



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Bureau of Curriculum and Instruction

Program Name

Title II-A, Higher Education Agency Partnerships Florida Teacher Quality Grants Program

Specific Funding Authority(ies)

CFDA: 84.367B, No Child Left Behind, Title II-A, Subpart 3

Funding Purpose/Priorities

The purpose of awards granted under the Florida Teacher Quality Grants Program is to assist teachers in gaining access to professional development, teacher preparation programs, or postsecondary education in the areas of Geometry, Biology, and U.S. History based on course descriptions driven by the Next Generation Sunshine State Standards (NGSSS).

The priorities are:

- a description of the professional development that is researched-based and of high quality;
- a description of rigorous content that is specific to the NGSSS with content-specific pedagogical elements;
- a description of professional development activities and effective strategies to help teachers promote learning for historically underserved and underrepresented populations.

Target Population(s)

9-12 teachers (in the areas of Geometry, Biology, and U.S. History) in a high need Local Education Agency (LEA) (See Attachment A) in partnership with an Institute of Higher Education (IHE). Teachers in other LEAs who are teaching in low-performing schools may also participate.

Eligible Applicant(s)

An eligible partnership is **required** and **must** include:

- A private or state IHE and the division of the institution that delivers a state-approved teacher preparation program pursuant to 1004.04, F. S.
- The College of Arts and Sciences of the above IHE
- A high need LEA, as defined by Federal regulations, has over 20% or 10,000 in poverty status, based on the most recent census data. (See Attachment A for qualified districts.)

In addition, an eligible partnership **may** also include:

- An educational service agency such as a consortium of school districts
- Another LEA
- An educational service agency
- A nonprofit educational organization
- Another IHE through its College of Arts and Sciences and College or School of Education teacher preparation
- A nonprofit cultural organization

Partnerships **must** collaborate and submit one application. **SPECIAL RULE - No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.**

Letters of commitment with original signatures from all partners must be included with the application, but are not counted toward the page limit and do not impact the score. (See Attachment B for checklist.)

Application Due Date
September 5, 2011

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

Total Funding Amount/Approximate Number of Awards

\$3,000,000/approximate award amount - \$500,000 (two awards per subject area)

An Institution of Higher Education (IHE) or a high need Local Education Agency (LEA) will be the fiscal agent for each awarded project. The projects will be funded for three consecutive cycles pending additional funding from the Specific Funding Authority and satisfactory performance by the partnerships as evaluated by the Bureau of Curriculum and Instruction (BCI) in the Florida Department of Education (DOE). Funded projects are required to respond to Requests for Applications (RFAs) at a later date for cycles two and three.

Matching Requirement

None

Budget/Program Performance Period

September 1, 2011 – June 30, 2012 – Cycle One

The project effective date will be the date that the application is received within Florida Department of Education (DOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

Contact Persons

Program Office Contact

Courtney Walker
Contracts and Grants Manager, BCI
(850) 245-0423
Courtney.Walker@fldoe.org

Grants Management Contact

Sue Wilkinson
Director, Units A and B
(850) 245-0496
Sue.Wilkinson@fldoe.org

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.

Private Colleges, Community-Based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must certify adherence to the General Terms, Assurances, and Conditions by submitting the certification of adherence page, signed by the agency head.

Private colleges, Community and Faith-Based Organizations, and other non-public agencies must also submit:

- (1) A copy of the organization's current budget,
- (2) A list of the board of directors, and if available,
- (3) A copy of the institution or agency's most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state. *[These items must be submitted, with the application, prior to the issuance of a project award.]*

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.**

- The applicant must provide a detailed project narrative and budget narrative for cycle one of the Florida Teacher Quality Grants Program which is September 1, 2011 – June 30, 2012.
- In each section of the proposal, the application must reflect collaboration among the high need LEA, the Colleges of Arts and Sciences, and Colleges of Education within the IHE.
- The applicant must provide, in Narrative Component 3: Design and Implementation, a brief description of the project design and implementation plan for consecutive cycles two and three. Additional details for consecutive cycles two and three are located in the section Other Requirements (page 10) and Attachment C.

1. Project Abstract or Summary **Instructions**

FIXED REQUIREMENT

Provide a brief summary of the proposed project including general purpose, specific goals, brief program design, and significance (contribution and rationale) that demonstrate the proposed project's plan to:

- Supplement efforts of high need LEAs and IHEs in the preparation and ongoing professional development of qualified and effective core subject area teachers; in each section of the proposal, the application must reflect collaboration among the LEAs, the Colleges of Arts and Sciences and Colleges of Education within the IHE.
- Support sustained and intensive high-quality projects to improve teacher content knowledge and teaching skills in the course requirements based on the NGSSS in Geometry, Biology, and U.S. History.
- Address the unique characteristics of the population to be served. Where applicable, each proposal should address the goal statements in terms of the target population served: 9-12 educators.

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.

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.*
 - *Target areas of Geometry, Biology, and U.S. History are of greatest need for professional development statewide in the Next Generation Sunshine State Standards.*
 - *The focus must be increasing content knowledge in the aforementioned courses.*

3. Project Design and Implementation

40 points

Instructions

Describe the measurable objectives, activities, and timeline for the proposed project for cycle one. Provide a brief description of the project design and implementation plan for consecutive cycles two and three.

Goal 1: All funded projects must follow an intensive and sustained instructional format that focuses on the learning and teaching of the Next Generation Sunshine State Standards

course requirements concepts using an activity-based, problem-solving approach and ensures data-driven instruction.

Describe how teacher participants will gain knowledge and skills related to the assessed needs and will be better prepared to assist their students in the Next Generation Sunshine State Standards course requirements to meet state content and student performance standards. This may include project development to design and implement projects in cycle one, such as:

- on-site content courses or on-line content college courses based on the State Board adopted course requirements for Geometry, Biology, and U.S. History;
- collaborative partnerships with the IHE's College of Education and College of Arts and Sciences and LEA curriculum specialists and/or teacher leaders to provide professional development, teacher preparation programs, and postsecondary education to assist teachers in their knowledge and instruction of the NGSSS in Geometry, Biology, and U.S. History;
- experiences, books and materials to increase teachers' knowledge and their likelihood to adapt their teaching practices in these courses.

The purposes for all books, materials, travel, supplies, equipment, consultants, stipends, tuition and academic credit must be included in the narrative of the Project Design and Implementation section.

Goal 2: All professional development and technical assistance must be grounded in scientifically-based-research to increase student achievement.

Describe how the project will:

- Build capacity for core subject matter content based on the Competencies and Skills for Teacher Certification and on the Next Generation Sunshine State Standards course requirements;
- Provide research-based professional practices in the core subject areas;
- Improve and increase teacher content knowledge and teaching skills in the NGSSS-driven course requirements for Geometry, Biology, and U.S. History.

Projects are encouraged to incorporate one or more of the following effective, research-based approaches, best practices and components:

- lesson study,
- response to intervention,
- differentiated instruction,
- content-specific literacy,
- reading components with informational text and text complexity, and
- digital tools and content.

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 applicant has provided a brief description of the design and implementation plan for consecutive cycles two and three.*

4. **Evaluation**

10 points

Instructions

Describe the instruments and method(s) and qualitative and quantitative strategies that will be used to measure the accomplishments of project goals and objectives, including impact on student achievement.

All data collected during these efforts should be treated appropriately under the laws protecting student privacy (FERPA).

The evaluation plan should include a method for measuring and documenting growth in content knowledge.

The purpose of evaluating Florida Teacher Quality Grants projects is to determine, through analysis, the extent to which the project influences changes in classroom teachers' content knowledge and instructional practices in the course requirements based on NGSSS in Geometry, Biology, and U. S. History. The goal is improved student achievement through educator professional development in Geometry, Biology, and U. S. History.

The evaluation narrative will include:

- Qualitative and quantitative data, and analysis of the same;
- Input/feedback from participants;
- Student achievement data, whenever possible;
- Tool(s) for evaluating activities (surveys, instruments, etc.)

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 Plan Instructions

FIXED REQUIREMENT

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

URL: http://www.fl DOE.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.fl DOE.org/bii/oms.asp>

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 Instructions

15 points

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

The project must maintain a project webpage. A copy of the partnership's proposal will be included on the page. A section of the webpage must be devoted to reporting ongoing progress in meeting the proposal goals. It must include all scheduled services and link to products produced by the project. The webpage shall be updated at least once a month during the project period, and the date of the latest update will be displayed on the page. The webpage must be posted within one month of notification of award. Describe the plan to create and maintain this site.

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.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

7. Budget Instructions

20 points

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

Partnerships **must** collaborate and submit one application. **SPECIAL RULE - No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.**

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.*

Funding Method(s)

CARDS - Cash Advance and Reporting of Disbursements System – Web-Based Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the CARDS - Cash Advance and Reporting of Disbursements System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the CARDS System.

Reimbursement with Performance (P)

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

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.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. **Funds for capital outlay may not exceed 1% of the total budget.**

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding. 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.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at 5% or the applicant's approved negotiated rate (whichever's less).

Grants Fiscal Management Training Requirement

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

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**. Applicants, if awarded, will be required to submit an interim and final report including the Florida Teacher Quality Grant Final Year Grant Report form for each cycle of the grant period.

Notice of Intent-to-Apply

The due date to notify the Program contact person, *Courtney Walker*, of Intent-to-Apply is **August 22, 2011**.

This notification is sent as an e-mail or fax 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 website at <http://www.fldoe.org/bii/curriculum/> by close of business August 26, 2011. The last day to submit questions is August 24, 2011.

Method of Review

A peer review process will be used to evaluate the Florida Teacher Quality Grant competitive proposals. Reviewers are selected within the Department 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 three to five qualified reviewers representing experienced curriculum specialists and educational professionals and stakeholders from Florida and, when applicable, around the country.
- 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.

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 (Eastern Standard Time) on the **September 5, 2011**.
- 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).

Other Requirements

Partnerships **must** collaborate and submit one application. **SPECIAL RULE - No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.**

Letters of commitment with original signatures from all partners must be included with the application, but are not counted toward the page limit and do not impact the score.

An Institution of Higher Education (IHE) or a high need Local Education Agency (LEA) will be the fiscal agent for each awarded project. The projects will be funded for three consecutive cycles pending additional funding from the Specific Funding Authority and satisfactory performance by the partnerships as evaluated by the Bureau of Curriculum and Instruction in the Florida Department of Education (DOE). Funded projects are required to respond to Requests for Applications (RFAs) at a later date for cycles two and three.

For Federal Programs

General Education Provisions Act (GEPA)

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

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

Equitable Services for Private School Participation

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant **must submit** a detailed plan of action for providing consultation for equitable services to private school children and teachers within the Local Education Agency(ies) service area.

For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>

Technical/Formatting and Other Application Submission Requirements

- Number of copies plus original: one signed original and six copies (to be sent to Office of Grants Management)
- Font Type / Size: *Arial 12 point*
- Margin size: *1" – both side and top / bottom margins*
- Double Spacing
- Single-sided
- No Bound Copies
- Any charts and graphs must conform to Arial 12 point and count towards the 20 page limit
- **Assemble in order of the application checklist Attachment B**
- 20 page limit – this does **NOT** include:
 - Required forms – DOE 100A and DOE 101S
 - Signed letters of commitment with original signatures from all partners

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"> ▪ 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 Mentoring Meets 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

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		
<ul style="list-style-type: none"> ▪ All Aspects of Project ▪ Compliance Review ▪ Formative Evaluation 	<ul style="list-style-type: none"> ▪ Outcome Assessment ▪ Process Review 	<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ Board/Commission/Task Force ▪ Consultant Firm ▪ DOE Funded Project 	<ul style="list-style-type: none"> ▪ Governmental Agency ▪ Independent Entity Selected by Project ▪ Individual Consultant 	<ul style="list-style-type: none"> ▪ Institution of Higher Education ▪ Selected Peer Reviewers ▪ Other

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

FORMAL THIRD-PARTY EVALUATION FORM (A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE.)

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted

Attachment A

Federal regulations define a high-need LEA as having over 20% or 10,000 in poverty status, based on the most recent census data.

Florida School Districts that qualify as a high-need LEA as defined by Federal regulations:

Baker
Bradford
Brevard
Broward
Calhoun
Citrus
Columbia
Dade
DeSoto
Dixie
Duval
Escambia
Franklin
Gadsden
Gilchrist
Glades
Gulf
Hamilton
Hardee
Hendry
Highlands
Hillsborough
Holmes
Jackson
Jefferson
Lafayette
Lee
Levy
Liberty
Madison
Marion
Okeechobee
Orange
Osceola
Palm Beach
Pasco
Pinellas
Polk
Putnam
St. Lucie
Sumter
Suwannee
Taylor
Union
Volusia
Walton
Washington

Source: Small Area Income and Poverty Estimates (2009), U. S. Census Bureau,
<http://www.census.gov/cgi-bin/saie/saie.cgi>

Attachment B

Checklist

Please assemble application in the following order:

_____ DOE 100A

_____ DOE 101S followed by the detailed budget narrative

_____ Narrative components

- See pages 11 for technical/formatting requirements
- Narrative must follow the order of the components (see pages 4 – 9)

_____ Letters of commitment with original signatures from **all** partners

Attachment C

Information for Consecutive Cycles Two and Three

An Institution of Higher Education (IHE) or a high need Local Education Agency (LEA) will be the fiscal agent for each awarded project. The projects will be funded for three consecutive cycles pending additional funding from the Specific Funding Authority and satisfactory performance by the partnerships as evaluated by the Bureau of Curriculum and Instruction, in the Florida Department of Education (DOE). Funded applications are required to complete Requests for Application (RFA) at a later date for cycles two and three.

Funding Purpose / Priorities

The purpose of awards granted under the Florida Teacher Quality Grants Program is to provide assistance to teachers in gaining access to professional development, teacher preparation programs, or post-secondary education in one or more of the courses following courses based on the Next Generation Sunshine State Standards: Geometry, Biology, and U.S. History.

The priorities are:

- a description of the professional development/preparation program that is researched-based and of high quality;
- a description of rigorous content that is specific to the Next Generation Sunshine State Standards with content-specific pedagogical elements;
- a description of activities and effective strategies to promote learning that are incorporated to serve historically underserved and underrepresented populations.

Total Funding Amount / Approximate Number of Awards

To be determined for consecutive cycles two and three

Matching Requirement

None

Budget / Program Performance Period

September 1, 2011 – June 30, 2012 – cycle one

July 1, 2012 – June 30, 2013 – cycle two

July 1, 2013 – June 30, 2014 – cycle three

Project Design and Implementation

Describe the measurable objectives, activities, and timeline for the proposed project for funding cycles two and three.

Goal 1: All funded projects must follow an intensive and sustained instructional format that focuses on the learning and teaching of the Next Generation Sunshine State Standards concepts using an activity-based, problem-solving approach and systematically incorporating a follow-up component to sustain change in teachers'/participants' classroom practices.

Instructional Format: The instructional format for teacher professional development for grant cycles two and three must include summer courses in one or more of the following courses based on Next Generation Sunshine State Standards Geometry, Biology, and U. S. History, a full academic year intervention for teachers of grades 9-12, with the recommendation of the same group of participants expected to attend a summer institute. Alternative professional development timelines may be considered where a strong LEA commitment and the effectiveness of the professional development approach are documented in the proposal. Applicants proposing an alternate instructional format should provide research and practice-based evidence to support their approach.

Summer Component: A minimum of 45 contact hours, typically 15 days over three weeks, is highly recommended for each summer component of the program. A length of four weeks or 60 contact hours is preferable. Many successful programs provide 20 days of instruction over four weeks.

Academic Year Component: The academic follow-up session requires a minimum of 60 contact hours per teacher. Two 3- or 4-hour sessions every month is typical. The academic year contact hours typically include but are not limited to group meetings, classroom observations of teachers by the project director, and one-to-one meetings in the teachers' classrooms. Most successful programs also include electronic methods to provide support to teachers during the academic year as they implement instructional changes using the Next Generation Sunshine State Standards course requirements in their classrooms. The summer component should focus primarily on the Next Generation Sunshine State Standards course requirements content while the academic year follow-up blends Next Generation Sunshine State Standards course requirements content and discipline-related pedagogy.

Online Instruction and Support. Given the intensive nature of the professional development instruction and activities provided in Teacher Quality projects, applicants should focus their efforts on providing face-to-face instructional experiences for participants. Online support is highly recommended; however, online instruction should be used only when it provides benefits not available in other types of instruction. Online support that is designed to improve classroom implementation and help develop a community of practice is especially encouraged. This would include but not be limited to: e-mentoring, e-journaling, and lesson study.

If any portion of the instruction and academic year experiences will be provided online or by distance learning, the applicant must clearly state this choice of instructional delivery in the program narrative. The applicant must also explain how many clock hours of instruction will be provided through this method and explain how this will provide additional benefit to participants.

Goal 2: All professional development and technical assistance must be grounded in scientifically-based-research to increase student achievement.

Describe how the project will:

- Build capacity for core subject matter content based on the Competencies and Skills for Teacher Certification or on the Next Generation Sunshine State Standards;
- Provide research-based professional practices in the core subject areas; improve and increase teacher content knowledge and teaching skills in Geometry, Biology, and U. S. History based on the course requirements driven by the Next Generation Sunshine State Standards;
- Improve and increase teacher content knowledge of core subject area Next Generation Sunshine State Standards course requirements so that the educators teaching out-of-field will become highly qualified; thus, enabling educators to become highly qualified and certified in multiple fields;
- Provide timely technical assistance through existing or new coaches/mentors for practice and demonstration of skills through follow-up that assists educators

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 applicant has provided a brief description of the design and implementation plan for cycles two and three.***

Projects should also incorporate many of the following effective, research-based approaches and components:

Criteria

- *Building conceptual depth not breadth;*
- *Establishing and fostering communities of practice among project participants;*
- *Helping teachers identify resources on effective instructional strategies for the implementation of the Next Generation Sunshine State Standards course requirements.*
- *Helping teachers learn to analyze student work and to adapt their instruction appropriately;*
- *Including strategies to help English language learners and low income students;*