



FLORIDA DEPARTMENT OF EDUCATION  
**Request for Proposal/Application**

**Bureau/Office**

Division of Public Schools/Bureau of Educator Recruitment, Development, and Retention

**Program Name**

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

**Specific Funding Authority (ies)**

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/Priorities**

“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.

**Type of Award**

Entitlement

**Total Funding Amount**

\$125,277,425 (preliminary)

**Budget Period**

Effective July 1, 2006 or date received in substantially approvable form, whichever is later, through June 30, 2007

**Program Performance Period**

Effective July 1, 2006 or date received in substantially approvable form, whichever is later, through June 30, 2007

**Target Population**

Target populations include educators, administrators and staff.

**Eligible Applicant(s)**

Local Educational Agencies (LEAs)

### **Application Due Date**

Entitlement projects will be effective on the date received or July 1, 2006 whichever is later and will remain in effect through June 30, 2007. Projects should be submitted as soon as possible and **not later than December 8<sup>th</sup>, 2006.**

**The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.**

### **Contact Persons**

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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 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.**

### **Funding Method**

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.

### **Federal Cash Advance –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.**

### **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.**

## NARRATIVE SECTION

### Project Design-Narrative

Allowable activities under Title II, Part A are on pages five and six. These activities are chosen by the 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.

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.

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.

**New Requirement:** Based on the 2005-06 School Performance Grading System, LEAs with schools receiving an F must hire a school-based mathematic coach for each identified F school. Coaches employed with these funds must have a minimum of a bachelor's degree with appropriate Florida teacher certification, preferably with advanced coursework at the Master's degree level or higher, and in-depth mathematics content knowledge. The coach(s) will serve as a stable resource for professional development, progress monitoring, and student data analysis throughout the school to generate improvement in mathematics instruction and achievement. Mathematics coaches will be expected to offer professional development on a variety of high quality mathematics instructional strategies, moving from concrete instructional strategies to abstract, and data management skills. The coach shall provide support and provide initial and ongoing professional development to teachers in each of the Sunshine State Standards mathematics Benchmarks, administration and interpretation of instructional assessments, and differential instruction. The coach will model effective instructional strategies for teachers, facilitate study groups, train teachers in data analysis, and coach and mentor colleagues. And in general, provide daily support to classroom teachers to ensure high fidelity implementation of comprehensive mathematic programs. Professional Development in-service activities provided by the coach should include but not limited to the following:

- Examination and discussion of teacher knowledge relative to high quality mathematic instruction;
- Delivery and scaffolding of instruction in each mathematic strand of number sense, measurement, geometry, algebraic thinking and data analysis;
- Administration and use of instructional assessment to include screening, diagnosis testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom, including meeting the needs of students with disabilities and limited English proficient students; and
- Increasing instructional density.

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

## **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.

### **Support for Reading/Strategic Imperatives**

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!

**Describe how the proposed project will incorporate reading initiatives and 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)

### **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).

**Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.**

### **Reporting 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).

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

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.

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

The following requirements are embodied within the application (see assurance number four on page three, description of collaboration with private school personnel in item one, page seven and the rest of the application will include activities conducted pertaining to the public and private school implementation to meet the needs assessed).

**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 within the local education agency (ies) service area. For details, refer to URL:**

**<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.**

### **Conditions for Acceptance**

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

- 1) Application is received in DOE within the timeframe specified by the RFA**
- 2) Application includes required forms: DOE 100A or 100B Project Application Form and DOE 101 - Budget Narrative Form**
- 3) All required forms must have the assigned TAPS Number included on the form**
- 4) All required forms have original signatures by an authorized entity**
- 5) 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.**

### **Method of Review**

Department staff will review for federal requirements, state initiatives and professional development goals.