



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal (RFP) for Competitive Projects**

**Bureau / Office**

Just Read, Florida!

**Program Name**

Intervention Research Grant

**Specific Funding Authority (ies)**

2006 General Appropriation

**Funding Purpose / Priorities**

To provide funding for districts to conduct research evaluating the impact of reading interventions in direct support of Florida's goal that all children will read on grade level or higher by 2012. Funds may only be used to cover those costs associated with the evaluation.

**Target Population(s)**

Students in Title I eligible middle and high schools served by Florida schools and districts.

**Eligible Applicant(s)**

Florida school districts and consortia (may be in partnership with universities to conduct evaluation).

**Application Due Date**

Close of business on April 23, 2007.

**The due date refers to the date of receipt in Grants Management.**

**Facsimile and email submissions are not acceptable.**

**Total Funding Amount / Approximate Number of Awards**

\$3,000,000/ Top performing awards will receive allocation based on requested funding amounts.

- The review committee and/or the Commissioner may recommend an amount greater of less than the amount requested in the proposal.

**Matching Requirement**

None

**Budget / Performance Period**

May 1, 2007-June 30, 2007

**For State programs**, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30 of the fiscal year, unless otherwise specified in statute or proviso.

**Contact Persons**

Evan Lefsky, Ph.D., Executive Director, Just Read, Florida!

850-245-0503

[Evan.Lefsky@fldoe.org](mailto:Evan.Lefsky@fldoe.org)

Sue Wilkinson

Florida Department of Education

Grants Management

[Sue.Wilkinson@fldoe.org](mailto:Sue.Wilkinson@fldoe.org)

850-245-0712

**Assurances**

The Florida Department of Education 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 (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://www.firn.edu/doe/comptroller/gbook.htm>.

\* \* \*

**School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence filed with the Department of Education Comptroller’s Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

### **Narrative Components / Scoring Criteria**

As the state moves toward identifying the instructional conditions that need to be in place to help struggling readers (students performing at level 1 or level 2 on the FCAT) in middle and high school “close the gap” toward grade level reading skills, we need two types of information. First, we need information about which instructional approaches are most effective for which types of students under which conditions. Second, we need to know how much growth in reading we can reasonably expect if we make an investment to implement specified instructional conditions with specific types of students. The first type of information requires a carefully controlled comparison between two or more interventions, and the second type of information requires that we adequately document the amount of growth students experience from a single or multiple interventions.

Evaluation studies proposed in response to this RFP can be designed to provide either of these two types of information, although priority will be given to funding proposals that can provide unambiguous information of both.

**The standard scoring criteria are based on a 100 point scale, with a minimum score of 70 points necessary for an application to be considered for funding.**

**The instructions follow each narrative component. The bulleted statements are the criteria that will be used by proposal reviewers to score each component.**

#### **Project Abstract or Summary**

**Fixed Requirement**

- The project is described in a brief summary.

#### **Project Need**

**5 points**

**Describe the need for the project and provide supporting data as evidence.**

- The need is evident, compelling, and clearly linked to the outcome(s) of the project.
- The need for the project is strongly justified through supportive data.

**DESCRIBE SETTING(S) IN WHICH THE PROPOSED PROJECT WILL BE IMPLEMENTED AND DEMONSTRATE SPECIFIC LITERACY NEEDS OF STUDENTS. INCLUDE:**

- A) The names and instructional level of each of the schools to be included in the project.
- B) Information that addresses schools eligibility to Receive Title I Funds. Include information confirming each participating school’s eligibility for Title I, Part A funding.
- C) The demographics of the population of each of the schools to be included in the project. Include at a minimum data on poverty, ethnicity, number of English language learners, and children with special needs.
- D) Information regarding the qualification of the schools’ teachers and instructional staff. Include information regarding the percentage of highly qualified teachers and teachers who are reading endorsed and/or K-12 reading certified.
- E) Information regarding the overall level of achievement in reading for the entire school population, the number of struggling readers, and any information related to the school’s AYP status.

F) The current reading instructional program(s) implemented at each school, including supplemental intervention reading programs (SIRP) and comprehensive intervention reading programs (CIRP).

G) Any recent or current initiatives undertaken by district or each school to raise reading achievement in each of the schools to be included in the project.

H) Any federal, state, or local programs with which the proposed project will coordinate or collaborate.

**While applicants are not required to do so, this information may be provided in chart format.**

**3. Project Design and Implementation**

**30\_\_ points**

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

- The objectives are measurable (both quantitative and qualitative data are acceptable, but at least some reading outcomes must be quantitative), challenging, yet achievable, and address all outcomes of the project.
- It is evident that activities/ methods are comprehensive and likely to result in achievement of objectives.

The timelines are specific, realistic, and consistent with measurable objectives and outcomes.

**Acceptable project designs include (for further details see appendix):**

- **True experiments involving random assignment to well specified instructional conditions**
- **Quasi-experiments involving comparison of non-randomly assigned groups**
- **Studies that evaluate the impact of a single intervention without a control group**

**A) DESCRIBE THE OVERALL PROGRAM DESIGNED TO INCREASE READING ACHIEVEMENT THROUGHOUT THE SCHOOL BY IMPROVING THE QUALITY OF LITERACY INSTRUCTION ACROSS THE CURRICULUM. INCLUDE:**

- 1) The assessment process that the proposed project will use to inform the planning and implementation of the program designed to increase reading achievement throughout the school.
- 2) The goals of the proposed program designed to increase reading achievement throughout the school. Describe the extent to which program will address:
  - a) Reading comprehension – Understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.
  - b) Reading fluency, including oral reading skills – Fluency is the ability to read text accurately, quickly, and with prosody. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
  - c) Vocabulary – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: listening, speaking, reading and writing.

- d) Motivation and self directed learning – building motivation to read and learn and providing students with the instructions and supports needed for continued independent learning.
  - e) Phonemic awareness and phonics if necessary.
- 3) An outline of the instructional strategies of the proposed research-based program designed to increase reading achievement throughout the school. Describe the extent to which the program will include:
- a) Explicit instruction.
  - b) Reading instruction that uses texts and content from student’s content-area courses.
- 4) A description of the professional development for the teachers or other instructional staff providing instruction designed to increase reading achievement throughout the school. Include:
- a) An outline of the goals for the project’s proposed professional development program.
  - b) The expected participants.
  - c) A description of the content and scope and sequence of the professional development to be provided.
  - d) An explanation of the strategies and materials that will be implemented in the professional development that will ensure that it will be classroom focused and will enhance the implementation of the curricula, materials and instructional strategies adopted.
  - e) The number of hours, the frequency, and the method of delivery of the professional development for each teacher and the extent to which the professional development will be high quality, sustained and intensive.
  - f) If literacy coaching is provided as part of the professional development plan, detail the qualifications and responsibilities of the literacy coach(es) and explain the link between the literacy coaching and any professional development delivered in a classroom or workshop setting.
- 5) A description of the process that the proposed project will use to monitor the progress of the research-based program designed to increase reading achievement throughout the school.

**B) DESCRIBE THE RESEARCH-BASED LITERACY INTERVENTION DESIGNED TO ACCELERATE THE DEVELOPMENT OF LITERACY SKILLS FOR STRUGGLING ADOLESCENT READERS. INCLUDE:**

- 1) A description of the process that the proposed project will use to identify struggling readers.
- 2) The assessment process that the proposed project will use to plan instruction for each struggling reader.
- 3) The goals of the proposed literacy intervention designed to accelerate the development of literacy skills for struggling adolescent readers. Describe the extent to which the intervention will address:
  - a) Reading comprehension – Understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.
  - b) Reading fluency, including oral reading skills – Fluency is the ability to read text accurately, quickly, and with prosody. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
  - c) Vocabulary – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: listening, speaking, reading and writing.

- d) Phonics - The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings representing those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
  - e) Phonemic Awareness – The ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
  - f) Motivation and self directed learning – Building motivation to read and learn and providing students with the instructions and supports needed for continued independent learning.
- 4) An outline of the instructional strategies of the proposed intervention for struggling readers. Describe the extent to which the proposed intervention for struggling readers will include:
- a) Extended instructional time.
  - b) Explicit instruction.
  - c) Intensive, individualized instruction.
  - d) Reading instruction that utilizes texts and content from student’s content-area courses.
- 5) A description of the professional development for the teachers or other instructional staff providing the intervention to struggling readers. Include:
- a) An outline of the goals for the project’s proposed professional development program.
  - b) The expected participants.
  - c) A description of the content and scope and sequence of the professional development to be provided.
  - d) An explanation of the strategies and materials that will be implemented in the professional development that will ensure that it will be classroom focused and will enhance the implementation of the curricula, materials and instructional strategies.
  - e) The number of hours, the frequency, and the method of delivery of the professional development for each teacher and the extent to which the professional development will be high quality, sustained and intensive.
  - f) If literacy coaching is provided as part of the professional development plan, detail the qualifications of the literacy coach(es) and explain the link between the literacy coaching and any professional development delivered in a classroom or workshop setting.
- 6) A description of the process that the proposed project will use to monitor the progress of struggling readers and how instructional decisions will be made based on data.

**C) DESCRIBE EVIDENCE THAT THE PROPOSED INTERVENTION AND PROGRAM SHOW PROMISE IN SUBSTANTIALLY RAISING STUDENT ACHIEVEMENT IN READING. INCLUDE:**

- 1) A description of evaluations or research studies that have been conducted of the proposed intervention and school level program.
- 2) Information about the design and methodology of these studies, such as the use of random assignment versus a comparison group, the sample sizes, and the analysis techniques employed.
- 3) Information about the results from the studies, including the evidence of effectiveness or successful outcomes and any implementation lessons that would be useful for the applicant to take into account.
- 4) Include, as needed, full endnote citations supporting the research basis.
- 5) Explain the extent to which the body of research on which the project is based meets the definition of scientifically based reading research.

#### 4. Evaluation

35 \_\_\_ points

**Describe the instruments and method(s) for evaluating the project. (Please see the Appendix for a description of the characteristics of each type of acceptable evaluation)**

- The evaluation instruments are appropriate to effectively measure program success.
- The evaluation methods are comprehensive, likely to result in a successful project, and include an effective approach for using evaluation results to guide necessary adjustments to the project.

**Describe a project evaluation that will evaluate the effectiveness of the intervention for struggling readers and an evaluation of the program designed to increase reading achievement throughout the school by improving the quality of literacy instruction across the curriculum. In the description of the evaluations, include:**

- A) The extent to which the evaluation will employ systematic, empirical methods consistent with a rigorous design.
- B) How schools and/or students will be recruited to participate in the evaluation.
- C) When applicable, the number of schools or students that will be randomly assigned and the extent to which the numbers provide sufficient statistical power to detect reasonable effect sizes or impacts.
- D) When applicable, the procedures that will be used to randomly assign schools or students to the treatment or the control group and any procedures that will be instituted to prevent undermining of the randomization process.
- E) The baseline data that will be collected before the intervention.
- F) A description of the valid and reliable assessments that will be used to measure the extent to which the proposed project attained each of its goals.
- G) The timing of assessments and who will administer them.
- H) A description of the extent to which the evaluation involves rigorous data analyses adequate to test the stated hypotheses and justify the conclusions drawn.
- I) The extent to which the trial will evaluate long-term student outcomes.
- J) The procedures that will be used to reduce attrition of students from both the program and the evaluation's data collection.

#### 5. Dissemination Plan

5 \_\_\_ points

**Describe the methods /strategies to disseminate and market information about the project to appropriate populations.**

- The applicant's dissemination plan will use effective and realistic means to reach the appropriate target populations.
- The methods/strategies used to share services provided by the project are innovative and will clearly benefit the target population.

**6. Budget**

**5\_\_\_\_points**

**Present a budget that reflects objectives and proposed costs of the project. Funds may only be used to cover those costs associated with the evaluation.**

- The project budget presents expenses that are realistic, accurate, clearly relate to and reflect project activities, objectives, and outcomes.
- The justifications for expenditures are reasonable and clearly explained.
- The required personnel, professional and technical services, and/or travel for the project are clearly and adequately explained.

**7. Quality of Project Personnel**

**5\_\_\_\_points**

A) Demonstrate the leadership experience of the proposed project director, including his/her past success with implementing large projects, bringing together different entities to work together towards a common goal, and building capacity for sustained improvement within an organization.

B) Demonstrate the qualifications of the project director to serve as the instructional leader for a project grounded in scientifically based reading research and adolescent literacy practices.

C) Discuss the training, qualifications, and experience of the principal investigator/evaluator, including his/her experience in designing and conducting these types of experiments in the education field.

D) Discuss the training, qualifications, and experience of any other key personnel, including any professional development providers.

E) Discuss the training, qualifications, and experience of all entities with whom the proposed project will contract, especially those providing the professional development and evaluation services, if applicable.

**8. Adequacy of Resources**

**5\_\_\_\_points**

A) Demonstrate the support of the application by those stakeholders who would implement it, particularly teachers, principals and their local professional organizations. The Department considers “partners” in the context of this factor to mean those stakeholders. If the successful implementation of the application requires the involvement or commitment of individuals or entities (for example, attending a certain number of hours of professional development, implementing new curriculum, or providing a certain number of release hours, etc.), then demonstrate their understanding of the proposed project and the willingness of the individuals and entities involved to carry it out.

B) Some LEAs require that any research activities carried out in the district be reviewed and approved by their research office or an Institutional Review Board (IRB). Districts must submit letters of approval from these offices or boards in support of their applications.

C) Explain the adequacy of the proposed costs in relation to the proposed activities, the number of persons to be served, and the anticipated results and benefits.

D) Explain the adequacy of the proposed costs in relation to the significance of improvements of the proposed project over the existing school program.

E) Explain the adequacy of the proposed costs in relation to the increases in student achievement that would likely be attained by adolescents who are served by the proposed project.

F) Explain the adequacy of the proposed costs in relation to the scope and scale of the evaluation to be conducted, particularly the randomized control trial.

**9. Quality of Management Plan**

**5 \_\_\_\_ points**

- A) Provide a management plan for achieving the proposed project's goals.
- B) Include benchmarks for each goal, project activities that support each benchmark, and a timeline that indicates when each of the activities will begin and target dates for completion.
- C) Specify objective indicators of achievement for each benchmark.
- D) Assign responsibility for each activity.
- E) Specify the number of hours per week each key person will dedicate to project activities. Applicants may consider anyone who has oversight or project-wide responsibilities a key person, including when applicable, the project director, the principal investigator/evaluator, the project manager or coordinator, and the provider(s) of the professional development.

**10. Significance**

**5 \_\_\_\_ points**

- A) Demonstrate that the proposed project is likely to result in significant improvement in adolescent literacy and that the materials, programs, and procedures implemented could be replicated.
- B) Demonstrate that the implementation of the proposed project has the potential to suggest new best practices and effective strategies in the field of adolescent literacy that are tied to scientifically based reading research.

**Funding Method**

**Quarterly Advance to Public Entity**

**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 must be documented and reported to FDOE at the end of the project period. The recipient must have detailed documentation supporting all requests for advances and disbursements that are reported on the final FDOE financial report.**

**Fiscal Requirements**

**Funds may be used to cover costs associated with the evaluation only.**

**Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.**

**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 [14-25].**

**Notice of Intent-to-Apply**

**N/A**

**Method of Answering Frequently Asked Questions or Providing Changes**

**The last date that questions will be answered is April 16, 2007. All questions will be addressed via email, phone or through the Q&A posted at <http://www.justreadflorida.com/>. No changes to the submitted grant will be allowed after April 23, 2007.**

### **Method of Review**

The Just Read, Florida! staff shall review the application. The agency may be asked to supply additional information for clarification of the project or to meet state and/or DOE guidelines.

### **Process Description:**

- The department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.
- All recipients must meet the minimum score of 70 to be considered for funding.
- This funding model does not automatically award funds to any particular agency.
- Project proposals will be read, evaluated and scored by a team of qualified reviewers.
- Reviewer teams will consist of a minimum of three individuals with knowledge and experience in intervention instruction.
- Proposals will be ranked in order of highest to lowest scores.
- Funding will be recommended for the applicant with the highest score followed in succession by the next highest score until funds are exhausted.

### **Conditions for Acceptance**

The requirements listed below **must be met** for applications to be considered for review:

- Application is received within the FDOE by the close of business on the due date;
  - Application includes required forms:
    - DOE 100A or 100B 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.
- Signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs,” (if not already on file in the FDOE Comptroller’s Office).

### **Other Requirements-For State Programs**

Local school districts or other eligible applicants that apply to the FDOE for non-federal program funding need to provide this description of the steps 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).

See: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

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 developed a standardized format for applicants to use in preparing their proposals / applications for discretionary funds. The intent of this process is to assure proper accountability for the use of federal and state funds. The Department has implemented a web-based Grants Management System and the information provided about each funded project will be entered into this system. The Department's program managers will track each project's performance based on the information provided in this section of the approved project.

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.

**Deliverables: 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)

## DELIVERABLES FORM

--	--	--

**Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project**

(1) For each deliverable to be completed by the project, enter in Column (1), the name of the deliverable and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the deliverable, including the target audience

**APPLICANT INSTRUCTIONS: DELIVERABLES FORM**

and should indicate the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Any required reports should also be included in this section.

Announcement 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.

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
--	--	--

Provide in Column (3), the date when the deliverable will be complete. Interim dates for drafts, review, etc., should also be provided as applicable.

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

**TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM**

--	--	--	--

**APPLICANT INSTRUCTIONS: TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM**

**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."

Coaching Conference Coursework at Institutions of Higher Education Dissemination through 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 Preservice Training Seminars Telephone Technical Assistance Workshop(s) Other
---	---	---

(2) For each activity identified in Column (1), specify all of the proposed standards that should be used to determine whether the activity 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 "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.

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.

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

**APPLICANT INSTRUCTIONS: TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM**

List of Participants	Purchase Orders	Other
----------------------	-----------------	-------

(4) Provide in Column (4), 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: 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**

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

## STUDENT PERFORMANCE FORM

--	--	--	--

**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 3<sup>rd</sup> grade students in Smith Elementary School will increase by 1 level on the FCAT."

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.

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
---	---	---

**APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM**

--	--	--

Other

**APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM**

**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.

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) Provide in Column (4), the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

**SERVICE DELIVERY FORM**

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

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

**APPLICANT INSTRUCTIONS: SERVICE DELIVERY FORM**

**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. The description should 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.”

Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School)	Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring	Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School) Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Other
--	--	---

(2) For each service identified in Column (1), specify from the following list all of the proposed standards 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 “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.”

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.

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
---	---	--

**APPLICANT INSTRUCTIONS: SERVICE DELIVERY FORM**

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

**Formal Third-Party Evaluation: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the FDOE**

<b>(1) Scope of Evaluation and Brief Description</b>	<b>(2) Type of Entity Conducting Evaluation</b>	<b>(3) Date(s) Evaluation to Be Conducted</b>

**FORMAL THIRD PARTY EVALUATION FORM**

--	--	--

**INSTRUCTIONS: FORMAL THIRD PARTY EVALUATION**

**Formal Third-Party Evaluation: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the FDOE**

If a formal third-party evaluation is required or proposed for this project the following information must be provided.

(1) In column (1), specify the scope of the evaluation using one or more of the descriptors provided below. Provide additional information regarding the nature of the evaluation. For example, if the evaluation will cover only selected elements of the project, specify the elements to be evaluated.

All Aspects of Project Compliance Review Formative Evaluation	Outcome Assessment Process Review	Selected Elements of Project Summative Evaluation
---	--------------------------------------	--

(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

Board/Commission/Task Force Consultant Firm DOE Funded Project	Governmental Agency Independent Entity Selected by Project Individual Consultant	Institution of Higher Education Selected Peer Reviewers Other
--	--	---

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.