



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 (MSP)

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 Mathematics and Science Partnerships (MSP) Program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers through partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education (IHE). MSP programs should focus on the following priorities:

- The education of mathematics, science, technology and engineering teachers, including career and technical education (CTE) teachers, as a career-long process through lesson study;
- Bringing mathematics, science, technology and engineering teachers, including CTE teachers, together with scientists, mathematicians, and engineers to improve their content knowledge and teaching skills; and
- Developing more rigorous mathematics, science, technology and engineering curricula, including CTE curricula, aligned to the Florida standards for mathematics, science, and CTE, through integration and application of STEM and CTE concepts and skills in newly developed courses for Florida.

Florida's MSP program is aligned to current STEM initiatives in the Florida State Board of Education Strategic Plan. Sustainable regional STEM (including CTE) partnerships are encouraged.

The priorities of this project are:

- Develop collaborative teacher training opportunities through intensive, enhanced, and ongoing professional development¹ for secondary (grades 6-12) mathematics, science, technology and engineering teachers (including CTE teachers) to increase content knowledge of such teachers. Training opportunities should be based upon the Common Core State Standards (CCSS) for Mathematics and Literacy in Science and Technical Subjects, the Next Generation Sunshine State Standards (NGSSS) for Science and the Next Generation Occupational Standards (NGOS) for CTE including the integration of appropriate CTE STEM content and strategies for instruction. In addition to the focus on increasing teacher content knowledge, the training may also cover other priorities, such as improving pedagogy, changing teacher beliefs and attitudes, and aligning the curriculum to the standards.

Professional development activities must:

- Be based on scientifically-based research and align with the current Florida standards, to enable teachers to prepare students to meet the **College and Career Readiness requirements**, teach students at different developmental levels, and/or effectively teach students with various demographic backgrounds;
- Be sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, student academic achievement, and the teacher's performance in the classroom;
- Be based upon the courses developed, from the second priority identified below, and increase teacher content knowledge in selected cluster(s);
- Integrate the use of rubrics for newly designed lessons and supporting materials for evaluation by mathematics, science, technology and engineering teachers (including CTE teachers);
- Promote and support the development of lesson study teams;
- Be aligned to the *Professional Development System Evaluation Protocol*, (<http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf>);
- Include lesson study toolkits for each unit of study;
- Include online modules for each unit of study with the specific purpose of increasing teacher content knowledge in mathematics and science, through integration of CTE STEM;
- Be designed to improve and increase teachers' knowledge of the academic content in the subjects they teach;
- Improve teacher content knowledge to support addition of a subject coverage to a Professional certificate of rigorous secondary certification(s) for one or

¹ Workshops or institutes conducted during the summer must be for a period of not less than two (2) weeks (80 hours); include, as a component, a program that provides direct interaction between teachers and the IHE faculty; and, provide for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days, except if the workshop or institute is conducted during a 2-week period, the follow-up training shall be conducted for a period of not less than 4 days; and, if the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning.

- more of the following: Biology, Chemistry, Physics, Mathematics; Agriculture, Business Education, and/or Technology Education; and
- Complement Florida's *Alignment to Standards-Based Instruction: The Florida State Model for Classroom Teacher Professional Learning and Evaluation* – an evaluation tool aligned to Robert Marzano's research on instructional strategies and practices with a cause and effect relationship to student learning growth (Attachment A), or Florida's *Alignment to Standards-Based Instruction: The Charlotte Danielson Framework for Effective Teaching and Standards-Based Instruction* (Attachment B).
 - Develop integrated CTE STEM course frameworks/curricula that result in core credit for mathematics (other than Algebra I and Geometry) or an equally rigorous science credit (other than Biology) that satisfies Florida's high school graduation requirements, results in an elective CTE credit, and provides the opportunity for students to receive post-secondary credit through industry certification. Newly developed courses will become part of the existing CTE framework and must align with CTE STEM clusters.
 - Career education courses/curricula must include workforce and digital literacy skills and the integration of required mathematics and science course content with practical, real-world applications, and designated rigorous coursework that may result in one or more industry certifications or clearly articulated credit or advanced standing in a 2-year or 4-year certificate or degree program. The instructional methodology used in these courses must be comprised of authentic projects, problems, and activities for contextually learning the mathematics and science content.
 - Courses/curricula must integrate in an applied fashion the CCSS for and Mathematics and Literacy for Science and Technical Subjects, NGSSS for Science, NGOS for CTE, and the NRC *Framework for K-12 Science Education* (2010), with the understanding that the courses/curricula will provide extensive support for the End-of-Course (EOC) assessments for Algebra, Biology, and/or Geometry. End-of-Course assessment must be included in the development of courses/curricula/lessons.
 - The focus for Year 1 activities should be on identifying lesson-study teacher teams, materials development, and professional development related specifically to the integration and application of CTE STEM course/curricula for grades 9-12 in at least one of the following clusters:

– Agriscience	– Manufacturing
– Health science	– Architecture and construction
– Information technology	– Energy
– Engineering	– Business
 - Curricula and lessons for the CTE STEM courses should be developed through the lesson study process, and should utilize a rubric to build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

- The focus for Year 2 and 3 should be on piloting and revising materials developed during the previous year through lesson study, development of new materials, and developing an 8th grade feeder course/curricula for Year 1 cluster(s) that supports the Common Core Assessments for mathematics and/or FCAT 2.0 for science, including professional development for grades 6-12 teachers.
- Develop supporting materials, through lesson study, for each set of integrated and applied courses/curricula; minimally materials must include:
 - Learning goals based on major units of study with learning proficiency scales/rubrics for each learning goal;
 - Model lessons that span the entire course with suggested ideas on differentiating instruction for Tier 1 using a multi-tiered system of supports and response to instruction/intervention (MTSS/RtI) model,
 - Formative assessment items, including appropriate rubrics for each model lesson, and,
 - Digital classroom model lesson videos/vignettes that demonstrate the CTE STEM content integration, relevance, and best practices, with guiding questions to promote teacher reflection on the effectiveness of the lesson.
- Develop research-based instructional programs that result in teacher instruction and student learning at higher achievement levels in Mathematics and Science for English Language Learners (ELL), Students with Disabilities (SWD), and minority student populations.
- Provide remote access to teacher trainings using current technology and online learning modules designed to ensure effective implementation and support for sustainability.
- Use the Florida Department of Education’s (FDOE) standards database (CPALMS) as a primary source for dissemination of the professional development modules and lesson study toolkits, course curricula and model lessons, including differentiated instruction, learning goals with learning proficiency scales/rubrics within a specific unit of study, formative assessment items, and digital classroom model lesson videos/vignettes that demonstrate the CTE STEM content integration and best practices with guiding questions to promote reflective analysis is required.

The requirements for all funded MSP programs include:

- Quarterly updates and on-time deliverables.
- Completion of the online Annual Performance Report (APR) providing project information and reporting the partnership's progress in meeting the objectives described in the evaluation and accountability plan. These objectives must include measures of increased teacher content knowledge in CTE STEM and impact on student achievement.
- Notification to the Florida DOE MSP Program Coordinators of all activities and dates/locations to monitor all projects on a continuing basis and ensure compliance with all requirements. Monitoring may include FDOE site visits.

Target Population(s)

Grades 6-12 Florida school teachers who teach mathematics, science and/or CTE and have an interest in integration of mathematics and science CTE STEM course frameworks/curricula that result in core credit for mathematics (other than Algebra I and Geometry) or an equally rigorous science credit (other than Biology) and who are members of a school-based lesson study Team. Courses must satisfy Florida's high school graduation requirements, result in an elective CTE credit, and provide the opportunity for students to receive post-secondary credit through rigorous industry certification. The teams must be comprised of a teacher from each of the targeted subject areas (mathematics, science, technology, engineering, and CTE) and grade band (grades 6-12); a minimum of one school administrator; a specialist in English for Speakers of Other Languages (ESOL); a specialist in Exceptional Student Education (ESE); a participating science, technology, engineering, or mathematics (STEM) faculty member from the partnering IHE; and the project lead(s).

Eligible Applicant(s)

Eligible applicants are partnerships of at least one high-need local educational agencies (LEA) and at least one science, mathematics, and/or engineering department within public or private institutions of higher education (IHE). Other partners may include public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education, other LEAs or IHEs.

The term "high-need" means the Local Education Agency(ies) (LEA) or regionally-based consortium of small rural schools falls within the following criteria:

- Has at least 50% of their student population participating in the free and reduced lunch program (Attachment C); and
- Lower than statewide average of percentage of students performing at or above proficiency in mathematics on the End-of-Course (EOC) Assessments in Algebra 1 and Geometry (Attachment C).

In addition to the IHE, LEA, and consortium partnership, an External Evaluator must be identified. The role of the evaluator is to design and manage an evaluation and accountability system that includes measurable objectives related to **both** process evaluation (implementation) and outcome evaluation. The evaluator is an active partner from the planning stages through completion of the final reports. The external evaluator may be affiliated with the partnering IHE, but must not be working in the same department as the participating IHE faculty nor take an active role in the program delivery.

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, regularly scheduled conference calls and/or WebEx sessions). Each of the partners must commit to building and sustaining the program for the full term of the grant (up to three years).

A comprehensive needs assessment must be in the application to document teacher professional development needs and student achievement in the participating LEAs and baseline data must be identified for evaluation of the progress of the MSP project and informed decision-making as the project is implemented. Applicants must demonstrate a need for improvement in student performance in mathematics and/or science and a need for improving STEM learning opportunities for students.

Partnerships may submit an application for a **3 year** grant (**July 1, 2013 through June 30, 2016**), however, grants will only receive funding for **1 year**, with possibility of funding for an additional **2 years**, if grantees are found to be in accordance with the priorities outlined below.

Application Due Date

The application is due by **close of business Thursday, October 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

This is a federally-funded program. Project timeline, reporting dates, and requirements are contingent upon the FDOE receiving future funding from the U. S. Department of Education and are subject to change as federal requirements change. Pending receipt of federal funding to the Florida DOE: Multiple awards with a maximum of \$1,000,000.00 per award for Year 1 of the 3-year grant cycle, not to exceed \$3,000,000.00 in total funding.

Note: If funded, the partnership(s) may be awarded additional funds for the second and third year of the grant cycle pending additional funding from the specific funding authority and satisfactory performance by the partnership as determined by the DOE. The partnership(s) will be required to complete an application for the third year of the grant cycle. ***Documentation must be available to support all expenditures.***

Matching Requirement

None required

Budget/Program Performance Period

November 1, 2013 through June 30, 2014.

Federal Programs: The project effective date will be the date that the application is received within FDOE in substantially approvable form, or the effective date of the Federal Award Notification, whichever is later.

Contact Persons

Grants Management Contact

Sue Wilkinson

Grants Management

(850) 245-0498

sue.wilkinson@fldoe.org

Program Management Contact

Jackie Speake, Science Specialist

Bureau of Curriculum and Instruction

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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.

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.

[These items must be submitted, with the application, prior to the issuance of a project award.]

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. Programs **must** address the results of a comprehensive assessment of student needs with respect to academic achievement, and the teacher quality and professional development needs with respect to the teaching and learning of mathematics and/or science of any LEA that comprise an eligible partnership.

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.

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:*
 - Teacher training opportunities through intensive, enhanced, and ongoing professional development* for secondary (grades 6-12) mathematics, science, technology and engineering teachers (including CTE teachers) to increase content knowledge of such teachers. Teacher training should be based upon the Common Core State Standards (CCSS) for Mathematics and Literacy in Science and Technical Subjects, the Next Generation Sunshine State Standards (NGSSS) for Science and the Next Generation Occupational Standards (NGOS) for CTE, and the National Research Center's (NRC) *Framework for K-12 Science Education*, including the integration of appropriate CTE STEM content and strategies for instruction. In addition to the focus on increasing teacher content knowledge, the training may also cover other priorities, such as improving pedagogy, changing teacher beliefs and attitudes, and aligning the curriculum to the standards.
 - Integrated CTE STEM course frameworks/curricula that result in core credit for mathematics (**other than Algebra I and Geometry**) or an equally rigorous science credit (**other than Biology**) that satisfies Florida's high school graduation requirements, results in an elective CTE credit, and provides the opportunity for students to receive post-secondary credit through industry certification. Newly developed courses will become part of the existing CTE framework and must align with CTE STEM clusters;

- Lesson study toolkits for each unit of study;
- Research-based instructional programs that result in teacher instruction and student learning at higher achievement levels in Mathematics and Science for English Language Learners (ELL), Students with Disabilities (SWD), and minority student populations;
- Online learning modules designed to ensure effective implementation for remote access to teacher trainings and support for sustainability;
- Use the FDOE standards database (CPALMS) as a primary source for dissemination of the professional development modules and lesson study toolkits, course curricula and model lessons, including differentiated instruction, learning goals with learning proficiency scales/rubrics within a specific unit of study, formative assessment items, and digital classroom model lesson videos/vignettes that demonstrate the CTE STEM content integration and best practices with guiding questions to promote reflective analysis is required.

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, and include student and teacher performance data.*
- *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

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 STEM initiatives of the FDOE included in Florida's Next Generation PreK-20 Education Strategic Plan.

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.*

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, 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(s)

CARDS - Cash Advance and Reporting of Disbursements System (C)

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.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

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

- Supplementary materials may be provided for teachers only; the purchase of class sets of materials is prohibited (no exceptions).
- Funds for capital equipment may not exceed 1.5% of the total budget.
- Total personnel salaries and benefits may not exceed 15% 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 MSP 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.
- Food and beverage costs are not permissible.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate.

Executive Order 11-116 (Supersedes 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 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify

the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

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 Jackie.Speake@fldoe.org of Intent-to-Apply is **October 1, 2013**. This notification is sent as an e-mail 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

Questions must be submitted via email to Jackie.Speake@fldoe.org or voice mail message (850) 245-5068 by close of business on **October 1, 2013**; All Frequently Asked Questions will be posted on the Program Office website by close of business on **October 8, 2013** at <http://www.fldoe.org/bii/oms.asp>.

Method of Review

A peer review process will be used to evaluate the Mathematics 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 representing experienced [enter program specific exp. as needed] 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 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: five (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
- Narrative does not exceed 20 pages total (not including budget).

Application must be submitted to:

**Office of Grants Management
 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 RFP (DOE 905) 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
- 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
- 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
- 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.)

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

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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.

(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.)

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

6-12 math, use teacher effectiveness, research-based pd, detailed pd plan

Detailed rubric – in narrative

Number of awards dependent on number of good applicants, maximum of \$1M per award for first \$5M

Ask Kathleen which CTE courses count towards science and math credit? In legislation?

How do we develop these courses to meet legislation on CTE industry certification/college credit.

Identify resources that will be used, pre-post content knowledge of teachers, impact on student achievement, EQUIP rubric – use lesson study to assist teacher understanding in using the rubric (using RTTT funds).