gathered from the University of Central Florida survey, conduct an **Assessment of Needs and Resources**.
  - **Conduct an assessment of resources** in the statewide system of projects and services available for technical assistance to district prekindergarten coordinators and programs.
  - **Conduct an assessment of needs** comparatively across school districts in Florida. Produce baseline of information on comparative district needs and resources relative to desired outcomes for prekindergarten programs and services. Focus the assessment in the five priority areas. Facilitate participation from the numerous projects and initiatives available to prekindergarten programs, deeply involving the coordinators of prekindergarten programs for children with disabilities and the Advisory Committee in the design, execution, and reporting of the results. Ensure parent and family involvement in the assessment and the development of the baseline information.
- Produce **Directories and/or Inventories** determined useful in the Assessment of Needs and Resources such as, but not limited to: best practices in Florida, national research-based resources, and curriculum, evaluation, and assessments currently used in Florida.
- In collaboration with NECTAC and BISCS, develop a **State Technical Assistance Action Plan** based on a conceptual framework and the results of the Assessment of Needs and Resources. In consultation with the Advisory Committee and the coordinators of prekindergarten programs for children with disabilities, address opportunities for leveraging statewide resources and methods for offering assistance to all districts in the state.
- Develop a **Technical Assistance (TA) Marketing Plan** with a one to three year timeframe. This must include multiple contact and communication strategies for recipients and beneficiaries. Initiate activities in the plan and disseminate information about the TA system. Present at the Administrators' Management Meeting in the fall of 2004 and other venues determined appropriate in consultation with Bureau staff.
- Develop a **Technical Assistance Evaluation Plan** based on immediate, intermediate, and long-term outcomes. Initiate evaluation activities. Include plans for annual updating of the baseline information collected in the initial Assessment of Needs and Resources.
- Design an **Approach to Technical Assistance Provision to Districts** that establishes how to contact school districts, conduct a local needs assessment, set priorities, develop a district technical assistance plan, implement appropriate strategies for technical assistance, track and follow-up activities, and evaluate technical assistance services and outcomes. The **Approach to Technical Assistance** should be planned in advance, tested, refined through implementation, and documented in writing. This document should be continuously refined and updated.
- Develop, initiate, and internally evaluate at least three **District Technical Assistance Action Plans**.
- Identify and analyze **Emerging Issues** related to district and state implementation of IDEA and/or challenges faced by families of young children with disabilities. With the BISCS, determine strategies for addressing emerging issues. Within the first year, the project must visit all the districts and make direct contact with primary recipients in their districts. This may be done in conjunction with the Assessment of Needs and Resources, the marketing activities, or other tasks.

#### **D. Evaluation Measures and Criteria**

The Technical Assistance System for Programs Serving Prekindergarten Children with

Disabilities project will measure accomplishments by the following evaluation requirements:

- **Initial Data:** The needs assessment or baseline data and the timelines for collecting the initial data.
- **Identified Activities:** The priority activities that were identified based on the needs assessment results or baseline data.
- **Intermediate Outcomes:** The short-term, concrete, measurable results of implementing an activity. For example, for each activity, what are the demographic data for the participants or recipients (type of personnel, number of participants, school districts represented, etc.); what were the participants' responses to the activity (training evaluations, ratings, etc.); what are the product data (number of products disseminated, hits on a web site, etc.).
- **Implementation and Utilization:** The actual implementation or use of content received through an activity. For example, what facilitated the implementation of the activity? What impeded the implementation of the activity? What changes need to be made to facilitate effective implementation? Are the training, services, and/or products used by the participants? If not, why not? What factors contributed to the use of the training, services and/or product? What factors detracted from the use of the training and/or product? What factors will support the use of the training, services, and/or product?
- **Impact:** The systemic changes or long-term effects that result from the implementation of the activities.

#### **E. Products/Training**

The Technical Assistance System for Programs Serving Prekindergarten Children with Disabilities project will contribute to training activities by the following:

- Through hands-on technical assistance with districts, identify gaps in resources or training available in Florida.
- Link resources and training available in the state with district and program needs.
- Select nationally recognized resources or training which may be piloted in a district.
- Develop customized training necessary for the effective implementation of IDEA, Part B, Preschool Programs in Florida.

The project will develop the following products:

- **Calendar** of technical assistance activities correlated with related federal and state projects and initiatives.
- **State Assessment of Needs and Resources** for technical assistance to IDEA, Part B, programs.
- **Directories and/or Inventories** determined useful in the Assessment of Needs and Resources.
- **State Technical Assistance Action Plan** based on a conceptual framework and the results of needs assessments.
- **Technical Assistance Marketing Plan** with a one to three year timeframe.
- **Web Site** for Florida's IDEA, Part B, Prekindergarten Programs for Children with Disabilities.
- **Technical Assistance Evaluation Plan** based on immediate, intermediate, and long-term outcomes.
- **Approach to Technical Assistance Provision to Districts** in collaboration with selected districts.



- **District Technical Assistance Action Plans** in at least three districts.
- **Emerging Issues Paper** related to district and state implementation of IDEA and/or challenges faced by families of young children with disabilities.

#### **F. Reporting Requirements for Training**

Data reflecting training activities will be maintained and kept current in the BISCs Discretionary Projects Training Database throughout the year. All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation and transmission of the database. The database will be accessible to the BISCs upon request and will be transmitted in the manner and timeframe requested. The Bureau contact for management of the database is Rachael Spanjer who can be contacted at 850/922-3731 or by E-mail at [spanjer\\_r@popmail.firn.edu](mailto:spanjer_r@popmail.firn.edu).

#### **G. Coordinated or Related Initiatives/Activities**

The Technical Assistance System for Programs Serving Prekindergarten Children with Disabilities project will coordinate with other projects and initiatives, including, but not limited to:

##### Bureau Projects

- Florida Diagnostic and Learning Resources System (FDLRS)
- FDLRS Specialized centers provide services for specific populations statewide
  - Assistive Technology Educational Network (ATEN) Regional Centers
  - Florida Instructional Materials Center for the Visually Impaired (FIMC) Resource Materials Center for the Hearing Impaired (RMCHI)
  - Instructional Technology Training Resource Unit (FDLRS/Tech)
- Children's Registry and Information System (CHRIS)
- Sequenced Transition to Education in the Public Schools (STEPS) Project
- Institute for Small and Rural Districts (ISRD)
- Florida Inclusion Network (FIN)
- Comprehensive System of Personnel Development (CSPD) Project
- Positive Behavioral Support (PBS) Project

##### Other projects and Initiatives

- IDEA, Part C, Infants and Toddlers Early Intervention Program
- Florida School for the Deaf and the Blind
- Head Start
- Universal Prekindergarten
- Florida Partnership for School Readiness

Applicants must submit and **original and four copies** of the completed application. One of the five copies submitted must bear an original signature. It is recommended that the signature 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**. The project narrative must be prepared using a **12-point font size, 1" margins, and single-sided typed 8.5 x 11-inch sized pages**. Applications should be assembled with the required attachments first, and the project narrative in the same order as described in the following section. A checklist is attached to this document to assist applicants in ensuring that all required components have been addressed.

#### **Technical/Format Requirements**

## Project Narrative

As a courtesy to reviewers in helping them score the proposal, please use the same reference numbers for the narrative sections noted below. The maximum achievable score appears at the end of the description of each section.

1. **Project Abstract** – In 200 words or less, summarize project objectives, activities, and expected outcomes. Documentation should include the source of needs assessment data, key activities related to the implementation of the outcomes of the project, and specific indicators of progress. (maximum score achievable: 1)
2. **Participation and Coordination** – Describe, in both manner and extent, how the project proposes to meet the following requirements for participation and coordination, as described in State Requirements, Section G. Letters of support from cooperating agencies should be attached at the end of the proposal. (maximum score achievable: 15)
  - Reasonable opportunities were provided for the participation by teachers, parents, representatives of community-based services providers, and other interested agencies, organizations, and individuals in the design, development, operation, and evaluation of the project.
  - Coordination of the project with other activities takes place.
  - The relationship of the project to the reading initiative, specifically, Just Read, Florida! and Early Reading First grantees in the state; and the kinds of support and linkages the proposed project will provide.
3. **Project Design** – Describe the proposed theoretical approach to be used by the project. Include the following information. (maximum score achievable: 18)
  - In no more than 500 words, describe your theoretical and philosophical approach to early childhood special education.
  - In no more than 250 words, describe your theoretical and philosophical approach to technical assistance.
  - In no more than 250 words, describe how this foundation and your existing program capabilities support meeting project outcomes, including any of the Additional Assurances for this project.
4. **Project Implementation/Target Populations** – Describe project objectives, activities, timelines, and target populations. A description of how information about the project will be disseminated and marketed to the appropriate populations must also be included. (maximum score achievable: 24)
5. **Comprehensive System Of Personnel Development** – Describe how the project will collaborate with the comprehensive system of personnel development. The description should reflect how linkages will be made to existing resources and training opportunities. The project's approach to training should reflect how the training will be customized to be responsive to unique district needs. (maximum score achievable: 9)
6. **Project Products** – For each product to be developed either in full or part under the auspices of this project (see State Requirements, Section E), or for which development was initiated under a prior year project, provide a title, description, and a statement of status (e.g., new, in draft form, or being field-tested). Outline the plan for evaluation, field-test, or validation of the product and the plan for dissemination including the target population and method of distribution. Specify whether the target population is within the local service region or statewide. Provide timelines for completion of an initial draft and the distribution of the final product; specify the date when the product will be submitted for the DOE/BISCS content and policy review only if the product is intended for statewide dissemination. All product development activities must be undertaken in consideration of the following requirements: (maximum score achievable: 9)
  - Any proposed product development activity must be described in the original

application or subsequent program amendment and is subject to prior approval from the DOE.

- To ensure consistency with local policies and procedures, products developed or adapted for use only in the local project service region must be reviewed and approved by appropriate district personnel prior to any dissemination.

**7. Project Evaluation** – Describe both quantitative and qualitative strategies that will be used to determine the project’s initial data, identified activities, intermediate outcomes, implementation and utilization, and impact (see State Requirements, Section D). (maximum achievable score: 6)

**8. Project Resources (Budget) Description** – (maximum achievable score: 6)

- Existing physical, material, and personnel resources, to be contributed by the applicant or other entity, which will directly support project implementation.
- The overall plan and rationale for the allocation of funds within the budget and a specific description of how the fiscal and material resources will be used in a cost-effective manner to support project implementation.
- Steps for coordinating with other statewide resources and with staff of the DOE/BISCS. These might include products and services available through state agencies, other funded projects, and national organizations.

**9. Project Resources (Personnel)** – Provide information regarding all personnel who will be employed by the project, and other key personnel who will make significant contributions to the implementation of the project. (maximum achievable score: 12)

- *Project Staffing Plan* – Describe the staff organization plan for the project, including line and staff relationships with existing programs and other district staff. Specify by position the personnel who have administrative responsibility for this project.
- *Personnel Projections* – List by position title all personnel, including contracted personnel, to be employed by this project. If there are key personnel making significant contributions to the implementation of the project who are not employed by the project (e.g., a project director or evaluation personnel), these persons should also be listed by position title. The amount of time to be spent on project activities should be stated as a portion of a full-time equivalent (FTE) for a specific amount of time (e.g., .5 FTE for 12 months, 1.0 FTE for 3 weeks, or 2 FTE for 10 months each). Specify whether or not each will be paid out of project funds. For each person to be employed by the project (including those providing services under a contract), state the responsibilities of the proposed position and the required qualifications. For key personnel not employed by the project, describe the proposed contributions to project implementation.

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

Response to frequently asked questions will be emailed to those entities that have filed an intent-to-apply. **The last date that questions will be answered is Friday, January 16, 2004.**

**Method of Selection**

The BISCS will establish a committee of reviewers that will include, but not be limited to; bureau staff members; selected coordinators of school district programs for children with disabilities; selected member(s) including parent representation from the State Advisory Committee for the Education of Exceptional Students; selected representatives from related bureau projects such as CSPD, FDLRS, and the ISRD; and representatives of other agencies. The technical review of all proposals received will include a review of submitted forms for appropriate signatures, a review of budget to determine accuracy of computation, and a review to ensure receipt of all required assurances.

## Implementation Requirements

All 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*. The Green Book may be found at <http://www.firn.edu/doe/bin00007/gbook.htm>.

## Fiscal Requirements

- IDEA regulations require compliance with the “maintenance of effort” regulation (34 CFR 300.231) by ensuring that the level of general revenue expenditures for the education of children with disabilities is not reduced below the level of those expenditures for the preceding fiscal year. The intent of this requirement is to ensure that funds are being used to increase state and local efforts and not used to replace them. This is also known as the “nonsupplanting requirement” prohibiting the replacement of state and local funds with IDEA, Part B funds on an aggregated basis.
- Indirect costs shall only apply to federal projects. State universities and state community colleges must comply with Section 216.346, Florida Statutes, which states “in any contract between state agencies, including any contract involving the Division of Colleges and Universities or the Division of Community Colleges, the agency receiving the contract or grant moneys shall charge no more than five percent (5%) of the total cost of the contract or grant for overhead or indirect costs or any other costs not required for the payment of direct costs.” Private universities or colleges must furnish to the Comptroller’s Office a copy of their current negotiated indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from zero to the maximum negotiated rate may be approved for a program or project by the DOE Comptroller. Restrictions to the amount or percentage that can be charged to a project’s administration which may include indirect costs will be specified in the approved project award notification or amendment approval where applicable.
- Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted practice of the fiscal agent and approved by a responsible official(s) of the agent.
- Non-allowable expenditures include refreshments (food or beverages) and entertainment.
- The project recipient must submit a complete DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

## Scoring Criteria

The scoring criteria for each section of the project narrative are described below. The reviewer will score each section based on the maximum possible points for each section. The total number of points attainable is 100. In order to receive funding, a proposal must attain a minimum of 70% of the available points, or 70.

- 1. Project Abstract (Maximum score achievable: 1)** The abstract clearly summarizes the objectives, activities and expected outcomes.
- 2. Project Participation/Coordination (Maximum score achievable: 15)**
  - a. Appropriateness of opportunities for participation by teachers, parents, and community-based providers.
  - b. Knowledge of and linkages with **BISCS projects** are evident (namely, FDLRS, CHRIS, STEPS, ISRD, FIN, PBS, and CSPD).
  - c. Knowledge of and linkages with **other initiatives** are evident (namely, IDEA Part C, Florida School for Deaf and Blind, Head Start, Universal Prekindergarten, and School Readiness).
  - d. Clear description of how the project will support and link to **Just Read, Florida!** and federally funded **Early Reading First** grantees.
  - e. Clear description of **cooperating agency** involvement with letters of support attached.

3. **Project Design (Maximum score achievable: 18)**
  - a. **Theoretical and philosophical approach** to early childhood education is developmental, research-based, and clear.
  - b. **Theoretical and philosophical approach** to technical assistance is developmental, research-based, and clear.
  - c. Clear understanding of the **project outcomes** and how to meet the requirements established.
  - d. Emphasis on **initial, developmental steps** for establishing an effective technical assistance system.
  - e. Effective use of **program capabilities and unique resources** of sponsoring institution.
  - f. Appropriate use of **high technology and automated systems**.
4. **Project Implementation/Target Population (Maximum score achievable: 24)**
  - a. Clarity of **project objectives** for statewide technical assistance.
  - b. Developmental appropriateness of **project stages** and realistic pacing of **project timelines**.
  - c. Timeliness of **mobilization** of staffing and activities.
  - d. Clarity of the role and utility of the **advisory committee**.
  - e. Realistic mechanisms for **close collaboration with BISCs and NECTAC**.
  - f. Adequate resources and attention given to **visiting all districts**.
  - g. Adequate plan to **disseminate and market information** about the project to appropriate populations.
  - h. Clear description of **target population**.
  - i. Command of **policy issues and challenges** related to implementation of
  - j. IDEA.
  - k. Activities described have potential for producing **benefit for children and families**.
5. **Comprehensive System of Personnel Development (Maximum score achievable: 9)**
  - a. Description of how the project will collaborate with **CSPD** is clear.
  - b. Evidence of links to **existing resources and training opportunities** in the state.
  - c. Flexibility of approach to **in-service training** to respond to district and program needs.
  - d. Adequate **research base** for in-service training.
6. **Project Products (Maximum score achievable: 9)**
  - a. Adequate provision for **specific product development** (namely, Calendar, State Assessment of Needs and Resources, State Technical Assistance Action Plan, State Technical Assistance Marketing Plan, Technical Assistance Evaluation Plan, Web Site, Approach to Technical Assistance Provision to Districts, and Emerging Issues Paper).
  - b. Utility of **directories and/or inventories** for the assessment of needs and resources.
  - c. Realistic pacing for **District Technical Assistance Actions Plans** with an outcome of least three district plans.
7. **Project Evaluation And Follow-Up (Maximum score achievable: 6)**
  - a. Clearly stated **program evaluation plan** including quantitative and qualitative measures.

- b. Quality of **evaluation measures** to determine success of the program and to encourage improvements in subsequent programs.
  - c. Adequacy and usefulness of **follow-up activities** in determining if goals of the program have made an impact on district programs, placement in natural settings, and student outcomes.
- 8. Project Budget (Maximum score achievable: 6)**
- a. Clear **budget and expenditures**.
  - b. Appropriateness of **budget** for the program design.
- 9. Program Personnel (Maximum score achievable: 12)**
- a. Preferred **project manager qualifications**.
  - b. Satisfactory **staff qualifications** for establishing a sustainable statewide technical assistance system. (Grant Overview, Eligible Applicants)
  - c. Flexibility of **consultant networks** for responding to district and program needs.
  - d. Clarity and appropriateness of **staff organization plan** for program design and statewide coverage.
  - e. Effective **staff composition** to address the five priority areas.

**Attachments**

- Checklist
- Project Application Form (DOE 100A)
- Budget Narrative Form (DOE 101)
- Additional Assurances (All Projects)
- Additional Assurances (This Project)

# Technical Assistance System for Programs Serving Prekindergarten Children with Disabilities

## Proposal Checklist

This checklist may be used to review the proposal for completeness.

Proposal	Section	Page Number
<b>Required Forms (All Applicants)</b>	Project Application Form (DOE 100A) with original signature of the university or community college president. If signed by an authorized official other than the president, official letter or document stating such authority is included.	
	Completed Budget Narrative Form (DOE 101)	
	Additional Assurances (All Projects)	
	Additional Assurances (This Project)	
<b>Required Forms (Private Institutions of Higher Education Only)</b>	Original signature of certification by the university or community college president to the General Assurances for Participation in State or Federal Programs	
	Copy of organization's current budget	
	List of Board of Directors	
	Copy of most recent annual audit report prepared by an independent certified public accountant licensed in this state, if available	
<b>Project Narrative</b>	Project Abstract	
	Participation and Coordination	
	Project Design	
	Project Implementation/Target Populations	
	Comprehensive System of Personnel Development	
	Project Products	
	Project Evaluation	
	Project Resources (Project Budget)	
	Project Resources (Personnel)	
	<b>Other Requirements</b>	Letters of Support Attached
12-point font size used for document		N/A
1" margins used for document		N/A
Document is unbound		N/A
	8.5 x 11 paper used for document	N/A

## Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
  - B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
  - C.** Enter the total amount of funds requested for this project.
  - D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
  - E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.



# FLORIDA DEPARTMENT OF EDUCATION

## Project Application

**TAPS Number**  
**4C081**

<b>Please return to:</b> Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498	<b>A) Program Name:</b>  <b>Technical Assistance System for Programs                  Serving Prekindergarten Children with                  Disabilities</b>	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b>		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  \$ _____  <div style="text-align: center; background-color: #e0e0e0; padding: 5px;"><b>DOE USE ONLY</b></div> <b>Total Approved Project:</b>  \$ _____	<b>D) a) Applicant Contact Information</b>	
	Contact Name: _____	Mailing Address: _____
	Telephone Number: _____	SunCom Number: _____
	Fax Number: _____	E-mail Address: _____
<b>i) CERTIFICATION</b>		
<p>I, _____, <i>(Please Type Name)</i> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
<p><b>E)</b> _____                  Signature of Agency Head</p>		



# DOE 101 Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

**A.** Enter Name of Eligible Recipient.

## (DOE USE ONLY)

### COLUMN 1 - OBJECT:

**SCHOOL DISTRICTS:** Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**COMMUNITY COLLEGES:** Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

**UNIVERSITIES AND STATE AGENCIES:** Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

**OTHER AGENCIES:** Use the object codes as required in the agency's expenditure chart of accounts.

### COLUMN 2 – ALL APPLICANTS:

**ACCOUNT TITLE:** Use the account title that applies to the object code listed in accordance with the agency's accounting system.

**NARRATIVE:** Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

### COLUMN 3 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

**FTE** - Indicate the Full Time Equivalent (FTE based on a 40 hour workweek) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (40) for the position into the actual work hours to be funded by the project.

### COLUMN 4

**AMOUNT** - Provide the budget amount requested for each object code.

**TOTAL** - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

A) \_\_\_\_\_  
 B) Name of Eligible Recipient: \_\_\_\_\_  
 \_\_\_\_\_  
 Project Number: (DOE USE ONLY)

<b>TAPS Number</b> <b>4C081</b>
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**FLORIDA DEPARTMENT OF EDUCATION  
 BUDGET NARRATIVE FORM**

(1) OBJECT	(2) ACCOUNT TITLE AND NARRATIVE	(3) FTE POSITION	(4) AMOUNT
<b>C) TOTAL</b>			<b>\$</b>



## **ADDITIONAL ASSURANCES (ALL PROJECTS)**

**Fiscal Agency:** (Name of the Florida public or private university or community college)

Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BISCS. Upon termination of the project, at the option of the DOE/BISCS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BISCS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BISCS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in “Guidelines for Project Publications,” available from the BISCS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BISCS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BISCS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Arlene Duncan, Supervisor, Clearinghouse Information Center at 850/ 245-0477; or E-mail: [Arlene.Duncan@fldoe.org](mailto:Arlene.Duncan@fldoe.org).
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BISCS.

## **ADDITIONAL ASSURANCES (THIS PROJECT)**

**Fiscal Agency:** (Name of the Florida public or private university or community college)

Submission of this application hereby assures that the applicant will implement the project consistent with the following requirements:

- Assurance is hereby provided that the project has the capacity to mobilize expertise in the five priority areas—program evaluation, student assessment and evaluation, curriculum and instruction, inclusion, and transition.
- Assurance is hereby provided that the project has the capacity to collect, analyze, manage, and report data effectively.
- Assurance is hereby provided that the project has the capacity to mobilize and fully dedicate the project coordinator and staff, on-call consultants or resource persons with appropriate educational degrees and certifications to the activities of the project.
- Assurance is hereby provided that the project has the capacity to reach out to all areas of the state.
- Assurance is hereby provided that the project has the capacity to house project staff and equipment.
- Assurance is hereby provided that the project has capacity to provide space on a server to dedicate to the project.
- Assurance is hereby provided that the project fiscal agent is prepared to support multiple sites/districts committed to being a significant, ongoing resource to programs for prekindergarten children with disabilities in Florida.
- Assurance is hereby provided that IDEA, Part B, Preschool projects will not be used to support activities for other populations. Project funds may only be used to support technical assistance and support services that relate to serving preschool children with disabilities ages three through five years. Funds may be used to support collaboration and related activities that support transition of infants and toddlers with disabilities identified through the Part C, Early Intervention Program to the Part B, Preschool Program.
- Assurance is hereby provided that all project staff will be allowed to travel to participate in region and statewide activities necessary for the implementation of project activities.
- Assurance is hereby provided that staff hired through the fiscal agent may be assigned to sites and provided office facilities throughout the state where necessary to support the activities of the project.