

Florida Department of Education

**GOVERNOR'S SUMMER
PROGRAM**

SUMMER 2003

**APPLICATION
INSTRUCTIONS**



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal

I. GRANT OVERVIEW

Division/Office	Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, ESE Program Development and Services
Title	Governor's Summer Program for Gifted and High Achieving Students
Funding	State
Authority	2002 General Appropriations Act, Line Item #131
Funding Purpose	Provide an opportunity for outstanding gifted and high-achieving students to participate in and use the resources of the universities and colleges in the State of Florida.
Funding Priorities	<ul style="list-style-type: none">• Applicants are required to show a minimum of \$5,000.00 in matching funds. These funds may be from the sponsoring institution, school districts, cooperating agencies, institutions, foundations, and businesses. In-kind contributions may be used to meet the matching requirements. Tuition paid by students may not be considered as part of the matching fund requirements. Letters of support verifying intent to make the contributions available for support of the program should be attached.• Proposals in the areas of mathematics, science, humanities, the arts, or social studies that integrate the following curriculum design modifications: engagement in authentic tasks, use of authentic environments, multidisciplinary approaches, use of technology, integration of process skills, student reflections/metacognition, and meaningful demonstrations of learning• Proposals that include strategies to ensure participation of students from small or rural districts and from groups that are traditionally underrepresented in programs for gifted or high-achieving students• At least one new (not previously funded) program
Target Population	Institutions of higher education, public or private, may submit proposals to provide day or residential summer programs for gifted and high-achieving students. Each program must be designed for students entering grades 8-12 for the 2003-04 school year. A program may serve students across all of these grades or may focus on students in a narrower range of grades who have common instructional needs. Proposals should emphasize experiences that are not commonly available in secondary school programs, use of strengths of the sponsoring institution, and coordination with local school districts.
Eligible Applicants	Public or private institutions of higher education in Florida
Type of Award	Discretionary Competitive
Total Funding Amount	Total Funding Allocation: \$215,575.00
Funding Period	April 1, 2003 - September 30, 2003
Technical Support	Program Issues: Donnajo Smith, 850/488-1106; Suncom: 278-1106; Fax: 850/922-7088; E-mail: smithd5@mail.doe.state.fl.us Technical/Fiscal Issues: Kay Arnold Caster, 850/413-9004; Suncom: 993-9004; Fax: 850/488-9840; E-mail: casterk@mail.doe.state.fl.us
Required Forms	<ul style="list-style-type: none">• Project Application Form (DOE 100A)• Budget Narrative Form (DOE 101)• Additional Assurance – All Projects
Application Due Date	December 6, 2002

II. FEDERAL REQUIREMENTS

There are no federal requirements that must be addressed by this proposal.

III. STATE REQUIREMENTS

A. Required Assurances

In order to receive funding, applicants must have on file with the Florida Department of Education, (DOE) Office of the Comptroller, a signed statement by the agency head certifying adherence to general terms, assurances, and conditions for participation in federal and state programs. The DOE has developed and implemented a form, *General Application of Assurance for Federal and State Programs*, that addresses compliance with the following:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other federal agencies; and
- state regulations and laws pertaining to the expenditure of state funds.

This form is located in Section G of the *Project Application Amendment Procedures for Federal and State Grant Programs* (Green Book), and at the following website: <http://www.firn.edu/doe/bin00007/gbook.htm>. A hard copy is available upon request.

The certification of adherence filed by school districts, community colleges, Florida public universities and state agencies with the DOE Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

Note: Applicants from private colleges, community-based organizations, and other agencies must submit with the application the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Also, private colleges and universities, community-based organizations, and other non-public agencies must submit copies of the organization's current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. These items must be submitted prior to the issuance of a project award.

B. Background Information

The Governor's Summer Program began in 1980 with the selection of eight programs located at institutions of higher education throughout the State. The 1981 Legislature further recognized the program and appropriated funds in the amount of \$223,000.00 for program support. Since then, the program has been funded annually except for 1987 and 1991 when budget reductions required cancellation. For 2003, the DOE has allocated \$215,575.00. It is anticipated that this amount will be sufficient to support eight to ten projects.

Institutions of higher education, public or private, may submit proposals to provide day or residential summer programs for gifted and high-achieving students. Each program must be designed for students entering grades 8-12 for the 2003-04 school year. A program may serve students across all of these grades or may focus on students in a narrower range of grades who have common instructional needs. Proposals should emphasize experiences that are not commonly available in secondary school programs, use of strengths of the sponsoring institution, and coordination with local school districts.

Applicants should work with local school districts and/or other area agencies to develop program proposals in the areas of mathematics, science, humanities, the arts, or social studies that integrate the following curriculum design modifications:

- engagement in authentic tasks
- use of authentic environments
- multidisciplinary approaches
- use of technology
- integration of process skills
- encouragement of student reflections/metacognition
- meaningful demonstrations of learning

Applications submitted under the Governor's Summer Program should describe how program activities will improve or expand the educational opportunities for gifted and high-achieving secondary students. Depending upon the priority areas being addressed, the program may include the following:

- advanced level study with faculty in a selected academic area
- fieldwork, laboratory research, studio experiences, or simulations
- specially designed credit or noncredit courses
- directed independent study and individual research
- distance learning opportunities

Additionally, institutions are requested to design strategies to ensure participation of students from small/rural districts and from groups that are traditionally underrepresented in programs for gifted and high-achieving students. Groups traditionally underrepresented in gifted programs include those whose racial/ethnic backgrounds are other than white non-Hispanic or Asian/Pacific-Islander, those who are limited in English proficiency, or those who are from a low socio-economic status household.

In selecting programs for funding, consideration will be given to geographical distribution; a minimum of one project will be funded in each DOE region. Additionally, at least one new (not previously funded) program will be funded regardless of region. Special consideration will be given to projects providing accessibility to students from small and rural districts and which ensure the participation of students who are traditionally underrepresented in gifted and high-achieving programs. Information about programs selected for 2003 Governor's Summer Program will be sent to all Florida school districts to encourage the participation of outstanding secondary students from all of the State's 67 school districts.

IV. PROJECT APPLICATION

The project application must consist of the signed DOE 100A Project Application Form, the DOE 101 Budget Narrative Form, the Assurances statement, and the narrative description as explained in this section. The project narrative should be prepared using a 12-point font size, 1" margins, double line spacing and single sided typed 8.5 x 11-inch sized pages. Appendices must be limited to documents that specifically relate to the required information. Applications should be assembled in the same order as described in this section.

- **Project Application Form** (DOE 100A) – This form should be the cover or FIRST page of your project application, identifying the project by the fund source, *General Revenue*. Identify the fund source(s) with the correct DOE tracking number.
- **Budget Narrative Form** (DOE 101) – Budget forms for fund source *General Revenue* should be assembled NEXT. Applications must include a Budget Narrative Form (DOE 101). The total may not exceed \$25,000. Each budget page must be labeled with the name of the appropriate fund source, and the DOE tracking number at the top of the page and a subtotal or Grand Total at the bottom of the budget pages for each fund source.

- **Additional Assurances – All Projects** – This page specifies the applicant's adherence to additional project requirements. These assurances must be submitted without modification as part of the completed application document. Applications submitted without this page will not be recommended for funding. Adherence to assurances is subject to monitoring by the DOE/BISCS.

A. DEVELOPING YOUR PROPOSAL: COMPONENT ONE – Program Design

- **Summary of Proposed Program** - Summarize your program features in **100 words or less**. Specify the program title, day or residential program, number of students and grade level(s) targeted, beginning and ending dates for the program, project highlights, student costs, and options for dual enrollment or college credit. This summary may be used to advertise those programs awarded with Governor's Summer Program funds.
- **Rationale for Program** - Describe the rationale for offering the proposed program. What particular needs of gifted and high-achieving students is this program designed to meet? How will this program provide opportunities for advanced levels of achievement? What learning experiences and instructional resources will be provided that are not available in the secondary education programs of participating students?
- **Strengths of the Institution that Contribute to this Program** - Identify the particular academic strengths and unique resources of the sponsoring institution. In what ways will this program utilize those strengths and unique resources? Include a description of the physical facilities, equipment, and educational materials to be used in the program. Specify provisions for student use of high technology and automated systems. Provide a description of the use of existing resources in the implementation of this program.
- **Cooperating Agencies** - Identify cooperating agencies and clearly describe their cooperation and involvement in the activities proposed under this application. Attach letters of commitment as appropriate.
- **Student Goals and Objectives** - List the goals and objectives for the students. What knowledge, skills, and abilities do you expect students to acquire by the end of the program?

B. DEVELOPING YOUR PROPOSAL: COMPONENT TWO – Program Implementation

- **Program Content** - Specify the priority curriculum area and curriculum content to be included in the program: Mathematics, Science, Humanities, Arts, or Social Science. What will be taught? References to appropriate literature and Sunshine State Standards may be used to justify curriculum.
- **Teaching Strategies** - Identify the teaching strategies to be used. How will the content be taught? Explain how the proposed program will reflect the curriculum design modifications described below and how the curriculum design modifications will support achievement of the goals and objectives. Include such instructional activities as laboratory research, studio experiences or simulations, directed independent study, individual research, distance learning opportunities, field trips, seminars, cooperative groups, or discovery learning. Learning experiences designed for gifted students should incorporate the following modifications:
 - **Authentic tasks:** educators should look beyond the classroom to the roles students will play when they leave school to become workers, parents, and citizens. Performing these roles as they learn will enable students to see the connections between what they learn in class to the world outside of school.
 - **Authentic environments:** as students are working on problems, they should be encouraged to do some of their investigations in as authentic a context as possible.
 - **Multidisciplinary approaches:** using broad concepts, issues, and themes as organizers, traditional content areas such as Mathematics, Science, Language Arts, or Social Science should enable students to find solutions to problems or issues being studied.
 - **Use of technology:** in order for students to become information managers and effective communicators, they will have to become skilled in using technology. In addition, students must understand the applications of technology for use in their learning.

- **Process skills:** students must learn process skills such as research skills, cooperative learning, conflict resolution, and problem solving strategies in order to work effectively at home, on the job, and in the community.
- **Student reflections/metacognition:** students should be involved in consciously planning, monitoring, and assessing their learning; and need time to reflect on their learning and see connections, how different disciplines interrelate, and how their learning relates to what happens outside of school and what they will do later in life.
- **Student Products** - Describe how students will show evidence of their learning. How will students demonstrate and apply new skills? What products/performances will be developed? Examples include, but are not limited to, models, lab reports, essays, exams, performances, poems, videotapes, diagrams, or portfolios.
- **Instructional Outline** - Describe the instructional outline and activity schedule of the program with as much detail as possible. Specify the date students arrive and leave. Identify the number of program days and hours per day. Attaching an outline of the planned instructional time in a daily plan, calendar, timeline, or syllabus will meet this requirement. For residential programs, be sure to address evening and weekend activities, if applicable.
- **Supplemental Services** - Provide a brief description of ancillary or supportive services to the target population, as appropriate. Include the specific nature of such services, the cooperating agencies providing the services, and the financial and administrative responsibility for the services.
 - Specify the provisions for housing, including the facilities to be used and the number and type of personnel provided for students requiring a residential program.
 - Describe provisions for counseling and individual tutoring, assistance in registration, campus orientation, and recreation activities, as appropriate.

C. DEVELOPING YOUR PROPOSAL: COMPONENT THREE – Student Population

- **Student Population Description** - Describe the target student population by the number of students to be served, the grade level(s) of students to be served, and whether students may participate for more than one year. Also, indicate the student application deadline and notification date.

Participation is limited to students who are gifted and high-achieving secondary students entering grades 8-12 and who have not graduated from high school. These students must have demonstrated outstanding academic achievement or be identified as gifted in accordance with Rule 6A-6.03019, FAC. This rule states that a student is eligible for special instructional programs for the gifted if the student meets the following criteria:

- The student demonstrates a need for a special program, a majority of characteristics of gifted students according to a standard scale or checklist, superior intellectual development as measured by an IQ or two standard deviations or more above the mean on an individually administered standardized test of intelligence, OR
- The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. The determination of eligibility is based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity.
- **Student Selection Criteria** - A **minimum of three items must** be used to select students for program participation. Selection may be based on items such as verification of meeting state criteria for gifted, scores on nationally normed achievement tests, grades, courses completed, teacher or school recommendations, interviews, essays, past awards, or accomplishments. Selection criteria should be appropriate to the program offered.
- **Strategies for Recruitment** - Identify the specific strategies that will be used to recruit students for the program including dissemination of information and timelines. Consider contacting school district administrators, gifted coordinators (or other persons responsible for gifted/high-achievers programs), Exceptional Student Education Directors, middle school and high school principals, curriculum

coordinators, guidance counselors, and superintendents to help disseminate information. Also consider newspaper ads, radio spots, brochures, etc.

- **Strategies to Ensure Participation of Students Traditionally Underrepresented in Gifted Programs** - Strategies must address participation of students from groups that are traditionally underrepresented in programs for gifted and high-achieving students. Underrepresented groups are defined as groups whose racial/ethnic backgrounds are other than white non-Hispanic or Asian/Pacific-Islander, those who are limited in English proficiency, or those who are from low socio-economic status households. Describe strategies that will be used to attract and recruit members of this target student population. Note: For previously funded programs, describe prior recruitment activities as well as planned recruitment activities.
- **Daily Transportation Provisions** - Describe the transportation plan to ensure access to the program for students from rural areas.

D. DEVELOPING YOUR PROPOSAL: COMPONENT FOUR – Program Personnel

- **Staff Qualifications** - Describe all program personnel regardless of the source of funding for salaries or contracts. Identify the primary program responsibility for all program personnel (e.g. instructor, chaperone, coordinator, etc.). If a particular person has been recruited for a specific position, **without naming the person**, provide the following information:
 - Degree: highest degree earned
 - Current Position: identify current position held
 - Employer: identify current employer
 - Experiences with gifted & high-achieving students: list prior experiences with gifted & high-achieving students
- **Staff Organizational Plan** - Briefly describe or diagram the staff organizational plan including all personnel (by position) who will have supervisory, administrative, or instructional responsibility for the program.
- **Staff Orientation Plan** - Describe the procedures to ensure that personnel receive appropriate staff development and orientation **for the education of gifted and high-achieving students** in the proposed program.

E. DEVELOPING YOUR PROPOSAL: COMPONENT FIVE – Program Evaluation and Follow-Up

- **Program Evaluation** - Describe the evaluation procedures, both quantitative and qualitative, which will be used to determine the success of the program and to make improvements in subsequent programs. Identify specific student outcomes and how these will be measured. Describe your plans for sharing evaluation results (survey results, videotape, etc.) in your report. Provide samples of evaluation instruments if appropriate. **If this program has been previously funded, please attach copies of the most recent Basic Program Data forms and Student Program Evaluation summary.**
- **Follow-up Strategies** - Indicate the plans for follow-up during the 2003-04 school year to determine if the goals of the program have made an impact on the students. Address and how to ensure that real learning has taken place and any revisions for future programs. Plans may include such items as a survey, narrative, focus group, or questionnaire.
- **Budget Narrative** - Describe the total budget for the proposed program. What expenses will Governor's Summer Program funds support? If the project is not funded, will it still be offered, and, if so, at what cost to the student? What other financial support has been secured, including funding support from the sponsoring institution, cooperating agencies, other grants, and student fees? Note that institutions are required to show a minimum of \$5,000.00 in matching funds. These funds may be from the sponsoring institution, school districts, cooperating agencies, institutions, foundations, and/or businesses. In-kind contributions may be used to meet the matching requirements. Tuition paid by students may not be considered as part of the matching fund requirements. Attach letters of support verifying intent to make the contributions available for support of the program.

- **Student Costs** - Specify student costs including tuition, room and board, and other costs. Describe the number of scholarships to be provided, the approximate amount of each scholarship, and the basis for awarding scholarships. Scholarships may not be included as an additional cost. Programs offering dual enrollment credit may not charge any costs to students.

V. FISCAL REQUIREMENTS

- Each student participating in the 2003 Governor's Summer Program, must complete the *Student Program Evaluation Form* (Page 16). A summary of students' forms must be submitted to the DOE by the sponsoring institution. Submission of the Basic Program Data Form and Student Program Evaluation Form summary are required. These forms are attached in the application instructions packet and are due by **September 30, 2003**. Future consideration of applications will be contingent upon timely submission of the Basic Program Data Form and Student Program Evaluation Form summary, pages 14-16. Submit the Program Evaluation Form summary and the Basic Data Form to:

ESE Program Development and Services/Governor's Summer Program
 Bureau of Instructional Support and Community Services
 Florida Department of Education
 Turlington Building, Room 614
 325 West Gaines Street
 Tallahassee, Florida 32399-0400

- Funds are to be used for provision of instruction and special services only. No expenditures are allowed for food, social, or promotional activities or materials such as tee shirts, certificates, social events, group photographs, refreshments, plaques, and, with certain exceptions for residential programs, and meals.
- No fees may be charged to students earning dual enrollment credit.
- Indirect costs may not be charged to the governor's summer program budget.
- Project recipients are required to submit monthly expenditure reports and final project disbursement reports to the DOE Comptroller's Office.
- Funds will be distributed upon issuance of the project award or on a reimbursement basis depending upon the nature of the fiscal agency (public or private).
- Any unexpended funds must be returned via a check to the Florida Department of Education Comptroller's Office, on or before November 20, 2003 and clearly identify the project for which funds are being returned.
- Proposals may be submitted for one summer period only. The amount of funding awarded to each project will be based on the estimated costs of the proposed program; however, a maximum of \$25,000.00 will be awarded to any one project. Institutions may submit separate applications for more than one program but should note that one of the considerations in funding is that of geographical distribution of programs across the State.

VI. APPLICATION PROCEDURES

What to Submit

Applicants must submit four copies of the completed application. Faxed applications will not be accepted. One of the four copies submitted must bear an original signature. It is recommended that the signature be made in an ink color other than black to help reviewers determine which is the original signature copy. The original and copy may be stapled, but no other binding will be acceptable.

Conditions for Acceptance

To be accepted for further consideration, all applications submitted to the DOE must include a completed Project Application Form DOE 100A with the original signature of the agency head. A letter of authorization

to sign on behalf of said official must accompany applications signed by an official other than the agency head.

Where to Submit

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

Due Date

December 6, 2002, by 5:00p.m.

The due date is absolute. Any application received after the identified date and time shall be deemed disqualified and will not be reviewed.

Attachments

Project Application Form (DOE 100A), Page 10
Project Narrative Form (DOE 101), Page 12
Assurances-All Projects, Page 13
Basic Program Data, Pages 14-15
Student Program Evaluation, Page 16
Reviewer's Rating Sheet, Pages 17-21

Application Review Procedures

Applications will be subject to technical review by the DOE and content review by a committee representing entities such as the Department of Education and district programs. Program proposals will be evaluated and recommended for funding based on:

- the criteria included in the Reviewer's Rating Sheet
- the geographic distribution of programs across the State
- the accessibility to students from small/rural districts
- the inclusion of strategies to recruit students who are traditionally underrepresented in gifted and high-achieving programs
- the timely receipt of evaluation data from previously funded programs. For applicants funded in prior years, consideration will also be given to evidence of program effectiveness as described in reports and other documents submitted to the DOE. Please attach copies of the most recent Basic Program Data forms and Student Program Evaluation summary. **Applicants who have not met the terms and conditions of prior grants will not be recommended for funding for the 2003 Governor's Summer Program.**
- first-time submission (at least one new program will be funded regardless of region)

It is anticipated that applicants will be notified of the review outcomes during March, 2003.

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 or the 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.

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 488-6304 Suncom: 278-6304	A) Program Name: 2003 Governor's Summer Program for Gifted and High Achieving Students	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="border: 1px solid black;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ _____	D) Applicant Contact Information	
Contact Name: _____		Mailing Address: _____
Telephone Number: _____		SunCom Number: _____
Fax Number: _____		E-mail Address: _____
<p style="text-align: center;">CERTIFICATION</p> <p>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.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) _____ Signature of Agency Head</p>		



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

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 2- 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 3 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on a 40 hour workweek) number of positions to be funded.

Determine FTE by dividing the standard number of weekly hours (40) for the position into the actual work hours to be funded by the project.

COLUMN 4

AMOUNT - Provide the budget amount requested for each object code.

C. **TOTAL** - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

A) _____
 Name of Eligible Recipient:

TAPS Number

B) _____
 Project Number: **(DOE USE ONLY)**

FLORIDA DEPARTMENT OF EDUCATION
Budget Narrative Form
Governor's Summer Program for Gifted and High Achieving Students

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



ADDITIONAL ASSURANCES - ALL PROJECTS**Fiscal Agent:**

Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BISCS. Upon termination of the project, at the option of the DOE/BISCS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BISCS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BISCS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in “Guidelines for Project Publications,” available from the BISCS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BISCS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BISCS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Arlene Duncan, Supervisor, Clearinghouse Information Center at 850/488-1879; Suncom: 278-1879; Fax: 850/921-8246; or E-mail: DuncanA@mail.doe.state.fl.us.
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BISCS.

**FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS AND COMMUNITY EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

**Governor's Summer Program - 2003
Basic Program Data**

Program Administration

Name of Program: _____

Dates of Program: _____ Amount of Funding: _____

Institution & Address:

Contact Person:

Phone & e-mail:

Student Information

- _____ 1. Number of students targeted in initial proposal.
- _____ 2. Total number of students enrolled in this program. If fewer students enrolled than were targeted, explain why.
- _____ 3. Number of applicants who were not accepted. **Major reason for not admitting applicants:**
- _____ 4. Number of residential students (students who were housed on campus during the program).
- _____ 5. Number of day students.
- _____ 6. Number of male students.
- _____ 7. Number of female students.
- _____ 8. Number of students from rural areas.
- _____ 9. Number of participants entering:
_____ 8th grade _____ 11th grade

_____ 9th grade _____ 12th grade
_____ 10th grade

_____ 10. Total number of students.

11. <u>Racial/Ethnic Composition</u>	<u>Number of Students</u>
White/non-Hispanic	_____
Black/non-Hispanic	_____
Hispanic	_____
Multiracial	_____
Asian-Pacific Islander	_____
American Indian/Alaskan Native	_____

_____ 12. Number of students who have been identified as gifted according to SBER 6A-6.03019, FAC.

13. What method was used to verify eligibility of gifted students included in #12?

_____ 14. Number of students receiving scholarships.

_____ 15. Amount of tuition, fees, and other program expenses charged to each student. (Please explain.)

16. List counties represented by participating students.

County	Number of Students
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This is to verify that the above information is accurate and true.

Signature: _____ Date: _____

Title: _____

**FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS AND COMMUNITY EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

Governor's Summer Program - 2003

Student Program Evaluation

Instructions to students: Place an X on the appropriate line to indicate the degree to which you agree or disagree with each statement.

- SA - Strongly Agree
- MA - Mildly Agree
- N - Neither Agree or Disagree
- MD - Mildly Disagree
- SD - Strongly Disagree

1. The instruction provided through this program was far more advanced, accelerated and/or complex than the instruction currently available in my school.

___ SA ___ MA ___ N ___ MD ___ SD

2. The topics of study, types of learning experiences, and resources available to me were different from those offered in my school.

___ SA ___ MA ___ N ___ MD ___ SD

3. The academic experiences were a good match for my interests and a challenge to my abilities.

___ SA ___ MA ___ N ___ MD ___ SD

4. The opportunity to interact with students of similar interests and abilities in both academic and non-academic settings contributed to the value of this program for me.

___ SA ___ MA ___ N ___ MD ___ SD

5. I would recommend that a student similar to myself participate in this program if it is offered again.

___ SA ___ MA ___ N ___ MD ___ SD

Note: Each student participating in the Governor's Summer Program 2003 must complete this form. The sponsoring institution must submit a summary of this data to the Florida Department of Education by **September 30, 2003**.

**FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS AND COMMUNITY EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

**GOVERNOR'S SUMMER PROGRAM - 2003
REVIEWER'S RATING SHEET**

Title: _____
Applicant: _____ DOE Geographic Region: _____
Prior Funding: Yes No
Priority Curriculum Area: mathematics science humanities arts social science

Overall Rating Points: _____	Ranking Within Region: _____
Reviewer: _____	Date: _____

Program Abstract and Cooperative Efforts

Circle Yes or No for each criterion (indicating whether or not the criterion is present in the application).
Circle N/A if the item is not applicable.

Yes	No	N/A	Criterion
			Program summary provided (100 words or less) with all required information.
			Program addresses one or more of the following areas: mathematics, science, humanities, arts, and/or social science.
			Program integrates curriculum design modifications.
			Program addresses the needs of students residing in small or rural districts.
			Program addresses students traditionally underrepresented in gifted and high-achieving programs.
			Target student population meets GSP requirements.
			Students earning dual enrollment credit do not incur any costs.
			Matching fund sources are described (minimum of \$5000.00).
			Prior program evaluation forms are attached (will not consider program if missing).

Please be sure that rating points are assigned for each criterion and that comments are provided to support the ratings.

PROGRAM DESIGN

- 3 2 1 0 **Rationale** identifies the specific needs of gifted and high-achieving students the program is designed to meet.
- 3 2 1 0 **Rationale** describes opportunities for advanced levels of achievement.
- 3 2 1 0 Emphasis on **learning experiences and instructional resources** not typically available in secondary schools of participating students.
- 3 2 1 0 Effective use of **academic strengths and unique resources** of sponsoring institution.
- 3 2 1 0 Appropriate use of **high technology and automated systems**.
- 3 2 1 0 Clear description of **cooperating agency** involvement with letters of support attached.
- 3 2 1 0 Appropriateness of **goals and objectives** for meeting needs of gifted and high achieving secondary students.

Program Design Strengths:

Program Design Weaknesses:

PROGRAM IMPLEMENTATION

- 3 2 1 0 Appropriateness of **program content** for gifted and high-achieving students.
- 3 2 1 0 Appropriateness of **teaching strategies** for gifted and high-achieving students.
- 3 2 1 0 Evident **links** between program, goals and objectives, and curriculum design modifications.
- 3 2 1 0 Clear description and appropriateness of **authentic tasks** and **authentic environments**.
- 3 2 1 0 Clear description and appropriateness of **multidisciplinary approaches** including **technology**.
- 3 2 1 0 Clear description and appropriateness of integration of **process skills** including student **reflection/metacognition**.
- 3 2 1 0 Appropriateness of **student products** for meaningful demonstration of learning.
- 3 2 1 0 **Instructional outline** indicates effective and realistic use of time.
- 3 2 1 0 Clear description of **supplemental services**.

3 2 1 0 **Overall Program Implementation**

Program Implementation Strengths:

Program Implementation Weaknesses:

STUDENT POPULATION

- 3 2 1 0 Clear description of **target student population**.
- 3 2 1 0 Quality and appropriateness of the **student selection criteria**, with a minimum of 3 criteria for selection.
- 3 2 1 0 Effective strategies for **recruitment**.
- 3 2 1 0 Quality of strategies to ensure **participation of students from traditionally under-represented groups**.
- 3 2 1 0 Daily **transportation** plan included.

Student Population Strengths:

Student Population Weaknesses:

PROGRAM PERSONNEL

- 3 2 1 0 Satisfactory **staff qualifications** for working with identified student population.
- 3 2 1 0 Clarity and appropriateness of **staff organization plan** for program design and curriculum focus.
- 3 2 1 0 Effective **staff orientation plan** which addresses the needs of gifted and high achieving students.

Program Personnel Strengths:

Program Personnel Weaknesses:

PROGRAM EVALUATION AND FOLLOW-UP

- 3 2 1 0 Clearly stated **program evaluation plan** including quantitative and qualitative measures.
- 3 2 1 0 Quality of **evaluation measures** to determine success of the program and to encourage improvements in subsequent programs.
- 3 2 1 0 Adequacy and usefulness of **follow-up activities** in determining if goals of the program have made an impact on students.

Program Evaluation and Follow-up Strengths:

Program Evaluation and Follow-up Weaknesses:

PROGRAM BUDGET

- 3 2 1 0 **Budget and expenditures** are clear.
- 3 2 1 0 Appropriateness of **budget** for the program design.
- 3 2 1 0 Reasonable **costs to students**.
- 3 2 1 0 Clear description of **scholarship** amount and basis for awards.

Program Budget Strengths:

Program Budget Weaknesses:

OVERALL PROGRAM DESIGN

4 3 2 1 0 **Overall quality** of the program.

_____/100 **Overall Rating Points** (Add numerical ratings for criteria listed above).

General Project Strengths:

General Project Weaknesses: