FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau / Office

K-12 Education, Bureau of Instruction and Innovation

Program Name

Governor's Summer Program

Specific Funding Authority(ies)

State Appropriations: 2007 Appropriations Act, Line Item #109 and Catalog for State Assistance (CFSA) number 48.004

Funding Purpose / Priorities

The purpose is to provide an opportunity for outstanding middle school and high school gifted and high-achieving students to participate in and use the resources of the universities and colleges in the state of Florida to expand choices and options for quality education.

The program supports Strategic Imperative 8 to coordinate efforts to improve higher student learning.

Total Funding Amount / Approximate Number of Awards

$215,575

A range of $25,000 - $40,000 awarded per project.

It is estimated that six to ten awards will be presented.

Matching Requirement

Institutions are required to show a minimum of $5,000 in matching or in-kind funds.

Budget / Program Performance Period

Budget period: July 1, 2007 through June 30, 2008

Performance Period: March 1, 2008 through September 30, 2008

State programs: the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1.

Target Population(s)
Gifted and High-achieving students rising into grades 8-12

Eligible Applicant(s)
Community Colleges, Colleges and Universities

Application Due Date
November 21, 2007. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Contact Persons

Program Contact	**Grants Management Contact**
Donnajo Smith	Wanda Akisanya
Program Specialist, Gifted	Program Specialist
(850) 245-0830; Suncom: 205-0830	850/245-0782; Suncom: 205-0782
E-mail: Donnajo.Smith@fldoe.org	E-mail: Wanda.Akisanya@fldoe.org

Assurances
The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires Local Educational Agencies (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- Applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at: http://fldoe.org/comptroller/doc/gbsectiond.doc

School Districts, Community Colleges, Universities, and State Agencies
The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Private Colleges, Community-Based Organizations, and Other Agencies

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

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

(1) A copy of the organization's current budget,

(2) A list of the board of directors, and if available,

(3) A copy of the institution or agency's most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state. *[These items must be submitted, with the application, prior to the issuance of a project award.]*

Narrative Components / Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the *Instructions,* within each Narrative Component, are ***Criteria***. *The bulleted, italicized statements are used by proposal reviewers to assess and score each Narrative Component.*
- **The standard scoring *Criteria* are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.**

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1. **Project Abstract or Summary**   3 points

   Provide a brief summary of the proposed project in no more than 100 words.
   Specify whether this is a day or residential program, number of students to be served and grade level(s) targeted, beginning and ending dates for the program, project highlights, student costs, and options for dual enrollment or college credit.

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

2. **Project Need**   15 points

   Describe the need for the proposed project and provide supporting data as evidence.
   Students must have demonstrated outstanding academic achievement or be identified as gifted in accordance with Rule 6A-6.03019, FAC.
   A minimum of three criteria must be used to select students for participation.

- *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 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.*
- *Criteria for eligibility are clearly stated.*

3. **Project Design and Implementation**   **45 points**

Describe the measurable objectives, activities, and timeline for the proposed project.

Learning experiences and instructional resources make effective use of the sponsoring institution and unique resources and clearly present opportunities for advanced levels of achievement.

Describe the way the program offers an innovative approach that appears to offer gifted and high-achieving students a highly effective program.

- *The goals, objectives, and outcomes are clearly specified and measurable.*
- *The intent of the project is clearly stated and identifies the particular academic strengths and unique resources of the sponsoring institution.*
- *The instructional outline is described in detail including when students will arrive and leave, number of program days and hours per day. (Attached outline of the planned instructional time in a daily plan, calendar, or syllabus will meet this requirement).*
- *The curriculum content to be addressed is appropriate for gifted and high-achieving students in Mathematics, Humanities, Arts, or Social Science. Note: References to the Sunshine State Standards may be used to justify curriculum.*
- *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.*
- *Instructional strategies reflect curriculum design modifications and should incorporate authentic tasks, authentic environments, multidisciplinary approaches, use of technology, process skills, student reflection/metacognition, and/or student products.*

- *The methodology reflects up-to-date knowledge from research and best practices.*
- *The timelines are specific, realistic, and consistent with measurable objectives and outcomes.*
- *If needed, a transportation plan is described to ensure access to the program for students from large urban or rural areas.*
- *Provisions for housing, if applicable, are addressed.*
- *Program responsibility is clear, citing highest degree earned, current position held, current employer, and prior experience working with gifted and high-achieving students.*

4. Evaluation 12 points

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

Describe any plans for follow-up during the 2008-09 school year to determine if the goals of the program have made an impact on students and any revisions indicated for future programs.

Include plans for sharing evaluation requirements including having each student complete the Student Evaluation Form at the end of the program (see Attachments), and a summary of the students' forms to be submitted to the DOE by the sponsoring institution.

- *The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*
- *The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.*
- *The evaluation instruments are designed to effectively measure program progress and success.*

5. Support for Strategic Imperatives 5 points

Incorporate one or more of the Florida State Board of Education (SBE) Strategic Imperatives.
URL: http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf

Describe how the proposed project will address the reading and math / science initiatives of the Department of Education.

Just Read Florida
URL: http://www.justreadflorida.com/

Math / Science Initiative
 URL: http://www.fldoestem.org/center13.aspx

- *The applicant has included effective methods for incorporating one or more of the SBE Strategic Imperatives.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida! and the Math / Science initiatives.*

6. <u>**Dissemination Plan**</u>   **5 points**

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

- *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. (Contacts might include school district administrators, gifted coordinators for local school districts, curriculum coordinators, and superintendents).*
- *The methods and 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. <u>**Budget**</u>   **15 points**

Present a budget that reflects objectives and proposed costs of the project.
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 of awarding scholarships.
Providing dual enrollment credit may not charge any costs to students.

- *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 should be appropriate to the length of the program in terms of student contact hours as well as varied services.*

Appendix – An optional appendix may be added at the back of the application to include verification of assertions made in the proposal, explanatory maps, photographs, and illustrations that may be of help to the reviewers.

Funding Method

Advance Payment (State Grants Only) (Q)
Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, at least 90% of amount advanced <u>must</u> be reported on the DOE 399 and supported by appropriate documents, including copies of invoices, timesheets, receipts, etc.

Quarterly Advance to Public Entity (S)
For quarterly advances of non-federal funding to state agencies and local education agencies (LEAs) made in accordance within the authority of the General Appropriations Act. Disbursements <u>must</u> be documented and reported to DOE at the end of the project period. The recipient <u>must</u> have detailed documentation supporting all requests for advances and disbursements that are reported on the final DOE financial report.

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 <u>must</u> be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.
URL: <u>http://www.fldoe.org/comptroller/gbook.asp</u>

Note that all institutions are required to show a minimum of $5,000 in matching funds.
These funds may be from the sponsoring institutions, foundations, and/or businesses. In-kind contributions may be used to meet the matching requirements.

The project award notification (DOE 200) will indicate:

o Project budget
o Program periods

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

Project recipients do not have the authority to report disbursements before or after these specified dates.

Allowable Expenses: Project funds <u>must</u> 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. No expenditures are allowed for food, social or promotional activities, or materials such as tee shirts, certificates, social events, group photographs, refreshments, plaques, and with certain exceptions for residential programs, meals.

Administrative Costs including Indirect Costs: For State funded projects, when permitted by the Florida Legislature, the maximum allowed for indirect costs is 10% or the negotiated rate. Administrative costs must be documented and directly related to the conditions of the grant.

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

Public agencies including school districts, other Local Education Agencies (LEAs), and institutions of higher education that are recipients of DOE grants are strongly encouraged to attend, annually, Grants Fiscal Management Training offered by DOE.

Project Performance Accountability and Reporting Requirements
The Department's program managers will track each project's performance based on the information provided in the Performance Expectation section, pages 11-20.

Notice of Intent-to-Apply
The due date to notify the Program Contact person Donnajo Smith of Intent-to-Apply is **November 9, 2007.** This notification should be sent as an e-mail (Donnajo.Smith@fldoe.org) or fax (850-245-0826) message and must include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes
All Frequently Asked Questions will be answered by e-mail contact to all who file Intent to Apply form. **The last date that questions will be answered is November 15, 2007.**

Method of Review
A peer review process will be used to evaluate the Governor's Summer Program 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 and educational professionals and stakeholders from Florida understanding the special needs of gifted and high-achieving students.
- 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.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients, beginning with the application earning the highest score followed, in succession, by the applications with the next highest scores until funds are exhausted.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.
- It is anticipated that applicants will be notified of the review outcomes before or during March, 2008.

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 Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.
  - DOE 101- Budget Narrative.

  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.
- 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 - State Programs

Local school districts or other eligible applicants that apply to the DOE for non-federal program funding **must submit** a one page summary description of the plan proposed by proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs in their applications. A sufficient section 427 statement is described in OMB Control No. 1890-0007 (Exp. 11/30/2007).
For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.

Technical / Formatting and Other Application Submission Requirements

- Four copies plus original.
- Font Type / Size Arial 12
- Margin size: 1" – both side and top / bottom margins
- 1.5 or Double Spacing
- Single sided pages
- No Bound Copies
- Application should be prepared on 8.5 X 11 inch plain paper identifying the agency in the upper right hand corner of the page.
- Narrative sections should be labeled by subject area being discussed.
- Number the pages of the application packet, for example, "Page 1 of 25, page 2 of 25…"

Attachments
Project Application Form (DOE 100A)
Budget Narrative Form (DOE 101)
Basic Program Data
Student Program Evaluation

Grant forms DOE 100A and DOE 101 may be accessed in PDF format at the following URL: http://www.firn.edu/doe/commhome/granhome.htm

Application must be submitted to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 325)
Tallahassee, Florida 32399-0400**

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

The Florida Department of Education has a standardized process for preparing proposals / applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability in the use of federal and state funds. Using the following forms and instructions, applicants is to select Project Performance data for each proposed project. If funded, the data is entered into the DOE web-based Grants Management System; data entry continues through the life of the grant. The Department's program managers will track each project's performance based on the information provided.

This information will:

✓ Provide a centralized capability for retrieving information about various discretionary projects awarded by the Department.
✓ Assist policy-makers and managers in monitoring discretionary funds and the impact they are having.
✓ Provide baseline information that can be used in assessing the alignment of funding to goals and strategic imperatives and in allocating available funding to priority needs.
✓ Facilitate effective project monitoring.

Types of project performance have been organized into four categories. These are:

✓ **Deliverables:** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
✓ **Training, Technical Assistance, and Dissemination:** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
✓ **Student Performance:** Category Includes: Any measure that is specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include pre-k, K-12, and adult learners as well as parents.
✓ **Service Delivery:** Category Includes: Delivery of intended services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

For each type of performance for which a project will be held accountable, the applicant must complete the information specified in the attached forms. Use only those forms and types of performance applicable to the project. Instructions are provided for the completion of each form.

Selected projects are required to obtain independent, formal, third-party evaluations. Other projects elect to obtain such evaluations. If the proposal or application includes a required or optional third-party evaluation, a form and instructions for describing the proposal evaluation are provided.

<u>Deliverables</u>: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.

(1) For each deliverable in the proposed project, enter in Column (1), the name of the deliverable and a brief description. Use only the following list to identify each deliverable. Indicate the purpose of the deliverable, the target audience, and the type of content to be provided in the deliverable. For example, "Brochure for parents of retained students explaining options for assistance." Include any required reports in this section.

Name of Deliverable and Brief Description		
▪ Announcement **(1)** ▪ Brochure ▪ CD Rom ▪ Curriculum ▪ Database ▪ Database Analysis ▪ Display ▪ DVD ▪ Evaluation Instrument ▪ Guidelines ▪ Instructional Materials	▪ Lesson Plans ▪ Manual ▪ Needs Assessment ▪ Newsletter ▪ Policy Paper ▪ Poster ▪ Public Service Announcement ▪ Report ▪ Report Format ▪ Screening Device ▪ Software	▪ Survey ▪ Teacher's Guides ▪ Technical Assistance Paper ▪ Training Materials – Handout ▪ Training Materials – Presentation (PowerPoint) ▪ Training Modules - Online ▪ Video ▪ Website ▪ Workbook ▪ Other

(2) For each deliverable identified in Column (1), specify all of the proposed standards that should be used to determine whether the deliverable meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Meets technical specifications," the descriptions should outline the proposed technical standards.

(2) Standard(s) for Acceptance		
▪ ADA Compliant ▪ Appropriate for Duplication ▪ Appropriately Organized ▪ Attractive ▪ Content Accurate ▪ Content Complete ▪ Design and Content Appropriate to Intended Audience	▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Includes Copyright and Funding Information ▪ Meets technical specifications ▪ Peer Review ▪ Readability Level is Appropriate to Audience	▪ Review by DOE Staff ▪ Review by Other Entity ▪ Sufficient Copies Provided ▪ Translated into Appropriate Languages ▪ User-Friendly ▪ Other

(3) In the third column, provide the date when the deliverable will be complete. If applicable, include interim dates for drafts, review, etc.

DELIVERABLES FORM *(Examples: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.)*

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, "Training for third grade teachers of reading in use of multiple instructional strategies."

(1) Name of Activity and Brief Description		
▪ Coaching ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination though the Media ▪ Dissemination Through Internet ▪ Distance Learning	▪ Distribution of Media (Software, Videos, CD ROMs, etc.)Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring	▪ One-On-One Training ▪ On-Site Technical Assistance ▪ Pre-service Training ▪ Seminars ▪ Telephone Technical Assistance ▪ Workshop(s) ▪ Other

(2) For each activity identified in Column (1), specify all of the proposed standards that will be used to determine whether the activity meets the expectations for the project. Select the standards from the following list and provide any additional detail appropriate to each standard. *For example, if one of the standards is "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.*

(2) Quantity and Quality Standards for Acceptance		
▪ Appropriately Organized ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience	▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications	▪ Participant Feedback Indicative of Usefulness ▪ Replicable ▪ User-Friendly ▪ Other

(3) Provide in Column (3), the information / materials which will be provided (or otherwise available) to document the performance of the project.

(3) Method of Documentation		
▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants	▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders	▪ Self-Reporting ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other

(4) In the fourth column provide the critical timelines for completion of <u>each</u> activity *(taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.).*

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM (*All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.***)**

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines

STUDENT PERFORMANCE: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, "Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT ."

(1) Name of Performance and Brief Description		
▪ Academic Achievement – Language Arts ▪ Academic Achievement – Math ▪ Academic Achievement – Reading ▪ Academic Achievement – Science ▪ Academic Achievement – Social Studies ▪ Academic Achievement – Writing ▪ Achievement – Arts ▪ Achievement – Other ▪ Achievement – Vocational Education ▪ Attendance ▪ Award of Certificate ▪ Career Advancement Retention ▪ Decrease in Disciplinary Actions ▪ Decrease in Drop-out Rate ▪ Decrease in Suspensions / Expulsions	▪ Diploma ▪ Enrollments ▪ GED ▪ High School Credential ▪ Job Placement ▪ Job Retention ▪ Improvement in Behavior ▪ Increased Self-Sufficiency Through Use of Technology ▪ Literacy Completion Points ▪ Non-Traditional Enrollments ▪ Occupational Completion Points ▪ Parental Involvement in Education of Dependent Children ▪ Parental Involvement in Literacy Activities of Dependent Children	▪ Participation in Assessment ▪ Participation in Least Restrictive Environment (LRE) ▪ Placements, Retention, Completions (postsecondary JOBS) ▪ Postsecondary Education Placement ▪ Postsecondary Education Completion ▪ Program Completion ▪ Promotion to Next Grade ▪ Satisfactory Completion of Coursework ▪ Secondary Credential ▪ State-Adopted Assessment ▪ Workplace Readiness Completion ▪ Other

(2) For each student identified in Column (1), specify all of the proposed standards from the following list that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Graduation Data," the description should outline how the data will be gathered and what level of graduation rate is expected.

(2) Method of Evaluating Performance		
▪ Anecdotal Data ▪ AYP Determination ▪ Disciplinary Referrals ▪ FCAT ▪ GED Data	▪ Graduation Data ▪ Observation ▪ Participation Records ▪ Placement Data ▪ Portfolios	▪ Progress Monitoring ▪ Promotion Data ▪ School Grades ▪ Standardized Tests ▪ Suspension / Expulsion Data ▪ Other

STUDENT PERFORMANCE (continued)

(3) Provide in Column 3, the information / materials which will be provided (or otherwise available) to document the performance of the project.

(3) Method of DOE Verification		
- Agreements - Analysis of Requests and Responses - Anecdotal Data - Contracts - Evaluation Summaries - List of Participants	- NRS Report - Observation by DOE Staff - Participant Competency Evaluations - Participant Feedback Summaries - Peer Review - Purchase Orders	- Self-Reporting - Sign-in Sheets - Travel Itineraries - Verification of Dissemination to Target Audiences - Other

(4) In the fourth column, provide the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

STUDENT PERFORMANCE FORM (Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners.)

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection

SERVICE DELIVERY: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) For each type of service to be delivered by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. Describe the service and provide detailed information about the nature of the service to be delivered. *For example, "Mentoring—The project will provide trained adult mentors to work at least once per week with elementary students who have scored Level I or II on the FCAT in reading or math."*

	(1) Name of Service and Brief Description	
▪ Adult Literacy Activities ▪ Career, Technical Education ▪ Interagency Collaboration ▪ Mentoring	▪ Neighborhood Self-Sufficiency Through Collaboration ▪ Parent participation Referrals (e.g., After-School) ▪ Referrals for Other Services	▪ Other ▪ Statewide Leadership Activities ▪ Student Evaluation / Assessment

(2) For each service identified in Column (1), specify from the following list all of the proposed standards that will determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Mentoring is appropriate to identified needs," the description should specify of the identified needs and indicate of how the project will determine that mentoring is appropriate."

(2) Standard(s) for Acceptance		
▪ Mentoring Is Appropriate to Identified Needs ▪ Participation Rate Meets Established Minimums ▪ Quality of Service Meets Generally Accepted Guidelines	▪ Quantity of Evaluations / Assessments Meet Established Minimums Quantity of Mentoring Meets Established Minimums ▪ Quantity of Service Meets Established Minimums ▪ Referrals Are Appropriate to Identified Needs	▪ Specified Agencies Collaborate ▪ Students Evaluations / Assessments Are Administered Appropriately ▪ Units of Service Meet Established Minimums ▪ Other

(3) Provide in Column (3), the information / materials which will be provided (or otherwise available) to document the performance of the project.

(3) Method of DOE Verification		
▪ Agreements ▪ Anecdotal Data ▪ Attendance Records ▪ Case Records ▪ Contracts ▪ List of Participants	▪ Meeting Agendas ▪ Meeting Minutes ▪ NRS ▪ Observation by DOE Staff ▪ Participant Feedback Summaries	▪ Purchase Orders ▪ Sign-in Sheets ▪ State-Approved Assessments ▪ Travel Itineraries ▪ Other

(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

SERVICE DELIVERY FORM (Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.)

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery