

Florida Department of Education

**GOVERNOR'S SUMMER
PROGRAM**

SUMMER 2004

**PROPOSAL
INSTRUCTIONS**



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal

I. Grant Overview

Division/Office	K-12 Education, Bureau of Instructional Support and Community Services, ESE Program Development and Services
Title	Governor's Summer Program for Gifted and High Achieving Students
Specific Funding Authority(ies)	State: 2003 General Appropriations Act, Line Item #83
Funding Purpose	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.
Funding Priorities	<ul style="list-style-type: none">• 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.• Proposals that include strategies to ensure participation of students from small and rural districts and from groups that are traditionally underrepresented in programs for gifted or high-achieving students.• At least one new, not previously funded program.
Support for Reading Initiative	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.
Reporting on Outcomes	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.
Dissemination and Marketing Plan	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 (ESE) 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.
Target Population	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.

Eligible Applicants	Public or private institutions of higher education in Florida
Type of Award	Discretionary Competitive
Total Funding Amount	Total Funding Allocation: \$215,575 <i>No more than \$25,000 awarded per applicant</i>
Funding Period	April 1, 2004 through September 30, 2004 <i>Full Payment to be made upon approval of the project, prior to June 30, 2004</i>
Technical Support	Program Issues: Donnajo Smith, 850/ 245-0478; Suncom: 205-0478; Fax: 850/ 245-0955; E-mail: Donnajo.Smith@fldoe.org Technical/Fiscal Issues: Kay Arnold Caster, 850/ 245-0479; Suncom: 205-0479; Fax: 850/ 245-9957; E-mail: Kay.Caster@fldoe.org
Required Forms	<ul style="list-style-type: none"> • Project Application Form (DOE 100A) • Budget Narrative Form (DOE 101) • Additional Assurance – All Projects <p><u>Private Colleges and Universities:</u></p> <ul style="list-style-type: none"> • a signed statement by the agency head certifying adherence to General Assurances for Participation in State or Federal Programs • the organization's current budget • a list of its board of directors • if available, a copy of its most recent annual audit report
Proposal Due Date	Received by the Florida Department of Education by 5:00 p.m. November 7, 2003

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 Application 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.

Private Colleges, Community-based Organizations, and Other Agencies: Applicants must submit with the proposal 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.

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 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 DOE has allocated \$215,575.00. It is anticipated that this amount will be sufficient to support eight to ten projects.

D. 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 and 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 with a minimum of one project to 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.

E. Project Outcomes

Proposals 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

F. 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.
- 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.

G. Coordinated or Related Initiatives/Activities

The projects are encouraged to work with cooperating agencies and include letters of commitment as appropriate. 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 and high-achievers programs
- ESE directors
- middle school and high school principals
- curriculum coordinators
- guidance counselors
- superintendents

IV. PROJECT PROPOSAL

The project proposal must consist of the requirements as indicated in this section. 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 10-point, or larger 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.

A. REQUIRED FORMS

- **Project Application Form (DOE 100A)** – This form should be the cover or first page of your project proposal. The agency head is the university or community college president. 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.
- **Certification Adherence to General for Participation in State or Federal Programs** – Applicants from private colleges and universities must submit with the proposal the certification page signed by the agency head certifying adherence to the general terms, assurances, and conditions as stated in the DOE document, *General Terms, Assurances, and Conditions for Participation in Federal and State Programs*. Applicants 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.

B. PROJECT NARRATIVE

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 use 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 proposal. 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 proposals 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.

- 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.
- 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. Participation is limited to gifted and high-achieving 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., which states that a student is eligible for special instructional programs for the gifted if the student meets the following criteria:
 - The student demonstrates a need for a special program; a majority of characteristics of gifted students according to a standard scale or checklist; 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**
 - 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), ESE 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: highest degree earned, current position held, current employer, and 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 DOE 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 proposal instructions packet. Evaluations are due by **September 30, 2004**. 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
325 West Gaines Street
Turlington Building, Room 614
Tallahassee, FL 32399-0400
- **Follow-up Strategies:** How will you ensure that real learning has taken place? Describe the plans for follow-up during the 2004-05 school year to determine if the goals of the program have made an impact on the students and any revisions for future programs. Plans may include such items as a survey, narrative, focus group, or questionnaire.

Developing Your Proposal: Component Six – Program Budget

- **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.** 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.

V. FISCAL REQUIREMENTS AND RESTRICTIONS

- 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*.
- The DOE, upon completion of the project, may reclaim equipment purchased with Governor’s Summer Program funds.
- 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 tee shirts, certificates, social events, group photographs, refreshments, plaques, and with certain exceptions for residential programs meals.
- Student application or audition fees are not allowed.
- Indirect costs may not be charged to the governor’s summer program 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, and any unexpended funds must be returned via a check, to the DOE Comptroller’s Office by the date specified on the DOE 200 form, Project Award Notification.

VI. PROPOSAL PROCEDURES

A. What to submit

Applicants must submit four copies of the completed proposal. One of the four copies submitted must bear an original signature on the DOE 100A form Project Application Form. 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. Do not submit proposals in notebooks or binders. Pages should be numbered. Appendices must be limited to documents that specifically relate to the required information. Faxed proposals will not be accepted.

B. 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 appropriate agency head. A letter of authorization to sign on behalf of said official must accompany proposals signed by an official other than the agency head.

C. Where to Submit

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

D. Due Date

Completed proposals must be received by the DOE no later than 5:00 p.m., November 7, 2003. The due date is absolute. Any proposal received after the identified date and time shall be deemed disqualified and will not be reviewed.

E. Proposal Review Procedures

Proposals will be subject to technical review by the DOE and content review by a committee representing entities within the Department 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;
- first-time submission of at least one new program to be funded regardless of region; and
- the timely receipt of evaluation data from previously funded Governor's Summer programs. Applicants funded in prior years, must have met the terms and conditions of prior grants to be recommended for funding for the 2004 Governor's Summer Program.
- It is anticipated that applicants will be notified of the review outcomes during March 2004.

F. Attachments

Project Application Form (DOE 100A)
Budget Narrative Form (DOE 101)
Additional Assurances – All Projects
Basic Program Data
Student Program Evaluation
Reviewer's Rating Sheet

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:** Proposals 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 proposal is submitted.

FLORIDA DEPARTMENT OF EDUCATION Project Application

**TAPS Number
4C047**

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498	A) Program Name: <p style="text-align: center;">2004 Governor's Summer Program for Gifted and High Achieving Students</p>	<p style="text-align: center;"><i>DOE USE ONLY</i></p> Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="width: 30%; margin: 0 auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ _____	D) Applicant Contact Information	
Contact Name: _____		Mailing Address: _____
Telephone Number: _____		SunCom Number: _____
Fax Number: _____		E-mail Address: _____
<p style="text-align: center;">CERTIFICATION</p> <p>I, _____, (<i>Please Type Name</i>) 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.</p> <p>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.</p> <p style="margin-left: 40px;">E) _____ Signature of Agency Head</p>		



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.

ADDITIONAL ASSURANCES - ALL PROJECTS

Fiscal Agency:

Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BISCS. Upon termination of the project, at the option of the DOE/BISCS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BISCS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BISCS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in "Guidelines for Project Publications," available from the BISCS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BISCS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BISCS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Arlene Duncan, Supervisor, Clearinghouse Information Center at 850/ 245-0477; or E-mail: Arlene.Duncan@fldoe.org.
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BISCS.

**FLORIDA OF EDUCATION
K-12 EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

**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
K-12 EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

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
K-12 EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES**

**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 proposal).
Circle N/A if the item is not applicable.

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