

**Florida Department of Education**

**GOVERNOR'S SUMMER  
PROGRAM**

**SUMMER 2004**

**APPLICATION  
INSTRUCTIONS**

## Florida Department of Education Request for Proposal/Application

### I. Grant Overview

<b>Division/Office</b>	Student Achievement and Articulation, Bureau of Instructional Support and Community Services, ESE Program Development and Services
<b>Title</b>	Governor's Summer Program for Gifted and High Achieving Students
<b>Specific Funding Authority(ies)</b>	State 2003 General Appropriations Act, Line Item #
<b>Funding Purpose</b>	Provide an opportunity for outstanding gifted and high-achieving students to participate in and use the resources of the universities and colleges in the State of Florida.
<b>Funding Priorities</b>	<ul style="list-style-type: none"><li>Proposals in the areas of mathematics, science, humanities, the arts, or social studies that integrate the following curriculum design modifications: engagement in authentic tasks, use of authentic environments, multidisciplinary approaches, use of technology, integration of process skills, student reflections/metacognition, and meaningful demonstrations of learning.</li><li>Proposals that include strategies to ensure participation of students from small/rural districts and from groups that are traditionally underrepresented in programs for gifted or high-achieving students.</li><li>At least one new (not previously funded) program.</li></ul>
<b>Support for Reading Initiative</b>	Gifted and high-achieving students will participate in programs that involve reading and basic writing techniques to develop knowledge and intellectual skills by mastering challenging multi-dimensional and multi-task activities.
<b>Reporting on Outcomes</b>	Proposals will detail evaluation procedures, with both quantitative and qualitative measurements, for determining the success of the program and making improvements in subsequent programs. Proposals must describe plans for sharing evaluation results, such as survey results, program materials and audio/videotapes. Evaluations must provide follow-up strategies for determining if the goals of the program have made an impact on the students.
<b>Dissemination and Marketing Plan</b>	Proposals must specify strategies for recruiting students for the program including dissemination of information and timelines. Such strategies may include, and are not limited to, contacting school district administrators, gifted/high-achievers program coordinators, Exceptional Student Education Directors, middle school and high school principals, curriculum coordinators, guidance counselors, and superintendents to help disseminate information. Marketing plans may also include media announcements through newspaper advertisements, radio spots and brochures.

<b>Target Population</b>	Institutions of higher education, public or private, may submit proposals to provide day or residential summer programs for gifted and high-achieving students. Each program must be designed for students entering grades 8-12 for the 2004-05 school year. A program may serve students across all of these grades or may focus on students in a narrower range of grades who have common instructional needs
<b>Eligible Applicants</b>	Public or private institutions of higher education in Florida
<b>Type of Award</b>	Discretionary competitive
<b>Total Funding Amount</b>	Total Funding Allocation: \$215,575.00  <i>No more than \$25,000 awarded per applicant</i>
<b>Funding Period</b>	April 1, 2004 – September 30, 2004 <i>Full Payment to be made upon approval of application, prior to June 30, 2004</i>
<b>Technical Support</b>	Program Issues: Donnajo Smith, 850/ 245-0478; Suncom: 205-0478; Fax: 850/245-0955; E-mail: <a href="mailto:Donnajo.Smith@fldoe.org">Donnajo.Smith@fldoe.org</a>  Technical/Fiscal Issues: Kay Arnold Caster, 850/ 245-9938; Suncom: 205-9938; Fax: 850/245-9957; E-mail: <a href="mailto:Kay.Caster@fldoe.org">Kay.Caster@fldoe.org</a>
<b>Required Forms</b>	<ul style="list-style-type: none"> <li>• Project Application Form (DOE 100A) with the original signature of the agency head</li> <li>• Budget Narrative Form (DOE 101)</li> <li>• Additional Assurance – All Projects</li> </ul>
<b>Application Due Date</b>	Received by 5:00 p.m., December 5, 2003

## II. FEDERAL REQUIREMENTS

There are no federal requirements that must be addressed by this application.

## III. STATE REQUIREMENTS

### A. Required Assurances

In order to receive funding, applicants must have on file with the DOE, Office of the Comptroller, a signed statement by the agency head certifying adherence to general terms, assurances, and conditions for participation in federal and state programs. The DOE has developed and implemented a form, *General Application of Assurance for Federal and State Programs*, which addresses compliance with the following:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other federal agencies; and
- state regulations and laws pertaining to the expenditure of state funds.

This form is located in Section G of the *Project Application Amendment Procedures for Federal and State Grant Programs* (Green Book), and at the following website:

<http://www.firn.edu/doe/bin0007/gbook.htm>. A hard copy is available upon request.

The certification of adherence filed by school districts, community colleges, universities and state agencies with the DOE Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

### Private Colleges, Community-based Organizations, and Other Agencies

Applicants must submit with the application the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based organizations, and other non-public agencies must also submit copies of the organization's current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. These items must be submitted prior to the issuance of a project award.

### B. Florida Assistance Plus Program

Projects supported by federal and/or state funds must prioritize services provided, as appropriate, to lower performing Florida public schools as identified in the Florida Assistance Plus program. The project application must address how services will target these schools.

### C. Introduction

The Governor's Summer Program began in 1980 with the selection of eight programs located at institutions of higher education throughout the State. The 1981 Legislature further recognized the program and

appropriated funds in the amount of \$223,000.00 for program support. Since then, the program has been funded annually except for 1987 and 1991 when budget reductions required cancellation. For 2004, the Florida Department of Education has allocated \$215,575.00. It is anticipated that this amount will be sufficient to support eight to ten projects.

### **General Information**

Institutions of higher education, public or private, may submit proposals to provide day or residential summer programs for gifted and high-achieving students. Each program must be designed for students entering grades 8-12 for the 2004-05 school year. A program may serve students across all of these grades or may focus on students in a narrower range of grades who have common instructional needs. Proposals should emphasize experiences that are not commonly available in secondary school programs, use of strengths of the sponsoring institution, and coordination with local school districts.

Applicants should work with local school districts and/or other area agencies to develop program proposals in the areas of **mathematics, science, humanities, the arts, or social studies** that integrate the following curriculum design modifications:

- engagement in authentic tasks
- use of authentic environments
- multidisciplinary approaches
- use of technology
- integration of process skills
- encouragement of student reflections/metacognition
- meaningful demonstrations of learning

**Additionally, institutions are requested to design strategies to ensure participation of students from small/rural districts and from groups that are traditionally underrepresented in programs for gifted and high-achieving students. Groups traditionally underrepresented in gifted programs include those who are limited in English proficiency or those who are from a low socio-economic status household.**

In selecting programs for funding, consideration will be given to geographical distribution; a minimum of one project will be funded in each DOE region. **Additionally, at least one new (not previously funded) program will be funded regardless of region.** Special consideration will be given to projects providing accessibility to students from small and rural districts and which ensure the participation of students who are traditionally underrepresented in gifted and high-achieving programs. Information about programs selected for 2004 Governor's Summer Program will be sent to all Florida school districts to encourage the participation of outstanding secondary students from all of the State's 67 school districts.

### **D. Project Outcomes**

Applications submitted under the Governor's Summer Program should describe how program activities will improve or expand the educational opportunities for gifted and high-achieving secondary students. Depending upon the priority areas being addressed, the program may include the following:

- advanced level study with faculty in a selected academic area
- fieldwork, laboratory research, studio experiences, or simulations
- specially designed credit or noncredit courses

- directed independent study and individual research
- distance learning opportunities

## E. Evaluation Measures and Criteria

The Governor's Summer Program for Gifted and High-Achieving Students project will measure the accomplishments of the project by the following evaluation requirements:

- Initial data – the needs assessment or baseline data and timelines for collecting the initial data
- Identified activities – the priority activities that are identified for implementation based on the needs assessment results or baseline data. Specify the activities and timelines and how the needs assessment data supports the identified activities.
- Intermediate outcomes – the short term, concrete, measurable results of implementing an activity. For example, who are the participants (type of personnel, school districts, number of participants, etc.). What were the participants' responses to the activities?
- Implementation and utilization – the actual implementation or use of content received through the project. Applicants are to describe evaluation procedures, both quantitative and qualitative, which will be used to determine the success of the program and to make improvements in subsequent programs. For example, what facilitated the implementation of the program? What impeded the implementation of activities? What changes need to be made to facilitate effective implementation of the program? Is the training and/or product(s) being used by participants? If not, why not? What factors contributed to the effectiveness of the program? What factors detracted from the program? What factors will support the continued use of the training?
- Impact – systemic changes and long-term effects that result from the implementation of the activities.
- Recipients are required to submit completed program evaluations, which include both the Basic Program Data forms and a summary of the *Student Program Evaluation forms* (attached) to measure the impact of the implementation of the program.
- Each student participating must complete the *Student Program Evaluation Form*.
- Applicants will identify specific student outcomes and how these will be measured and provide samples of evaluation instruments if appropriate. If this program has been previously funded, copies of the most recent Basic Program Data forms and *Student Program Evaluation* summary will be reviewed.
- A summary of students' forms and evaluations must be submitted to the Florida Department of Education by the sponsoring institution **by September 30, 2004.**

## F. Coordinated or Related Initiatives/Activities

The Governor's Summer Program for Gifted and High Achieving Students projects may coordinate with the following:

- school district administrators
- gifted coordinators (or other persons responsible for gifted/high-achievers programs)
- Exceptional Student Education Directors
- middle school and high school principals
- curriculum coordinators
- guidance counselors

- superintendents

The projects are encouraged to work with cooperating agencies and include letters of commitment as appropriate.

#### **IV. PROJECT APPLICATION**

##### **➤ DEVELOPING YOUR PROPOSAL: COMPONENT ONE – Program Design**

###### **Summary of Proposed Program**

Summarize your program features in **100 words or less**. Specify the program title, day or residential program, number of students and grade level(s) targeted, beginning and ending dates for the program, project highlights, student costs, and options for dual enrollment or college credit. This summary may be used to advertise those programs awarded Governor's Summer Program funds.

###### **Rationale for Program**

Describe the rationale for offering the proposed program. What particular needs of gifted and high-achieving students is this program designed to meet? How will this program provide opportunities for advanced levels of achievement? What learning experiences and instructional resources will be provided that are not available in the secondary education programs of participating students?

###### **Strengths of the Institution that Contribute to this Program**

Identify the particular academic strengths and unique resources of the sponsoring institution. In what ways will this program utilize those strengths and unique resources? Include a description of the physical facilities, equipment, and educational materials to be used in the program. Specify provisions for student use of high technology and automated systems. Provide a description of the use of existing resources in the implementation of this program.

###### **Cooperating Agencies**

Identify cooperating agencies and clearly describe their cooperation and involvement in the activities proposed under this application. Attach letters of commitment as appropriate.

###### **Student Goals and Objectives**

List the goals and objectives for the students. What knowledge, skills, and abilities do you expect students to acquire by the end of the program?

##### **➤ DEVELOPING YOUR PROPOSAL: COMPONENT TWO – Program Implementation**

###### **Program Content**

Specify the priority curriculum area and curriculum content to be included in the program: Mathematics, Science, Humanities, Arts, or Social Science. **What** will be taught? References to appropriate literature and Sunshine State Standards may be used to justify curriculum.

## Teaching Strategies

Identify the teaching strategies to be used. **How** will the content be taught? Explain how the proposed program will reflect the curriculum design modifications described below and how the curriculum design modifications will support achievement of the goals and objectives. Include such instructional activities as laboratory research, studio experiences or simulations, directed independent study, individual research, distance learning opportunities, field trips, seminars, cooperative groups, or discovery learning.

Learning experiences designed for gifted students should incorporate the following modifications:

- **Authentic tasks:** educators should look beyond the classroom to the roles students will play when they leave school to become workers, parents, and citizens. Performing these roles as they learn will enable students to see the connections between what they learn in class to the world outside of school.
- **Authentic environments:** as students are working on problems, they should be encouraged to do some of their investigations in as authentic a context as possible.
- **Multidisciplinary approaches:** using broad concepts, issues, and themes as organizers, traditional content areas such as Mathematics, Science, Language Arts, or Social Science should enable students to find solutions to problems or issues being studied.
- **Use of technology:** in order for students to become information managers and effective communicators, they will have to become skilled in using technology. In addition, students must understand the applications of technology for use in their learning.
- **Process skills:** students must learn process skills such as research skills, cooperative learning, conflict resolution, and problem solving strategies in order to work effectively at home, on the job, and in the community.
- **Student reflections/metacognition:** students should be involved in consciously planning, monitoring, and assessing their learning; and need time to reflect on their learning and see connections, how different disciplines interrelate, and how their learning relates to what happens outside of school and what they will do later in life.

## Student Products

Describe how students will show evidence of their learning. How will students demonstrate and apply new skills? What products/performances will be developed? Examples include, but are not limited to, models, lab reports, essays, exams, performances, poems, video tapes, diagrams, or portfolios.

## Instructional Outline

Describe the instructional outline and activity schedule of the program with as much detail as possible. Specify the dates when students arrive and leave. Identify the number of program days and hours per day. Attaching an outline of the planned instructional time in a daily plan, calendar, timeline, or syllabus will meet this requirement. For residential programs, be sure to address evening and weekend activities, if applicable.



## Supplemental Services

Provide a brief description of ancillary or supportive services to the target population, as appropriate. Include the specific nature of such services, the cooperating agencies providing the services, and the financial and administrative responsibility for the services.

1. Specify the provisions for housing, including the facilities to be used and the number and type of personnel provided for students requiring a residential program.
2. Describe provisions for counseling and individual tutoring, assistance in registration, campus orientation, and recreation activities, as appropriate.

## ➤ **DEVELOPING YOUR PROPOSAL: COMPONENT THREE – Student Population**

### **Student Population Description**

Describe the target student population. The program **must be planned for gifted and high-achieving students**. Participation is limited to secondary students who are entering grades 8-12 and who have not graduated from high school. These students must have demonstrated outstanding academic achievement or be identified as gifted in accordance with Rule 6A-6.03019, FAC. This rule states:

A student is eligible for special instructional programs for the gifted if the student meets the following criteria:

- (1) The student demonstrates
  - (a) need for a special program
  - (b) a majority of characteristics of gifted students according to a standard scale or checklist
  - (c) superior intellectual development as measured by an IQ or two standard deviations or more above the mean on an individually administered standardized test of intelligence, OR
- (2) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. The determination of eligibility is based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity.

Specify the following:

- Number of students to be served
- Grade level(s) of students to be served
- Student application deadline and notification date
- Whether students may participate for more than one year

### **Student Selection Criteria**

A **minimum of three items must** be used to select students for program participation. Selection may be based on items such as verification of meeting state criteria for gifted, scores on nationally normed achievement tests, grades, courses completed, teacher or school recommendations, interviews, essays, past awards, or accomplishments. Selection criteria should be appropriate to the program offered.

### **Strategies for Recruitment**

Identify the specific strategies that will be used to recruit students for the program including dissemination of information and timelines. Consider contacting school district administrators, gifted coordinators (or other persons responsible for gifted/high-achievers programs), Exceptional Student Education Directors,

middle school and high school principals, curriculum coordinators, guidance counselors, and superintendents to help disseminate information. Also consider newspaper ads, radio spots, brochures, etc.

### **Strategies to Ensure Participation of Students Traditionally Underrepresented in Gifted Programs**

Strategies must address participation of students from groups that are traditionally underrepresented in programs for gifted and high-achieving students. Underrepresented groups are defined as those who are limited in English proficiency or those who are from low socio-economic status households. Describe strategies that will be used to attract and recruit members of this target student population. Note: For previously funded programs, describe prior recruitment activities as well as planned recruitment activities.

### **Daily Transportation Provisions**

Describe the transportation plan to ensure access to the program for students from rural areas.

## **➤ DEVELOPING YOUR PROPOSAL: COMPONENT FOUR – Program Personnel**

### **Staff Qualifications**

Describe all program personnel regardless of the source of funding for salaries or contracts.

Program Responsibility: identify primary program responsibility (e.g. instructor, chaperone, coordinator, etc.)

If a particular person has been recruited for a specific position, **without naming the person**, provide the following information:

Degree: highest degree earned

Current Position: identify current position held

Employer: identify current employer

Experiences with gifted & high-achieving students: list prior experiences with gifted & high-achieving students

### **Staff Organizational Plan**

Briefly describe or diagram the staff organizational plan including all personnel (by position) who will have supervisory, administrative, or instructional responsibility for the program.

### **Staff Orientation Plan**

Describe the procedures to ensure that personnel receive appropriate staff development and orientation **for the education of gifted and high-achieving students** in the proposed program.

## **➤ DEVELOPING YOUR PROPOSAL: COMPONENT FIVE – Program Evaluation and Follow-Up**

### **Program Evaluation**

- Describe both quantitative and qualitative strategies that will be used to measure the accomplishment of project goals and objectives, based on the initial data, identified activities, intermediate outcomes, implementation and utilization, and impact as described in the evaluation section above.

- Identify specific student outcomes and how these will be measured.
- Describe your plans for sharing evaluation results (survey results, videotape, etc.) in your report.
- Provide samples of evaluation instruments if appropriate.
- **If this program has been previously funded, please attach copies of the most recent Basic Program Data forms and Student Program Evaluation summary.**
- Each student participating in the Governor's Summer Program, 2004 must complete the *Student Program Evaluation Form*.
- A summary of students' forms must be submitted to the Florida Department of Education by the sponsoring institution.
- Submission of the Basic Program Data Form and Student Program Evaluation Form summary are required. These forms are attached in the application instructions packet.
- Evaluations are due by **September 30, 2004.**

Future consideration of applications will be contingent upon timely submission of the Basic Program Data Form and Student Program Evaluation Form summary.

Submit the Program Evaluation Form summary and the Basic Data Form to:

ESE Program Development and Services/Governor's Summer Program  
Bureau of Instructional Support and Community Services  
Florida Department of Education  
614 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400

### **Follow-up Strategies**

Indicate the plans for follow-up during the 2004-05 school year to determine

1. if the goals of the program have made an impact on the students
2. revisions for future programs

How will you ensure that real learning has taken place? Plans may include such items as a survey, narrative, focus group, or questionnaire.

## **V. FISCAL REQUIREMENTS**

### **Budget Narrative**

Describe the total budget for the proposed program. What expenses will Governor's Summer Program funds support? If the project is not funded, will it still be offered, and, if so, at what cost to the student? What other financial support has been secured, including funding support from the sponsoring institution, cooperating agencies, other grants, and student fees? **Note that institutions are required to show a minimum of \$5,000.00 in matching funds.** These funds may be from the sponsoring institution, school

districts, cooperating agencies, institutions, foundations, and/or businesses. In-kind contributions may be used to meet the matching requirements. **Tuition paid by students may not be considered as part of the matching fund requirements. Student application or audition fees are not allowed.** Attach letters of support verifying intent to make the contributions available for support of the program.

### **Student Costs**

Specify student costs including tuition, room and board, and other costs. Describe the number of scholarships to be provided, the approximate amount of each scholarship, and the basis for awarding scholarships. Scholarships may not be included as an additional cost. Programs offering dual enrollment credit may not charge any costs to students.

### **Proposed Program Expenditures**

Applications must include a Budget Recap and Description Form (DOE 102). The total may not exceed \$25,000.

### **Restrictions on the Use of Funds**

APPLICANTS SHOULD NOTE THAT EQUIPMENT PURCHASED WITH GOVERNOR'S SUMMER PROGRAM FUNDS MAY BE RECLAIMED BY THE DEPARTMENT OF EDUCATION UPON COMPLETION OF THE PROJECT. ADDITIONALLY, THE GOVERNOR'S SUMMER PROGRAM FUNDS ARE TO BE USED FOR PROVISION OF INSTRUCTION AND SPECIAL SERVICES ONLY. NO EXPENDITURES ARE ALLOWED FOR FOOD, SOCIAL, OR PROMOTIONAL ACTIVITIES, OR MATERIALS SUCH AS THE FOLLOWING:

tee shirts, certificates, social events, group photographs, refreshments, plaques, and, with certain exceptions for residential programs, meals.

### **INDIRECT COSTS MAY NOT BE CHARGED TO THE GOVERNOR'S SUMMER PROGRAM BUDGET.**

The 2004 Governor's Summer Program is funded from a 2003 Legislative General Revenue appropriation. Funds will be distributed upon issuance of the project award or on a reimbursement basis depending upon the nature of the fiscal agency (public or private).

Any unexpended funds must be returned via a check to the Florida Department of Education Comptroller's Office, on or before November 21, 2004. The check must be accompanied by the Budget Recap and Description Form (DOE 102) and clearly identify the project for which funds are being returned.

## **VI. APPLICATION PROCEDURES**

### **What to submit**

- One application with original signature of the agency head
- Four copies

## **Where to submit**

Bureau of Grants Management  
Florida Department of Education  
325 West Gaines Street, Room 325  
Tallahassee, FL 32399-0400

## **Due Date**

- November 7, 2003
- 5:00 p.m.
- The due date is absolute. Any application received after the identified date and time shall be deemed disqualified and will not be reviewed.

## **Conditions for Acceptance**

Applications must be received in substantially approvable form, which is defined to mean that the applications must include the following:

- the original signatures of the agency head
- the date of approval
- all programmatic and budgetary information requested
- all required forms

The project narrative should be on single-sided pages with DOE 100A used as the cover page followed by the DOE 102 budget page. Font size must be 10 or larger. Pages should be numbered. Appendices must be limited to documents that specifically relate to the required information. Copies should be stapled but not bound. Do not submit applications in notebooks or binders. Faxed applications will not be accepted.

## **Project Duration and Funding**

Proposals may be submitted for one summer period only. The amount of funding awarded to each project will be based on the estimated costs of the proposed program; however, a maximum of \$25,000.00 will be awarded to any one project. Institutions may submit separate applications for more than one program but should note that one of the considerations in funding is that of geographical distribution of programs across the State.

The project will have an effective date of April 14, 2004, or the date of receipt of the application in substantially approvable form, whichever occurs later, and will continue until September 30, 2004.

When preparing the Program Budget, please review carefully the "Restrictions on the Use of Funds." This lists social and promotional activities for which no expenditures are allowed. Additionally, no fees may be charged to students earning dual enrollment credit.

## **Application Review Procedures**

Applications will be subject to technical review by the Florida Department of Education and content review by a committee representing entities such as the Department of Education (Division of Community Colleges and the Division of Public Schools and Community Education) and district programs. Program proposals will be evaluated and recommended for funding based on

- the criteria included in the Reviewer's Rating Sheet (attached)
- the geographic distribution of programs across the State
- the accessibility to students from small/rural districts
- the inclusion of strategies to recruit students who are traditionally underrepresented in gifted and high-achieving programs
- the timely receipt of evaluation data from previously funded programs. For applicants funded in prior years, consideration will also be given to evidence of program effectiveness as described in reports and other documents submitted to the Florida Department of Education. Please attach copies of the most recent Basic Program Data forms and Student Program Evaluation summary. **Applicants who have not met the terms and conditions of prior grants will not be recommended for funding for the 2004 Governor's Summer Program.**
- first-time submission (at least one new program will be funded regardless of region).

It is anticipated that applicants will be notified of the review outcomes during March 2004.

### **Project Amendments**

Program and budget amendments to approved project applications shall be prepared by grant recipients in accordance with the standard Project Amendment Form (DOE 411).

Any necessary amendments should be submitted to:

Bureau of Grants Management  
Florida Department of Education  
325 West Gaines Street, Room 325  
Tallahassee, FL 32399-0400

### **Project Reports**

Governor's Summer Program recipients are required to submit completed program evaluations, which include the Basic Program Data forms and a summary of the Student Program Evaluation forms (attached) on or before September 30, 2004. **Timely submission of these reports will be a condition for future funding.**

All required evaluation reports must be submitted by **September 30, 2004**, to:

ESE Program Development and Services/Governor's Summer Program  
Bureau of Instructional Support and Community Services  
Florida Department of Education  
614 Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400

A final Project Disbursement Report (FA-399) must also be submitted to the Florida Department of Education Grants Management office on or before **November 21, 2004**.

**Project Monitoring**

All approved projects are subject to monitoring based on requirements specified in these instructions, the forms packet, the approved application, and terms and conditions specified in the grant award letter.

**Attachments**

Project Application Form (DOE 100A)

Budget Description Form (DOE 103)

Additional Assurances – All Projects

# FLORIDA DEPARTMENT OF EDUCATION

## Project Application Summary

Please return to:  Florida Department of Education Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 488-6304  SunCom: 278-6304	<b>A)</b> Program Name:  <div style="text-align: center; font-size: 1.2em;">Governor's Summer Program</div>	<b>DOE USE ONLY</b> Tracking Number: Date Received  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>						
<b>B)</b> Name and Address of Eligible Recipient:        		Project Number:    <hr/> Total Amount Funded:   \$						
<b>C)</b> Salaries/Benefits \$ <b>D)</b> Purchased Services \$ <b>E)</b> Expenses \$ <b>F)</b> Capital Outlay \$ <b>G)</b> Total \$	<b>H)</b> Agency Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Name:</td> <td style="width: 40%;">Address:</td> </tr> <tr> <td>Telephone:</td> <td>SunCom:</td> </tr> <tr> <td>Fax:</td> <td>E-mail:</td> </tr> </table>		Name:	Address:	Telephone:	SunCom:	Fax:	E-mail:
Name:	Address:							
Telephone:	SunCom:							
Fax:	E-mail:							
<b>CERTIFICATION / BUDGET BY SCHOOL DISTRICT/OTHER AGENCY</b>  <p>The governing body of the applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.</p> <p>I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of assurances signed and submitted previously. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. I further certify that all disbursements: will be obligated after project approval date and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.</p>   <p>I) _____          Signature of Superintendent / Agency Head</p>								



A) \_\_\_\_\_  
District/Agency Name:

District/Agency Name:

**B)** \_\_\_\_\_  
Project Number: \_\_\_\_\_

Project Number:

# FLORIDA DEPARTMENT OF EDUCATION

## **Budget Recap and Description Form**

[illegible]

**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES  
STUDENT ACHIEVEMENT AND ARTICULATION**

**Governor's Summer Program - 2004  
Basic Program Data**

**Program Administration**

Name of Program: \_\_\_\_\_

Dates of Program: \_\_\_\_\_ Amount of Funding: \_\_\_\_\_

Institution & Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact Person:

\_\_\_\_\_

Phone & e-mail:

\_\_\_\_\_

**Student Information**

- \_\_\_\_\_ 1. Number of students targeted in initial proposal.
- \_\_\_\_\_ 2. Total number of students enrolled in this program. If fewer students enrolled than were targeted, explain why.
- \_\_\_\_\_ 3. Number of applicants who were not accepted. **Major reason for not admitting applicants:**
- \_\_\_\_\_ 4. Number of residential students (students who were housed on campus during the program).
- \_\_\_\_\_ 5. Number of day students.
- \_\_\_\_\_ 6. Number of male students.

- \_\_\_\_ 7. Number of female students.
- \_\_\_\_ 8. Number of students from rural areas.
- \_\_\_\_ 9. Number of participants entering:
- \_\_\_\_ 8th grade                      \_\_\_\_ 11th grade
- \_\_\_\_ 9th grade                      \_\_\_\_ 12th grade
- \_\_\_\_ 10th grade
- \_\_\_\_ 10. Total number of students.
11. 

<u>Racial/Ethnic Composition</u>	<u>Number of Students</u>
White/non-Hispanic	_____
Black/non-Hispanic	_____
Hispanic	_____
Multiracial	_____
Asian-Pacific Islander	_____
American Indian/Alaskan Native	_____
- \_\_\_\_ 12. Number of students who have been identified as gifted according to SBER 6A-6.03019, FAC.
13. What method was used to verify eligibility of gifted students included in #12?
- \_\_\_\_ 14. Number of students receiving scholarships.
- \_\_\_\_ 15. Amount of tuition, fees, and other program expenses charged to each student.  
(Please explain.)
16. List counties represented by participating students.
- | County | Number of Students |
|--------|--------------------|
| _____  | _____              |
| _____  | _____              |
| _____  | _____              |
| _____  | _____              |
| _____  | _____              |

This is to verify that the above information is accurate and true.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES  
STUDENT ACHIEVEMENT AND ARTICULATION**

**Governor's Summer Program - 2004**

**Student Program Evaluation**

Instructions to students: Place an X on the appropriate line to indicate the degree to which you agree or disagree with each statement.

SA - Strongly Agree  
MA - Mildly Agree  
N - Neither Agree or Disagree  
MD - Mildly Disagree  
SD - Strongly Disagree

1. The instruction provided through this program was far more advanced, accelerated and/or complex than the instruction currently available in my school.

\_\_\_ SA      \_\_\_ MA      \_\_\_ N      \_\_\_ MD      \_\_\_ SD

2. The topics of study, types of learning experiences, and resources available to me were different from those offered in my school.

\_\_\_ SA      \_\_\_ MA      \_\_\_ N      \_\_\_ MD      \_\_\_ SD

3. The academic experiences were a good match for my interests and a challenge to my abilities.

\_\_\_ SA      \_\_\_ MA      \_\_\_ N      \_\_\_ MD      \_\_\_ SD

4. The opportunity to interact with students of similar interests and abilities in both academic and non-academic settings contributed to the value of this program for me.

\_\_\_ SA      \_\_\_ MA      \_\_\_ N      \_\_\_ MD      \_\_\_ SD

5. I would recommend that a student similar to myself participate in this program if it is offered again.

\_\_\_ SA      \_\_\_ MA      \_\_\_ N      \_\_\_ MD      \_\_\_ SD

Note: Each student participating in the Governor's Summer Program 2004 must complete this form. The sponsoring institution must submit a summary of this data to the Florida Department of Education by **September 30, 2004**.

**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES  
STUDENT ACHIEVEMENT AND ARTICULATION**

**GOVERNOR'S SUMMER PROGRAM - 2004  
REVIEWER'S RATING SHEET**

Title: _____
Applicant: _____ DOE Geographic Region: _____
Prior Funding: Yes No
Priority Curriculum Area: mathematics science humanities arts social science

Overall Rating Points: _____	Ranking Within Region: _____
Reviewer: _____	Date: _____

**Program Abstract and Cooperative Efforts**

Circle Yes or No for each criterion (indicating whether or not the criterion is present in the application). Circle N/A if the item is not applicable.

Yes	No	N/A	Program summary provided (100 words or less) with all required information.
Yes	No	N/A	Program addresses one or more of the following areas: mathematics, science, humanities, arts, and/or social science.
Yes	No	N/A	Program integrates curriculum design modifications.
Yes	No	N/A	Program addresses the needs of students residing in small or rural districts.
Yes	No	N/A	Program addresses students traditionally underrepresented in gifted and high-achieving programs.
Yes	No	N/A	Target student population meets GSP requirements.
Yes	No	N/A	Students earning dual enrollment credit do not incur any costs.
Yes	No	N/A	Matching fund sources are described (minimum of \$5000.00).
Yes	No	N/A	Prior program evaluation forms are attached (will not consider program if missing).

Please be sure that rating points are assigned for each criterion and that comments are provided to support the ratings.

#### PROGRAM DESIGN

- 3 2 1 0      **Rationale** identifies the specific needs of gifted and high-achieving students the program is designed to meet.
- 3 2 1 0      **Rationale** describes opportunities for advanced levels of achievement.
- 3 2 1 0      Emphasis on **learning experiences and instructional resources** not typically available in secondary schools of participating students.
- 3 2 1 0      Effective use of **academic strengths and unique resources** of sponsoring institution.
- 3 2 1 0      Appropriate use of **high technology and automated systems**.
- 3 2 1 0      Clear description of **cooperating agency** involvement with letters of support attached.
- 3 2 1 0      Appropriateness of **goals and objectives** for meeting needs of gifted and high achieving secondary students.

#### Program Design Strengths:

#### Program Design Weaknesses:

#### PROGRAM IMPLEMENTATION

- 3 2 1 0      Appropriateness of **program content** for gifted and high-achieving students.
- 3 2 1 0      Appropriateness of **teaching strategies** for gifted and high-achieving students.
- 3 2 1 0      Evident **links** between program, goals and objectives, and curriculum design modifications.
- 3 2 1 0      Clear description and appropriateness of **authentic tasks** and **authentic environments**.
- 3 2 1 0      Clear description and appropriateness of **multidisciplinary approaches** including **technology**.

- 3 2 1 0 Clear description and appropriateness of integration of **process skills** including student **reflection/metacognition**.
- 3 2 1 0 Appropriateness of **student products** for meaningful demonstration of learning.
- 3 2 1 0 **Instructional outline** indicates effective and realistic use of time.
- 3 2 1 0 Clear description of **supplemental services**.
- 3 2 1 0 **Overall Program Implementation**

**Program Implementation Strengths:**

**Program Implementation Weaknesses:**

**STUDENT POPULATION**

- 3 2 1 0 Clear description of **target student population**.
- 3 2 1 0 Quality and appropriateness of the **student selection criteria**, with a minimum of 3 criteria for selection.
- 3 2 1 0 Effective strategies for **recruitment**.
- 3 2 1 0 Quality of strategies to ensure **participation of students from traditionally under-represented groups**.
- 3 2 1 0 Daily **transportation** plan included.

**Student Population Strengths:**

**Student Population Weaknesses:**



## **PROGRAM PERSONNEL**

- 3 2 1 0 Satisfactory **staff qualifications** for working with identified student population.
- 3 2 1 0 Clarity and appropriateness of **staff organization plan** for program design and curriculum focus.
- 3 2 1 0 Effective **staff orientation plan** which addresses the needs of gifted and high achieving students.

### **Program Personnel Strengths:**

### **Program Personnel Weaknesses:**

## **PROGRAM EVALUATION AND FOLLOW-UP**

- 3 2 1 0 Clearly stated **program evaluation plan** including quantitative and qualitative measures.
- 3 2 1 0 Quality of **evaluation measures** to determine success of the program and to encourage improvements in subsequent programs.
- 3 2 1 0 Adequacy and usefulness of **follow-up activities** in determining if goals of the program have made an impact on students.

### **Program Evaluation and Follow-up Strengths:**

### **Program Evaluation and Follow-up Weaknesses:**

## **PROGRAM BUDGET**

- 3 2 1 0      **Budget and expenditures** are clear.
- 3 2 1 0      Appropriateness of **budget** for the program design.
- 3 2 1 0      Reasonable **costs to students**.
- 3 2 1 0      Clear description of **scholarship** amount and basis for awards.

**Program Budget Strengths:**

**Program Budget Weaknesses:**

## **OVERALL PROGRAM DESIGN**

- 4 3 2 1 0      **Overall quality** of the program.
- \_\_\_\_\_/100      **Overall Rating Points** (Add numerical ratings for criteria listed above).

**General Project Strengths:**

**General Project Weaknesses:**