



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Grants

Bureau/Office	K-12 Education, Bureau of Instructional Support and Community Services (BISCS)
Title	Challenge Grant Collaborative Curriculum Project
Specific Funding Authority	State Appropriations: General Appropriations Act, Line Item #110
Funding Purpose	The purpose of the project is to enhance the academic performance of students who are gifted through the innovative redesign of instruction and collaboration to develop greater knowledge and intellectual skills through challenging activities. Twenty percent of the funds will be allocated to recommended applicants from the thirty-three districts that participate in the Institute for Small and Rural Districts (ISRD) Project.
Target Population	Florida public schools serving students who are gifted. Twenty percent of the funds will be allocated to recommended applicants from the thirty-three districts that participate in the Institute for Small and Rural Districts (ISRD) project.
Eligible Applicants	Florida public school districts may each submit up to five applications.
Application Due Date	Complete applications must be received by the Florida Department of Education (DOE) by the close-of-business on or before January 21, 2005. This date refers to receipt by DOE and not a postmarked date. Facsimile (faxed) copies or electronic mail (e-mail) proposals will not be accepted.
Delivery Address	Bureau of Grant Management, Unit C Florida Department of Education Turlington Building, Room 325 325 W. Gaines Street Tallahassee, Florida 32399-0400 850/245-0498
Contact Person(s)	Program: Donnajo Smith, 850/245-0478; Suncom: 205-0478; Fax: 850/245-0955; E-mail: Donnajo.Smith@fldoe.org . Technical/Fiscal: Kay Arnold Caster, 850/245-0509; Suncom: 205-0509; Fax: 850/245-5036; E-mail: Kay.Caster@fldoe.org .
Total Funding Amount	\$100,000.00
Range of Awards	No more than \$10,000 awarded per project.
Budget Period	April 1, 2005 through June 30, 2006
Additional Years of Funding	This is a discretionary competitive award awarded annually.
Funding Method	Full payment to be made upon approval of application, prior to June 30, 2005.
Local Match	Not required

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

The Florida 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 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 at <http://info.fldoe.org/dscgi/ds.py/Get/File-1268/GrnBookSectionD.pdf>.

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 application.

Conditions for Acceptance

To be considered, applicants must submit a proposal by the application due date that includes:

A. Project Application Form DOE 100A should be the cover or first page of your project application. Identify the fund source(s) with the correct DOE tracking number in the upper right corner of this page. Complete the sections for the name of the project, name and address of the agency submitting the application, contact information for the project, and the total funds requested for each fund source. The certification section must be an original signature by the head of the agency, which is the school district superintendent. 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. It is recommended the original be signed in an ink other than black to distinguish it from the copies.

B. DOE Budget Narrative Form DOE 101 should be next. 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. Identify the fund source(s) with the correct DOE tracking number in the upper right corner of this page.

C. 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.

Note: These forms are attached to the RFP. Forms DOE 100A and DOE 101 can also be found in electronic format at the website, <http://www.firn.edu/doe/commhome/granhome.htm>.

- The narrative descriptive, in the order cited in Narrative Requirements, should follow the required pages.
- An optional appendix may be placed at the end of the proposal packet.

Technical / Format Requirements

A. Applicant must submit one **original and four copies** of a project proposal that consists of the required forms and narrative. The **DOE 100A Project Application Form** must have an original authorized signature by the school district superintendent. If the DOE 100A is signed by an official other than the superintendent, the application 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. Also, the application must include the DOE 101 Budget Narrative Form, any required supplemental forms, and all program and fiscal information specified in the RFP instructions.

B. The narrative must be prepared using a 12-point font, 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 below. Pages should be numbered and it is recommended to include a Table of Contents.

Narrative Requirements

A. Project Abstract – Summarize your program in 100 words or less, stating the name of the program, the project intent and expected outcomes. Identify whether this is a school or district proposal. The abstract should be free from abbreviations, acronyms, and organization-specific terminology. Indicate whether this project previously received Challenge Grant funds. Include the grade level and number of gifted and non-gifted students to be served. This summary should consist of clear, concise statements that can be used by the DOE for a number of purposes.

B. Rationale and Program Design (32 points): Describe the theoretical approach of the project to meet the specified outcomes. Provide a clear description of how this project will address particular needs of gifted students as well as provide opportunities for an innovative redesign of instruction and advanced levels of student achievement.

1. Rationale for the Program – Describe how the school or district is currently serving gifted students. Describe the rationale for offering the proposed program. What particular needs of gifted 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 how the proposed program will be structured and how it facilitates an innovative redesign of instruction.

a. Cite the goals and objectives intended for focus. What will students be expected to accomplish in terms of new knowledge, skills, and abilities?

b. Cite the primary Sunshine State Standards that will be addressed in this project.

c. What particular curriculum content is to be addressed? What will be taught? Explain how this curriculum is appropriate for the needs of gifted learners. Address how the curriculum will be sensitive to cultural diversity.

d. What is the relationship of the project to the reading initiative, specifically, Just Read, Florida!?

e. Provide a realistic timeline with an instructional outline to indicate ability to implement the project.

C. Program Implementation and Collaboration (28 points): Clearly describe the strategies to be used in accomplishing the project goals and objectives. Include the general strategies to be used toward accomplishment of the project goals and objectives. Explain how the intended instructional methodology is appropriate for gifted learners. Provide examples of project activities and specific strategies that will lead to student achievement. Clearly justify any special facilities, equipment, and/or materials required for implementation. Describe, and provide evidence of support for the proposed collaboration.

1. Program Implementation – Describe the plan for implementing the project including:

- a. project objectives,
- b. activities (including support for Florida Assistance Plus),
- c. timelines, and
- d. target population(s).

2. Collaboration – Describe the nature of the collaboration, specifically how the collaborators will work together in a joint intellectual effort. Provide evidence that the collaboration will enhance the academic achievement of the gifted students.

- a. Do not list names of people, but rather their titles or categories (e.g., Professor of Anthropology, the primary students at Kennedy School, etc.). Attach letters of support or commitment as appropriate in the appendix.
- b. Provide a brief description of ancillary or supportive services used to implement the project, as appropriate. Include the specific nature of such services, rationale for the services, the cooperating agencies providing the services, and the financial and administrative responsibility for the services. These supportive services might be provided by, but are not limited to, media specialists, technology specialists, Florida Diagnostic and Learning Resources System (FDLRS) staff, etc.

D. Student Population and Personnel (8 points): Describe the student population intended as participants and information about all personnel who will be employed by the project or who will make significant contributions.

1. Student Population –Clearly describe the students, by age and/or grade who will be taking part in the project. Identify the number of gifted and non-gifted and the proposed impact the project will have beyond what might be available in a general education classroom or in the current program.

2. Personnel Describe the staff organization for the project, including staff relationships with existing programs and other district staff.

- a. Specify by position the personnel who will have administrative responsibility for this project. List by position title all personnel to be employed by the project or to play a significant role.
- b. Describe the qualifications of key personnel.
- c. 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 each will be paid out of project funds.
- d. For each person employed by the project (including those providing services under a contract), state the responsibilities of the proposed position and required qualifications. For key personnel not employed by the project, describe the proposed contributions to project implementation.

E. Project Evaluation (12 points): Describe the provisions for assessment strategies and criteria using quantitative and qualitative measures for the measurable evaluation of the stated objectives and assessment of student academic performance.

1. Student Evaluation – Discuss plans for frequent and on-going evaluation of student academic performance as evidence of academic growth and accomplishment of the program goals and objectives. Objective and subjective measures should be clearly described. How will performance data be used for making project changes and addressing changes in students' educational programs?

2. Identify the methods of **project evaluation** to determine the success of the program. What data will be collected and compiled to determine the accomplishment of the project?

3. What methods will you use to **disseminate information** about the project to appropriate populations? Describe any plans to share the results with other groups at workshops, meetings, conferences, or posting information on the World Wide Web.

4. Note: Project coordinators must complete a written narrative about the project (see Reporting Outcomes).

F. Project Resources (12 points): Describe the resources for the project, including facilities, equipment, and supplies.

1. Include the overall plan and rationale for the allocation of funds within the budget and a specific description of how the fiscal and materials resources will be used in a cost-effective manner to support project implementation.

2. Describe the physical facilities, equipment, and educational materials to be used in the program. Special facilities might include, but not be limited to, science labs, or off-campus facilities. Specify provisions for student use of high technology and automated systems as appropriate. Provide a description of the use of existing physical, material, and personnel resources in the implementation of this project. Provide justification for any capital outlay item to be purchased through the project as identified in the budget.

3. Discuss any plans to continue the project activities beyond the funding period.

G. Overall Program Design (8 points): Summarize and provide a general overview of the intent of the project.

1. Briefly discuss how the project addresses the stated purposes of the Challenge Grant Collaborative Curriculum Project.

2. Provide a brief summative review of how the project intends to ensure equal access for all participants with a focus on the priorities of the funding purpose.

H. Appendix – An optional appendix may include verification of assertions made in the proposal, explanatory maps, photographs, and illustrations. Include in the appendix any letters of support, or any information or materials related to prior programs.

Scoring Criteria

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

Fiscal Requirements

A. 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>.

B. Upon completion of the project, the DOE, may reclaim equipment purchased with Challenge Grant Collaborative Curriculum funds.

C. The Challenge Grant Collaborative Curriculum funds are intended primarily for curriculum development, instructional planning, and the implementation of redesigned, innovative curriculum. Funds may also be used for professional development and instructional resources not currently provided by the school district that are necessary to meet instructional objectives. No expenditures are allowed for food, social, or promotional activities, or materials such as tee shirts, certificates, social events, group photographs, refreshments, or plaques.

D. Indirect costs may not be charged to the Challenge Grant Collaborative Curriculum budget.

E. General Revenue funds will be paid out 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 to all applicants filing an intent to apply. **The last date questions will be answered is January 11, 2005.**

Notice of Intent to Apply

The deadline date to notify the contact person of intent to apply is January 7, 2005. 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 DOE and content review by a committee representing school district programs and the special needs of gifted students. It is anticipated that applicants will be notified of the review outcomes before or during May, 2005. Program proposals will be evaluated and recommended for funding based on:

- Criteria included in the Reviewer's Rating Sheet (see Attachments);
- A geographic distribution across the state;
- An allocation of 20% to applicants from the ISRD as described in Target Population on page 1.

Implementation Requirements

Requirements are as specified in this application packet.

Reporting Outcomes

A. 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 form, Project Award Notification (DOE 200).

B. Grantee must send at least one person to a meeting to review the expectations for evaluation and dissemination. It will be beneficial to send the person responsible for compiling the narrative and arranging for dissemination. Funds may be directed to cover the cost of travel and housing for one contact person to attend the mandatory one day state meeting to review project evaluation guidelines as described in the application packet.

C. Dissemination must include a written narrative about the project for inclusion in a DOE publication geared to practitioners. It may also include additional printed materials, informational workshops, or meetings, information on the World Wide Web, or presentations at state and area conferences or school faculty meetings. **By June 30, 2006**, project coordinators must complete and submit the written narrative using the format provided in the application packet, which will include a project evaluation.

Attachments to the RFP

- Project Application Form (DOE 100A)
- Budget Narrative Form (DOE 101)
- Additional Assurances – All Projects
- Reviewer's Rating Sheets
- Project Summary

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
5C044

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: Challenge Grant Collaborative Curriculum Project Title: District:	<p style="text-align: center;"><i>DOE USE ONLY</i></p> 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: _____
<p>CERTIFICATION</p> <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>E) _____ 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.

ADDITIONAL ASSURANCES - ALL PROJECTS

Fiscal Agency: (name of school district)

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 Department of Education
K-12 Education
Bureau of Instructional Support and Community Services
Challenge Grants for the Gifted
Collaborative Curriculum Projects**

Reviewer Rating Sheet

Applicant: _____

Project Title: _____

DOE Geographic Region: _____ ISRD member: yes no

Reviewer: _____

Project Overview

Circle Yes or No for each criterion indicating presence in the application.

Yes No The project targets gifted students.

Yes No All required forms are included.

Yes No The abstract adequately summarizes the project objectives, activities, and expected outcomes.

Yes No The project and collaboration enhance instruction and academic performance of gifted students.

Yes No The project introduces new information, skills, talents, and perspectives for gifted students.

Yes No The school or district applicant has been funded in the last 2 years.

Rate each application criterion below. Please reference these guidelines for assigning a score:
4 (outstanding) 3 (above average) 2 (apparent) 1 (minimally addressed) 0 (not apparent))

B. RATIONALE and PROGRAM DESIGN– Theoretical approach of the project in meeting the specified outcomes. A clear narrative for offering the proposed program addresses particular needs of gifted students as well as opportunities for advanced levels of achievement.

4 3 2 1 0 Strong **rationale** provided for the project justifying the proposed learning experiences.

- 4 3 2 1 0 Clearly states the **proposed theoretical approach** intended, with alignment to needs assessment and justification for the specified program as compared with current programs.
- 4 3 2 1 0 **Curriculum content** is appropriate for gifted students, either with a faster pace, greater complexity, or alternative strategies.
- 4 3 2 1 0 Project facilitates an innovative **redesign of instruction**.
- 4 3 2 1 0 **Goals and objectives** clearly state the knowledge, skills, and abilities students are expected to acquire by the end of the program, including the reading initiative.
- 4 3 2 1 0 **Strategies** are likely to achieve program goals and objectives.
- 4 3 2 1 0 Goals and objectives are clearly aligned with the Sunshine State Standards.
- 4 3 2 1 0 **Timeline** is realistic with sufficient evidence of applicant's ability to implement the project.

Total score for Program Design _____ (32 maximum)

Project Design Strengths:

Project Design Weaknesses:

C. PROGRAM IMPLEMENTATION and COLLABORATION – Project objectives are clearly stated with descriptions of the strategies to be used in accomplishing the project goals. The proposed collaboration is clearly described, with evidence of support.

- 4 3 2 1 0 **Project strategies** describe investigation of significant issue(s) or activities to ensure academic progress and higher student achievement.
- 4 3 2 1 0 **Project activities** are clearly defined to lead to accomplishment of project goals and objectives.
- 4 3 2 1 0 **Instructional methodology** is appropriate for gifted students.
- 4 3 2 1 0 There is clear justification for **special facilities, equipment, and materials**.
- 4 3 2 1 0 Clear rationale is provided for the **collaborative services**.
- 4 3 2 1 0 **Collaboration** clearly supports the academic achievement of gifted students.

Collaboration is defined by The American Heritage Dictionary (1985, 2nd edition) as working together in a joint intellectual effort. This requires intellectual engagement beyond audience participation.

4 3 2 1 0 Clear description of **supportive services** is provided and justified.

Total score for Program Implementation _____ (32 maximum)

Project Implementation Strengths:

Project Implementation Weaknesses:

D. STUDENT POPULATION and PERSONNEL- Program participants are clearly described as well as personnel involved in the project.

4 3 2 1 0 Proposal clearly describes proposed impact on gifted students, identified by age and/or grade, with evidence of understanding the **target population**.

4 3 2 1 0 **Personnel** projections clearly address project staff qualifications and responsibilities, sufficient time to be spent on project activities, and funding source.

Total score for Student Population and Personnel _____ (8 maximum)

Student Population and Personnel Strengths:

Student Population and Personnel Weaknesses:

E. PROJECT EVALUATION – The evaluation plan clearly describes strategies and criteria using quantitative and/or qualitative measures for the measurable evaluation of stated objectives and assessment of student academic performance.

4 3 2 1 0 Proposal provides clear evidence of direct and frequent evaluation of **student academic performance** to keep project on course and evidence growth.

4 3 2 1 0 Evaluation evidences a clear connection to accomplishment of the **stated goals and objectives** aligned with **the overall impact** of the project and outcomes achieved.

4 3 2 1 0 Strategies are clearly intended **to determine the success of the program**. The plan for **sharing results** is clearly identified and significant.

Total score for Program Evaluation _____ (12 maximum)

Project Evaluation Strengths:

Project Evaluation Weaknesses:

F. PROJECT RESOURCES – The adequacy of resources is considered, including facilities, equipment, and supplies.

4 3 2 1 0 Describes an appropriate use of **existing resources**.

4 3 2 1 0 Proposal provides clear justification and description of the **allocation of funds**.

4 3 2 1 0 **Costs are reasonable** in relation to the objectives, design, and potential significance of proposed project.

Total score for Project Resources _____ (12 maximum)

Fiscal Requirements: Strengths:

Fiscal Requirements: Weaknesses:

G. OVERALL PROGRAM DESIGN – Summarizes and provides general overview of the proposed project.

4 3 2 1 Project effectively addresses the **purposes** of Challenge Grant: Collaborative Curriculum Projects.

4 3 2 1 **Overall quality** of the project’s intent with sufficient strategies to ensure equal access for participants with a unique and exceptional approach to the priorities of the competition.

Total score for Overall Program Design _____ (8 maximum)

Overall Program Design Strengths:

Overall Program Design Weaknesses:

TOTAL SUMMARY

Total score for Part B Rationale and Program Design (maximum 32) _____

Total score for Part C Program Implementation and Collaboration (maximum 28) _____

Total score for Part D Student Population and Personnel (maximum 8) _____

Total score for Part E Project Evaluation (maximum 12) _____

Total score for Part F Project Resources (maximum 12) _____

Total score for Part G Overall Program Design (maximum 8) _____

Overall rating points (Add numerical ratings for criteria listed above.) _____/100

**Challenge Grant for the Gifted
Collaborative Curriculum Projects
2005-06 Project Summary**

As stated in the Request for Proposals for the Collaborative Curriculum Projects Challenge Grant, each Project Coordinator must submit to the DOE a written narrative about the project. This narrative must describe the project components as outlined below, and will be included in a DOE publication for dissemination to Florida’s school districts. Please submit your project summary upon completion of the project but no later than **June 30, 2006**, to ESE Program Development and Services/Gifted Challenge Grants, Florida Department of Education, 614 Turlington Building, 325 W. Gaines Street, Tallahassee, FL 32399-0400.

School District: _____

Project Title: _____

Project Rationale & Goals

Project Implementation

- Program Content and Activities (What was taught? How was it taught? What learning experiences were provided? How was this a redesign of instruction?):

- Sunshine State Standards Addressed (List and cite specific Sunshine State Standards that were the **primary** focus of the project)

Nature of the Collaboration (Collaboration is defined by The American Heritage Dictionary [1985, 2nd edition] as working together in a joint intellectual effort. This requires intellectual engagement beyond audience participation. What were the collaborative activities? What was the purpose for the collaboration?):

- Participants (Who participated in the project?):

Participants	Number	Participants	Number
Gifted students		Gifted teachers	
General education students		General education teachers	
ESE students		ESE teachers	
Administrators		Parents	
Florida Assistance Plus participants		Other participants	
Community members		Total number of participants	

- **Student Population** (How many gifted students? At what grade level(s)? Other students?):
- **Personnel** (Describe the staff involved in the project):

Program Evaluation

- **Assessment of student performance** (**How** were students assessed? What were the assessment **results**? What was the impact on participants?):
- **Project evaluation** (**How** was the project evaluated? What were the evaluation **results**? Identify why or why not outcomes were achieved. Describe any continuation plan.):

Budget (What was the total program budget and how was it used?):

Contact Person:

Name:

Position:

Phone:

Address:

Fax:

E-mail: