



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

Bureau / Office

Independent Education and Parental Choice (IEPC)

Program Name

Interdistrict Agreements for Expanding School Choice through Voluntary Public School Choice (VPSC) Models

Specific Funding Authority(ies)

Elementary & Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 3; 20 U.S.C. 7225-7225g
CFDA/SUBPROGRAM: 84.316A

Funding Purpose

The Interdistrict Agreements for Expanding School Choice through Voluntary Public School Choice (VPSC) Models aim to strengthen the availability, accessibility, and equity of educational options for parents to secure a high quality education for their children. The purpose of the program, with particular emphasis at the secondary level, is to implement interdistrict and/or multi-interdistrict agreement models among partnering school districts to create and/or enhance existing transfer agreements, thereby increasing public school choice options by expanding access to K-12 school choice programs. Partnership agreements should substantially impact students in lower-performing schools.

Funding Priorities

Funding priorities include interdistrict and/or multi-interdistrict agreements that use capacity-building enhancement methods to expand access to K-12 school choice programs. Enhancement methods may include, but not be limited to, the following:

1. Replication of school choice programs such as, but not limited to, career academies, magnets, charter schools, International Baccalaureate programs, and/or virtual education.
2. Implementation of school choice feeder patterns.
3. Improvement of transportation.
4. Interdistrict tuition transfers.
5. Any combination of these strategies or methods based on identified needs of the targeted student populations.

Target Population(s)

Students attending grade K-12 public schools wishing to use public school choice options to transfer to higher quality educational programs.

Eligible Applicant(s)

Collaborating Partnerships among Florida Public School Districts

One application per proposed interdistrict and/or multi-interdistrict agreement model shall be submitted with appropriate signatures of all partnering districts. Partnerships must be exclusively between separate school board districts. A signed *Partnering Districts' Application Certification* by all collaborating partners must be included with the application, but does not impact the page limit (*Attachment A*).

Application Due Date

April 14, 2008

The due date refers to the date of receipt in the Office of Grants Management. Facsimile and e-mail submissions are not acceptable.

Total Funding Amount / Approximate Number of Awards

Approximately \$5,100,000 is available within the five-year VPSC program period to support the development and implementation of the interdistrict agreement models. Initial funding during the first budget period of the five-year VPSC program will consist of \$743,500. A minimum of \$100,000 to a maximum of \$170,000 is expected to be awarded during the first budget period for each approved interdistrict and/or multi-interdistrict agreement model.

The number of awards and the award amount will be based on the final U.S. Department of Education (USDOE) award notification and number of high-quality proposals submitted to the Florida Department of Education (FDOE) that are eligible for funding consideration. The FDOE desires to award a minimum of three grant awards to partnering school districts.

To be eligible to receive continual funding in the multi-year project, participating districts must:

1. Submit an annual Request for Application (RFA).
2. Submit any documentation and data bi-annually as required by the FDOE or USDOE.
3. Agree to participate in statewide technical assistance training and evaluation activities to be scheduled and conducted by the FDOE.
4. Comply with applicable Federal and State statutory and regulatory requirements.
5. Submit the annual evaluation at least 60 days prior to the end of the project performance periods.

Matching Requirement

None

Budget / Program Performance Period

Budget Period:

For Federal Programs the project effective date will be the date that the application is received within the Florida Department of Education (FDOE) in *substantially approvable form*, or the effective date of the Federal Award Notification, whichever is later.

Program Performance Period:

The performance period regarding this application shall be known as the planning and program design period, coinciding with the budget period. Based on a multi-year project, the performance period includes five program performance periods.

Contact Persons

Program Contact:

Yolanda Miranda-Hill
VPSC Program Manager
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Grants Management Contact:

Margaret White
Office of Grants Management
850-245-0716
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Assurances

The Florida Department of Education 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 (LEAs) 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>

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

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

FIXED REQUIREMENT

Instructions

Provide a brief one-page summary of the proposed interdistrict or multi-interdistrict agreement model, naming partnering districts, goals, brief program design, and significance (contribution and rationale) of impact on the targeted student population(s). If the proposed project is an expansion of an existing interdistrict agreement, provide a brief overview of the previous agreement and the basis for enhancement.

Criteria

- *The proposed interdistrict or multi-interdistrict agreement model is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *The proposed project clearly aligns with the intended funding purpose and project priorities.*

2. Project Need

10 points

Instructions

Describe the need for the proposed interdistrict or multi-interdistrict agreement model and provide supporting data as evidence. Explain how the need for the service(s) to be provided or the activities to be carried out will benefit the final outcome(s) of the project. Describe how the model will meet the learning needs of the targeted student population.

Criteria

- *The need for the proposed interdistrict or multi-interdistrict agreement model is clear and well justified with supporting data (student performance, demographic, etc.).*
- *The importance of the need for the services to be provided or the activities to be carried out is apparent and clearly linked to the outcome(s) of the project.*
- *The proposed project focuses on services to be provided or otherwise addresses the identified needs of the targeted population.*
- *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and/or weaknesses.*

3. Project Design and Implementation

35 points

Instructions

Name the partnering districts and the role for which each partner is responsible within the proposed interdistrict or multi-interdistrict agreement model. Describe in detail the goals, measurable objectives, methods, and timeline for the proposed project. Include an outline of each objective and measurements on the *VPSC Interdistrict Agreement Model Objectives Chart (Attachment B)*. Estimate the number of students to be served and describe why the students are included in the targeted population. Clarify the student application process between partnering school districts. Explain the policy dictating procedures if the proposed project is over-subscribed. Describe the level of instruction that will be offered to participating students. Explain the coordinated transportation plan between the partnering districts and/or describe the transportation arrangements for participating students. Describe how teachers involved in the interdistrict agreement model will be identified and trained. Describe how the proposed project will include collaborative efforts between districts School Choice office and the districts' Title I office.

Criteria

- *Partnering districts' roles are clear and aligned within the proposed interdistrict or multi-interdistrict agreement model.*
- *The goals, purpose, and outcomes are clearly specified and measurable.*
- *The objectives are measurable, quantitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*
- *The timelines are specific, realistic, and consistent with measurable objectives and outcomes.*
- *Using the requested format, the outline of each objective adequately summarizes the proposed project's performance development and outcomes.*
- *The description and explanation of the targeted student population is clear.*
- *The design of the proposed project aligns with, and successfully addresses, the needs of the target population.*
- *The description of the student application process between partnering school districts is clear.*
- *The policy dictating the procedures should the proposed project be over-subscribed has been addressed and is clear.*
- *The description of how teachers will be identified and trained is detailed and demonstrates an understanding of the specific strengths and needs of each partnering district.*
- *The collaboration between the districts' School Choice Office and the districts' Title I office is clearly described and is likely to result in effective and ongoing coordination and communications.*
- *The transportation plan is efficient and specifically addresses the needs of the proposed model and of the targeted population.*
- *The methodology reflects up-to-date knowledge from research and best practices.*

4. Evaluation

15 points

Instructions

Describe the instruments and data collection methods, internal and external, for meeting the goals, objectives, and outcomes of the proposed interdistrict or multi-interdistrict agreement model. Describe the evaluation design, including both quantitative and qualitative measures. Provide data collection activities and instrumentation designed to effectively measure changes in participating students' academic achievement. Explain how the data is evaluated and utilized to support changes in expected outcomes.

Criteria

- *The evaluation methods are thorough, feasible, and appropriately matched to meet the goals, objectives, and outcomes of the proposed interdistrict or multi-interdistrict agreement model.*
- *The evaluation design is clear and includes both quantitative and qualitative data collection measures.*
- *The evaluation data collection activities and instrumentation, both internal and external, are designed to effectively measure changes in student academic achievement as a result of participation in the proposed project.*
- *The evaluation development and method(s) includes collaboration between partnering districts in order to assess the significance of the proposed project's impact on students' achievements.*
- *The explanation of how the data is evaluated and utilized to support changes in the expected outcomes is clear and will effectively measure continual success of the proposed project.*
- *The evaluation process includes summative information that will assess the value of the proposed project's components and strategies.*

5. Support for Strategic Imperatives

FIXED REQUIREMENT

Instructions

Incorporate Strategic Imperative 5.0, Quality Choice Options, of the Florida State Board of Education (SBE) Strategic Imperatives.

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

Additionally, describe how the proposed interdistrict or multi-interdistrict agreement model will address the reading and math/science initiatives of the FDOE.

Just Read Florida

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

Math / Science Initiative

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

Criteria

- *The applicant has included effective methods for incorporating strategic imperatives of the State Board of Education, particularly Strategic Imperative 5.0, Quality Choice Options.*
- *The proposed interdistrict or multi-interdistrict agreement model utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida! and the Math/Science initiatives.*

6. Dissemination Plan

20 points

Instructions

Describe the methods/strategies to disseminate and share information with the parents and students in targeted populations regarding the proposed interdistrict or multi-interdistrict agreement model. Clarify collaborative parent outreach efforts between partnering districts. Provide strategies for employing community outreach efforts, including the possibility of utilizing current and future Florida School Choice Parent Resource Centers (PRC) to increase awareness of educational option offered through the proposed project. A listing of current PRCs can be viewed at http://www.schoolofed.nova.edu/choice/parent/resource_center.htm.

Criteria

- *The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities.*
- *The methods strategies used to share services provided by the partnering districts are innovative.*
- *The dissemination plan reflects a thorough grasp of the proposed interdistrict or multi-interdistrict agreement model and the positive impact on the targeted population(s).*
- *Dissemination plan includes community outreach efforts and, if applicable, possible utilization of the Florida School Choice Parent Resource Centers (PRC).*

7. Sustainability

5 points

Describe participating districts' consideration of non-grant funds (to be determined at the beginning of the final performance period) to assure the proposed interdistrict and/or multi-interdistrict agreement model is sustainable after the five-year project period. Indicate continuous level of services to be provided to the targeted student population beyond the five-year project period. Provide anticipated sustainable efforts among the partnering districts.

Criteria

- *The proposed plan to generate non-grant funds for providing continuous level of services to the targeted student population is explained and supports sustainable efforts.*

- *The anticipated sustainability strategies realistically support continuation of the proposed interdistrict and/or multi-interdistrict agreement model's ongoing efforts.*

8. **Budget**

15 points

Instructions

Present a budget that reflects the goals and objectives with proposed costs of the initial planning and program design period. The budget must be comprehensive, detailed, well-justified, and support the goals, objectives, and activities/strategies outlined in the proposal. The budget should name the Primary Fiscal Agency and detail funding allocation among the partnering district(s). The budget must include, if applicable, the shared costs of transportation for participating students among the partnering districts. Estimated travel costs for two statewide technical assistance workshops and an annual attendance to the VPSC conference are required. Include a projected multi-year proposed budget of the estimated costs for the implementation periods as outlined on the *Projected VPSC Interdistrict Agreement Model Five-Year Budget Worksheet (Attachment C)*.

Only item descriptions and total amounts for the initial Planning and Program Design Period must be transferred onto the DOE 101 Budget Narrative Form.

Criteria

- *The budget is thorough, specific, and supports the proposed interdistrict or multi-interdistrict agreement model.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
- *The costs are reasonable in relation to the goals, objectives, design, and significance of the proposed project.*
- *The costs are reasonable in relation to the size and needs of the targeted student population and in relation to the expected outcomes and benefits.*
- *The required personnel, professional and technical services, for the proposed project are clearly and adequately explained.*
- *Travel costs for participation of statewide technical assistance workshops and VPSC conferences are reasonable and include the number of estimated participants for such events.*
- *The justifications for expenditures are reasonable and clearly explained.*
- *Using the requested format, the projected multi-year outlined budget of the estimated costs for the implementation periods visibly supports the goals, objectives, design, and outcomes of the proposed project.*

Method of Answering Frequently Asked Questions

Frequently asked questions will be posted by April 7, 2008 at the Office of Independent Education and Parental Choice website at <http://www.floridaschoolchoice.org/Information/vpsc/>.

Questions will not be answered by telephone or e-mail. **Questions will not be addressed after April 4, 2008.**

Funding Method(s)

Federal Cash Advance (Public Entities Only) (C)

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 but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

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 issuing 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 the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Funding can be used to:

- Plan and design a public school choice program (during planning period).
- Carry out public information campaigns to inform parents and students about public school choice opportunities.
- In years two through five of the project periods, funds can be used to make tuition transfer payments to the public schools that students choose to attend.

- Enhance capacity-building activities in high-demand public schools allowing them to serve greater numbers of students.
- Pay other costs that are allowable and reasonably necessary to implement a public school choice program that will directly impact the students including, but not limited to, personnel, professional development, student services, instructional equipment, laboratory equipment, supplies, simulation hardware and software, or other non-recurring expenses associated with the development, implementation, and evaluation of a career academy.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding. Funds cannot be use for school construction.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate. No more than 5 percent of the funds made available through the grant for any fiscal year may be used for administrative expenses.

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 18-29. Information in this section is provided by the partnering districts based on the goals, objectives, and program design of the proposed interdistrict and/or multi-interdistrict model.

Method of Review

A committee composed of state educational professionals will review and evaluate the proposed Interdistrict Agreements for Expanding School Choice through Voluntary Public School Choice (VPSC) Models. Each proposal will be read and reviewed by a minimum of five readers and scored on each narrative component. The review committee will be selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within Florida. Scores will be averaged, results discussed, priorities listed, and recommendations made to the Commissioner of Education. FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project. The FDOE will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.

Proposals with a final score of less than 70 are not eligible for funding consideration.

Conditions for Acceptance / Substantially Approvable Form

The requirements listed below must be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within DOE **no later than 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.

- Submission of the 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)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one page summary description of the plan proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

For Program Office

- The applicant **must submit**, with this application the following forms:
 - Partnering Districts’ Application Certification.
 - VPSC Interdistrict Agreement Model Objectives Chart.
 - Projected VPSC Interdistrict Agreement Model Five-Year Budget Worksheet.
- An assurance statement confirming partnering districts agreement to coordinate efforts with the VPSC project manager and project’s third-party evaluator concerning reporting format, data elements, and data benchmarks, is required.

Technical / Formatting and Other Application Submission Requirements

- Submit **one application with original signatures** and **five copies** of completed application.
- Narrative responses must be:
 - Double-spaced, single-sided
 - 12 point/Arial Font
 - 1” Margins (both sides and top / bottom)
- No Bound Copies
- 25-page maximum for narrative response portion of the application package (does not include required forms and letters or other required attachments)

Note: Additional pages exceeding the maximum 25 narrative response will be removed and will not be reviewed.

- View *Other Requirements* section for a list of required forms that **must be** included with the application.

Request for Proposals Training Sessions

Request for Proposals training sessions will be held to provide further explanation of the RFP application process. Details related to the agenda, and schedule will be posted at the Office of Independent Education and Parental Choice website:

<http://www.floridaschoolchoice.org/Information/vpsc/> by March 17, 2008.

Application must be submitted to:

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

**Voluntary Public School Choice (VPSC) Interdistrict Transfer Agreement Models
PARTNERING DISTRICTS' APPLICATION CERTIFICATION
Primary Fiscal Agency: _____**

The filing of this application has been authorized by each District School Board listed below. Each District Superintendent has been duly authorized to file this application and acts as the authorized representative in connection with this application. The Primary Fiscal Agency is identified and is indicated by the first signature listed below.

Certification is hereby given that all facts, figures, and representations made in the application are true and correct, and are consistent with the statements of assurances signed and submitted previously by this district.

District _____ Signature of Superintendent _____
(Primary Fiscal Agency)

Certification is hereby given that all facts, figures, and representations made in the application are true and correct, and are consistent with the statements of assurances signed and submitted previously by this district.

District _____ Signature of Superintendent _____

Certification is hereby given that all facts, figures, and representations made in the application are true and correct, and are consistent with the statements of assurances signed and submitted previously by this district,

District _____ Signature of Superintendent _____

Certification is hereby given that all facts, figures, and representations made in the application are true and correct, and are consistent with the statements of assurances signed and submitted previously by this district,

District _____ Signature of Superintendent _____

Date

VPSC Interdistrict and/or Multi-Interdistrict Agreement Model

Goals, Measurable Objectives, Measurable Instruments, Activities, and Timeline Table Instructions

Proposal goals must have at least four broad goals.

Goals (Global Outcomes): program goals (e.g., 'Improve Academic Achievement') are very broad, realistic and are derived for the needs assessment data. Goals must be numbered (i.e., '1', '2', '3').

Measurable Objectives (Specific Outcomes): For EACH goal, the applicant must include specific, annual objectives that are measurable, quantitative, challenging (yet achievable), and that can be measured at the end of the project year. Within each measurable objective, applicants must identify anticipated measurements that will be used to assess project performance of the stated objective. Objectives must be numbered (i.e., '1.1', '1.2', '2.1', '2.2').

Activities and Timeframe: For EACH objective, applicants must include specific activities that will clearly allow the program to progress towards and meet the standard objective(s) and that align to the activities described in the Project Design and Implementation section of the Narrative Component. For each activity, the applicant must indicate the timeframe in which each activity will be occurring (e.g., 'daily during the project year', 'monthly during the school year', 'during the second implementation period'). Activities and timeframes must be identified using a letter system, where the letter will be used to identify all activities and timeframes implemented to meet objectives (i.e., 'a', 'b', 'c').

VPSC Interdistrict and/or Multi-Interdistrict Agreement Model

Goals, Measurable Objectives, Measurable Instruments, Activities, and Timeline Table

Goals	Measurable Objectives	Measurable Instruments	Activities	Timeline Table
1)	1.1) 1.2)	1.1) 1.2)	a) b) c) d)	a) b) c) d)
2)	2.1) 2.2)	2.1) 2.2)	a) b) c) d)	a) b) c) d)

Each applicant will develop a table based on the needs of the interdistrict and/or multi-interdistrict agreement model and student targeted population.

VPSC Interdistrict and/or Multi-Interdistrict Agreement Model Instructions for Projected Five-Year Budget Worksheet

This form is designed to assist applicants to project how federal funds will be used for planning, program design, and implementation across a maximum of five years. Projected expenditures must be consistent with the intent of the program. Complete descriptions of the categories of proposed expenditures can be found in the ***Financial and Program Cost Accounting and Reporting for Florida Schools Manual (Red Book)***. A copy of this manual can be accessed at <http://www.firn.edu/doe/fejp/redtoc.htm>.

Please be aware that:

- The first budget period is intended primarily for initial planning and program design.
- The second budget period is intended for continual planning and program design, however should include costs for initial implementation.
- The third and fourth budget periods are intended for implementation.
- The final budget period is intended for continual implementation and preparation for sustainability.

Please be aware of timeline:

- The total amount of time allowed for planning and program design may not exceed 16 months.

Only item descriptions and total amounts for the initial Planning and Program Design Period must be transferred onto the DOE 101 Budget Narrative Form.

The amounts projected for year 2-5 budget periods are estimates only and may be revised at the time those funds are requested (through submission of the appropriate documentation as specified on future Request for Application).

**VPSC Interdistrict and/or Multi-Interdistrict Agreement Model
for Projected Five-Year Budget Worksheet**

Five-Year Projected Budget	Award Notification Date through September 30, 2008	October 1, 2008 Through September 30, 2009		October 1, 2009 Through September 30, 2010	October 1, 2010 Through September 30, 2011	October 1, 2011 Through September 30, 2012
Category of Proposed Expenditures	First Budget Period	Second Budget Period		Third Budget Period	Fourth Budget Period	Final-Year Budget Period
	Planning & Program Design	Planning & Program Design	Initial Implementation	Implementation	Implementation	Implementation
Description of expenditure	Estimated Cost	Estimated Cost	Estimated Cost	Estimated Cost	Estimated Cost	Estimated Cost
Total*						

*The total for the first budget period must match the total on the DOE 101, Budget Narrative Form.

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

The Florida Department of Education has a standardized process for preparing proposals / applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability in the use of federal and state funds. Using the following forms and instructions, applicants are to select Project Performance data for each proposed project. If funded, the data is entered into the DOE web-based Grants Management System; data entry continues through the life of the grant. The Department's program managers will track each project's performance based on the information provided.

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

(1) For each deliverable in the proposed project, enter in Column (1), the name of the deliverable and a brief description. Use only the following list to identify each deliverable. Indicate the purpose of the deliverable, the target audience, and the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Include any required reports in this section.

(1) Name of Deliverable and Brief Description

- 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.

(2) Standard(s) for Acceptance

- 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

(3) In the third column, provide the date when the deliverable will be complete. If applicable, include interim dates for drafts, review, etc.

DELIVERABLES FORM (Examples: 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)

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."

(1) Name of Activity and Brief Description

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

(2) For each activity identified in Column (1), specify all of the proposed standards that will be used to determine whether the activity meets the expectations for the project. Select the standards from the following list and provide any additional detail appropriate to each standard. 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.

(2) Quantity and Quality Standards for Acceptance

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

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

(3) Method of Documentation

- | | | |
|--------------------------------------|--------------------------------------|---|
| ▪ 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) In the fourth column provide the critical timelines for completion of each activity (taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.).

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM *(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

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.”

(1) Name of Performance and Brief Description

- 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.

(2) Method of Evaluating Performance

- 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

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.

(3) Method of DOE Verification

- 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) In the fourth column, provide 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 (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**

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

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. 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.”*

(1) Name of Service and Brief Description

- 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
- Other
- Statewide Leadership Activities
- Student Evaluation / Assessment

(2) For each service identified in Column (1), specify from the following list all of the proposed standards that will 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.”

(2) Standard(s) for Acceptance

- 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.

(3) Method of DOE Verification

- 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.

SERVICE DELIVERY FORM (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

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.

(1) Scope of Evaluation and Brief Description

- 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.

(2) Type of Entity Conducting Evaluation

- 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.

FORMAL THIRD-PARTY EVALUATION FORM (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

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS Number #08C122
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Please return to: Florida Department of Education Office of Grants Management Room Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom:	A) Program Name: Interdistrict Agreements for Expanding School Choice through Voluntary Public School Choice (VPSC) Models	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ _____ DOE USE ONLY Total Approved Project: \$ _____	D) Applicant Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name:</td> <td style="width: 50%;">Mailing Address:</td> </tr> <tr> <td>Telephone Number:</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number:</td> <td>E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:							
Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							
CERTIFICATION I, _____, (<i>Please Type Name</i>) 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. 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. E) _____ <div style="text-align: center;">Signature of Agency Head</div>								

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 (5) on the last page. Must be the same amount as requested on the DOE-100A.