FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

T. WILLARD FAIR, *Vice Chairman*

Members

DONNA G. CALLAWAY

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

KATHLEEN SHANAHAN

LINDA K. TAYLOR

John L. Winn
Commissioner of Education

Just Read, Florida!

Memorandum Number 06-31

December 8, 2006

M E M O R A N D U M

TO: Community College Presidents

FROM: J. David Armstrong, Jr.

SUBJECT: 2007 SPIRIT Grants-Request for Concept Papers

DUE: February 2, 2007

The State Board of Education has included $10 million in its 2007-08 Legislative Budget Request for SPIRIT Grants (Student Persistence Is the Result of Innovative Teamwork). If approved by the Florida Legislature, this appropriation will provide funding to public community colleges to engage in a spirit of cooperation and collaboration with local school districts to focus on improving secondary and postsecondary student access and success. This initiative supports the following Florida Department of Education Strategic Imperatives:

Imperative 2—Set, Align and Apply Academic Curricular and Testing Standards;
Imperative 3—Improve Student Rates of Learning;
Imperative 8—Coordinate Efforts to Improve Higher Student Learning.

In order to provide needed information to the Florida Legislature, the enclosed Request for Concept Paper is being issued. Collaborative strategies may include, but are not limited to:

J. DAVID ARMSTRONG, JR.
Chancellor, Community Colleges and Workforce Education

325 W. GAINES STREET • SUITE 1314 • TALLAHASSEE, FL 32399-0400 • (850) 245-0407 • www.fldoe.org/cc

1. Raising academic standards and expectations for all students by promoting and delivering a rigorous and well-aligned curriculum;
2. Ensuring that statewide secondary-to-postsecondary faculty dialogue becomes the norm, is continuous, and is outcomes oriented;
3. Fostering multiple pathways for learning and postsecondary success;
4. Providing low-income students and families with information and assistance to facilitate postsecondary access;
5. Aligning secondary and postsecondary curriculum and assessments to clarify and ensure workplace and college readiness;
6. Using data to build early warning systems for identifying at-risk students and potential dropouts at both the secondary and postsecondary levels.

Eligible applicants are limited to Florida public community colleges. Eligible applicants may submit no more than two concept papers in collaboration with public school districts in their service areas. The total funding request, regardless of the number of concept papers submitted, may not exceed $400,000. Multiple concept papers must be prioritized with the institution's top priority clearly labeled as number one.

Concept papers are due to the Florida Department of Education, Division of Community Colleges and Workforce Education, by February 2, 2007. All required documents must be combined into a single PDF file and submitted via email attachment to Ian Neuhard at: ian.neuhard@fldoe.org.

Questions and requests for technical assistance should also be directed to Ian Neuhard at the email address indicated above, or by telephone at (850) 245-9468.

JDA/inl

Enclosures

c: Cheri P. Yecke, K-12 Chancellor
District School Superintendents
Council for Instructional Affairs
Council for Student Affairs

FLORIDA DEPARTMENT OF EDUCATION

Request for Concept Paper

SPIRIT Grants
Collaboration on Secondary and Postsecondary Student Access and Success

Bureau / Office
Division of Community Colleges and Workforce Education

Title
SPIRIT Grants for Collaboration on Secondary and Postsecondary Student Access and Success

Specific Funding Authority
Pending state appropriation from the 2007 Legislature for SPIRIT Grants for Collaboration on Secondary and Postsecondary Student Access and Success

Funding Purpose
The 2006 Legislature passed sweeping high school reform measures aimed at increasing the academic rigor of high school education and infusing real-world relevance to a student's future career. The purpose of the SPIRIT (Student Persistence is the Result of Innovative Teamwork) Grant initiative is to provide funds for new and innovative programs and strategies that feature collaborations between secondary and postsecondary institutions designed to increase high school graduation rates, increase college enrollment rates, decrease the need for postsecondary remediation, and increase college success rates. Strategies may include, but are not limited to: 1) raising academic standards and expectations for all students by promoting and delivering a rigorous and well-aligned curriculum; 2) ensuring that statewide secondary–to–postsecondary faculty dialogue becomes "the norm," is continuous and is outcomes oriented; 3) fostering multiple pathways for learning and postsecondary success; 4) providing low-income students and families with information and assistance to facilitate postsecondary access; 5) aligning secondary and postsecondary curriculum and assessments to clarify and ensure workplace and college readiness; and 6) using data to build an early warning system for identifying at-risk students/potential drop-outs at both the secondary and postsecondary levels.

Target Population
Secondary and postsecondary students enrolled in Florida public schools and community colleges.

Eligible Applicants
Florida public community colleges in partnership with one or more local education agencies (public school districts) within their service district. Applications will only be accepted from Florida public community colleges.

Concept Paper Due Date
Received at the Department of Education via e-mail by the close of business on February 2, 2007.

Delivery Address
E-mail completed proposals as a single PDF file attachment to: Ian Neuhard at Ian.Neuhard@fldoe.org

Contact Person
Ian Neuhard, Director of Academic Programs
Division of Community Colleges and Workforce Education
325 West Gaines Street, Suite 1314
Tallahassee, Florida 32399-0400
Telephone: 850/245-9468, Fax: 850/245-9454
e-mail: Ian.Neuhard@fldoe.org

Total Funding Amount
As determined by the 2007 Florida Legislature. Non-recurring funding in the amount of $10,000,000 has been requested by the Florida Department of Education to support this initiative.

Funding Guidelines
Each Florida public community college may submit no more than two (2) concept papers. The total request for all projects from one agency should not exceed $400,000.

Concept Paper Guidelines
- Each Florida public community college may submit up to two (2) concept papers for projects in partnership with one or more local education agencies (public school districts) in their service district.
- Multiple concept papers must be prioritized with the eligible applicant's top priority clearly labeled as number one in the Project Summary Information.
- The concept paper narrative should be no more than three (3) pages, single spaced, typed in 12-point font, with one inch margins.
- The concept paper narrative must identify and describe collaborative partnerships with local school district(s) for developing and implementing the project.
- The concept paper narrative must include the proposed number of students to be served at each educational level (secondary and postsecondary). Projects may target secondary students, postsecondary students, or both.

- The concept paper narrative must identify and describe the new and innovative programs and strategies to be implemented.
- The concept paper narrative must identify all proposed accountability measures (outcomes) and project evaluation methods to be utilized.

Projects may include, but are not limited to, the following focus areas:

1. **Analysis, revision and alignment of secondary/post-secondary curriculum and assessments in order to improve college and career readiness;**
    - Complete a review and analysis of competencies, scores and norming scales for FCAT, SAT, ACT and CPT assessments to validate appropriateness of state "cut-scores" for high school graduation, workforce readiness and college readiness to inform and guide future policy revisions.
    - Initiate deconstruction and reconstruction of secondary mathematics and English courses as well as entry-level, postsecondary, remedial and college credit courses in mathematics and English to provide better alignment and understanding of "college-readiness." Propose revisions to Sunshine State Standards and to postsecondary curriculum, as appropriate.
2. **Increase participation in dual enrollment**;
    - Increase recruitment efforts with minority and low-income students.
    - Expand career/technical dual enrollment opportunities.
    - Expand access to dual enrollment in SLS 1101 (Student Life Skills) course for high school juniors and seniors by waiving current GPA requirements.
    - Drop-out Recovery: Develop criteria and pilot programs which allow and encourage students enrolled in Adult Education programs pursuing an adult high school diploma or GED to dual enroll in community college programs.
3. **Establish a cadre of cross-sector transition advisors;**
    - Establish transition advisors at community colleges and technical centers to work with public feeder middle and high schools on postsecondary education and/or workforce planning.
4. **Increase educational options via career academies and collegiate high schools;**
    - Increase the number of career academies with academic and vocational dual enrollment options at public high schools.
    - Increase the number of collegiate high school programs at public community colleges.
5. **Develop collaborative secondary/postsecondary interventions for drop-out prevention;**
    - Create initiatives that partner community colleges and high schools with middle schools to counsel eighth grade students on potential career paths.
    - Explore and adopt dropout prevention programs which provide 11th and 12th graders at risk of dropping out with the opportunity to pursue a high

school diploma at least half-time, while working in a job or enrolled in a postsecondary education program aligned with the student's career plan.
    - Develop plans for providing community college Developmental Education (remedial) courses in Reading, Writing and Math to high school seniors as elective high school (non-dual enrollment) credits.
6. **Support statewide availability of, and access to, emerging technologies which promote learning.**
    - Pilot linkages of school district and community college electronic digital repositories with Sunshine Connections for maximum access to web-based learning objects by all educational sectors.

Budget Information
Complete an attached Budget Narrative Form (DOE 101) for each concept paper being submitted.

Budget Period
July 1, 2007 – June 30, 2008

Project Summary Information
Concept Papers for Fiscal Year 2007-08 SPIRIT Grants for Collaboration on Secondary and Postsecondary Student Access and Success must include the following Project Summary Information on a separate sheet from the narrative response:

Institution
Contact Name
Contact Number
Contact Email
Total Budget Request
Project Priority (1, 2)
Local Education Agency Partner(s)
Number and Level (secondary and/or postsecondary) of Students to be Served
Project Abstract (100 words or less)

Conditions for Acceptance
Concept paper narratives and forms must be combined into a single PDF file and must be received as an attachment via e-mail by the due date. A completed concept paper submission includes the following items, combined into a single PDF file, provided in the following order:

1. Project Summary Information (separate sheet)
2. Concept Paper Narrative (3 page maximum)
3. Budget Narrative Form (DOE 101)

A) _____

Name of Eligible Recipient:

B) _____

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

TAPS Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
			C) TOTAL	**$**

Instructions
Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: **SCHOOL DISTRICTS ONLY:**
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COLUMN 2

OBJECT: **SCHOOL DISTRICTS:**
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:
Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - **ALL APPLICANTS:**

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

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

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