



**Request for Proposal**

**I. GRANT OVERVIEW:**

<b>Division/Office</b>	K-12 Education, Bureau of Instructional Support and Community Services (BISCS), ESE Program Development and Services
<b>Title</b>	Challenge Grant Collaborative Curriculum
<b>Specific Funding Authority(ies)</b>	State: 2003 General Appropriations Act, Section 2, Line Item 83
<b>Funding Purpose</b>	The purpose is to enhance the academic performance of students who are gifted through the innovative redesign of instruction and collaboration.
<b>Funding Priorities</b>	<ul style="list-style-type: none"> <li>• Priority will be given to projects that enhance the academic performance of students who are gifted through the innovative redesign of instruction and collaboration.</li> <li>• Twenty percent of the funds will be allocated to recommended applicants from the thirty-two districts that participate in the Institute for Small and Rural Districts Gifted project.</li> </ul>
<b>Support for Reading Initiative</b>	Gifted students will participate in programs to provide a redesign of instruction with goals and objectives that reflect a focus on the reading initiative, specifically <i>Just Read, Florida!</i> , and writing to develop greater knowledge and intellectual skills with challenging activities as they use more advanced reading, resource, and research materials.
<b>Reporting on Outcomes</b>	Applicants will detail evaluation procedures, with both quantitative and qualitative measurements, for determining the success of the program and suggesting improvements for subsequent programs. Applicants will be asked to describe provisions for direct assessment of student academic performance using objective and subjective measures. Proposals will include plans for sharing evaluation results, such as survey results, program materials, and audio and 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>	Project coordinators must complete a written narrative about the project, using a format provided in the proposal packet, which will include the project evaluation, for inclusion in a Department of Education publication geared toward practitioners. Proposals must specify a timeline and strategies for sharing project goals that may include, and are not limited to, programs and demonstrations, newspaper articles, conference presentations, or teacher workshops.
<b>Target Population</b>	Florida public schools serving students who are gifted.
<b>Eligible Applicants</b>	Florida public school districts may each submit up to five proposals.
<b>Type of Award</b>	Discretionary Competitive
<b>Total Funding Amount</b>	Total Funding Allocation: \$100,000 <i>No more than \$10,000 awarded per applicant.</i>

**Funding Period**

Funding Period: July 1, 2003 through June 30, 2004

Project Period: June 1, 2004 through June 30, 2005

*Full payment to be made upon approval of the project, prior to June 30, 2004*

**Technical Support**

**Program Issues:** Donnajo Smith, 850/ 245-0478; Suncom: 205-0478; E-mail: [Donnajo.Smith@fldoe.org](mailto:Donnajo.Smith@fldoe.org)

**Technical/Fiscal Issues:** Kay Arnold Caster, 850/ 245-0479; Suncom: 205-0479; E-mail: [Kay.Caster@fldoe.org](mailto:Kay.Caster@fldoe.org)

**Required Forms**

Project Application Form (DOE 100A)

Budget Narrative Form (DOE 101)

Additional Assurances – All Projects

**Proposal Due Date**

Received by 5:00 p.m., January 23, 2004

## II. FEDERAL REQUIREMENTS

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

## III. STATE REQUIREMENTS

### A. Required Assurances

The Florida Department of Education (DOE) has 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 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.

To receive funding, applicants must have on file with the DOE, 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 in section D of the DOE document, *Project Proposal and Amendment Procedures for Federal and State Programs* (Green Book), which can be accessed at <http://www.firn.edu/doe/comptroller/pdf/section-d.pdf>. A hard copy is available upon request.

School Districts, Community Colleges, Universities and State Agencies: The certification of adherence filed 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 proposal.

### 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 proposal must address how services will target these schools.

### C. Introduction

The Collaborative Curriculum projects are intended to promote the innovative redesign of instruction and improved student academic performance through collaboration. Collaboration is defined by The American Heritage Dictionary (2000, 4<sup>th</sup> edition) as working together in a joint intellectual effort. It is expected that this collaboration will enhance instruction and the academic performance of students by introducing new perspectives, information, skills, and talents to instruction. Collaboration may be with general education classrooms, classrooms for students with disabilities, other gifted classes, other schools or school districts, professionals in a particular field who are willing to become mentors and share expertise, colleges or universities, museums, and laboratories. These collaborative projects may involve face-to-face interaction or coordination using technology.

It is expected that 2004-2005 Challenge Grant recipients will disseminate information about their projects to support replication and implementation in other classrooms. Dissemination must include a written narrative to the Department of Education for inclusion in a DOE publication geared toward practitioners.

It may also include additional printed materials, informational workshops, or meetings, information on the World Wide Web, or presentations at state and area conferences or school faculty meetings.

Funds are intended primarily to support collaboration in curriculum development, instructional planning, and the implementation of redesigned curriculum. Funds may be used for professional development (including release time for planning or training in an innovative or exemplary program) and instructional resources (not currently provided by the school district) that are essential to the project and necessary to meet instructional objectives.

#### **D. Project Outcomes**

In meeting the goals and objectives of the Challenge Grant Collaborative Curriculum project, the outcomes are indicated by the following:

- Enhanced academic performance of students who are gifted through innovative redesign of instruction as evidenced by increased growth from the baseline data. Information may include systemic changes or long-term effects that result from implementation of project activities.
- Adjustment of the pace of learning and teaching to include work for students that is at greater levels of breadth, depth, complexity, or abstractness as evidenced by lesson plans and activities, training evaluations, participant response to activities, as appropriate for the programs.
- Evidence of collaboration as a means of enhancing the academic performance of the gifted students. Data collected may include impact of the collaboration from participant surveys, writing samples, analysis of project training and activities facilitated by the collaborator(s), data showing the effectiveness of academic and behavioral outcomes when assessing the effectiveness of project activities with the collaborators.
- District staff will have appropriate knowledge and strategies necessary to implement the requirements of the No Child Left Behind Act including, but not limited to, research based instructional practices, Highly Qualified Personnel and Adequate Yearly Progress.

#### **E. Evaluation Measures and Criteria**

The Challenge Grant Collaborative Curriculum 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 were identified based on the needs assessment results or baseline data.
- Intermediate outcomes – the short-term, concrete, measurable results of implementing an activity. For example, what are the demographic data for the participants (type of personnel, number of participants, etc.); what were the participants' responses to the activity (evaluations, ratings, etc.); what are the product data (number of products disseminated, hits on a web site, etc.).
- Implementation and utilization – the actual implementation or use of content received through an activity.
- Applicants will describe the evaluation procedures, both quantitative and qualitative, which will be used to determine the success of the program, accomplishment of project goals and objectives, and to make improvements in subsequent programs.
- Project coordinators must complete a written narrative about the project, using a format provided in the proposal packet, which will include the project evaluation, for inclusion in a DOE publication geared toward practitioners.

- Evaluation materials may also include any additional materials, informational workshops or meetings, information on the World Wide Web, or presentations at state and area conferences or school faculty meetings.

Applicants will be asked to describe provisions for direct assessment of student academic performance using objective and subjective measures.

## F. Products/Training

Each Challenge Grant Collaborative Curriculum project will describe the project's strategies for enhancing academic performance. In addition, a written narrative will be included in a DOE publication geared toward practitioners. The publication will be disseminated to all school districts.

## G. Coordinated or Related Initiatives/Activities

The underlying concept behind the Collaborative Curriculum project is that applicants will design a plan for collaboration and explain how the group(s) will work together in a joint intellectual effort to benefit students.

## IV. PROJECT PROPOSAL

The project application must consist of the required forms and the narrative description as explained below. The DOE forms can be accessed on-line at <http://www.firn.edu/doe/commhome/granhome.htm>. The project narrative should be prepared using a 12-point font size, 1" margins, and single sided typed 8.5 x 11-inch sized pages. Proposals should be assembled in the same order as described in this section. Pages should be numbered. Consider including a Table of Contents.

- **Project Application Form** (DOE 100A) – This form should be the cover or first page of your project proposal. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the board for other eligible applicants. Proposals signed by officials other than the appropriate agency head must include a letter signed by the appropriate agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.
- **Budget Narrative Form** (DOE 101) – Each budget page should be labeled with the project title, name of the appropriate fund source, and a subtotal or grand total at the bottom of the budget pages for each fund source. Provide a specific description for each type of expenditures and the budget amount requested for each line item.
- **Additional Assurances – All Projects** – This page specifies the applicant's adherence to additional project requirements. These assurances must be submitted without modification as part of the completed proposal document. Proposals submitted without this page will not be recommended for funding. Adherence to assurances is subject to monitoring by the DOE/BISCS.
- **Project Abstract** – Without exceeding one page, state the name of the program and provide an abstract that summarizes the project objectives, activities, and expected outcomes. Identify whether this is a school or a district proposal. The abstract should be free from abbreviations, acronyms, and organization-specific terminology. Indicate if this project previously received Challenge Grant funds. Include the grade level and number of gifted and non-gifted students to be served. Explain how the school or district making the proposal is currently serving gifted students. The summary should consist of clear, concise statements that can be used by the DOE for a variety of purposes.
- **Project Design** – Describe the proposed theoretical approach to be used by the project in meeting the specified outcomes, including any general or special conditions, needs assessment activities, and existing program capabilities.

- **Rationale for Program** – Describe the rationale for offering the proposed program. What particular needs of gifted 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 education programs of participating students?
- **Redesign of Instruction** – Discuss how the proposed project facilitates an innovative redesign of instruction. How is this project different from what has traditionally been done? If this is a continuation of a previously funded project, describe the project accomplishments for the previous year and how the proposed project will extend students' learning.
- **Program Content** – Specify the curriculum content to be addressed in the project. What will be taught? References to appropriate literature may be used to justify curriculum. A plan for curriculum development or selection should be provided if it is to be a project activity. Curriculum must be developed with sensitivity to cultural diversity.
- **Reading Initiative** – Identify the relationship of the proposed project to the reading initiative, specifically, *Just Read, Florida!*
- **Timelines** – Describe the instructional outline and schedule of the program with as much detail as possible. Provide an example of the project timeline.
- **Instructional Methodology** – Discuss the general instructional methodology to be used. The discussion may focus on the techniques the teacher will be using in the instruction of the students. Examples of the approach may be included.
- **Activities** – Specify the activities and learning experiences that will be carried out to accomplish the objectives for the project.
- **Links to Sunshine State Standards** – List and cite the Sunshine State Standards that will support the project goals and objectives and link with the program content and curriculum standards.
- **Project Implementation** – Describe project objectives, activities (including support for Florida Assistance Plus, training, product development, and evaluation strategies), timelines, and target population(s). **NOTE:** Curriculum must be developed with sensitivity to cultural diversity. Each proposal must describe the general strategies to be used in accomplishing the project goals. Potential strategies include, but are not limited to
  - investigation of a significant problem or issue;
  - revision of existing plans or instructional procedures to ensure academic progress of atypical gifted students (underachievers, learning disabled, emotionally handicapped, etc.);
  - collaborative planning with institutions of higher education;
  - expansion of program options available to gifted students;
  - development or implementation of more effective intervention strategies in an instructional setting to result in higher student achievement;
  - offering an opportunity for a program that is different from the regular education, either with a faster pace or greater complexity;
  - provision of in-service training for personnel involved in the education of gifted students;
  - more effective utilization of community resources; and
  - listing goals and objectives for the students participating in the project, including knowledge, skills, and abilities that students are expected to acquire by the end of the program.
- **Collaboration** – Describe the nature of the collaboration, specifically how the group with whom the collaboration will take place will work together in a joint intellectual effort. Include the grade level(s) of the gifted students involved in the project activities, and the purpose for the collaboration in enhancing the academic achievement of the gifted students. Do not list names of people; list titles or categories

(e.g., Professor of Anthropology, primary gifted students at Kennedy School, etc.). Attach letters of support or commitment as appropriate.

- **Supplemental Services** – Provide a brief description of ancillary or supportive services used to implement the project, as appropriate. Include the specific nature of such services, rationale for the services, the cooperating agencies providing the services, and the financial and administrative responsibility for the services. These support services might be provided by, but are not limited to, media specialists, technology specialists, Florida Diagnostic and Learning Resources System (FDLRS) staff, etc.
- **Target Population** – Specify the number and grade level(s) of students who will participate in the proposed project. Gifted students must be the target population with collaboration aimed at enhancing their academic achievement. The participation of non-gifted students must be directly related to the enhanced academic achievement of the gifted students. For example, can this project be successful without the participation of non-gifted students? Describe the setting for the project that will justify the importance of the proposed learning experiences for the target population. Include demographic information as appropriate.
- **Project Resources (Personnel)** – Provide information regarding all personnel who will be employed by the project, and other key personnel who will make significant contributions to the implementation of the project.
  - *Project Staffing Plan* – Describe the staff organization plan for the project, including line and staff relationships with existing programs and other district staff. Specify by position the personnel who have administrative responsibility for this project.
  - *Personnel Projections* – List by position title all personnel, including contracted personnel, to be employed by this project. If there are key personnel making significant contributions to the implementation of the project who are not employed by the project (e.g., a project director or evaluation personnel), these persons should also be listed by position title. The amount of time to be spent on project activities should be stated as a portion of a full-time equivalent (FTE) for a specific amount of time (e.g., .5 FTE for 12 months, 1.0 FTE for 3 weeks, or 2 FTE for 10 months each). Specify whether or not each will be paid out of project funds. For each person to be employed by the project (including those providing services under a contract), state the responsibilities of the proposed position and the required qualifications. For key personnel not employed by the project, describe the proposed contributions to project implementation.
- **Project Evaluation** – Describe the evaluation procedures, both quantitative and qualitative, which will be used to determine the success of the program, accomplishment of project goals and objectives, and to make improvements in subsequent programs. Show how the evaluation will address the link to project curriculum goals and the Sunshine State Standards. Provide samples of evaluation instruments if appropriate. Each project coordinator must complete a written narrative about the project, which includes the project evaluation, for inclusion in a DOE publication geared toward practitioners.
  - It may also include additional printed materials, informational workshops or meetings, information on the World Wide Web, or presentations at state and area conferences or school faculty meetings.
  - A worksheet outlining the format for the narrative is included at the end of the proposal packet.
  - The narrative must be submitted to the DOE by the project coordinator upon completion of the project by June 30, 2005. Future consideration of proposals will be contingent upon timely submission of the project narrative. Submit the project narrative to:  
ESE Program Development and Services/Challenge Grants  
Bureau of Instructional Support and Community Services  
Florida Department of Education  
Turlington Building, Room 614  
325 West Gaines Street  
Tallahassee, FL 32399-0400

- **Student Evaluation** – Describe the provisions for direct and frequent assessment of student academic performance. Discuss how such performance data will be used for making project changes and appropriate changes in students’ individual educational programs.
  - 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.
- **Project Resources (General)** – Provide the following descriptions.
  - Existing physical, material, and personnel resources, to be contributed by the applicant or other entity, which will directly support project implementation. Applicants should include a discussion of physical, material (equipment and supplies), and personnel resources.
  - The overall plan and rationale for the allocation of funds within the budget and a specific description of how the fiscal and material resources will be used in a cost-effective manner to support project implementation.
  - Discuss any plans to continue the project activities beyond the funding period.
  - Describe the physical facilities, equipment, and educational materials to be used in the program. Special facilities might include, but are not limited to, science labs, computer labs, or off-campus facilities. Specify provisions for student use of high technology and automated systems as appropriate. Provide a description of the use of existing resources in the implementation of this project. Provide justification for any capital outlay item to be purchased through the project as identified in the budget.

## V. FISCAL REQUIREMENTS

- All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the *General Assurances for Participation in Federal and State Programs*.
- Funds are intended primarily for curriculum development, instructional planning, and the implementation of redesigned, innovative curriculum. However, funds may also be used for professional development (including release time for planning or training in an innovative or exemplary program) and instructional resources not currently provided by the school district that are necessary to meet instructional objectives.
- 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, and meals.
- Indirect costs may not be charged to the Challenge Grant Collaborative Curriculum project budget.
- General Revenue funds will be paid out upon project approval, prior to the end of the fiscal year (June 30, 2004). All project recipients must submit a complete DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.



## **VI. PROPOSAL PROCEDURES**

### **What to Submit**

Applicants must submit five copies of the completed proposal. One of the five copies submitted must bear an original signature. It is recommended that the signature be made in an ink color other than black to help reviewers determine which is the original signature copy. The original and copy may be stapled, but no other binding will be acceptable.

### **Conditions for Acceptance**

To be accepted for further consideration, all proposals submitted to the DOE must include a completed form DOE 100A with the original signature of the superintendent. A letter of authorization to sign on behalf of said official must accompany proposals signed by an official other than the superintendent.

### **Where to Submit**

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

### **Due Date**

January 23, 2004, by 5:00 p.m.. The due date is absolute. Any proposal received after the identified date and time shall be deemed disqualified and will not be reviewed.

### **Proposal Review Procedures**

Proposals will be subject to technical review by the DOE and content review by a committee representing school district programs. It is anticipated that applicants will be notified of the review outcomes during May, 2004. Program proposals will be evaluated and recommended for funding based on

- the criteria included in the Reviewer's Rating Sheet;
- the geographic distribution of programs across the State; and
- twenty percent (20%) of the funds will be allocated to recommended applicants from the thirty-two districts that participate in the Institute for Small and Rural Districts.

### **Attachments**

Project Application Form (DOE 100A)  
Budget Narrative Form (DOE 101)  
Additional Assurances – All Projects  
Reviewer's Rating Sheet  
Project Summary

## Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this proposal.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above 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. Attach the letter or documentation to the DOE 100A when the application is submitted.

# FLORIDA DEPARTMENT OF EDUCATION Project Application

**TAPS Number**

<b>Please return to:</b> Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498	<b>A) Program Name:</b>  <b>Challenge Grant Collaborative Curriculum Project</b>	<p style="text-align: center;"><i><b>DOE USE ONLY</b></i></p> Date Received
<b>B) Name and Address of Eligible Applicant:</b>		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  \$ _____	<b>Applicant Contact Information</b>	
<hr style="border: 2px solid black;"/> <div style="background-color: #e0e0e0; padding: 2px; text-align: center;"><b>DOE USE ONLY</b></div> <b>Total Approved Project:</b> \$ _____		Contact Name: _____ Mailing Address: _____ <hr/> Telephone Number: _____ SunCom Number: _____ <hr/> Fax Number: _____ E-mail Address: _____
<b>CERTIFICATION</b>		
I, _____, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.		
Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
<b>E)</b> _____ Signature of Agency Head		



# DOE 101 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.

## (DOE USE ONLY)

### COLUMN 1 - 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 2 – 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 3 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

**FTE** - Indicate the Full Time Equivalent (FTE based on a 40 hour workweek) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (40) for the position into the actual work hours to be funded by the project.

### COLUMN 4

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

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

A) \_\_\_\_\_  
 B) Name of Eligible Recipient: \_\_\_\_\_  
 Project Number: **(DOE USE ONLY)**

TAPS Number

**FLORIDA DEPARTMENT OF EDUCATION  
 Budget Narrative Form**

(1) OBJECT	(2) ACCOUNT TITLE AND NARRATIVE	(3) FTE POSITION	(4) AMOUNT
<b>C) TOTAL</b>			<b>\$</b>

DOE 101  
 Rev. 01/03

Jim Horne, Commissioner



**Florida Department of Education  
K-12 Education  
Bureau of Instructional Support and Community Services**

**Challenge Grants for the Gifted  
Collaborative Curriculum Projects**

**Reviewer Rating Sheet**

Applicant: \_\_\_\_\_

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

DOE Geographic Region: \_\_\_\_\_ ISRD member:   yes   no

Overall Rating Points: \_\_\_\_\_                      Ranking Within Region: \_\_\_\_\_

Reviewer: \_\_\_\_\_

**Project Overview**

Circle Yes or No for each criterion indicating whether or not the criterion is present in the application.

Yes   No    The project targets gifted students.

Yes   No    The project addresses, as appropriate, how services will target those schools identified in the Florida Assistance Plus program.

Yes   No    The project promotes meaningful collaboration between gifted students, teachers and others. Collaboration is defined by The American Heritage Dictionary (1985, 2<sup>nd</sup> edition) as working together in a joint intellectual effort. This requires intellectual engagement beyond audience participation.

Yes   No    The project and collaboration enhance instruction and academic performance of gifted students.

Yes   No    The project introduces new information, skills, talents, and perspectives to instruction for gifted students.

Rate each application criterion on a scale of 0-4 with 4 indicating excellence.

## PROGRAM DESIGN

- 4 3 2 1 0 Strong **rationale** provided for the project.
- 4 3 2 1 0 Description of **school and community environment** that justifies the importance of the proposed learning experiences.
- 4 3 2 1 0 **Goals and objectives** clearly state the knowledge, skills, and abilities students are expected to acquire by the end of the program.
- 4 3 2 1 0 **Goals and objectives** will lead to improved student academic performance.
- 4 3 2 1 0 **Strategies** for accomplishing program objectives appropriate for program goals and objectives.

Project Design Strengths:

Project Design Weaknesses:

## PROGRAM IMPLEMENTATION

- 4 3 2 1 0 **Curriculum content** appropriate for gifted students.
- 4 3 2 1 0 Curriculum indicates a sensitivity to **cultural diversity**.
- 4 3 2 1 0 **Instructional methodology** appropriate for gifted students.
- 4 3 2 1 0 **Project activities** will lead to accomplishment of project goals and objectives.
- 4 3 2 1 0 **Sunshine State Standards** clearly relate to project goals and objectives and are accurately cited.
- 4 3 2 1 0 Project facilitates an innovative **redesign of instruction**.
- 4 3 2 1 0 **Collaboration** clearly supports the academic achievement of gifted students. Collaboration is defined by The American Heritage Dictionary (1985, 2<sup>nd</sup> edition) as working together in a joint intellectual effort. This requires intellectual engagement beyond audience participation.
- 4 3 2 1 0 Detailed **timeline** is provided.
- 4 3 2 1 0 Description of **supplemental services** is provided.
- 4 3 2 1 0 Clear justification for **special facilities, equipment, and materials**.



Project Implementation Strengths:

Project Implementation Weaknesses:

### STUDENT POPULATION

4 3 2 1 0      Number and grade level(s) of participating **students** are clearly described.

### PERSONNEL

4 3 2 1 0      **Personnel** projections clearly address qualifications, time to be spent on project activities, funding source, and responsibilities.

Student Population and Personnel Strengths:

Student Population and Personnel Weaknesses:

### PROGRAM EVALUATION

**Evaluation plan** clearly describes strategies and criteria using quantitative and/or qualitative measures for the evaluation of

4 3 2 1 0      direct and frequent **student academic performance**.

4 3 2 1 0      clear connection to the **stated goals and objectives**

4 3 2 1 0      the **overall impact** of the project.

Project Evaluation Strengths:

Project Evaluation Weaknesses:

**FISCAL REQUIREMENTS**

- 4 3 2 1 0 Clear rationale for and description of the **allocation of funds**.
- 4 3 2 1 0 Appropriate use of **existing resources**.
- 4 3 2 1 0 Funds used in a **cost-effective** manner to support project implementation.

Fiscal Requirements: Strengths:

Fiscal Requirements: Weaknesses:

***OVERALL PROGRAM DESIGN***

Rate each application’s overall program design on a scale of 0-4 with 4 indicating excellence.

- 4 3 2 1 Project effectively addresses **purposes** of Challenge Grant: Collaborative Curriculum Projects.
- 4 3 2 1 **Overall quality** of the project.

\_\_\_\_\_/100 Overall rating points (Add numerical ratings for criteria listed above.)

Overall Program Design Strengths:

Overall Program Design Weaknesses:

**Challenge Grants for the Gifted  
Collaborative Curriculum Projects  
2004-2005 Project Summary**

As stated in the Request for Proposals/ Applications for the Collaborative Curriculum Projects Challenge Grant, each Project Coordinator must submit to the Department of Education a written narrative about the project. This narrative must describe the project components as outlined below, and will be included in a DOE publication for dissemination to Florida’s school districts. Please submit your project summary upon completion of the project but no later than **June 30, 2005**, to ESE Program Development and Services/Gifted Challenge Grants, Florida Department of Education, 614 Turlington Building, 325 W. Gaines Street, Tallahassee, FL 32399-0400.

School District: \_\_\_\_\_

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

**Project Rationale & Goals**

**Project Implementation**

Program Content and Activities (What was taught? How was it taught? What learning experiences were provided? How was this a redesign of instruction?):

Sunshine State Standards Addressed (List and cite the Sunshine State Standards that were the primary focus of the project):

Nature of the Collaboration (Collaboration is defined by The American Heritage Dictionary [1985, 2<sup>nd</sup> edition] as working together in a joint intellectual effort. This requires intellectual engagement beyond audience participation. What were the collaborative activities? What was the purpose for the collaboration?):

Participants (Who participated in the project?):

Participants	Number	Participants	Number
Gifted students		Gifted teachers	
General education students		General education teachers	
ESE students		ESE teachers	
Administrators		Parents	
Florida Assistance Plus participants		Other participants	
Community members		Total number of participants	

Student Population (How many gifted students? At what grade level(s)? Other students?):

Personnel (Describe the staff that were involved in the project):

### **Project Evaluation**

Assessment of student performance (**How** were students assessed? What were the assessment **results**?):

Project evaluation (**How** was the project evaluated? What were the evaluation **results**?):

**Budget** (What was the total program budget and how was it used?):

### **Contact Person:**

Name:

Position:

Phone:

Address:

Fax:

E-mail: