



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

K-12 Education, Bureau of Curriculum and Instruction, Office of Humanities

Program Name

Collaborative Curriculum Challenge Grant

Specific Funding Authority(ies)

2011 Appropriations Act and Catalog for State Assistance (CSFA) #48.040; Section 1011.75, F.S., and Rule 6A-7.099, Florida Administrative Code (FAC)

Funding Purpose/Priorities

The purpose is to enhance the advanced academic performance of students who are gifted through the innovative and imaginative redesign of instruction and collaboration to develop higher level skills through challenging activities.

The program supports Next Generation Strategic Plan Focus Area 1 to improve student achievement.

The priorities are (all priorities must be addressed in the application):

- 1. Provide a redesign of instructional strategies for students who are gifted to more appropriately meet their learning needs.**
- 2. Provide information concerning the number of students, teachers, and other personnel to be involved in the program.**
- 3. Provide for evaluation of the program and for its integration into the general curriculum and financial program of the school district or districts at the end of the funded period.**
- 4. Provide a rigorous and challenging curriculum based on the specific needs of the students that align with the Next Generation Sunshine State Standards with appropriate differentiation in the content areas.**
- 5. Provide clearly stated goals and objectives expressed, to the maximum extent possible, in measurable terms.**
- 6. Establish collaboration with a community college or public or private college or university that is a joint intellectual effort to enhance the academic achievement of students who are gifted.**
- 7. Provide evidence of clear intent to show scalable, measurable student academic gains as a result of the project.**
- 8. Provide appropriate professional development opportunities for teachers of the gifted to ensure an effective redesign of instructional strategies for students who are gifted.**
- 9. Provide appropriate dissemination to share the outcome of the project.**

10. Provide a method through which the project is replicable statewide and sustainable after the conclusion of the funding period.

Target Population(s)

Schools and School Districts; Gifted students in grades K-12

Eligible Applicant(s)

Each Florida Public School District may submit one application

Application Due Date

February 25, 2011 The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Total Funding Amount/Approximate Number of Awards

\$89,470.00

The amount of funding awarded to any one project will be based on the estimated costs of the proposed program relative to the size of the district, scope of the program and number of students served. Funding may range from \$2,000 to \$35,000 for the 2011-2012 fiscal year. The number of awards will be between three and forty.

Matching Requirement

None

Budget/Program Performance Period

July 1, 2011 through June 30, 2012

State programs: the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1.

Contact Persons

Program Office Contact

Donnajo Smith
Program Specialist, Gifted
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Donnajo.Smith@fldoe.org

Grants Management Contact

Wanda Akisanya
Program Specialist
(850) 245-0782
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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 and Scoring Criteria

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

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project in no more than 120 words. Specify the program title, the project intent, and expected outcomes. Identify whether this is a district or school/district collaborative proposal. The abstract must be free from abbreviations, acronyms, and organization-specific terminology. Indicate whether this project has previously received Challenge Grant funds. Include the general purpose, specific goals, brief program design, and significance (contribution and rationale). Include the grade level and number of gifted and non-gifted students or educators to be served. This summary should consist of clear, concise statements that can be used by the DOE for a number of purposes.

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.*

2. Project Need

15 points

Instructions

Describe the need for the proposed project and provide supporting data as evidence. The data must be relevant to the problem or gap to be filled by the project.

Criteria

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

3. Project Design and Implementation

40 points

Instructions

1. Describe the measurable objectives, activities, and timeline for the proposed project.
2. The proposal must address all priorities as appropriate.
3. Describe how the proposed program will be structured and how it facilitates an innovative and imaginative redesign of instruction, including any necessary training for educators.
4. Show how learning experiences and instructional resources make effective use of the collaborating institution and unique resources and clearly present opportunities for advanced levels of achievement.
5. Describe the way the program offers an innovative approach that appears to offer gifted and high-achieving students a highly effective program.
6. Clearly state what students will be expected to accomplish in terms of new knowledge, skills, and abilities.
7. The primary Next Generation Sunshine State Standards and Florida's Frameworks for K-12 Gifted Learners goals that will be addressed with the project are cited.
8. Explain how the curriculum content to be addressed is appropriate for the specific needs of gifted learners.
9. Describe the collaboration that will occur, the intended impact of that collaboration and the ways in which that impact will be measured.
10. Include letters of support from administration, community resources, college contacts, or other collaborators as appropriate.
11. Clearly describe the intended personnel with a staff organization plan describing roles and responsibilities for the project.
12. The instructional outline, timeline and/or schedule for the program are included. An outline of the instructional plan will meet this requirement.

13. The number of gifted students affected by the program is stated and is maximized for the funding requested.

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.*
- *The curriculum content is appropriate for gifted and high-achieving students in Mathematics, Humanities, Science, World Languages, or Social Studies.*
- *Instructional strategies reflect curriculum design modifications and incorporate authentic tasks, authentic environments, multidisciplinary approaches, use of technology, process skills, student reflection/metacognition, and/or student products.*
- *The collaboration is clearly described showing how collaborators will work in a joint intellectual effort. Evidence is provided that the collaboration will enhance the academic achievement of the gifted students.*
- *Program personnel are described with a staff organization plan for the proposed project indicating who will have administrative responsibility for the project. Project personnel are identified by position title and with qualifications for their role, including media specialists, collaborative staff, etc.*
- *Letters of support are provided in the appendix as appropriate.*
- *Timelines and instructional plans are specific, realistic, and consistent with measurable objectives and outcomes.*
- *There is direct evidence that the project will affect as many gifted students as possible given the funding requested.*

4. Evaluation

15 points

Instructions

Describe the instruments and method(s) intended for evaluating the proposed project. Discuss plans for pre-testing, frequent and on-going assessment of academic growth and accomplishments including data to be collected and compiled to determine accomplishment and clear evidence of student academic gains as a result of the project. Specify how the district will accommodate instructional support needed for unique program delivery options.

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.*

5. **Support for Strategic Imperatives**

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.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 Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.*

6. **Dissemination Plan**

15 points

Instructions

Describe the scalable and sustainable methods/strategies that will be used upon completion to disseminate and share information to appropriate populations about the impact of the project.

Describe plans to share results at workshops, meetings, conferences, posting information on a Web site or other effective means.

Dissemination must include a written narrative about the project for inclusion in a DOE publication geared to practitioners throughout the state. By June 30, 2012 project coordinators must complete and submit the narrative using the format provided with the DOE 200 award notification, which will include a project evaluation and evidence of appropriate student academic gains.

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 or strategies used to share services provided by the proposed project are innovative, imaginative and appropriate for the project.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*
- *The plan for dissemination of the project accomplishments describes strategies for sharing results for other schools or districts statewide that may choose to replicate the intent of the project beyond the required report. (Contacts may include school district administrators, gifted coordinators for local school districts, curriculum coordinators, and superintendents).*

7. Budget

15 points

Instructions

The intent of the program is a redesign of instruction, so any materials or technology in the budget must clearly align with the program intent, or a plan for professional development. Present a budget that reflects the objectives and proposed costs of the project and details how funds will be allocated to ensure success. The amount of time to be spent on project activities should be stated as a portion of a full-time equivalent (FTE) for a specific amount of time (e.g. .5 for 3 months or 1.0 for two weeks).

Criteria

- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes with justification for specific program costs.*
- *Costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *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 service for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*
- *The budget is detailed, thorough, specific, and supports the proposed project.*

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

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.

The Collaborative Curriculum Challenge Grant funds are intended primarily for curriculum development, instructional planning, and the implementation of redesigned, innovative curriculum. Funds may also be used for professional development and instructional resources not currently provided by the school district that are necessary to meet instructional objectives.

Personal digital assistants (PDAs) such as cell phones and blackberries can no longer be purchased with project funds, including the costs to support such devices.

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.fl DOE.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 expenditures before or after these specified dates.

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

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

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

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 12-21.

Notice of Intent-to-Apply

The due date to notify the Program contact person, Donnajo Smith, of Intent-to-Apply is **February 11, 2011**.

This notification is sent as an e-mail (Donnajo.Smith@fldoe.org) or fax (850-245-0826) 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, changes in dates, clarifications, or addenda to the Request for Proposals will be addressed and sent by e-mail to all who file an Intent to Apply. The last date that questions will be answered is **February 18, 2011**.

Method of Review

A peer review process will be used to evaluate the Collaborative Curriculum Challenge Grant competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within Florida.

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 at least five qualified reviewers from Florida representing experienced educational professionals and stakeholders with understanding of the unique needs of gifted learners.
- 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.
- **Awards are subject to the availability of funds.**
- Proposals with a final score of less than 70 are not eligible for funding consideration.
- It is anticipated that applicants will be notified of the review outcomes before or during May, 2011.

Conditions for Acceptance/Substantially Approvable Form

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

- Application is received within DOE no later than the close of business on the due date.
- Application includes required forms:

- DOE 100A Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.
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.
- DOE 101S - Budget Narrative.
- 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).
- Each Florida public school district may submit one application.

Other Requirements

For 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 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. 01/31/2011).

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

Technical/Formatting and Other Application Submission Requirements

- Applications must include the following forms and narratives in the following order:
 - Form (DOE 100A)
 - Form (DOE 101-S)
 - Project Narrative
 - Project Abstract / Summary (no more than 120 words)
 - Project Need (no longer than three pages)
 - Project Design and Implementation (no more than eight pages)
 - Evaluation (no more than three pages)
 - Support for Strategic Imperatives (no more than two pages)
 - Dissemination Plan (no more than two pages)
 - Budget (no more than two pages of narrative plus DOE 101)
 - Project Performance Accountability Information as appropriate for project indicating what the project proposes to deliver or develop
- Six copies plus original
- Font type/size Arial/12 pt
- Margin size 1” – both side and top/bottom margins
- 1.5 or Double Spacing
- Single sided pages
- 8.5 X 11 inch paper identifying the district/school in upper right hand corner of the page
- No bound copies

- Pages should be numbered, for example, page 1 of 25...etc.
- Narrative pages should be labeled by subject area being addressed (Project Abstract, Project Need, etc.).

Grant forms may be accessed at the following URL: <http://www.fldoe.org/grants/gform.asp>

Application must be submitted to:
Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 332)
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.

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

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

(1) Name of Deliverable and Brief Description		
<ul style="list-style-type: none"> ▪ Announcement ▪ Brochure ▪ CD Rom ▪ Curriculum ▪ Database ▪ Database Analysis ▪ Display ▪ DVD ▪ Evaluation Instrument ▪ Guidelines ▪ Instructional Materials 	<ul style="list-style-type: none"> ▪ Lesson Plans ▪ Manual ▪ Needs Assessment ▪ Newsletter ▪ Policy Paper ▪ Poster ▪ Public Service Announcement ▪ Report ▪ Report Format ▪ Screening Device ▪ Software 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ ADA Compliant ▪ Appropriate for Duplication ▪ Appropriately Organized ▪ Attractive ▪ Content Accurate ▪ Content Complete ▪ Design and Content Appropriate to Intended Audience 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Review by DOE Staff ▪ Review by Other Entity ▪ Sufficient Copies Provided ▪ Translated into Appropriate Languages ▪ User-Friendly ▪ Other

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

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

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

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

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, "Training for third grade teachers of reading in use of multiple instructional strategies."

(1) Name of Activity and Brief Description		
<ul style="list-style-type: none"> ▪ Coaching ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination through the Media ▪ Dissemination Through Internet ▪ Distance Learning 	<ul style="list-style-type: none"> ▪ Distribution of Media (Software, Videos, CD ROMs, etc.) ▪ Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Appropriately Organized ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience 	<ul style="list-style-type: none"> ▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness ▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants 	<ul style="list-style-type: none"> ▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders 	<ul style="list-style-type: none"> ▪ 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.).

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM *(All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.)*

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

STUDENT PERFORMANCE: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, “Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT .”

(1) Name of Performance and Brief Description		
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Anecdotal Data ▪ AYP Determination ▪ Disciplinary Referrals ▪ FCAT ▪ GED Data 	<ul style="list-style-type: none"> ▪ Graduation Data ▪ Observation ▪ Participation Records ▪ Placement Data ▪ Portfolios 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants 	<ul style="list-style-type: none"> ▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Adult Literacy Activities ▪ Career, Technical Education ▪ Interagency Collaboration ▪ Mentoring 	<ul style="list-style-type: none"> ▪ Neighborhood Self-Sufficiency Through Collaboration ▪ Participation in Defined Program (e.g., After-School) ▪ Referrals for Other Services 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Mentoring Is Appropriate to Identified Needs ▪ Participation Rate Meets Established Minimums ▪ Quality of Service Meets Generally Accepted Guidelines 	<ul style="list-style-type: none"> ▪ Quantity of Evaluations/Assessments Meet Established Minimums ▪ Quantity of Service Meets Established Minimums ▪ Referrals Are Appropriate to Identified Needs 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Agreements ▪ Anecdotal Data ▪ Attendance Records ▪ Case Records ▪ Contracts ▪ List of Participants 	<ul style="list-style-type: none"> ▪ Meeting Agendas ▪ Meeting Minutes ▪ NRS ▪ Observation by DOE Staff ▪ Participant Feedback Summaries 	<ul style="list-style-type: none"> ▪ Purchase Orders ▪ Sign-in Sheets ▪ State-Approved Assessments ▪ Travel Itineraries ▪ Other

(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

SERVICE DELIVERY FORM (Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.)

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