FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau / Office

Bureau of Instruction and Innovation, Office of Healthy Schools, Coordinated School Health Program

Program Name

Tobacco Prevention and Intervention Teacher Training Project – Year I

Specific Funding Authority(ies)

State: Title XXXIV Alcoholic Beverages and Tobacco -Tobacco Products, section 561.025(2) and 569.11(6), Florida Statues.

Funding Purpose / Priorities

This project will enable school districts to provide quality training for teachers to implement effective tobacco prevention and intervention programs in their classrooms and schools. Projects are to focus on tobacco prevention and/or intervention, and may include other risk behavior content focusing on universal refusal skills associated with tobacco and these other risk behaviors.

Total Funding Amount / Approximate Number of Awards

Total funding amount is $600,000

A total of twelve awards at a maximum of $50,000 for each awardee.

Matching Requirement

None required

Budget / Program Performance Period

July 1, 2008 through June 30, 2009.

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)

Instructional personnel who will implement tobacco education to students in Florida public schools.

Eligible Applicant(s)

Florida public school districts also including the Panhandle Area Educational Consortium, the Heartland Educational Consortium, Florida Atlantic University's Lab School, Florida A&M University's Lab School, Florida State University's Lab School, and University of Florida's Lab School. Ineligible districts and consortium: Gadsden, Lake, Palm Beach, Pasco, St. Johns, and the North East Florida Educational Consortium.

Application Due Date

Proposals are due in the Office of Grants Management by the close of business on May 28, 2008. The due date refers to the date of receipt in Grants Management. Facsimile and e-mail submissions are not acceptable.

Contact Persons

Program Contact

Lynn Vinson
Physical Activity, Nutrition,
Tobacco Prevention Coordinator
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Grants Management Contact

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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.**
- Follow the order of the Narrative Components as they appear in this RFP (i.e., **Project Abstract or Summary, Project Need, Project Design and Implementation, etc.**).

1. Project Abstract or Summary **FIXED REQUIREMENT**

Instructions

Provide a brief summary of the proposed project including general purpose, specific goals, brief program design, and significance (contribution and rationale).

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *It is clear that the proposed project aligns with the intended Funding Purpose / Priorities.*
- *Proposed project abstract or summary is limited to one page, minimum of two and maximum of three paragraphs; and suitable for printing.*

2. Project Need **20 points**

Instructions

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

Criteria

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The magnitude of the need for the services to be provided or the activities to be carried out is apparent.*
- *The proposed project focuses on service or otherwise addresses the identified needs of the targeted population(s).*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and/or weaknesses.*
- *The need for the proposed project is strongly justified through supportive data.*
- *The project effectively helps the district in meeting the needs described.*
- *The applicant provides a clear plan for a focused tobacco prevention and/or intervention teacher training program.*
- *The project helps the district meet the Sunshine State Standards for Health Education (Benchmarks are identified and listed in this section).*
- *The applicant describes the appropriate teachers and school personnel to receive the training.*
- *The applicant provides a clear description of the students to receive tobacco education, with numbers and grade levels.*
- *The applicant provides a minimum number of targeted schools where teachers in project are assigned and will participate in project (e.g., 10-elementary, 10-middle, 5-high, 2-middle/high, 1-alternative).*
- *A sufficient number of teachers will be trained for the budget requested.*
- *The applicant lists or charts training programs including proposed training dates, number of training days, number of training contact hours, target audience (e.g., 8th grade science teachers), number of attendees desired, and minimum number of targeted schools.*

3. Project Design and Implementation — 20 points

Instructions

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

Criteria

- *The goals, objectives, and outcomes are clearly specified and measurable.*
- *The design of the proposed project aligns with, and will successfully address, the needs of the target population or other identified needs.*
- *The objectives are measurable, qualitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*

- *It is evident that activities/methods are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The methodology reflects up-to-date knowledge from research and best practices.*
- *The timelines are specific, realistic, and consistent with measurable objectives and outcomes.*
- *Activities are reasonable, tobacco prevention and/or intervention focused, and effectively carryout the project's objectives.*

4. Evaluation — 20 points

Instructions

Describe the instruments and method(s) for evaluating the proposed project.
The evaluation instruments will collect information on the impact of this project on the trained teachers and their students, the recipients of the curriculum/program.

Criteria

- *The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*
- *The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.*
- *The evaluation instruments are designed to effectively measure program progress and success.*
- *The project clearly describes a program focused on tobacco prevention and/or intervention teacher training.*

5. Support for Strategic Imperatives — FIXED REQUIREMENT

Instructions

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

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

Criteria

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

6. Dissemination Plan — 10 points

Instructions

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

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, if/when indicated.*
- *The methods strategies used to share services provided by the proposed project are innovative.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

7. Budget — 20 points

Instructions

Present a budget that reflects objectives and proposed costs of the project. (No more than 10% of the requested budget may be used for contracting with an evaluation professional for the purpose of evaluating the proposed project.)

Criteria

- *The budget is thorough, specific, and supports the proposed project.*
- *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 objectives, design, and potential significance of the proposed project.*

- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
- *The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*
- *A sufficient number of teachers will be trained for the budget requested.*

8. Community Collaboration and Partnerships **10 points**

Instructions

Describe an effective plan for using community expertise with regard to this project, and provide detailed information of the roles of each partner explaining how their contributions will assist the project in achieving its objectives.

Criteria

- *The applicant provides an effective plan for using existing community expertise and resources.*
- *The applicant provides a detailed description of the roles of each partner and contributions that will help the project achieve its objectives.*
- *Letters of commitment verify the information described in Community Collaboration and Partnerships (letters of commitment are provided by non-compensated collaborators/partners).*
- *Applicant provides clear relationship with district School Health Advisory Committee.*

Funding Method(s)

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 DOE 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 DOE financial report.

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.

1. **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. Project funds must be used for activities that directly support the preparation, training, and engagement in public school tobacco education in grades K-12, as well as the evaluation of this project. Allowable expenditures include professional training fees, training supplies and materials, teacher stipends, substitute teachers, tobacco curricula, evaluation and report preparation, and audiovisual and room rentals. **Note**: Funds may be used for substitute teachers only when classroom teachers attend training during normal working hours. Stipends cannot be provided if substitute teachers are used when classroom teachers attend training during normal working hours.

2. **Unallowable Expenses**: Project funds may not be used to supplant existing programs and / or funding. Project funds may not be used for salaries of regular or temporary school district employees, creation of positions, and funding, nonexpendable equipment or consumables such as computers, DVD players, TVs, VCRs, or other electronic or telecommunications equipment, indirect administrative costs, student training or transportation of students, food and beverages, financial incentives for staff and students, non-educational products or gifts (such as t-shirts), and materials not directly related to tobacco prevention and intervention. Indirect costs cannot be applied to this state funded project.

Administrative Costs including Indirect Costs: Indirect cost cannot be applied to this project.

Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients of DOE grants are required to attend, annually, Grant Fiscal Management Training offered by the DOE. Failure to attend an initial or update session can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

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.

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 12-23.

Reporting Outcomes

- Results of School Health Index, cumulative district picture of impacted schools (to download needed documents or to complete the Index online go to http://apps.nccd.cdc.gov/SHI/Default.aspx – due **September 26, 2008** Note: There are several topics (tobacco, physical activity, safety, etc.) identified, select the tobacco topic and complete this section only.
- Interim Project Report – due **January 30, 2009**
- Final Project Report, to include second iteration of School Health Index and a written evaluation report – due **August 21, 2009**

All reports and deliverables are to be sent to:
Lynn Vinson, Office of Healthy Schools
Florida Department of Education
325 W. Gaines Street, Suite 444
Tallahassee, FL 32399-0400

Notice of Intent-to-Apply

The due date to notify the program contact person, Lynn Vinson of Intent-to-Apply is May 8, 2008. This notification is sent as an e-mail message and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

All Frequently Asked Questions will be posted on the program office web site at http://www.fldoe.org/BII/CSHP/h-grants.asp on **May 19, 2008.**

Frequently Asked Questions will be answered by*:* **e-mail once a week until May 15, 2008 and then posted on the program office web site on May 19, 2008**. Applicants are strongly encouraged to visit the web site to check for responses or to review any change notifications once all Frequently Asked Questions are posted. **The last date that questions will be received is May 14, 2008.**

Method of Review

A peer review process will be used to evaluate the Tobacco Prevention and Intervention Teacher Training Project competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within Florida.

Representatives from the Florida DOE, the Florida Department of Health, and voluntary health based organizations will evaluate the proposals.

Project proposals are screened by DOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions).

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by three to five qualified reviewers representing experienced and educational professionals and stakeholders from Florida and around the country (only when applicable.)
- 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.
- Awards are subject to the availability of funds.
- Final recommendations for funding will be forwarded to the Commissioner of Education for final approval. Successful applicants will receive a Project Award Notification (DOE 200). Unsuccessful applicants will be notified, at a minimum, electronically.
- The total number of points attainable is 100 (see pages 3-7).
- Proposals with a final score of less than 70 are not eligible for funding consideration. Should none of the submitted proposals attain a score of 70 points, the Department of Education at its option, retains the authority to take further actions to solicit acceptable proposals including but not limited to (a) issuing a new request for proposal; or (b) requesting applicants to revise and resubmit their proposals so that they can be rescored. Applicants must obtain a final score of no less than 70 to be considered for funding.

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 (May 28, 2008).**
- 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

- **State Programs**
  Local school districts or other eligible applicants that apply to the DOE for non-federal program funding **must submit** 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 in their applications. A sufficient section 427 statement is described in OMB Control No. 1890-0007 (Exp. 11/30/2007).
  For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.

- **Program Office**
  All required forms must have the assigned TAPS Number included on the form.

Technical / Formatting and Other Application Submission Requirements

- Number of copies plus original: Submit one (1) proposal with an original signature made in an ink color other than black and four (4) copies of the original proposal.
- Font Type / Size: 11 point
- Margin Size: 1" – both side and top / bottom margins
- Single Spacing
- Single -sided type pages
- No Bound Copies
- 8.5 x 11-inch sized pages
- 6-page maximum for the narrative. Forms, Performance Expectations, attachments, and appendices are not included in this 6-page maximum.

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 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.

<u>Deliverables</u>: 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)

<u>Training, Technical Assistance, and Dissemination</u>: 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 ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination though the Media ▪ Dissemination Through Internet ▪ Distance Learning	▪ Distribution of Media (Software, Videos, CD ROMs, etc.)Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring	▪ One-On-One Training ▪ On-Site Technical Assistance ▪ Pre-service Training ▪ Seminars ▪ Telephone Technical Assistance ▪ 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 ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience	▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications	▪ Participant Feedback Indicative of Usefulness ▪ Replicable ▪ User-Friendly ▪ Other

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

(3) Method of Documentation		
▪ 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 <u>each</u> activity *(taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.).*

<u>TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM</u> (*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

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.

<u>SERVICE DELIVERY FORM</u> (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.

<u>FORMAL THIRD-PARTY EVALUATION FORM</u> (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
09C064

Please return to:	**A) Program Name:**	**DOE USE ONLY**
Florida Department of Education Office of Grants Management Room Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom:		**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

Contact Name:	Mailing Address:
Telephone Number:	SunCom Number:
Fax Number:	E-mail Address:

CERTIFICATION

I, _____, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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) _____

Signature of Agency Head

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.

A) _____

Name of Eligible Recipient:

B) _____

Project Number: (DOE USE ONLY)

TAPS Number
09C064

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
			C) TOTAL	$

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 or B.