

Florida Department of Education

**GOVERNOR'S SUMMER
PROGRAM**

SUMMER 2005

PROPOSAL INSTRUCTIONS

**Florida Department of Education
Tallahassee, Florida 32399-0400**



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Grants

I. Grant Overview

Division / Office	K-12 Education, Bureau of Exceptional Education and Student Services
Title	Governor's Summer Program
Specific Funding Authority	State: 2004-05 General Appropriations Act
Funding Purpose	The purpose of this project is to provide an opportunity for outstanding middle school and high school gifted and high-achieving students to participate in and use the resources of the universities and colleges in the state of Florida.
Target Population	Institutions of higher education, public or private, may submit proposals to provide day or residential summer programs for gifted and high-achieving students. Each program must be designed for students entering grades 8-12 for the 2005-06 school year. A program may serve students across all of these grades or may focus on students in a narrower range of grades who have common instructional needs.
Eligible Applicants	Public or private institutions of higher education in Florida
Application Due Date	Applications must be received by the Florida Department of Education (DOE) by the close of the business day on November 5, 2004 . The deadline refers to receipt by DOE and not a postmarked date.
Delivery Address	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
Contact Person(s)	Program Issues: Donnajo Smith, 850/245-0478; Suncom: 205-0478; Fax: 850/245-0955; E-mail: Donnajo.Smith@fldoe.org Technical/Fiscal Issues: Kay Arnold Caster, 850/245-0509; Suncom: 205-0509; Fax: 850/245-5036; E-mail: Kay.Caster@fldoe.org
Total Funding Amount	\$215,575.00
Range of Awards	No more than \$25,000.00 awarded per project

Budget Period	April 1, 2005 through September 30, 2005
Project Period	April 1, 2005 through September 30, 2005
Additional Years of Funding	This is a discretionary competitive award with proposals requested on an annual basis.
Funding Method	Full payment to be made upon approval of application, prior to June 30, 2005. Funding amounts are subject to change based on the legislative approval of general revenue appropriations and the Governor's signature of approval on the Legislative Appropriations Act. Funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.
Local Match	Applicants are required to show a minimum of \$5,000.00 in matching and/or in-kind funds.

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 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, applicants 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 may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

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; and does not need to be resubmitted with this application.

Private Colleges, Community-based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must submit 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. These items must be submitted prior to the issuance of a project award.

Conditions for Acceptance

Applicants must submit a proposal by the application due date that includes:

- **Project Application Form** (DOE 100A) – This form, which must be signed by the agency head, should be the cover or first page of your project proposal. The agency head is the university or community college president. Proposals signed by officials other than the appropriate agency head must include a letter signed by the appropriate agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.
- **Budget Narrative Form** (DOE 101) – Budget forms should be completed and assembled next. Each budget page should be labeled with the project title, name of the appropriate fund

source, and a subtotal or grand total at the bottom of the budget pages for each fund source. Provide a specific description for each type of expenditures and the budget amount requested for each line item.

- **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 proposal document. Proposals submitted without this page will not be recommended for funding. Adherence to assurances is subject to monitoring by the DOE/BISCS.
- **Private Colleges, Community-based Organizations, and Other Agencies** – Applicants from private colleges and universities must submit with the proposal the certification page signed by the agency head certifying adherence to the general terms, assurances, and conditions as stated in the DOE document, *General Terms, Assurances, and Conditions for Participation in Federal and State Programs*. Applicants 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 Florida.
- **Project Narrative** – The narrative description, in the order cited in Narrative Requirements below, must be provided.

An optional appendix at the end of the proposal packet.

Required forms DOE 100A and DOE 101 can also be found in electronic format at the website, <http://www.firn.edu/doe/comptroller/gbook.htm>.

Technical / Format Requirements

Applicants must submit **one original and four copies** of the completed proposal. The original must bear an original signature. It is recommended that the signature be made in an ink color other than black to help reviewers determine the original signature copy. The original and copies may be stapled, but no other binding will be acceptable.

The project proposal must consist of the required forms and the narrative description as explained in Narrative Requirements. The project narrative should be prepared using a 12-point font size, 1” margins, and single-sided typed 8.5 x 11-inch sized pages. *As a courtesy to reviewers in helping them score your proposal, proposals should be assembled in the same order as described in Narrative Requirements.* Pages should be numbered. Consider including a Table of Contents.

Funding Priorities

Not applicable

Narrative Requirements

Applicant is required to submit the packet by the specified due date in this order, to follow the required pages listed in Conditions for Acceptance:

A. Abstract –Summarize your program features in 100 words or less. Specify the program title, day or residential program, number of students and grade level(s) targeted, beginning and ending dates for the program, project highlights, student costs, and options for dual enrollment or college credit. Information about programs selected for 2005 Governor’s Summer Program will be sent to all Florida school districts to encourage the participation of outstanding secondary students from all of the state’s 67 school districts.

B. Rationale and Program Design (21 points)

1. Rationale for Program – Describe the rationale for offering the proposed program. What particular needs of gifted and high achieving students is this program designed to meet? How will this program provide opportunities for advanced levels of achievement? What learning experiences and instructional resources not currently available in the education programs of participating students will be provided?

2. Program Design – Describe the intent of the project in meeting the specified outcomes, including any general or special conditions, needs assessment activities, and existing program capabilities.

a. Identify the particular academic strengths and unique resources of the sponsoring institution. In what ways will this program use those strengths and unique resources?

b. Include a description of the physical facilities, equipment, and educational materials to be used in the program.

c. Specify provisions for student use of high technology and automated systems. Provide a description of the use of existing resources in the implementation of this program.

d. Identify cooperating agencies and clearly describe their cooperation and involvement in the activities proposed under this proposal. Attach letters of commitment as appropriate.

e. List the measurable goals and objectives for the students. What knowledge, skills, and abilities do you expect students to acquire by the end of the program?

f. What is the relationship of the project to the reading initiative, specifically, Just Read, Florida!? What kinds of support will the proposed project provide?

C. Program Implementation (30 points)

1. Program objectives – Each proposal must cite the program goals and objectives and describe the general strategies to be used in accomplishing them. Potential strategies include, but are not limited to:

a. investigation of a significant problem or issue;

b. expansion of program options available to gifted students;

c. offering an opportunity for a program that is different from the regular curriculum, such as with a faster pace or greater complexity;

d. identification of goals and objectives for the students participating in the project, including knowledge, skills, and abilities students are expected to acquire by the end of the program.

2. Program content – Specify the curriculum content to be addressed in the project. What will be taught? Explain how it is appropriate for gifted and high-achieving students. Specify the priority curriculum area and content to be included: Mathematics, Science, Humanities, Arts, or Social Science. References to appropriate literature and Sunshine State Standards may be used to justify curriculum.

3. Timelines – Describe the instructional outline and schedule of the program with as much detail as possible. Provide a proposed project timeline. Specify the dates when students arrive and leave. Identify the number of program days and hours per day. Attaching an outline of the planned instructional time in a daily plan, calendar, timeline, or syllabus will meet this requirement.

4. Activities and Learning Experiences – Specify the activities (including support for Florida Assistance Plus, training, product development, and evaluation strategies) and learning experiences that will be carried out to accomplish the objectives for the project.

5. Instructional Strategies – Discuss the general instructional strategies to be used. How will the content be taught? Explain how the proposed program will reflect curriculum design modifications. The discussion may focus on techniques the teacher will be using in instruction of the students. Examples of the approach may be included. Provide such instructional activities as laboratory research, distance learning opportunities, field trips, seminars, cooperative groups, or discovery learning. Learning activities designed for gifted and high achieving students should incorporate the following modifications:

a. Authentic tasks: Educators should look beyond the classroom to the roles students will play when they leave school to become workers, parents, and citizens. Performing these roles as they learn will enable students to see the connections between what they learn in class to the world outside of school.

b. Authentic environments: As students are working on problems, they should be encouraged to do some of their investigations in as authentic a context as possible.

c. Multidisciplinary approaches: Using broad concepts, issues, and themes as organizers, traditional content areas such as Mathematics, Science, Language Arts, or Social Science should enable students to find solutions to problems or issues being studied.

d. Use of technology: In order for students to become information managers and effective communicators, they will have to become skilled in using technology. In addition, students must understand the proposals of technology for use in their learning.

e. Process skills: Students must learn process skills such as research skills, cooperative learning, conflict resolution, and problem solving strategies in order to work effectively at home, on the job, and in the community.

f. Student reflections/metacognition: Students should be involved in consciously planning, monitoring, and assessing their learning; and need time to reflect on their learning and see connections, how different disciplines interrelate, and how their learning relates to what happens outside of school and what they will do later in life.

g. Student Products: Describe how students will show evidence of their learning. How will students demonstrate and apply new skills? What products/performances will be developed? Examples may include, but are not limited to, models, lab reports, essays, exams, performances, poems, videotapes, diagrams, or portfolios.

6. Supplemental Services – Provide a brief description of ancillary or supportive service, such as for counseling and individual tutoring, assistance in registration, campus orientation, and recreation activities, as appropriate to the target population. Include the specific nature of

such services, the cooperating agencies providing the services, and the financial and administrative responsibility for the services.

7. Specify the **provisions for housing**, if applicable, including the facilities to be used and the number and type of personnel provided for students requiring a residential program. For residential programs, be sure to address evening and weekend activities, if applicable.

D. Student Population (15 points)

1. **Student Population** – Describe the **target student population**. Specify the following:

- a. Number of students to be served
- b. Grade level(s) of students to be served
- c. Student application deadline and notification date
- d. Whether students may participate for more than one year

Participation is limited to gifted and high-achieving secondary students who are entering grades 8-12 and who have not graduated from high school. These students must have demonstrated outstanding academic achievement or be identified as gifted in accordance with Rule 6A-6.03019, FAC., which states that a student is eligible for special instructional programs for the gifted if the student meets the following criteria:

- a. The student demonstrates a need for a special program; a majority of characteristics of gifted students according to a standard scale or checklist; superior intellectual development as measured by an IQ of two standard deviations or more above the mean on an individually administered standardized test of intelligence, OR
- b. The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. The determination of eligibility is based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity.

2. **Student Selection Criteria** – A minimum of three items must be used to select students for program participation. Selection may be based on items such as verification of meeting state criteria for gifted, scores on nationally normed achievement tests, grades, courses completed, teacher or school recommendations, interviews, essays, past awards, or accomplishments. Selection criteria should be appropriate to the program offered.

3. **Strategies for Recruitment** – Identify the specific strategies that will be used to recruit students for the program including dissemination of information and timelines. Describe the methods to be used to disseminate information about the project to appropriate populations. Consider contacting school district administrators, gifted coordinators (or other persons responsible for gifted/high-achievers programs), ESE directors, middle school and high school principals, curriculum coordinators, guidance counselors, and superintendents to help disseminate information. Also consider newspaper ads, radio spots, brochures, etc.

4. **Participation of Students Traditionally Underrepresented in Gifted Programs** – Strategies must address participation of students from groups that are traditionally underrepresented in programs for gifted and high-achieving students. Underrepresented groups are defined as those who are limited in English proficiency or those who are from low socio-economic status households. Describe strategies that will be used to attract and recruit members of this target student population.

5. Transportation – Describe the transportation plan to ensure access to the program for students from rural areas.

E. Program Personnel (9 points)

1. Staff Qualifications: Describe all program personnel regardless of the source of funding for salaries or contracts.

- a. Program Responsibility: identify primary program responsibility (e.g. instructor, chaperone, coordinator, etc.)
- b. If a particular person has been recruited for a specific position, without naming the person, provide the following information: highest degree earned, current position held, current employer, and prior experiences with gifted and high-achieving students.

2. Staff Organizational Plan: Briefly describe or diagram the staff organizational plan including all personnel (by position) who will have supervisory, administrative, or instructional responsibility for the program.

3. Staff Orientation Plan: Describe the procedures to ensure that personnel receive appropriate staff development and orientation for the education of gifted and high-achieving students in the proposed program.

F. Program Evaluation and Follow-Up (12 points)

1. Program Evaluation – Describe both quantitative and qualitative strategies that will be used to measure the accomplishment of project goals and objectives.

2. Project Outcomes – Information may include anticipated systemic changes or effects resulting from implementation of project activities and goals.

- a. Describe the evaluation procedures, both quantitative and qualitative, which will determine the success or impact of the program, accomplishment of project goals and objectives, and to make improvements in subsequent programs.
- b. Describe plans for sharing evaluation results (surveys, program materials, and/or audio/ videotape, etc.) in your report. Provide samples of evaluation instruments if appropriate.

3. Student Evaluation Measures and Criteria – Applicants should describe provisions for direct assessment of student academic performance using objective and subjective measures using the following evaluation requirements:

- a. Each student participating in the Governor’s Summer Program, 2005 must complete the Student Program Evaluation Form at the end of the program (See Attachments).
- b. A summary of students’ forms must be submitted to the DOE by the sponsoring institution.

4. Follow-up Strategies – How will you ensure that real learning has taken place? Describe the plans for follow-up during the 2005-06 school year to determine if the goals of the program have made an impact on the students and any revisions for future programs. Plans may include such items as a survey, narrative, focus group, or questionnaire.

G. Program Budget (9 points)

1. Budget Narrative: Describe the total budget for the proposed program. What expenses will program funds support? What other financial support has been secured, including funding support from the sponsoring institution, cooperating agencies, other grants, and student fees? Note that institutions are required to show a minimum of \$5,000.00 in matching funds. These funds may be from the sponsoring institution, school districts, cooperating agencies,

institutions, foundations, and/or businesses. In-kind contributions may be used to meet the matching requirements. **Tuition paid by students may not be considered as part of the matching fund requirements.** Attach letters of support verifying intent to make the contributions available for support of the program.

2. Student Costs: Specify student costs including tuition, room and board, and other costs. Describe the number of **scholarships** to be provided, the approximate amount of each scholarship, and the basis for awarding scholarships. Scholarships may not be included as an additional cost. **Programs offering dual enrollment credit may not charge any costs to students.**

H. Overall Program Design (4 points)

Describe the way the program offers an innovative approach that appears to offer gifted and high ability students a highly effective program.

Appendix -An optional appendix may be added at the back of the application to include verification of assertions made in the proposal, explanatory maps, photographs, and illustrations. Note: If this program has been previously funded, please attach copies of the most recent Basic Program Data forms and Student Program Evaluation summary in the Appendix.

Scoring Criteria

Reviewer's Rating Sheets (see Attachments) provide the scoring criteria.

Fiscal 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*. These procedures and documents can be accessed on-line at <http://www.firn.edu/doe/comptroller/gbook.htm>.
- The DOE, upon completion of the project, may reclaim equipment purchased with Governor's Summer Program funds.
- The Governor's Summer Program funds are to be used for provision of instruction and special services only. No expenditures are allowed for food, social, or promotional activities, or materials such as tee shirts, certificates, social events, group photographs, refreshments, plaques, and with certain exceptions for residential programs meals.
- Student application or audition fees are not allowed.
- Indirect costs may not be charged to the Governor's Summer Program budget.
- General Revenue funds will be paid in full upon project approval, prior to the end of the fiscal year (June 30, 2005). All project recipients must submit a complete DOE 399 form, Final Project Disbursement Report, and any unexpended funds must be returned via a check, to the DOE Comptroller's Office by the date specified on the DOE 200 form, Project Award Notification.

Method of Answering Frequently Asked Questions or Providing Changes or Addenda

Any questions, changes in dates, clarifications or addenda to the Request for Proposals will be addressed via e- mail contact to all who file an intent-to-apply. **The last date that questions will be answered is October 26, 2004.**

Notice of Intent to Apply

The deadline to notify the program contact person of intent to apply is October 22, 2004.

Notification may be done via e-mail at Donnajo.Smith@fldoe.org. Providing an intent to apply notice 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 applicants who file an intent to apply are not required to apply.

Method of Selection

Proposals will be subject to technical review by the Department of Education and content review by a committee representing district programs, university personnel, and personnel familiar with the special needs of gifted and high achieving students.

Program proposals will be evaluated and recommended for funding based on

- the criteria included in the Reviewer's Rating Sheet (attached);
- the geographic distribution of programs across the State;
- the accessibility to students from small/rural districts;
- the inclusion of strategies to recruit students who are traditionally underrepresented in gifted and high-achieving programs;
- first-time submission of at least one new program to be funded regardless of region; and
- the timely receipt of evaluation data from previously funded Governor's Summer programs. Applicants funded in prior years must have met the terms and conditions of prior grants to be recommended for funding for the 2005 Governor's Summer Program.

It is anticipated that applicants will be notified of the review outcomes during March 2005.

Implementation Requirements

Requirements are as specified in this packet.

Reporting Outcomes

- **Financial Report:** General revenue discretionary project recipients must submit to the DOE Comptroller's Office a Final Project Summary and Disbursement Report, (DOE 399) by the date specified on the DOE 200 form, Project Award Notification.

- **Program Report:** Submission of the Basic Program Data Form and Student Program Evaluation Form summary is required. These forms are attached in the proposal instructions packet. Evaluations are due by **September 30, 2005**. Submit the Program Evaluation Form summary and the Basic Data Form to:

ESE Program Development and Services/Governor's Summer Program
Bureau of Instructional Support and Community Services
Florida Department of Education
325 West Gaines Street
Turlington Building, Room 614
Tallahassee, FL 32399-0400

Attachments to the RFP

- Project Application Form (DOE 100A) and instructions (Pages 13-14)
- Budget Narrative Form (DOE 101) and instructions (Page 15-16)
- Additional Assurances - All Projects (Page 17)
- Basic Program Data - Pages (18-19)
- Student Program Evaluation (Page 20)

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 proposal.
- 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

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498	A) Program Name: Governor's Summer Program Title:	<u>DOE USE ONLY</u> Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="border: 1px solid black;"/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">DOE USE ONLY</div> Total Approved Project: \$ _____	D) Applicant Contact Information	
	Contact Name: _____	Mailing Address: _____
	Telephone Number: _____	SunCom Number: _____
	Fax Number: _____	E-mail Address: _____
CERTIFICATION		
<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>		
E) _____ <div style="text-align: center;">Signature of Agency Head</div>		



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.

ADDITIONAL ASSURANCES - ALL PROJECTS

Fiscal Agency: (Name of Agency)

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

- Projects supported by federal and/or state funds must prioritize services provided, as appropriate, to lower performing Florida public schools as identified in the Florida Assistance Plus program. The project application must address how services provided by the project will target these schools.
- 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.
- 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.

**FLORIDA OF EDUCATION
K-12 EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

**Governor's Summer Program - 2005
*Basic Program Data***

Program Administration

Name of Program: _____

Dates of Program: _____ Amount of Funding: _____

Institution & Address:

Contact Person: _____

Phone & e-mail: _____

Student Information

- _____ 1. Number of students targeted in initial proposal.
- _____ 2. Total number of students enrolled in this program. If fewer students enrolled than were targeted, explain why.
- _____ 3. Number of applicants who were not accepted. **Major reason for not admitting applicants:**
- _____ 4. Number of residential students (students who were housed on campus during the program).
- _____ 5. Number of day students.
- _____ 6. Number of male students.
- _____ 7. Number of female students.
- _____ 8. Number of students from rural areas.
- _____ 9. Number of participants entering:
 - _____ 8th grade _____ 11th grade
 - _____ 9th grade _____ 12th grade
 - _____ 10th grade

- _____ 10. Total number of students.
- _____ 11. Racial/Ethnic Composition Number of Students
 White/non-Hispanic _____
 Black/non-Hispanic _____
 Hispanic _____
 Multiracial _____
 Asian-Pacific Islander _____
 American Indian/Alaskan Native _____
- _____ 12. Number of students who have been identified as gifted according to SBER 6A-6.03019, FAC.
- _____ 13. What method was used to verify eligibility of gifted students included in #12?
- _____ 14. Number of students receiving scholarships.
- _____ 15. Amount of tuition, fees, and other program expenses charged to each student. (Please explain.)
- _____ 16. List counties represented by participating students.
- | County | Number of Students |
|--------|--------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

This is to verify that the above information is accurate and true.

Signature: _____ Date: _____
 Title: _____

Note: Each program participating in the Governor's Summer Program 2005 must complete this form. The sponsoring institution must submit this form and a summary of this data to the Florida Department of Education by **September 30, 2005**.

**FLORIDA DEPARTMENT OF EDUCATION
K-12 EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

Governor's Summer Program - 2005

Student Program Evaluation

Instructions to students: Place an X on the appropriate line to indicate the degree to which you agree or disagree with each statement.

- SA - Strongly Agree
- MA - Mildly Agree
- N - Neither Agree or Disagree
- MD - Mildly Disagree
- SD - Strongly Disagree

1. The instruction provided through this program was far more advanced, accelerated and/or complex than the instruction currently available in my school.

___ SA ___ MA ___ N ___ MD ___ SD

2. The topics of study, types of learning experiences, and resources available to me were different from those offered in my school.

___ SA ___ MA ___ N ___ MD ___ SD

3. The academic experiences were a good match for my interests and a challenge to my abilities.

___ SA ___ MA ___ N ___ MD ___ SD

4. The opportunity to interact with students of similar interests and abilities in both academic and non-academic settings contributed to the value of this program for me.

___ SA ___ MA ___ N ___ MD ___ SD

5. I would recommend that a student similar to myself participate in this program if it is offered again.

___ SA ___ MA ___ N ___ MD ___ SD

Note: Each student participating in the Governor's Summer Program 2005 must complete this form. The sponsoring institution must submit this form and a summary of this data to the Florida Department of Education by **September 30, 2005**.

**FLORIDA DEPARTMENT OF EDUCATION
K-12 EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES
GOVERNOR'S SUMMER PROGRAM - 2005
REVIEWER'S RATING SHEET**

Title: _____
Applicant: _____ DOE Geographic Region: _____
Prior Funding: Yes No
Priority Curriculum Area: mathematics science humanities arts social science

Reviewer: _____ Date: _____

A. Program Abstract and Cooperative Efforts

Circle Yes or No for each criterion (indicating whether or not the criterion is present in the proposal).
Circle N/A if the item is not applicable.

Yes	No	N/A	Program abstract provided (100 words or less) with all required information.
Yes	No	N/A	Program addresses one or more of the following areas: mathematics, science, humanities, arts, and/or social science.
Yes	No	N/A	Program integrates curriculum design modifications.
Yes	No	N/A	Program addresses the needs of students residing in small or rural districts.
Yes	No	N/A	Program addresses students traditionally underrepresented in gifted and high-achieving programs.
Yes	No	N/A	Target student population meets GSP requirements.
Yes	No	N/A	Students earning dual enrollment credit do not incur any costs.
Yes	No	N/A	Matching fund sources are described (minimum of \$5000.00).
Yes	No	N/A	Prior program evaluation forms are attached (will not consider program if missing).

Please be sure that rating points are assigned for each criterion and that comments are provided to support the ratings.

Rate each project application criteria on a scale of 0-3 using these guidelines for scoring:

3 (highly evident) 2 (apparent) 1 (minimally addressed) 0 (not evident)

B. RATIONALE and PROGRAM DESIGN – 21 points

- 3 2 1 0 **Rationale** identifies the specific needs of gifted and high-achieving students the program is designed to meet.
- 3 2 1 0 **Rationale** clearly describes opportunities for advanced levels of achievement.
- 3 2 1 0 Emphasis is clearly on **learning experiences and instructional resources** not typically available in secondary schools of participating students.
- 3 2 1 0 Evidence of effective use of **academic strengths and unique resources** of sponsoring institution.
- 3 2 1 0 Appropriate use of **high technology and automated systems**.
- 3 2 1 0 Clear description of **cooperating agency** involvement with letters of commitment as appropriate are attached.
- 3 2 1 0 Appropriateness of **goals and objectives** for meeting needs of gifted and high achieving secondary students.

Total score for Program Design _____ (21 maximum)

Program Design Strengths:

Program Design Weaknesses:

C. PROGRAM IMPLEMENTATION 30 points

- 3 2 1 0 Evident **links** between program, goals and objectives, and curriculum design modifications.
- 3 2 1 0 Appropriateness of **curriculum content** for gifted and high-achieving students.
- 3 2 1 0 **Timeline** is realistic and outlines intended instruction.
- 3 2 1 0 **Activities and learning experiences** are aligned to accomplish the objectives of the project.
- 3 2 1 0 Appropriateness of **teaching strategies** for gifted and high-achieving students.
- 3 2 1 0 Clear description and appropriateness of **instructional strategies** that evidence teaching with high level thinking skills.
- 3 2 1 0 Clear description and appropriateness of **learning activities**.
- 3 2 1 0 Appropriateness of **student products** for meaningful demonstration of learning.

3 2 1 0 Clear description and appropriate **instructional outline**.

3 2 1 0 Clear description of **supplemental services**.

Total score for Program Implementation _____ (30 maximum)

Program Implementation Strengths:

Program Implementation Weaknesses:

D. STUDENT POPULATION 15 points

3 2 1 0 Provides a clear description of **target student population**.

3 2 1 0 Describes high quality and appropriate **student selection criteria**, with a minimum of 3 criteria for selection.

3 2 1 0 Effective strategies for **recruitment** and methods of disseminating information.

3 2 1 0 Strategies to ensure **participation** of students from traditionally under-represented groups are explained clearly.

3 2 1 0 Daily **transportation** plan is addressed and is appropriate for program.

Total score for Student Population _____ (15 maximum)

Student Population Strengths:

Student Population Weaknesses:

E. PROGRAM PERSONNEL 9 points

3 2 1 0 Identifies appropriate **staff qualifications** for working with identified student population.

3 2 1 0 Clarity and appropriateness of **staff organization plan** suits program design and curriculum focus.

3 2 1 0 Effective **staff orientation plan** which addresses the needs of gifted and high achieving students.

Total score for Program Personnel _____ (9 maximum)

Program Personnel Strengths:

Program Personnel Weaknesses:

F. PROGRAM EVALUATION AND FOLLOW-UP 12 points

- 3 2 1 0 Clearly stated **program evaluation plan** including quantitative and qualitative measures.
- 3 2 1 0 **Project outcomes** reflect measurable project activities and goals.
- 3 2 1 0 Quality of **evaluation measures** to determine success of the program and to encourage improvements in subsequent programs.
- 3 2 1 0 Adequacy and usefulness of **follow-up activities** in determining if goals of the program have made an impact on students.

Total score for Program Evaluation and Follow-up _____ (12 maximum)

Program Evaluation and Follow-up Strengths:

Program Evaluation and Follow-up Weaknesses:

G. PROGRAM BUDGET - 9 points

- 3 2 1 0 **Budget and expenditures** are clearly explained and reasonable.
- 3 2 1 0 Appropriateness of **budget** for the program design.
- 3 2 1 0 Clear description of student costs with indication of **scholarship** amount and basis for awards, if any, or rationale for not needing them.

Total score for Program Budget _____ (9 maximum)

Program Budget Strengths:

Program Budget Weaknesses:

H. OVERALL PROGRAM DESIGN 4 points

4 3 2 1 0

Overall quality of the project indicates an innovative approach that appears to offer a highly effective program.

Total score for Overall Program Design _____ (4 maximum)

General Project Strengths:

General Project Weaknesses:

Total point scoring:

B. Rationale and Program Design 21 points _____

C. Program Implementation 30 points _____

D. Student Population 15 points _____

E. Program Personnel 9 points _____

F. Program Evaluation and Follow-up 12 points _____

G. Program Budget 9 points _____

H. Overall Program Design 4 points _____

Overall Rating Points (Add numerical ratings for criteria listed above). _____/100