



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office

K-12 Education, Bureau of Instruction and Innovation (BII)

Program Name

Collaborative Curriculum Challenge Grant

Specific Funding Authority (ies)

State Appropriations: Appropriations Act, Line Item #109 and Catalog for State Assistance (CFSA) number 48.040

Funding Purpose / Priorities

The purpose of this project is to 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. The program supports Strategic Imperative 8 to coordinate efforts to improve higher student learning.

Total Funding Amount / Approximate Number of Awards

\$100,000

No more than \$10,000 will be awarded per project.

It is estimated that at least ten awards will be presented.

Matching Requirement

None

Budget / Performance Period

July 1, 2008 through June 30, 2009.

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.

Target Population(s)

Gifted; Grades K-12; Schools and School Districts

Eligible Applicant(s)

Teachers, Principals, District Administrators

Application Due Date

January 25, 2008. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Contact Persons

BII Program Contact

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Grants Management Contact

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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://fldoe.org/comptroller/doc/gbsectiond.doc>

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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 **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the *Instructions*, within each Narrative Component, are **Criteria**. *The bulleted, italicized statements are used by proposal reviewers to assess and score each Narrative Component.*
- The standard scoring **Criteria** are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.

1. Project Abstract or Summary

1 point

Provide a brief summary of the proposed project in 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 or educators to be served. This summary should consist of clear, concise statements that can be used by the DOE for a number of purposes.

- *The project is described in a brief summary including specified information.*
- *It is clear that the proposed project aligns with the intended purpose/priorities*

2. Project Need

12 points

Describe the need for the proposed 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.*
- *Supportive data clarifies how the school or district is currently serving students who are gifted. How will this program provide opportunities for advanced levels of achievement? What learning opportunities and instructional resources not currently available will be provided?*
- *Service for students who are gifted is provided during school hours and addresses academic skills, learning experiences, and instructional resources that present opportunities for advanced levels of achievement.*

3. Project Design and Implementation

40 points

Describe the measurable objectives, activities, and timeline for the proposed project.

Describe how the proposed program will be structured and how it facilitates an innovative redesign of instruction, including any necessary training for educators.

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 and Frameworks for Gifted that will be addressed with the project are cited. The curriculum content to be addressed is appropriate for the specific needs of gifted learners.

- *The objectives are measurable, qualitative, challenging, yet achievable, and address all outcomes of the project.*
- *It is evident that activities / methods are comprehensive and likely to result in achievement of objectives.*
- *Instructional strategies reflect curriculum design modifications and should 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 from administration, community resources, college contacts, or other collaborators are provided in the appendix as appropriate.*
- *Program personnel are described with a staff organization plan for the proposed 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 is described. An outline of the instructional plan in a calendar or syllabus will meet this requirement.*

4. Evaluation

12 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 and clear evidence of student academic gains.

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

5. Support for Strategic Imperatives

5 points

Incorporate one or more of the Florida State Board of Education (SBE) Strategic Imperatives.

[URL:http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf](http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf)

Describe how the proposed project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.com/>

Math/Science Initiative

URL: <http://www.fldoestem.org/center13.aspx>

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

6. Dissemination Plan

15 points

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

Describe plans to share the results with other groups at workshops, meetings, conferences, posting information on a website or other effective means.

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 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 plan for dissemination of the project accomplishments describes strategies for sharing results for other schools or districts who may choose to replicate the intent of the project beyond the required report.*
- *The methods/strategies used to share services provided by the proposed project are innovative and will clearly benefit the target population.*

7. **Budget**

15 points

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

The intent of the program is a redesign on 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 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 3 months, 1.0 for 3 weeks). Specify whether this will be paid out of project funds.

- *The proposed 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.*

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, letters of support and illustrations.

Funding Method

Quarterly Advance to Public Entity (S)

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.

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.

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and using purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports

Project recipients do not have the authority to report disbursements before or after these specified dates.

Allowable expenses: Project funds must be used for activities that directly support the accomplishment of project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable expenses: Project funds may not be used to supplant existing programs and/or funding. No expenditures are allowed for food, social or promotional activities, or materials such as tee shirts, certificates, social events, group photographs, refreshments, or plaques.

Administrative costs including Indirect Costs: No indirect costs may be charged to the Challenge Grant budget. Administrative costs must be documented and directly related to the conditions of the grant.

Grants Fiscal Management Training Requirement

Public agencies including school districts, other Local Education Agencies (LEAs) and institutions of higher education that are recipients of DOE grants are strongly encouraged to attend, annually, Grants Fiscal Management Training offered by DOE.

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 summary report and arranging for dissemination. Grant funds may be directed to cover the cost of travel and housing for one contact person to attend the mandatory one day state meeting to review project evaluation guidelines as described in the application packet. Failure to have a representative attend may impact future Challenge Grant program funding to the institution.

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 10-19.

Notice of Intent-to-Apply

The due date to notify the Program contact person Donnajo Smith of Intent-to-Apply is January 11, 2008. This notification can be sent as an e-mail (Donnajo.Smith@fldoe.org) or fax (850/245-0826) message and must 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 18, 2008. 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

A peer review process will be used to evaluate the Collaborative Curriculum Challenge Grant competitive proposals.

- Proposals are screened by DOE program staff to ensure that all state requirements in the RFP are addressed.
- Proposals will be subject to content review by a committee representing school district programs and personnel understanding the special needs of gifted students.
- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers.
- The Program Office ranks the proposals in order from highest to lowest score.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients, beginning with the application earning the highest score followed, in succession, by the applications with the next highest scores until funds are exhausted.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.
- It is anticipated that applicants will be notified of the review outcomes before or during May, 2008.

Conditions for Acceptance / Substantially Approvable Form

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.
 - 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>.

Technical/Formatting and Other Application Submission Requirements

- One original and four copies of the completed proposal.
- The original must bear an original signature on the DOE 100A Project Application Form.
- May be stapled, but no other binding will be acceptable.
- Pages should be numbered.
- Margin size: 1" sides, top and bottom
- Font Type /Size Arial 12
- Single sided pages
- 8.5 X 11-inch plain sheets of paper identifying the district/agency name in the upper right hand corner of the page.
- 1.5 or double spacing
- Narrative pages should be labeled appropriately by subject area that is being addressed.

- **Attachments**
Project Application Form (DOE 100A)
Budget Narrative Form (DOE 101)
Project Summary

Grant forms DOE 100A and DOE 101 may be accessed in PDF format at the following URL:
<http://www.fldoe.org/ease/granhome.asp>.

Application must be submitted to:

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

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

(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
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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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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 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

(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
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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.

(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
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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.