



FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal/Application

Bureau/Office

Bureau of Grants Management/Office of No Child Left Behind

Project Title

Title II, Part A - Teachers and Principals Training and Recruiting Fund

Specific Funding Authority

Federal, No Child Left Behind Act, 2001, P. L. 107-110, CFDA 84.367A

Title II, Part A- Teacher and Principal Training and Recruiting Fund, Section 2103(a)

Funding Purpose

“Florida’s mission is to increase the proficiency of all students within one seamless, efficient system, their knowledge and skills through learning opportunities and research valued by students, parents and communities. Our goals are:

- Highest Student Achievement
- Seamless Articulation and Maximum Access
- Skilled Workforce and Economic Development
- Quality Efficient Services”

The general purpose is to provide entitlement projects to local educational agencies. The projects are intended to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. An additional purpose is to hold local educational agencies and schools accountable for improvements in student academic achievement. An appropriate use of the funds consistent with the purpose supporting statewide education reform efforts is to provide professional development on the components and implementation of Florida’s Continuous Improvement Model.

Support for Reading Initiative

Each applicant will describe how, through the implementation of the funding priorities, the reading needs of students will be addressed within each district that applies for these funds (see application form, item 17). A minimum of 10 percent of each applicant’s allocation must be focused on training and support of Florida’s reading initiative, Just Read, Florida!

Type of Award

Entitlement

Total Funding Amount

\$126,533,113 (preliminary)

Budget Period

Effective July 1, 2005 or date received in substantially approvable form, whichever is later, through June 30, 2006

Performance Period

Same as above

Target Population

Target populations include educators, administrators and staff.

Eligible Applicants

Local Educational Agencies (LEAs)

Application Due Date

Entitlement projects will be effective on the date received or July 1, 2005 whichever is later and will remain in effect through June 30, 2006. However, projects should be submitted as soon as possible and **not later than December 9th, 2005.**

Contact Person

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Assurances

Assurances specific to Title II, Part A are listed on page three of the LEA application, which is attached.

The Department of Education has developed and implemented a document entitled “General Terms, Assurances and Conditions for Participation in Federal and State Programs”, to comply with: 34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education; applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, and 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> (A hard copy is available upon request.)

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller’s Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

General Education Provisions Act (GEPA) – See page ten of the application

All applicants for federal funds must address the provision of Section 427 of the General Education Provisions Act (GEPA), enacted as part of the Improving America’s Schools Act, P.L. 103-382, 1994: This provision requires each school district to provide a description of the steps the school district proposes to take to ensure equitable access to, and participation in, its federal assisted program(s) for students, teachers, and other program beneficiaries with special needs; The provision allows applicants discretion in developing the required description(s); The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age; Section 427 is not intended to replace the requirements of civil rights statutes, but rather to ensure that, in designing programs, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the program and to achieve to high standards; and consistent with the program requirements and its approved application, an applicant may use the federal funds awarded it to eliminate barriers it identified.

Project Design

Allowable activities under Title II, Part A are on pages five and six. These activities are chosen by applicant based on a needs assessment described on page four of the LEA application.

The description of planned program activities, based on stated needs assessment are within pages seven through ten of the LEA application.

Strategic Imperatives:

1. Increase the Supply of Highly Effective Teachers
Every public school classroom is led by a highly effective teacher.
2. Set, Align and Apply Academic Curricular and Testing Standards
Every student progresses and advances to the next educational level based on proficiency.
3. Improve Student Rates of Learning
Every student is proficient on grade level in reading, writing, and mathematics.
4. Improve the Quality of Instructional Leadership
Every educational institution is led by a quality instructional leader.
5. Increase the Quantity and Improve the Quality of Education Options
Every student and parent has reasonable access to a choice of quality public or private education.
6. Align Workforce Education Programs with Skill Requirements of the New Economy
Every workforce education program graduate has competencies required to succeed in his or her field.
7. Align Financial Resources with Performance
All resources are allocated and used solely to improve student and institutional performance.
8. Coordinate Efforts to Improve Higher Student Learning
The State Board of Education and Board of Governors collaborate to provide world-class higher education opportunities.

Florida's Strategic Imperatives are congruent with the direction and intent of the No Child Left Behind statute; in particular, "Imperative 1: Increasing the supply of highly qualified K-12 instructors" and "Imperative 4: Improving the quality of school leadership at all levels." The federal and state requirements in this area support each other to focus objectives and funds.

The district must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. In addition, data must be presented to show how many teachers meet the Highly Qualified requirements of section 1119 of No Child Left Behind (NCLB), how many do not meet these requirements and how many are not yet required to meet the requirements but are in process. Districts shall demonstrate how the proposed activities in this application assure priority will be given to teachers not meeting the Highly Qualified requirements.

State and local resources are available through various avenues to assist in accomplishing these Imperatives for all teachers. In particular, staff development appropriations, teacher training initiatives and numerous grant opportunities may be brought to bear on these needs. Title II, Part A funds are specifically allocated to assist school districts in preparing, training and recruiting high quality teachers and principals. These funds may be used to assist LEAs both in meeting the current requirements and in being prepared to meet the 2006-07 requirements. Doing so will also ensure that the LEA is positioned to meet the Strategic Imperatives indicated above.

Through the implementation of the funding priorities the reading needs of students will be addressed within each district that applies for these funds. A minimum of 10 percent of each applicant's allocation must be focused on training and support of Florida's reading initiative, Just Read, Florida! Proposed expenditures for the reading initiative will be reflected on the DOE 102 Budget form.

The district will provide a marketing plan that describes how information about the project(s) will be disseminated and marketed to appropriate populations.

Reporting on Outcomes

Each applicant is required to evaluate annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually (assurances).

Dissemination/Marketing

Each applicant will provide a marketing plan that describes how information about the project(s) will be disseminated and marketed to appropriate populations (see application form, item 18).

Funding Method

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

Fiscal Requirements

This entitlement program is formula driven; the preliminary allocation chart is attached. Allowable expenditures are in accordance with the NCLB federal legislation, section 2123. Unallowable expenditures are listed in the Education Department General Administrative Regulations (EDGAR); these are also listed in the attached application as assurances, e.g., supplement not supplant, etc.

Conditions for Acceptance

To be accepted for further consideration, all applications submitted to the Department of Education must include a completed form DOE-100A with the original signature of the appropriate agency head or approved designee.

Please provide one original and two copies.

The requirements listed below must be met for applications to be considered for review:

1. Application includes required forms: DOE 101-Budget Narrative and DOE 100A or B Application Forms
2. Application is received in DOE within the timeframe specified by the RFA
3. All required forms have original signatures by an authorized entity
4. Application must be submitted to:

Bureau of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 344
Tallahassee, Florida 32399-0400

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.