



## ***FLORIDA DEPARTMENT OF EDUCATION***

### **Request for Proposal (RFP) for Competitive Projects**

#### **Bureau / Office K-12**

K-12 Public Schools/Bureau of School Improvement/Office of School Improvement

#### **Program Name**

Mathematics and Science Partnerships

#### **Specific Funding Authority**

P.L. 107-110, No Child Left Behind Act of 2001, Title II, Part B, Sections 2201, 2202, 2203, CFDA #84.366B

#### **Funding Purpose/Priorities**

The purpose of this project is to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions of higher education, local educational agencies, and K-12 schools to participate in programs that (1) improve and upgrade the status and stature of mathematics and science teaching by focusing on content and pedagogy (2) focus on the education of mathematics and science teachers as a career-long process (3) bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers (4) develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards, and (5) improve and expand training of mathematics and science teachers, including training in the effective integration of technology into curricula and instruction.

#### **Total Funding Amount**

\$8,600,000

Range of awards is approximately from \$500,000 and up to \$2,500,000

#### **Budget Period**

January 30, 2006 through December 30, 2006

#### **Program Performance Period**

January 30, 2006 through December 30, 2006

#### **Target Population**

Mathematics and science teachers, prospective teachers, and students of mathematics and science.

#### **Eligible Applicants**

Partnerships whose membership must include the following:

- (a) A science, technology, engineering, and/or mathematics (STEM) department of an institution of higher education, such as community colleges, public and private colleges and universities; and

- (b) Any Florida public school districts, and/or Florida laboratory schools, and
- (c) High need local educational agency, which is defined by the following:
  - **no less than 20% of the children are from families with incomes below poverty as calculated using data compiled during the 2000 Census;**
  - School(s) which have not made AYP for two consecutive years
  - Elementary and secondary teachers who need content and/or pedagogical professional development in mathematics and science

Additional members may include:

- (a) another engineering, mathematics, science or teacher training department of an institution of higher education;
- (b) additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
- (c) a business; or a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

### **Application Due Date**

Proposals are due in Grants Management by the close of business on **January 30, 2006**. Facsimile and email submissions will not be acceptable.

### **Contact Persons**

Michelle Reaves, Office of Curriculum Support, (850) 245-0765, Suncom 205-0765, [michelle.reaves@fldoe.org](mailto:michelle.reaves@fldoe.org).

Kynder Crossner-Howell, Office of Grants Management, (850) 245-0722, Suncom 205-0722, [kynder.crossner@fldoe.org](mailto:kynder.crossner@fldoe.org).

Peggy Primicerio, NCLB, Office of Grants Management (850) 245-0734, Suncom 205-0734, [peggy.primicerio@fldoe.org](mailto:peggy.primicerio@fldoe.org).

### **Assurances**

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.*

## **NARRATIVE SECTION**

### **For Federal Programs – General Education Provisions Act (GEPA)**

Describe (concisely) the steps the applicant proposes to take to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <http://www.ed.gov/policy/fund/guid/gposbul/gpos10.html>

### **Equitable Services for Private School Participation**

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

### **Narrative Components**

- 1) **Project Abstract or Summary** – Provide a brief summary of the project.
- 2) **Project Need** – Describe the need for the project and provide back-up data as evidence.
  - Describe the institutional members of the partnership and the roles they have agreed to fulfill
  - Provide data supporting the partnering Local Educational Agency(ies) [LEA(s)]
- 3) **Project Design** – Describe measurable objectives, activities, and timeline.
- 4) **Project Implementation** –
  - How will the partnership encourage institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers?
  - What is the plan of the partnership for providing and expanding on-going professional development for K-12 teachers in the areas of:
    - Research-based content knowledge
    - Instructional best practices for mathematics and science that are research-based
    - Using sophisticated laboratory equipment, computing facilities and/or libraries and other resources that institutions of higher education are better able to provide than
      - elementary and
      - secondary schools

- Integrating technology into curricula and instruction

How will the partnership bring teachers together with working scientists, mathematicians, and engineers?

How will the partnership develop more challenging mathematics and science curricula that are aligned with the Sunshine State Standards and with any other relevant educational reform activities? (See State and National Professional Development Standards - Appendix D).

**Required emphasis – address one or the other of the following, but not both:**

**Option A:** Provide a plan to recruit and assist working mathematicians and scientists to enter into teaching through alternative certification.

**OR**

**Option B:** Provide a plan to increase the mathematics and science content knowledge of teachers of grades three through twelve.

- 5) **Support for Strategic Imperatives** – Describe how the proposed project will address reading initiatives and incorporate one or more of the Florida State Board of Education (SBE) strategic imperatives. URL: [http://www.fldoe.org/meetings/2005\\_01\\_18/StratPlanDetails.pdf](http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf).
- 6) **Dissemination / Marketing** – Describe the methods /strategies you will use to disseminate and market information about the project to appropriate populations.
- 7) **Evaluation** – Evaluation plan should include rigorous objectives that measure impact on teacher knowledge and student learning. *A randomized controlled trial (RCT) is strongly suggested, and a well-matched comparison-group design is recommended only if an RCT is truly not feasible.* Provides a formative evaluation design that measures progress toward each objective by a specific indicator or indicators. Provides a summative evaluation design that can show the project led to increased teacher knowledge and increased student achievement. Provides the qualifications and tasks of the professional evaluator. How will you ensure that the evaluator will be involved throughout the project.
- 8) **Budget** – Present a budget that reflects objectives and proposed costs of the project.

**Scoring Criteria**

The scoring criteria for each section of the project narrative are described below. The reviewer will score each section based on the maximum possible points for each section. The total number of points attainable is 100. To be eligible for funding, a proposal must attain a minimum of 70 points.

- 1) **Project Abstract or Summary (Not Scored)** – Project is described in a brief summary.
- 2) **Project Need (10 Points)** – Need for the project is feasible and supported with proven data.
- 3) **Project Design (25 Points)** – Project objectives are measurable, achievable, and are aligned with project need; activities are aligned with objectives; and the timeline is feasible.
- 4) **Project Implementation (25 Points)** – Proposal sufficiently provides a complete and appropriate description of the following components within its plan:
  - The partnership will include an effective plan that encourages institutions of higher education to assume greater responsibility for improving mathematics and science teacher

education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers.

- The partnership provides a plan and criteria for appropriately identifying and selecting teachers who need professional development in mathematics and/or science.
- The partnership clearly provides evidence of a quality plan to expand on-going professional development for K-12 teachers in the areas of content knowledge, teaching skills, various laboratory, technology, research and other resources, and integrating technology into curricula and instruction.
- The partnership describes how it will effectively establish collaboration among teachers, scientists, mathematicians, and engineers.
- The partnership describes the development and implementation of more rigorous and relevant mathematics and science curricula that are aligned with the Sunshine State Standards and with any other relevant educational reform activities.
- The partnership describes a feasible plan which emphasizes either **Option A** (to recruit and assist working mathematicians and scientists to enter into teaching through alternative certification) *OR* **Option B** (to increase the mathematics and science content knowledge of teachers of grades three through twelve).
- The partnership provides an effective plan to support activities beyond the expiration of this project.

**5) Support for Strategic Imperatives (10 Points)** – Project clearly and feasibly addresses reading initiatives and incorporates one or more of the Florida State Board of Education (SBE) strategic imperatives in an effective manner.

**6) Dissemination / Marketing (5 Points)** – Methods/strategies to disseminate and market information about the project are thorough and effective.

**7) Evaluation (15 Points)** – The evaluation design fully describes the method(s) for evaluating the project, with rigorous objectives that measure impact on teacher knowledge and student learning. The evaluation plan provides for a randomized controlled trial (RCT) or a well-matched comparison-group design. It is evident that the evaluation plan will be able to effectively measure progress toward each objective by a specific indicator or indicators. The summative evaluation design will be able to establish whether the project led to increased teacher knowledge and increased student achievement. The evaluation design includes the appropriate qualifications and tasks of the professional evaluator and provides sufficient assurance that the evaluator will be involved throughout the term of the project.

**8) Budget (10 Points)** – Project budget presents items that are realistic, appropriate, and clearly reflect proposed project objectives.

### **Reporting Outcomes**

To comply with Federal reporting requirements, each partnerships will submit an annual and final report to the U. S. Department of Education demonstrating progress towards achieving the goals indicated in original proposal.

In addition, each partnership will provide an interim report of progress on their measurable objectives semi-annually to the state program coordinator.

## **Funding Method**

**Federal Cash Advance (public entities)** – On-Line Reporting required monthly to record expenditures. 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.

**Reimbursement of Expenditures (private entities)** – Payment made upon submission of documented allowable expenditures. Reimbursements will be made by state warrant after disbursements are made by the recipient. Requests for reimbursement with the appropriate back-up documentation should be submitted in accordance with applicable program requirements and instructions on the Project Award Notification.

## **Fiscal Requirements**

- Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.
- All private non-profit and for profit applicants (including CBOs, FBOs, and other private entities) that are recipients of DOE grants are required to attend fiscal management training prior to submission of invoice(s) for payments.
- All funded projects and any subsequent amendments are subject to the procedures outlined in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) and in the *General Assurances for Participation in Federal and State Programs*, located in the Green Book. This document is an overview of grantor and grantee responsibilities and is not inclusive of all requirements.
- No funds may be obligated prior to the approved budget period or after the project period ends.
- No local match is required.
- Funds made available for this project shall supplement and not supplant other state or local public funds expended for education programs.
- Allowable expenditures include the costs associated with appropriate staff for administering the project, office materials and supplies, and all other relevant costs associated with the administration of this project (travel reimbursement, meeting room rentals, consultant fees, printing, conference registration fees, etc.).
- Non-allowable expenditures include any capital or facility improvements, entertainment, refreshments (food or beverages), and decorative items.
- Complete the DOE 101 Budget Narrative Form providing sufficient information to enable the reviewers to understand the nature of and the reason for the expenditure. Expenditures must correlate with the narrative portion of the project application that describes the specific activities or tasks to be implemented. Budgets should include descriptions of all personnel funded through the project. These should be listed by position, amount of salary, and number of FTE (full time equivalent) time.
- All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

### **Notice of Intent-to-Apply**

The due date to notify the contact person of intent-to-apply is **December 30, 2005**. Send the notification by e-mail to [michelle.reaves@fldoe.org](mailto:michelle.reaves@fldoe.org) or fax (850) 245-0803, and include an e-mail address. Providing the intent-to-apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to frequently asked questions and competition updates. Conversely, eligible organizations which file an intent-to-apply are not required to apply.

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

Answers to questions and competition updates will be posted at the following website: <http://www.firn.edu/doi/curriculum/titleiib.htm>. The last date that questions will be answered is **January 12, 2006**. Applicants are encouraged to e-mail questions, and answers will be posted on the website.

### **Conditions for Acceptance**

- 1) Application is received within DOE by the close of business on the due date.
- 2) Application includes required forms: DOE 101-Budget Narrative and DOE 100A-Application
- 3) All required forms have original signatures by authorized entity
- 4) Application must be submitted to:

Office 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.**

- Applicants must submit four copies of the completed application, with ONE copy having 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 .
- Applications from *private* institutions must also include a
  - signed statement by the agency head certifying applicant adherence to the General Assurances for Participation in State or Federal Programs (see attached),
  - copy of the organization's current budget,
  - list of its board of directors, and
  - copy of the agency's most recent annual audit report prepared by an independent certified public accountant licensed in this state, if available.

### **Method of Review**

Proposals will be read and scored by geographically and demographically diverse panels of subject matter experts representing K-20 institutions.

## Attachment A

### Definition of “High-Need LEA”

#### Guidelines for targeting schools/districts

A. The following are the eligibility criteria for a high-need local educational agency:

A district that serves no fewer than 10,000 children from families with incomes below the poverty line; or

**A district in which no less than 20% of the children served are from families with incomes below the poverty as calculated using data compiled during the 2000 Census;**

**and**

A district in which teachers are not teaching in the academic subjects or grade levels the teachers were trained to teach (Elementary teachers who are fully certified but lack skill and knowledge to teach mathematics and science should be a focus.); or

A district in which teachers have emergency, provisional, or temporary certification or licensing.

B. The partnership should choose schools within the “high-need LEA(s)” which

1. Have high potential for developing a replicable prototype; and
2. Received Title I funding, did not make Adequate Yearly Progress and/or received a grade of “D” or “F” in Florida's accountability system.



## Attachment B

### Glossary of Terms

**Measurable Objectives** are the outcomes you hope to achieve in each of the program components. Some objectives will lead to the achievement of the final objectives. To be measurable, objectives should assign responsibility by answering “who” and continue with “will do what?” “to or for how many of whom?” “by when and to what extent?” Answers include the quantity to be produced, a deadline and a level of proficiency.

**Professional Development** means instructional activities that

1. Are grounded in scientifically-based research and the Sunshine State Standards.
2. Improve and increase teachers’ knowledge of the academic subjects they teach.
3. Enable teachers to become highly qualified. (Hold an in-field, Florida teaching certificate.)
4. Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.
5. Are aligned with the Standards for Professional Development identified in Attachment D.
6. Support the use of research-based pedagogy in the instruction of students.

**Scientifically-based Research** means research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that

1. Employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
2. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations and across studies by the same or different investigators.
3. Is evaluated using experimental studies or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments\* or other designs to the extent that those designs contain within-condition or across-condition controls.
4. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on their findings.
5. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**Summer Workshop or Institute** [in Title II, Part B] is a workshop or institute, conducted during the summer that

1. Is conducted for a period of not less than two weeks.
2. Includes, as a component, a program that provides direct interaction between students and faculty.
3. Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days.

\*Random assignment is used in impact studies to form two statistically equivalent groups of participants in the most objective way possible. The term participants may refer to students, teachers, classrooms, or schools.

## **Attachment C**

### **Required and Allowable Activities**

#### **Required Activities**

- Complete the needs assessment required as a basis for the response to this Request-for-Proposal. The assessment would determine teacher quality and professional development needs regarding teaching and learning of mathematics and science of schools and local education agencies that comprise the eligible partnership.
- Improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
- Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
- Bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary and secondary schools; and
- Improve and expand pedagogical training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

#### **Comprehensive Needs Assessment**

Proposals submitted in response to this RFP must be based on the results of a comprehensive assessment of teacher quality and professional development needs, regarding teaching and learning of mathematics and science, of schools and local education agencies that comprise the eligible partnership.

#### **Allowable Activities**

Partnerships may use funds for one or more of the following activities related to mathematics and science teaching and learning in Florida's elementary or secondary schools. The following activities are listed in No Child Left Behind, Part B, Sections 2202.

- Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improve the subject matter knowledge of such teachers;
- Promoting strong teaching skills for mathematics and science teachers, including integrating reliable scientifically-based research teaching methods and technology-based teaching methods in the curriculum;
- Establishing distance-learning programs for mathematics and science teachers using curricula that are innovative, content-based, and based on scientifically-based research that is current as of the date of the program involved;
- Designing programs to prepare partnership participants to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school or consortia of schools, including a mechanism to integrate the experiences of teachers from a summer institute into the provision of professional development and assistance;

- Establishing and operating programs to bring mathematics and science teachers into contact with working mathematicians, scientists, and engineers, to expand such teachers' subject matter knowledge of and research in mathematics and science, which may include mentoring by graduate and post-graduate students in mathematics, the sciences and engineering; and
- Training mathematics and science teachers and developing programs to encourage young women and other underrepresented individuals interested in mathematics and science careers (including engineering and technology) to pursue post-secondary degrees in majors leading to such careers; such activities should be directed toward developing a deeper awareness for careers in mathematics, science and engineering for all students at late elementary and middle level settings so that better choices may be made by students entering high school programs of study.
- Recruiting mathematics, engineering, and science majors to teaching through the use of programs that the State Board of Education has determined to be effective in recruiting and retaining individuals with strong mathematics, engineering, or science backgrounds;
- Creating advanced degree or certification programs and/or mathematics or science endorsements for grades three through eight.
- Implementing more rigorous mathematics and science curricula that are aligned with the Florida's Sunshine State Standards and with expectations for post-secondary study in mathematics and science; and
- Designing programs to identify and develop exemplary mathematics and science teachers in grades three -through-twelve classrooms.

## Attachment D

### State and National Professional Development Standards

The resources listed below should be used to ensure that the proposal addresses the state and national professional development standards for teachers.

Florida Professional Development Standards can be accessed at <http://www.firn.edu/doe/profdev/pdstandards.htm>.

Chapter 8 of the *Principals and Standards for School Mathematics* provides professional development guidelines for mathematics educators at <http://standards.nctm.org/document/chapter8/index.htm>.

Chapter 4 of The National Science Education Standards provides professional development standards for science educators. This may be found at <http://www.nap.edu/html/nses/html/4.html>.

**TAPS Number**  
**06A054**

**FLORIDA DEPARTMENT OF EDUCATION**  
**Project Application**

<b>Please return to:</b>  Florida Department of Education Bureau of Grants Management Room 344, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	<b>A) Program Name:</b>  <p align="center"><b>Mathematics and Science Partnerships</b></p>	<b>DOE USE ONLY</b>  Date Received						
<b>B) Name and Address of Eligible Applicant:</b>		<b>Project Number (DOE Assigned)</b>						
<b>C) Total Funds Requested:</b>  \$ _____  <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$ _____	<b>D) Applicant Contact Information</b> <table border="1"> <tr> <td data-bbox="649 777 1104 861">Contact Name:</td> <td data-bbox="1104 777 1559 861">Mailing Address:</td> </tr> <tr> <td data-bbox="649 861 1104 945">Telephone Number:</td> <td data-bbox="1104 861 1559 945">SunCom Number:</td> </tr> <tr> <td data-bbox="649 945 1104 1029">Fax Number:</td> <td data-bbox="1104 945 1559 1029">E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
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Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							
<p align="center"><b>CERTIFICATION</b></p> <p>I, _____, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p><b>E)</b> _____ Signature of Agency Head</p>								



## Instructions for Completion of DOE 100A

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



A) \_\_\_\_\_  
 Name of Eligible Recipient:

TAPS Number  
**06A054**

B) \_\_\_\_\_  
 Project Number: **(DOE USE ONLY)**

Florida Department of Education  
 Budget Narrative Form  
*Mathematics and Science Partnerships*

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
<b>C) TOTAL</b>			<b>\$</b>	



# 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.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COLUMN 2

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 3 - 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 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

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

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

DOE 101  
Rev. 01/05

John L. Winn, Commissioner





**Florida Department of Education**

**General Assurances for Participation in Federal and State Programs**

Applicants from private colleges, community-based organizations, and other agencies must submit the certification page signed by the agency head, certifying applicant adherence to the general terms, assurances, and conditions, and include with the application.

**Authority for Data Collection:** 20 USC 1232e.

**Planned Use of Data:** The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232 (e) stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such an agency, a general application containing the assurances set forth in subsection (b).” The application shall cover the participation by the local education agency in all federal programs administered by the U.S. Department of Education.

**Instructions:** The Florida Department of Education has developed the document, *General Assurance, Terms, and Conditions for Participation in Federal and State Programs*, which must be signed by all agencies and organizations that receive federal or state funds. The complete document regarding these general assurances can be accessed from the department’s *Project Application and Amendment Procedures for Federal and State Programs* (Green Book), and can be accessed at <http://www.firn.edu/doe/comptroller/pdf/section-d.pdf>. These general assurances will be in effect for the duration of participation in federal and state programs until such time as the requirements change. The agency head or other authorized officer must sign the certification and include with the submission of the original project application. Payment for applications and contracts cannot be made by this agency until the general application is received. For further information, contact the Florida Department of Education, Comptroller’s Office at (850) 245-0401, Suncom 205-0401.

**Certification:**

I, the undersigned authorized official for the named agency of the State of Florida, hereby apply for participation in federally funded and state funded education programs.

Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of General Assurances for Participation in Federal and State Programs.

Signature (must be original)	Date	Area Code / Telephone Number