

# FLORIDA DEPARTMENT OF EDUCATION



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### Contact Information:

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**K12: 2006-140**

## MEMORANDUM

**TO:** Directors, Exceptional Student Education

**FROM:** Bambi J. Lockman

**DATE:** September 20, 2006

**SUBJECT: 2007-08 CHALLENGE GRANTS FOR THE GIFTED COLLABORATIVE CURRICULUM PROJECTS: CALL FOR APPLICATIONS**

We are pleased to inform you that in support of the Florida Department of Education's imperatives to coordinate efforts to improve higher student learning, the Department has allocated \$100,000 for this year's Challenge Grant, Collaborative Curriculum Projects. This grant is available on a competitive basis to school districts. The attached guidelines and request for applications provide detailed information.

We appreciate your interest in this program and look forward to the implementation of outstanding programs for Florida's gifted students.

BJL/dsm

Attachments

cc: University Lab School Directors  
Contact Persons, Programs for the Gifted  
Renee Speisman, ISRD  
2005-06 Collaborative Curriculum Project Grant Recipients

**BAMBI J. LOCKMAN**  
*Chief*

*Bureau of Exceptional Education and Student Services*

## **Guidelines for Application for the Collaborative Curriculum Challenge Grants**

The Collaborative Curriculum Projects are intended to promote an innovative redesign of instruction and improved academic performance of students who are gifted through collaboration among gifted students or teachers and other students, colleagues, mentors, or agencies. It is expected that this collaboration will enhance instruction and the academic performance of gifted students. Collaboration may be with general education classrooms, classrooms for students with disabilities, other gifted classes, other schools or school districts, professionals in a particular field who are willing to become mentors and share expertise, colleges or universities, museums, and laboratories. These collaborative projects may involve face-to-face interaction and coordination through the use of technology such as the Internet. Projects involving general education students need to ensure the collaboration will support the achievement of the gifted learners. Your district, or teachers in your district, is invited to submit an application.

Applications must

- contain the original signature of the superintendent
- be submitted with the original and four copies (Faxes will not be accepted. It is not necessary to include copies of the instructions or appendices.)
- be received at the Florida Department of Education by the close-of-business on or before **January 26, 2007**
- be prepared following the guidelines in the 2007-08 Challenge Grant Collaborative Curriculum Projects Proposal Instructions
- be typewritten or word processed using a font size no smaller than 12
- include correct spelling, grammar, and punctuation

Each district may submit a maximum of five applications. Applications will be reviewed using criteria specified in the application instructions. We anticipate notifying applicants of the review outcome in May 2007. The effective dates for all approved projects will be July 1, 2007, through June 30, 2008.

Applicants are encouraged to file a notice of intent to apply. Frequently asked questions, clarifications, changes or addenda will be provided to those filing notice of intent.

The amount of funding awarded to any one project will be based on the estimated costs of the proposed program; however, a maximum of \$10,000.00 will be awarded to each project. Funding will be competitive and based on the recommendations of a review team, contingent upon the Governor's signature of approval on the General Appropriations Act. Consideration will be given to geographical distribution throughout the state, with a minimum of 20 percent of the funds allocated to the 34 districts that participate in the Institute for Small and Rural Districts (ISRD).

Applications should be submitted by **January 26, 2007**, to:

Grants Management/Challenge Grants  
Florida Department of Education  
Turlington Building, Room 325  
325 West Gaines Street  
Tallahassee, Florida 32399-0400



FLORIDA DEPARTMENT OF EDUCATION  
**Request for Proposal (RFP) for Competitive Projects**

**Bureau / Office**

K-12 Education, Bureau of Exceptional Education and Student Services (BEES)

**Program Name**

**Challenge Grant Collaborative Curriculum Project**

**Specific Funding Authority (ies)**

State Appropriations: Appropriations Act, Line Item #117.

**Funding Purpose / Priorities**

The purpose of this project is to coordinate efforts to improve higher student learning and enhance the academic performance of students who are gifted through the innovative redesign of instruction and collaboration to develop greater knowledge and intellectual skills through challenging activities. Twenty percent of the funds will be allocated to recommended applicants from the thirty-four districts that participate in the Institute for Small and Rural Districts (ISR) Project.

**Target Population(s)**

Florida public schools and school districts serving students who are gifted.

**Eligible Applicant(s)**

Florida public school districts may submit up to five applications from the school teacher(s), administrators, or district administrators.

**Application Due Date**

**January 26, 2007. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.**

**Total Funding Amount / Approximate Number of Awards**

\$100,000.00

No more than \$10,000 awarded per project. Approximately 10 awards.

**Budget / Performance Period**

July 1, 2007, through June 30, 2008

**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**

**BEES:** Donnajo Smith, (850) 245-0478; Suncom: 205-0478; e-mail: Donnajo.Smith@fldoe.org.

**Grants Management:** Michael Binitie, (850) 245-0720; Suncom: 205-0720; e-mail: Michael.Binitie@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 (USDOE);
- 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, 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.

### Narrative Components/Scoring Criteria

The standard scoring criteria are based on a 100 point scale, with a minimum score of 70 points necessary for an application to be considered for funding.

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

1. Project Abstract or Summary N/A points

Provide a brief summary of the project.

The project is described in a brief summary of no more than 100 words. Specify the program title, the project intent and expected outcomes. Identify whether this is a school or district proposal. The abstract should be free from abbreviations, acronyms, and organization-specific terminology. Indicate whether this project has previously received Challenge Grant funds. Include the grade level and number of gifted and non-gifted students to be served or total faculty. This summary should consist of clear, concise statements that can be used by the DOE for a number of purposes.

2. Project Need 15 points

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

- The need is evident, compelling, and clearly linked to the outcome(s) of the project.
- The need for the project is strongly justified through supportive data with sufficient information about how the school or district is currently serving students who are gifted. What particular needs of the gifted students and/or teachers is this program designed to meet? How will this program provide opportunities for advanced levels of achievement? What learning opportunities and instructional resources not currently available will be provided?

### 3. Project Design and Implementation

45 points

Describe the measurable objectives, activities, and timeline for the project. Describe how the proposed program will be structured and how it facilitates an innovative redesign of instruction, including any necessary training for teachers.

- The objectives are measurable, qualitative, challenging, yet achievable, and address all outcomes of the project. Clearly state what students will be expected to accomplish in terms of new knowledge, skills, and abilities.
- The primary Sunshine State Standards that will be addressed with the project are cited.
- The curriculum content to be addressed is appropriate for the specific needs of gifted learners.
- It is evident that activities/methods are comprehensive and likely to result in achievement of objectives.
- Instructional strategies reflect curriculum design modifications and could incorporate authentic tasks, authentic environments, multidisciplinary approaches, use of technology, process skills, student reflection/metacognition, and/or student products.
- The collaboration is clearly described showing how the collaborators will work together in a joint intellectual effort. Evidence is provided that the collaboration will enhance the academic achievement of the gifted students.
- Letters of support for the collaboration are provided in the appendix as appropriate.
- Program personnel are described with a staff organization plan for the project indicating who will have administrative responsibility for the project.
- Project personnel are identified by position title and with qualifications for their role, including media specialists, Florida Diagnostic and Learning Resources System (FDLRS) staff, etc. Letters of support or commitment are provided in the appendix as appropriate.
- The timelines are specific, realistic, and consistent with measurable objectives and outcomes. The instructional outline and schedule for the program are described. An outline of the instructional plan in a calendar, timeline, or syllabus will meet this requirement.

### 4. Evaluation

10 points

Describe the instruments and method(s) for evaluating the project. Discuss plans for frequent and on-going assessment of academic growth and accomplishment including data to be collected and compiled to determine accomplishment of the project.

- The evaluation instruments are appropriate to effectively measure program success.
- Provisions for assessment strategies and criteria using quantitative and qualitative measures for evaluation of the program objectives are clear and will assess student academic performance.
- The evaluation methods 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.

5. **Support for Strategic Imperatives**

7 points

Describe how the proposed project will address the reading initiative. 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).

- The project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida! initiative.
- The applicant has included effective methods for incorporating one or more of the SBE Strategic Imperatives.

6. **Dissemination Plan**

8 points

- Describe the methods/strategies to disseminate and market information about the project to other educators and appropriate populations. Dissemination must include a written narrative about the project for inclusion in a DOE publication geared to practitioners. By June 30, 2008, project coordinators must complete and submit the written narrative using the format provided in the application packet, which will include a project evaluation.
- The applicant's dissemination plan will use effective and realistic means to reach the appropriate target populations.
- The methods/strategies used to share services provided by the project are innovative and will clearly benefit the target population. Describe plans to share the results with other groups at workshops, meetings, conferences, or posting information on a Web site.

7. **Budget**

15 points

- Present a budget that reflects objectives and proposed costs of the project. The intent of the program is a redesign of instruction, thus any materials or technology in the budget must be clearly aligned to the project intent, and not a plan to add technology to a current program.
- The project budget presents expenses that are realistic, accurate, clearly relate to and reflect project activities, objectives, and outcomes.
- The justifications for expenditures are reasonable and clearly explained.
- The required personnel, professional and technical services, and/or travel for the project are clearly and adequately explained. The amount of time to be spent specifically on project activities should be stated as a portion of a full-time equivalent (FTE) for a specific amount of time (e.g., .5 FTE for 6 months, 1.0 FTE for 3 weeks). Specify whether this will be paid out of project funds.

**Appendix-** An optional appendix may be added at the back of the application to include verification of assertions made in the proposal, explanatory maps, photographs, and illustrations.

**Funding Method**

**Quarterly Advance to Public Entity**

For quarterly advances of non-federal funding to state agencies and local education agencies (LEAs) made in accordance within the authority of the General Appropriations Act.

Disbursements must be documented and reported to FDOE at the end of the project period. The recipient must have detailed documentation supporting all requests for advances and disbursements that are reported on the final FDOE financial report.

## **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.**

- The Challenge Grant Collaborative Curriculum funds are intended primarily for curriculum development, instructional planning, and the implementation of redesigned, innovative curriculum. Funds may also be used for professional development and instructional resources not currently provided by the school district that are necessary to meet instructional objectives. No expenditures are allowed for food, social, or promotional activities, or materials such as tee shirts, certificates, social events, group photographs, refreshments, or plaques.
- Indirect costs may not be charged to the Challenge Grant Collaborative Curriculum budget.
- Funding amounts are subject to change based on the legislative approval of general revenue appropriations and the Governor's signature of approval on the Legislative Appropriations Act. Funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.
- FDOE grant recipients must attend the annual Grant Fiscal Management Training, offered by the Department.

## **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 14-25.** Select those pages that are most significant to the intent of the proposal.

Grantee must send at least one person to a **meeting to review the expectations for evaluation and dissemination**. It will be beneficial to send the person responsible for compiling the narrative and arranging for dissemination. Grant funds may be directed to cover the cost of travel and housing, if necessary, for one contact person to attend the mandatory one day state meeting to review guidelines as described in the application packet. Failure to have a representative attend may impact future Challenge Grant funding to the district.

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

**The due date to notify the program contact person, Donnajo Smith, of Intent-to-Apply is January 12, 2007. This notification may be sent as an e-mail to [Donnajo.Smith@fldoe.org](mailto:Donnajo.Smith@fldoe.org) or fax to (850) 245-0955 message 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**

**The last date that questions will be answered is January 19, 2007. Any changes in dates, clarifications, or addenda to the Request for Proposals will be addressed via e-mail contact to all who file an intent-to-apply.**

## **Method of Review**

Proposals will be subject to technical review by the DOE and content review by a committee representing school district programs and personnel understanding the special needs of gifted students. It is anticipated that applicants will be notified of the review outcomes before or during May 2007. Program proposals will be evaluated and recommended for funding based on:

- Criteria cited under Narrative Components
- Geographic distribution across the state
- An allocation of 20% to applicants from the ISRD

**Conditions for Acceptance**

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

- Application is received within the FDOE by the close of business on the due date
- Application includes required forms:
  - DOE 100A Application Form bearing the **original signature** of the Superintendent for the school district or the agency head for other agencies and this page should be the cover or first page of your project application
  - DOE 101-Budget Narrative

**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 FDOE Comptroller’s Office).

**Other Requirements**

- **For State Programs**

Local school districts or other eligible applicants that apply to the FDOE for non-federal program funding need to provide this 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 in their applications. A sufficient section 427 statement is described in OMB Control No. 1890-0007 (Exp. 11/30/2007).

See: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

- Applicant must submit **one original and four copies** of a project proposal that consists of the required forms and narrative.
- The narrative must be prepared using a 12 point font, 1” margins, and single-sided typed 8.5 X 11-inch papers. Proposals should be assembled in the order described above. Pages should be numbered and a Table of Contents is recommended.

**Application must be submitted to:**

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

**Attachments**

Project Application Form (DOE 100A)  
 Budget Narrative Form (DOE 101)  
 Additional Assurances – All Projects  
 Project Summary  
 Project Performance Accountability



# FLORIDA DEPARTMENT OF EDUCATION

*TAPS Number*

## Project Application

<b>Please return to:</b>  Florida Department of Education Bureau of Grants Management Room 325, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	<b>A) Program Name:</b> <b>Challenge Grant Collaborative Curriculum</b>  Title:	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b>  School district:		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  \$ _____  <i>DOE USE ONLY</i>  <b>Total Approved Project:</b>  \$ _____	<b>D) Applicant Contact Information</b>	
	Contact Name:	Mailing Address:
	Telephone Number:	SunCom Number:
	Fax Number:	E-mail Address:
<p><i>CERTIFICATION</i></p> <p>_____, (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.



# 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

<b>ADDITIONAL ASSURANCES – ALL PROJECTS</b>	<b>Fiscal Agent:</b>
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Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BEESS. Upon termination of the project, at the option of the DOE/BEESS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BEESS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that the project agrees to collaborate with other entities (i.e., other agencies, districts, organizations, and other projects) during the project year under the direction of DOE/BEESS staff.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BEESS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in “Guidelines for Project Publications,” available from the BEESS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BEESS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BEESS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Kathy Dejoie, Supervisor, Clearinghouse Information Center at 850/ 245-0477; or E-mail: [Kathy.Dejoie@fldoe.org](mailto:Kathy.Dejoie@fldoe.org).
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BEESS.

**Challenge Grant for the Gifted  
Collaborative Curriculum Projects  
2007-08 Project Summary**

As stated in the Request for Proposals for the Collaborative Curriculum Projects Challenge Grant, each Project Coordinator must submit to the DOE a written narrative about the project. This narrative must describe the project components as outlined below, to be included in a DOE publication for dissemination to Florida’s school districts. Please submit your project summary upon completion of the project but no later than **June 30, 2008**, to ESE Program Development and Services/Gifted Challenge Grants, Florida Department of Education, 601 Turlington Building, 325 W. Gaines Street, Tallahassee, FL 32399-0400.

School District: \_\_\_\_\_

Project Title: \_\_\_\_\_

**Project Rationale & Goals**

**Project Implementation**

- Program Content and Activities (What was taught? How was it taught? What learning experiences were provided? How was this a redesign of instruction?):
  
- Sunshine State Standards Addressed (List and cite only specific Sunshine State Standards that were the **primary** focus of the project)

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

- Participants (Who participated in the project?):

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

- Student Population (How many gifted students? At what grade level(s)?)

- Personnel (Describe the staff involved in the project ):

**Strategic Imperatives** – Describe how the project related to the reading initiative and how the Florida State Board of Education strategic imperatives were incorporated.

### **Program Evaluation**

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

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

**Dissemination Activities:** (How and when will (or was) information and results of the program be shared?)

### **Contact Person:**

Name:

Position:

Phone:

Address:

E-mail:

## APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

### Project Performance Accountability

The Florida 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. The Department's program managers will track each project's performance based on the information provided in this section of the approved project.

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:

- ✓ **Deliverables:** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **Training, Technical Assistance, and Dissemination:** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **Student Performance: 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.
- ✓ **Service Delivery:** 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**

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

**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
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(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
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**TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM**

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

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

**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 through 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
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(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
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(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
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(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

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

**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 3<sup>rd</sup> 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
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(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
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**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 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
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(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.

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



**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
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(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
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(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
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(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 FDOE**

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

**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 FDOE**

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