



## **FLORIDA DEPARTMENT OF EDUCATION**

### **Request for Proposal (RFP) for Discretionary, Competitive Projects**

#### **Bureau/Office**

Bureau of Curriculum and Instruction

#### **Program Name**

Mathematics and Science Partnership

#### **Specific Funding Authority(ies)**

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110); 20 U.S.C. 6661-6663, CFDA#84.366B

#### **Funding Purpose/Priorities**

The purpose of the *Mathematics and Science Partnership* is to improve the academic achievement of students in the area of mathematics through enhanced training of teachers in the Common Core State Standards (CCSS) for mathematics as well as literacy in technical subjects. Funding must focus mainly on teacher content professional development according to federal guidelines outlined at the following site: <http://www.ed.gov/policy/elsec/leg/esea02/pg26.html>. Furthermore, the professional development must include a lesson study component and the development of model lessons and/or units aligned to major learning goals derived from Florida's mathematics course descriptions for the 2014-2015 school year as approved by the State Board of Education (SBE).

#### **The priorities are:**

1. Include higher education partnerships with College of Arts and Science (CAS) science, engineering, and/or mathematics departments as well as local educational agencies (LEAs) and one or more of the three educational consortia that serve a group of LEAs in Florida.
2. Perform and document a Priority Needs Assessment for each participating LEA and consortium prior to application.
3. Develop K-12 teacher training in the **provisions of challenging science course Content based on the CCSS for Mathematics and Literacy in Technical Subjects** that includes the integration of appropriate science, technology, engineering, and mathematics (STEM) content, and strategies for instruction provided to English language learners (ELL), students with disabilities (SWD), and Florida's minority student populations. The training must be **based upon Florida's 2014-2015 mathematics course descriptions**. The professional development must **promote and support the development of Lesson Study Teams** and be aligned to the *Professional Development System Evaluation Protocol*. For information on the protocol please visit: <http://www.fldoe.org/profdev/pdstandards.asp>.

4. Development of research-based instructional programs that result in teacher instruction and student learning at higher achievement levels in mathematics for Florida's ELLs.
5. Development of research-based instructional programs that result in teacher instruction and student learning at higher achievement levels in mathematics for Florida's SWD.
6. Development of research-based instructional programs that result in teacher instruction and student learning at higher achievement levels in mathematics for Florida's minority student population.
7. Development of research-based instructional programs that result in teacher instruction and student learning at higher achievement levels in mathematics for Florida's primary grade students (Grades K-2), intermediate grade students (Grades 3 through 5), middle grade students (Grades 6 through 8), and high school students (Grades 9-12) enrolled in Algebra 1, Geometry, and Algebra 2.
8. Remote access to teacher trainings using current technology and online learning modules.
9. The use of the Florida Department of Education's standards database (CPALMS) as a primary source for dissemination of professional development modules, model lessons, and learning goals (or units) is required.

### **Target Population(s)**

K-12 Florida school teachers who are members of a school-based lesson study team. Minimally the teams will be comprised of an administrator, at least one mathematics teacher, and either a specialist in English for Speakers of Other Languages (ESOL) or exceptional student education (ESE).

### **Eligible Applicant(s)**

Partnerships are comprised of at least one Institute of Higher Education (IHE), LEAs, and at least one educational consortium that serve a group of LEAs.

**IHE are defined as** public or private universities and colleges that have, within the College of Arts and Sciences, an engineering, mathematics, and/or science department

A partnership MAY also include:

- Additional universities and colleges that have within the College of Arts and Sciences an engineering, mathematics, or science department.
- Additional universities and colleges that have science and mathematics teacher education departments.
- STEM related businesses.
- Informal education centers such as libraries and for museums.
- Not-for-profit and for-profit organizations that have demonstrated effectiveness in improving the quality of mathematics and science teachers' content knowledge. Evidence of this effectiveness may be in the form of pre- and post-test data associated with professional development for teachers, increased student achievement data for teachers who have participated in a professional development program, or pre- and post-instruction videos for teachers who have participated in a professional development program.

A Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) from all partners must be included with the application but will not impact the page limit. This memorandum must specifically address the level of collaboration that is required of all partners (e.g., regularly scheduled meetings, specific points of contact, joint initiatives such as newsletters, and regularly scheduled web chats.)

**Application Due Date**

The application is due by close of business May 31, 2013. 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**

Pending receipt of federal funding to the Florida Department of Education:  
A maximum of \$8,754,891.00 for one award

**Matching Requirement**

None required

**Budget/Program Performance Period**

May 1, 2013 through June 30, 2014

**Federal Programs:** 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**

Jackie Speake  
Program Specialist  
850-245-5068  
[Jackie.Speake@fldoe.org](mailto:Jackie.Speake@fldoe.org)

**Grants Management Contact**

Matthew Caldwell  
Grants Management  
850-245-0717  
[Matthew.Caldwell@fldoe.org](mailto:Matthew.Caldwell@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 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, Bureau 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, 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,
- (3) Chart of Accounts,
- (4) Proof of Eligibility to operate a business in Florida, and if available,
- (5) A copy of the institution or agency's most recent annual audit report prepared by an independent certified public accountant licensed in this state.

## **Narrative Components and Scoring Criteria**

### **1. Project Abstract or Summary**

**FIXED REQUIREMENT**

#### **Instructions**

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

#### ***Criteria***

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *It is clear that the proposed project aligns with the intended funding purpose/priorities.*

### **2. Project Need**

**10 points**

#### **Instructions**

Describe the need for the proposed project and provide supporting data as evidence. (Maximum of 2 pages)

#### ***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.*

### **3. Project Design and Implementation**

**50 points**

#### **Instructions**

Describe the measurable objectives, activities, and timeline for the proposed project. (Maximum 6 pages)

#### **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.*
- *At a minimum the work products to be produced (deliverables) include:*
  - *Online training modules for mathematics teachers aligned to CCSS content for grades K through 8, Algebra 1, Geometry, and Algebra 2.*
  - *Model lessons for CCSS in mathematics and literacy in technical subjects aligned to content for grades 3 through 8, Algebra 1, Geometry, and Algebra 2.*
  - *Learning Goals with Learning Progression Scales (or Rubrics) to align with unit plans for specific Florida mathematics courses for grades 3 through 8, Algebra 1, Geometry, and Algebra 2.*
  - *Lesson Study Toolkits based upon the work of the school-based teams for CCS content for grades 3 through 8, Algebra 1, Geometry, and Algebra 2.*

### **4. Evaluation**

**10 points**

#### **Instructions**

Describe the instruments and method(s) for evaluating the proposed project.

#### **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.*
  - *Teacher performance.*
  - *Student performance.*

## **5. Support for Strategic Plan**

**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/](http://www.fldoe.org/strategic_plan/)

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.fldoe.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**

**10 points**

### **Instructions**

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations. Final work products must be accessible through Florida's standards database at [www.floridastandards.org](http://www.floridastandards.org), also known as CPALMS

### **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**

**20 points**

### **Instructions**

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

### ***Criteria***

- *The budget is thorough, specific, and supports the proposed project.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
- *The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*

### **Funding Method**

#### **CARDS - Cash Advance and Reporting of Disbursements System**

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 Cash Advance and Reporting of Disbursements System (CARDS). 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 CARDS.

#### **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*

NOTE: 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:**

- Supplementary materials may be provided for teachers only; the purchase of class sets of materials is prohibited (no exceptions).
- Student materials may not be purchased with project funds.
- Funds for capital equipment may not exceed 1.5 percent of the total budget.
- Total personnel salaries and benefits may not exceed 15 percent of the total budget.
- Out-of-state travel is not allowed except for the principal investigator and Department of Education representative to attend one regional or national Mathematics/Science Conference annually.
- Personal digital assistants (PDAs) such as cell phones, blackberries, and other smart phones 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 the applicant’s approved negotiated rate not to exceed 8 percent TOTAL per EDGAR, Section 75.562(c).

**Executive Order 11-02**

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-02, the contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the contract term by the contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the contractor to perform work pursuant to this contract.

**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 project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d)&(e), Florida Statutes. For projects funded via cash advance, the Department's project managers will verify that the project's activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis. For projects funded via reimbursement, the Department's project managers will verify that the project's expenditures are allowable and that performance objectives are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations.

## **Notice of Intent-to-Apply**

The due date to notify the Program contact person Teresa D. Sweet of Intent-to-Apply is Friday, May 10, 2013. This notification is sent as an email or fax message and should include a return email 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 by **Friday, May 17, 2013**. Frequently asked questions will be answered by: regular postings to the Bureau of Curriculum website at <http://www.fldoe.org/bii/oms.asp>. The last date that questions will be accepted for response is **Wednesday, May 15, 2013**.

## **Method of Review**

A peer review process will be used to evaluate the Math and Science Partnership 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 three to five qualified reviewers 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.

The Department reserves the right to negotiate with all responsive applicants, serially or concurrently, to determine the best-suited solution. The ranking of the proposals indicates the perceived overall benefits of the application, but the Department retains the discretion to negotiate with other qualified applicants, as deemed appropriate.

### **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 or 100B 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**

#### **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 LEA(s) 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: 5
- Font type/size [recommend Arial/12 pt]
- Margin size [recommend 1” – both side and top/bottom margins]
- Single/double spacing [recommend double spacing]
- Single or two-sided pages [recommend single-sided pages]
- No Bound Copies

**Application must be submitted to:**  
**Grants Management Section**  
**Florida Department of Education**  
**325 W. Gaines Street, Room 332**  
**Tallahassee, Florida 32399-0400**

## **Project Performance Accountability Information, Instructions, and Forms**

**NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.**

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 and compliance with applicable state and federal requirements. The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance, and
- verify the receipt of required deliverables prior to payment.

For projects funded via cash advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the project narrative and performance expectations, on a quarterly basis.

**The Project Narrative/Scope of Work** must include the specific tasks that the grantee is required to perform. Deliverables must:

- be directly related to the specific tasks,
- identify the minimum level of service to be performed, and
- be quantifiable, measureable, and verifiable.

**Deliverables** include, but are not limited to:

- documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- measures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc.) "Students" may include prekindergarten, K-12, and adult learners, as well as parents.
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

The Department of Education's criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- documents are compliant with the Americans with Disabilities Act (ADA),
- meet technical specifications, as appropriate,
- design, organization, format, and readability levels are appropriate for intended use and audience,
- content is accurate and grammatically correct,
- copyright and funding information is noted on products,
- use of consultants,
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service,
- review of state/district/school/student data indicates level of effectiveness of service,
- participation rate meets established minimums,
- quality of service meets generally accepted guidelines,
- quantity of evaluations/assessments meet established minimums,
- quantity of service meets established minimums,
- referrals are appropriate to identified needs,

- specified agencies collaborate,
- student evaluations/assessments are administered appropriately, and
- units of service meet established minimums.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.

**Definitions**

- Tasks** Specific activities that are required to be performed to complete the Project Narrative/Scope of Work
- Deliverables** Products and/or services that directly related to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- Due Date** Date for completion of tasks

(Use additional pages, as appropriate.)

<b>Project Performance and Accountability</b>			
<b>Scope of Work (see Project Design – Narrative)</b>	<b>Tasks (see Project Design – Narrative)</b>	<b>Deliverables</b>	<b>Due Date</b>

<b>Project Performance and Accountability</b>			
<b>Scope of Work (see Project Design – Narrative)</b>	<b>Tasks (see Project Design – Narrative)</b>	<b>Deliverables</b>	<b>Due Date</b>

**Formal Third-Party Evaluation**

If a formal third-party evaluation is required or proposed for this project the following information must be provided. (Note: 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) 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.

<b>(1) Scope of Evaluation and Brief Description</b>		
<ul style="list-style-type: none"> <li>▪ All Aspects of Project</li> <li>▪ Compliance Review</li> <li>▪ Formative Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outcome Assessment</li> <li>▪ Process Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selected Elements of Project</li> <li>▪ Summative Evaluation</li> </ul>

(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.

<b>(2) Type of Entity Conducting Evaluation</b>		
<ul style="list-style-type: none"> <li>▪ Board/Commission/Task Force</li> <li>▪ Consultant Firm</li> <li>▪ DOE Funded Project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Governmental Agency</li> <li>▪ Independent Entity Selected by Project</li> <li>▪ Individual Consultant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institution of Higher Education</li> <li>▪ Selected Peer Reviewers</li> <li>▪ Other</li> </ul>

(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.)

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



