FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office

K-12 Public Schools/Student Achievement, Bureau of Student Assistance, Office of Title I Programs and Academic Intervention Services.

Program Name

Title X, Education for Homeless Children and Youth Program.

Specific Funding Authority (ies)

CFDA # 84.196 P.L.107-110, No Child Left Behind Act, 2001. Title X, Education for Homeless Children and Youth (Stewart B. McKinney-Bruce Vento Homeless Assistance Act).

Funding Purpose/Priorities

The Title X Homeless Education Program Project is for Local Education Agencies (LEAs) to provide services that facilitate the enrollment, attendance, and success in school of children and youth experiencing homelessness. These projects should supplement school district funding to ensure that homeless children and youth have equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth.

Target Population

Pre-K to grade 12 homeless children and youth in Florida.

Eligible Applicant(s

All 67 LEAs with a population of homeless children and youth are eligible to apply for the Title X Homeless Education Project.

Application Due Date

Application is due by the close of business on June 30, 2006. The due date refers to the date of receipt **in** Grants Management. Facsimile and email submissions are not acceptable.

For Federal programs, the project effective date will be the date that the application is received within the Florida Department of Education (FDOE) 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.

Total Funding Amount / Approximate Number of Awards

Preliminary amount of $2,900,000 (range of awards from $50,000 to $ 150,000).

Matching Requirement

N/A

Budget Period

July 1, 2006 through June 30, 2007.

Program Performance Period

July 1, 2006 through June 30, 2009. Funding is available for a three year project period. Each year's funding will be based upon satisfactory achievement of previous year's project reports and based on receipt of federal funding.

Contact Persons

1) Program questions may be submitted to Betty Applewhite, State Homeless Education Coordinator, Bureau of Student Assistance, Office of Title I Programs and Academic Intervention Services @ (850) 245-0709 or via email @ betty.applewhite@fldoe.org.
2) Questions regarding the grant application process may be referred to Rick Weinstein, Director, Unit A, Office of Grants Management @ (850) 245-0497 or via email @ rick.weinstein@fldoe.org.

Assurances

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 Florida 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.

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Florida 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.

Narrative Components / Scoring Criteria

Follow the instructions below each narrative component. The bulleted statements are the criteria that will be used by proposal reviewers to score each component.

The application will be evaluated and scored in accordance with the criteria. The standard scoring criteria are based on a 100 point scale, with a minimum score of 70 points necessary to be considered for funding.

The project must be based on the needs of the LEA as well as the quality of the program. Proposals must follow the same order for the proposal narrative as outlined in this RFP. Failure to meet the format requirements will result in a deduction of up to 10 points.

1. **Project Abstract or Summary** — **N/A points**

   Provide a brief summary of the project; summarize the essential aspects pf the proposed project. Sentences should be declarative and specific. Limit 1 page.

   - The project is described in a brief summary.

2. **Project Need** — **20 points**

   Describe the need for the project and provide supporting data as evidence.

   - The project goals are clearly linked to the quality of the program, the needs of the target population(s), and the needs of the LEA.
   - The need is well justified and supported with baseline data that includes student academic performance measures for homeless children and youth as compared to other students within the district.

3. **Project Design and Implementation** — **30 points**

   Describe the project design, measurable objectives, activities/ methods and a timeline.

   - Objectives, strategies, activities, and timelines are specific and measurable. Design includes effective strategies for identifying, recruiting, retaining, and providing transportation for participating children.
   - An effective plan is in place that clearly assures participating children have the option to attend their school of origin and ensures that transportation will be provided to and from the child's school of origin.
   - The plan for meeting the transportation needs of homeless children and unaccompanied youth is feasible and thorough.
   - It is evident that activities/methods are practical and will result in achievement of objectives.
   - Strategies used to identify eligible homeless children and unaccompanied youth will clearly and effectively assess immediate needs and provision of services (within 24 hours).

- The person responsible for the program has appropriate qualifications in accordance with paragraph 722 (2) (a) of PL 107-110 of Title X, Subpart B.
- Strategies for collaboration and coordination with Title I, Part A., as well as the district's Title I Coordinator, are clear, well-defined, and comprehensive.
- Provisions for homeless students attending Title I and non –Title I schools are feasible and likely to be effective.
- Procedures that will be used to meet the training requirements for liaisons, teachers, and coordinators and other appropriate staff are comprehensive, likely to be effective, and utilize scientifically-based strategies.

4. <u>Evaluation</u> **<u>15</u> points**

Describe the instruments and method(s) for evaluating the project.

- The evaluation instruments are appropriate to effectively measure program success. Examples include, but are not limited to: a combination of surveys, enrollment forms, baseline attendance data, pre- and post-reading assessment, data collected to compare the number of homeless students identified compared to the number served.
- Methods used to evaluate project activities are comprehensive, likely to result in a successful project, and include an effective approach for using evaluation results to guide necessary adjustments to the project.
- The grantee will submit a brief report describing progress on implementing objectives of the project by **December 31, 2006**. The grantee will submit an initial year report describing progress on the activities undertaken to meet the objectives of the project by **June 30, 2007**. Grantees will collect and provide requested data on homeless children and youth to the FDOE as requested.

5. <u>Support for Strategic Imperatives</u> **<u>10</u> points**

Describe how the proposed project will address the Just Read, Florida! Initiative 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.

- The proposed project clearly addresses the Just Read, Florida! Initiative and incorporates one or more of the Florida State Board of Education (SBE) Strategic Imperatives. The Imperatives can be viewed at the following URL: <u>http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf</u>.

- The project describes a comprehensive professional development plan to include the Just Read, Florida! Initiative, and other State and Federal programs.

6. <u>Dissemination Plan</u> **<u>10</u> points**

Describe the methods /strategies to disseminate and market information about the project to appropriate populations.

- Methods used to share services provided by the McKinney–Vento Homeless Education Program to other community services in their districts, schools, parents, public or private shelters and businesses, are creative and likely to benefit the target population. Examples include, but are not limited to: marketing through awareness of activities for school staff, newspapers, outreach of posters where there is a frequent influx of low-income families and youth.

7. Budget **15 points**

Present a budget that reflects objectives and proposed costs of the project.

- Project budget presents expenses that are realistic, accurate, clearly relate to and reflect project objectives and activities.
- Cost-basis (justification) for expenditures is explained and reasonable.
- Any/all required personnel, professional and technical services and/or travel for the project is clearly delineated.
- All project funds must be spent according to the approved project proposal.
- Capital outlay limited to **one percent** of the total proposed budget.

Funding Method

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.

- Recipients of FDOE projects are required to attend an annual 'Grant Fiscal Management Training,' offered by the Department. Check with the FDOE program office contact person for details.
- Total Capital Outlay is limited to one percent of the total proposal budget. Proposed purchases of Capital Outlay must be supported with descriptions/explanations of how the purchase of equipment will impact services to homeless children and youth.
- Services provided must not replace the regular academic program.
- The sub-grant funds must be used to provide services that are not otherwise available through state, local, or other resources.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the Performance Expectation section, pages 8-19.

Notice of Intent-to-Apply

The due date to notify the program office contact person, Betty Applewhite, of Intent-to-Apply is June 1, 2006. This notification can be sent as an e-mail or fax message and should include a return 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 Intent-to-Apply are not required to apply.

Method of Answering Frequently Asked Questions or Providing Changes

Questions regarding the RFP will be accepted via email, to the State Homeless Coordinator, Betty Applewhite @ Betty.Applewhite@fldoe.org.

The last date that questions will be accepted is June 14, 2006. Responses will be sent via email to all LEAs.

Method of Review

A review committee, comprised of no less than three individuals, will read and score each application. Applicant scores will guide the program office's recommendation for funding. The standard scoring criteria are based on a 100 point scale, with a minimum score of **70 points** necessary to be considered for funding. **The fund allocation will be ranked on the highest scores.**

Conditions for Acceptance

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

- **Original application and three copies are received within the DOE by the close of business on the due date;**
- **Application includes required forms:**
  - **DOE 100A or 100B Application Form bearing the original signature of the agency head in an ink other than black to distinguish it from the copies.**
  - **DOE 101-Budget Narrative.**
- **All proposals are to be typed on 8.5 X11 inch sized paper, using a 12-point font, 1" margins, single-spaced and single-sided.**
- **The original and copies must be stapled, but no other binding will be acceptable.**
- **Project summary is limited to one page. There are no limits on page number for all other required sections of the proposal. However, eligible applicants are encouraged to provide responses that briefly and adequately address each required component.**

  NOTE: Applications signed by officials other than the appropriate agency head 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.

- **Signed certification signifying compliance with the "General Assurances for Participation in Federal and State Programs," (if not already on file in the DOE Comptroller's Office).**

Other Requirements

For Federal Programs - General Education Provisions Act (GEPA).

A current fiscal year General Education Provisions Act (GEPA) plan is required; applicant must submit a copy of their plan with this application. In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a one-page description of the steps proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs must be submitted. See: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.

Application must be submitted to:

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

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

The Department of Education has developed a standardized format for applicants to use in preparing their proposals/applications for discretionary funds. The intent of this process is to assure proper accountability for the use of federal and state funds. The Department has implemented a web-based Grants Management System and the information provided about each funded project will be entered into this system. <u>The Department's program managers will track each project's performance based on the information provided in this section of the approved project.</u>

This information will:

- ✓ Provide a centralized capability for retrieving information about various discretionary projects awarded by the Department.
- ✓ Assist policy-makers and managers in monitoring discretionary funds and the impact they are having.
- ✓ Provide baseline information that can be used in assessing the alignment of funding to goals and strategic imperatives and in allocating available funding to priority needs.
- ✓ Facilitate effective project monitoring.

Types of project performance have been organized into four categories. These are:

- ✓ **<u>Deliverables:</u>** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **<u>Training, Technical Assistance, and Dissemination:</u>** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **<u>Student Performance</u>:** Category Includes: Any measure that is specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include pre-k, K-12, and adult learners as well as parents.
- ✓ **<u>Service Delivery:</u>** Category Includes: Delivery of intended services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

For each type of performance for which a project will be held accountable, the applicant must complete the information specified in the attached forms. Use only those forms and types of performance applicable to the project. Instructions are provided for the completion of each form.

Selected projects are required to obtain independent, formal, third-party evaluations. Other projects elect to obtain such evaluations. If the proposal or application includes a required or optional third-party evaluation, a form and instructions for describing the proposal evaluation are provided.

DELIVERABLES FORM

Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)

APPLICANT INSTRUCTIONS: DELIVERABLES FORM

Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project

(1) For each deliverable to be completed by the project, enter in Column (1), the name of the deliverable and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the deliverable, including the target audience and should indicate the type of content to be provided in the deliverable. For example, "Brochure for parents of retained students explaining options for assistance." Any required reports should also be included in this section.

Announcement Brochure CD Rom Curriculum Database Database Analysis Display DVD Evaluation Instrument Guidelines Instructional Materials	Lesson Plans Manual Needs Assessment Newsletter Policy Paper Poster Public Service Announcement Report Report Format Screening Device Software	Survey Teacher's Guides Technical Assistance Paper Training Materials – Handout Training Materials – Presentation PowerPoint) Training Modules - Online Video Website Workbook Other

(2) For each deliverable identified in Column (1), specify all of the proposed standards that should be used to determine whether the deliverable meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Meets technical specifications," the descriptions should outline the proposed technical standards.

ADA Compliant Appropriate for Duplication Appropriately Organized Attractive Content Accurate Content Complete Design and Content Appropriate to Intended Audience	Format Consistent with Content and Intended Audience Grammatically Correct Includes Copyright and Funding Information Meets technical specifications Peer Review Readability Level is Appropriate to Audience	Review by DOE Staff Review by Other Entity Sufficient Copies Provided Translated into Appropriate Languages User-Friendly Other

Provide in Column (3), the date when the deliverable will be complete. Interim dates for drafts, review, etc., should also be provided as applicable.

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines

APPLICANT INSTRUCTIONS: TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, "Training for third grade teachers of reading in use of multiple instructional strategies."

Coaching Conference Coursework at Institutions of Higher Education Dissemination though the Media Dissemination Through Internet Distance Learning Distribution of Media (Software, Videos, CD ROMs, etc.)	Distribution of Printed Material Exhibits Follow-up to Training Activities In-service Training Mentoring One-On-One Training	On-Site Technical Assistance Preservice Training Seminars Telephone Technical Assistance Workshop(s) Other

(2) For each activity identified in Column (1), specify all of the proposed standards that should be used to determine whether the activity meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.

Appropriately Organized Content Accurate Content Complete Delivery Appropriate to Content and Audience	Design and Content Appropriate to Intended Audience Use of Consultants Follow-up Data Indicative of Effectiveness Format Consistent with Content and Intended Audience	Grammatically Correct Meets Technical Specifications Participant Feedback Indicative of Usefulness Replicable User-Friendly Other

(3) Provide in Column (3), the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Analysis of Requests and Responses Anecdotal Data Contracts Evaluation Summaries List of Participants	NRS Report Observation by DOE Staff Participant Competency Evaluations Participant Feedback Summaries Peer Review Purchase Orders	Self-Reporting Sign-in Sheets Travel Itineraries Verification of Dissemination to Target Audiences Other

(4) Provide in Column (4), the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

STUDENT PERFORMANCE FORM

Student Performance: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection

APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM

Student Performance: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, "Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT ."

Academic Achievement – Language Arts Academic Achievement – Math Academic Achievement – Reading Academic Achievement – Science Academic Achievement – Social Studies Academic Achievement – Writing Achievement – Arts Achievement – Other Achievement – Vocational Education Attendance Award of Certificate Career Advancement Retention Decrease in Disciplinary Actions Decrease in Drop-out Rate Decrease in Suspensions/Expulsions	Diploma Enrollments GED High School Credential Job Placement Job Retention Improvement in Behavior Increased Self-Sufficiency Through Use of Technology Literacy Completion Points Non-Traditional Enrollments Occupational Completion Points Parental Involvement in Education of Dependent Children Parental Involvement in Literacy Activities of Dependent Children	Participation in Assessment Participation in Least Restrictive Environment (LRE) Placements, Retention, Completions (postsecondary JOBS) Postsecondary Education Placement Postsecondary Education Completion Program Completion Promotion to Next Grade Satisfactory Completion of Coursework Secondary Credential State-Adopted Assessment Workplace Readiness Completion Other

(2) For each student identified in Column (1), specify all of the proposed standards from the following list that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Graduation Data," the description should outline how the data will be gathered and what level of graduation rate is expected.

Anecdotal Data AYP Determination Disciplinary Referrals FCAT GED Data	Graduation Data Observation Participation Records Placement Data Portfolios	Progress Monitoring Promotion Data School Grades Standardized Tests Suspension/Expulsion Data Other

APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM

Student Performance (continued)

(3) Provide in Column 3, the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements	NRS Report	Self-Reporting
Analysis of Requests and Responses	Observation by DOE Staff	Sign-in Sheets
Anecdotal Data	Participant Competency Evaluations	Travel Itineraries
Contracts	Participant Feedback Summaries	Verification of Dissemination to Target Audiences
Evaluation Summaries	Peer Review	Other
List of Participants	Purchase Orders	

(4) Provide in Column (4), the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

SERVICE DELIVERY FORM

Service Delivery: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery

APPLICANT INSTRUCTIONS: SERVICE DELIVERY FORM

Service Delivery: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) For each type of service to be delivered by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the service and provide detailed information about the nature of the service to be delivered. For example, “Mentoring—The project will provide trained adult mentors to work at least once per week with elementary students who have scored Level I or II on the FCAT in reading or math.”

Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School)	Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring	Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School) Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Other

(2) For each service identified in Column (1), specify from the following list all of the proposed standards that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Mentoring is appropriate to identified needs,” the description should specify of the identified needs and indicate of how the project will determine that mentoring is appropriate.”

Mentoring Is Appropriate to Identified Needs Participation Rate Meets Established Minimums Quality of Service Meets Generally Accepted Guidelines	Quantity of Evaluations/Assessments Meet Established Minimums Quantity of Mentoring Meets Established Minimums Quantity of Service Meets Established Minimums Referrals Are Appropriate to Identified Needs	Specified Agencies Collaborate Students Evaluations/Assessments Are Administered Appropriately Units of Service Meet Established Minimums Other

(3) Provide in Column (3), the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Anecdotal Data Attendance Records Case Records Contracts List of Participants	Meeting Agendas Meeting Minutes NRS Observation by DOE Staff Participant Feedback Summaries	Purchase Orders Sign-in Sheets State-Approved Assessments Travel Itineraries Other

(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

FORMAL THIRD PARTY EVALUATION FORM

Formal Third-Party Evaluation: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted

INSTRUCTIONS: FORMAL THIRD PARTY EVALUATION

Formal Third-Party Evaluation: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE

If a formal third-party evaluation is required or proposed for this project the following information must be provided.

(1) In column (1), specify the scope of the evaluation using one or more of the descriptors provided below. Provide additional information regarding the nature of the evaluation. For example, if the evaluation will cover only selected elements of the project, specify the elements to be evaluated.

All Aspects of Project Compliance Review Formative Evaluation	Outcome Assessment Process Review	Selected Elements of Project Summative Evaluation

(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

Board/Commission/Task Force Consultant Firm DOE Funded Project	Governmental Agency Independent Entity Selected by Project Individual Consultant	Institution of Higher Education Selected Peer Reviewers Other

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

TITLE I PROGRAMS AND ACADEMIC INTERVENTION SERVICES
SCORING RUBRIC FOR TITLE X EDUCATION OF HOMELESS & YOUTH

The following ***rubric is provided as guidance*** to eligible applicants for use in responding to the **2006-07** Title X, Education of Homeless Children and Youth Request for Proposal (RFP), and is the rubric that will be used by the committee that will be reviewing the proposals.

Applicant's Name: ______________________________ Total Score: ___________ Reviewer: ___________________

Applicant Contact Information: ____

1) PROJECT SUMMARY ***[LIMIT 1 PAGE] – (0 POINTS)***
Provide a brief summary of the project; summarize the essential aspects pf the proposed project. Sentences should be declarative and specific.
Not Scored
2) PROJECT NEED ***(20 POINTS)***
Describe the need for the project and provide supporting data as evidence.
• The project goals are clearly linked to the quality of the program, the needs of the target population(s), and the needs of the LEA. • The need is well justified and supported with baseline data that includes student academic performance measures for homeless children and youth as compared to other students within the district.
0-20 Points

Total Possible Points:___________20____ Points Awarded for this Section: ___________________

Strengths:____

____

Weaknesses:____

____

3) PROJECT DESIGN AND IMPLEMENTATION *(30 POINTS)*

Describe the project design, measurable objectives, activities/ methods and a timeline.

- Objectives, strategies, activities, and timelines are specific and measurable. Design includes effective strategies for identifying, recruiting, retaining, and providing transportation for participating children.
- An effective plan is in place that clearly assures participating children have the option to attend their school of origin and ensures that transportation will be provided to and from the child's school of origin.
- The plan for meeting the transportation needs of homeless children and unaccompanied youth is feasible and thorough.
- It is evident that activities/methods are practical and will result in achievement of objectives.
- Strategies used to identify eligible homeless children and unaccompanied youth will clearly and effectively assess immediate needs and provision of services (within 24 hours).
- The person responsible for the program has appropriate qualifications in accordance with paragraph 722 (2) (a) of PL 107-110 of Title X, Subpart B.
- Strategies for collaboration and coordination with Title I, Part A., as well as the district's Title I Coordinator, are clear, well-defined, and comprehensive.
- Provisions for homeless students attending Title I and non –Title I schools are feasible and likely to be effective.
- Procedures that will be used to meet the training requirements for liaisons, teachers, and coordinators and other appropriate staff are comprehensive, likely to be effective, and utilize scientifically-based strategies.

0-30 Points

Total Possible Points:____________30____ Points Awarded for this Section: ______________

Strengths:____

Weaknesses:____

4) EVALUATION *(15 POINTS)*

Describe the instruments and method(s) for evaluating the project.

- The evaluation instruments are appropriate to effectively measure program success. Examples include, but are not limited to: a combination of surveys, enrollment forms, baseline attendance data, pre- and post-reading assessment, data collected to compare the number of homeless students identified compared to the number served.
- Methods used to evaluate project activities are comprehensive, likely to result in a successful project, and include an effective approach for using evaluation results to guide necessary adjustments to the project.
- The grantee will submit a brief report describing progress on implementing objectives of the project by **December 31, 2006**. The grantee will submit an initial year report describing progress on the activities undertaken to meet the objectives of the project by **June 30, 2007**. Grantees will collect and provide requested data on homeless children and youth to the FDOE as requested.

Points: 0-15

Total Possible Points: 15   Points Awarded for this Section: ____________________

Strengths:____

____

Weaknesses:____

____

5) SUPPORT FOR STRATEGIC IMPERATIVES *(10 POINTS)*
Describe how the proposed project will address the Just Read, Florida! Initiative 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.
• The proposed project clearly addresses the Just Read, Florida! Initiative and incorporates one or more of the Florida State Board of Education (SBE) Strategic Imperatives. The Imperatives can be viewed at the following URL: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf. • The project describes a comprehensive professional development plan to include the Just Read, Florida! Initiative, and other State and Federal programs.
Points: 0-10

Total Possible Points: 10 Points Awarded for this Section: ____________

Strengths:____

____

Weaknesses:____

____

6) DISSEMINATION PLAN ***(10 points)***
Describe the methods /strategies to disseminate and market information about the project to appropriate populations.
• Methods used to share services provided by the McKinney–Vento Homeless Education Program to other community services in their districts, schools, parents, public or private shelters and businesses, are creative and likely to benefit the target population. Examples include, but are not limited to: marketing through awareness of activities for school staff, newspapers, outreach of posters where there is a frequent influx of low-income families and youth.
Points: 0-10

Total Possible Points:_____________10____ Points Awarded for this Section: ____________

Strengths:____

Weaknesses:______________________________________

7) BUDGET *(15 POINTS)*

Present a budget that reflects objectives and proposed costs of the project.

- Project budget presents expenses that are realistic, accurate, clearly relate to and reflect project objectives and activities.
- Cost-basis (justification) for expenditures is explained and reasonable.
- Any/all required personnel, professional and technical services and/or travel for the project is clearly delineated.
- All project funds must be spent according to the approved project proposal.
- Capital outlay limited to **one percent** of the total proposed budget.

Points: 0-15

Total Possible Points: 15

Points Awarded for this Section: ____________

Strengths:______________________________

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Weaknesses:______________________________

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