



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Bureau of Standards and Instructional Support and Bureau of Educator Recruitment, Development, and Retention

Program Name

Centers of Excellence in Elementary Teacher Preparation

Specific Funding Authority (ies)

Race to the Top (RTTT) PL 111-5, The American Recovery and Reinvestment Act of 2009 Catalog for Federal and Domestic Assistance (CFDA) #84.395A

Title II, Part A, Teacher and Principal Training and Recruiting Fund, CFDA #84.367B

Funding Purpose/Priorities

This project is to assist pre-service kindergarten to grade 5 (K-5) teachers both in increasing content knowledge in the core subject areas (mathematics, science, social studies and English language arts) and enhancing the field experience of student teaching. The priorities are:

- Assuring pre-service K-5 teachers have deeper content knowledge in mathematics, science, social studies and English language arts through advanced coursework that puts them on a path to earn an advanced degree in one or more content areas.
- Improving and/or enhancing pre-service teachers' culminating field experiences by
 - Placing pre-service educators in culminating field experiences before the start of the school year in which their culminating field experience occurs.
 - Identifying effective and highly effective teachers to serve as cooperating teachers.
 - Training all postsecondary and school district supervising teachers in a research-based approach for instructional leadership.
 - Strengthening partnerships with cooperating school districts by using the district's approved instructional personnel evaluation system to document pre-service educators' instructional effectiveness.
- Studying and reporting the impact of changes in a way that meets a standard of experimental design.

Target Population(s)

Pre-service K-5 teachers in partnership with their Institute of Higher Education (IHE) and the high need Local Education Agency (LEA) that will provide them with their student teaching field experience.

Eligible Applicant(s)

An eligible applicant is:

- A private or state IHE and the division of the institution that delivers a state-approved teacher preparation program and/or an educator preparation institute, pursuant to section 1004.04, Florida Statutes (F.S.), and section 1004.85, F.S.

In order to be awarded, the eligible applicant must partner with each of the following entities. The applicant's proposal must include signed agreements/letters of intent of intended partnership, if awarded, with each of the following partners in order to be considered:

- The College of Arts and Sciences of the above IHE or of another IHE if the applicant does not have a College of Arts and Sciences.
- A high need LEA, as defined by Federal regulations, has over 20% or 10,000 in poverty status, based on the most recent census data. (See Attachment A for qualified districts.)
- A nonprofit educational organization that has a documented and research-based approach to improving the capacity of instructional leaders to improve educator effectiveness. Such partners include the New Teacher Center, Center for Educational Leadership, Research for Better Teaching, Learning Sciences International, The Danielson Group, The New Teacher Project and MATCH Teacher Residency Program. Partners not on this list will be rigorously screened and evaluated in order to determine if their model has had a documented impact on educator effectiveness.

In addition, an eligible partnership may also include:

- An educational service agency such as a consortium of school districts
- Another LEA(s)

Application Due Date

August 15, 2014. 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

\$6,000,000 (CFDA #84.395A, Race to the Top PL 111-5, The American Recovery and Reinvestment Act of 2009 (first year funding)

\$9,000,000 Title II, Part A, Teacher and Principal and Recruiting Fund (second and third year funding, pending legislative approval of funds)

Anticipate \$1,000,000 - \$2,000,000 (three to five awards) in Year One, \$1,000,000 - \$1,500,000 (three to five awards) in Years Two and Three.

Matching Requirement

None

Budget/Program Performance Period

August 15, 2014 – June 30, 2017

Funding for the second and third years of the project is contingent upon:

1. Department's receipt, in substantially approvable form, of the following:
 - a. DOE 100A Project Application form, signed by the Agency Head,
 - b. Updated DOE 101S Budget Narrative Form, and
 - c. Updated Deliverables, Schedules and Timelines.
2. Department's approval of satisfaction of prior year's performance.
3. Compliance with applicable federal and state laws, rules and regulations, and
4. Availability of future funding.

Federal Programs: The project effective date will be the date that the application is received within Florida Department of Education (DOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

Contact Persons

Program Office Contacts

Ann Whitney

Bureau of Standards and Instructional Support

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Grants Management Contact

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Assurances

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

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

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal

Programs. The complete text may be found at:
<http://fldoe.org/comptroller/doc/gbsectiond.doc>.

School Districts, Community Colleges, Universities, and State Agencies

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

Private Colleges, Community-Based Organizations, and Other Agencies

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

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

- (1) A copy of the organization's current budget,
- (2) A list of the board of directors
- (3) Chart of Accounts
- (4) Proof of Eligibility to operate a business in Florida, and if available,
- (5) A copy of the institution or agency's most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state.

[These items must be submitted, with the application, prior to the issuance of a project award.]

Narrative Components and Scoring Criteria

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

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project including general purpose, specific goals, brief program design, and significance (contribution and rationale) that demonstrate the proposed project's plan to accelerate the effectiveness of beginning elementary educators to improve student achievement.

Criteria

The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).

- *The proposed project is innovative in its design and execution.*
- *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities.*

2. Project Need**15 points****Instructions**

- Describe the need and clear purpose for this program with supporting data as evidence.
- Describe how the project will meet the needs of pre-service K-5 teachers in the core subject areas of mathematics, science, social studies and English language arts, who are or will be completing their student teaching field experience in a high needs LEA.
- Describe the needs of the students in the partnering high need LEA, and how the project will address those needs.

Criteria

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The magnitude of the need for the services to be provided or the activities to be carried out is apparent.*
- *The proposed project focuses on service or otherwise addresses the identified needs of the targeted population(s).*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and/or weaknesses.*
- *The need for the proposed project is strongly justified through supporting data.*

3. Project Design and Implementation**40 points****Instructions**

Describe the measurable objectives, activities, and timeline for the proposed project for Year One. Provide a brief description of the project design and implementation plan for consecutive Years Two and Three.

- All funded projects must focus specifically on increasing content knowledge of pre-service K-5 teachers in the core content areas with measurable outcomes. Describe how participants will gain knowledge related to core content areas that will better prepare them to assist their students in meeting and mastering the Florida Standards.
- Provide a three-year plan that will document outcomes of a more rigorously implemented process in selecting and training supervising teachers of pre-

service educators in best practice instructional leadership, including coaching skills.

- Describe how the project supports the funding purpose and priorities of studying and reporting the impact on student learning in a way that meets a standard of experimental design.
- Describe how the program will be revised so that pre-service educators begin their culminating field experience before the school year begins – in the classrooms of their cooperating teachers from the cooperating teacher’s first day back to school for what is commonly called “pre-planning.”
- Describe the project’s student growth or achievement model that will be used to calculate the pre-service educator’s “impact on student learning” during the culminating field experiences.
- Describe how the project will include performance metrics aligned with sections 1004.04 and 1004.85, F.S., that focus on outcomes for educator preparation programs.
- Describe how the project will improve the clinical part of educator preparation by placing “practice at the center of teacher preparation” ([Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships to Improve Student Learning, 2010, p.2](#))
- Describe the plan to train and supervise faculty to support pre-service teachers in implementing the four Fast Start skills (Menezes, Ana. “Getting Off to a Fast Start,” *TNTP Blog*, 20 July 2013. (<http://tntp.org/blog/post/getting-off-to-a-fast-start>; accessed 6 March 2014)) or other research-based approaches for accelerating the effectiveness of beginning educators through focused skill-building.
- Describe how the program will encourage highly effective teachers to be cooperating teachers for pre-service students in their culminating field experiences.

Attachment B provides guidance regarding ways a program might be structured in order to achieve the desired outcomes.

Criteria

- *The goals, objectives, and outcomes are clearly specified and measurable.*
- *The design of the proposed project aligns with, and will successfully address, the needs of the target population or other identified needs.*
- *The objectives are measurable, qualitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*
- *It is evident that the activities/methods are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The methodology reflects up-to-date knowledge from research and best practices.*
- *The timelines are specific, realistic, and consistent with measurable objectives and outcomes.*

4. Evaluation

10 points

Instructions

The evaluation plan must include a method for measuring and documenting growth in pre-service K-5 teachers' content knowledge and instructional practices in the core content areas, as measured by impact on student learning.

The evaluation narrative shall include:

- Qualitative and quantitative data with analysis,
- Input/feedback from participants, and
- Tool(s) for evaluating activities (surveys, instruments, etc.).

Criteria

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

5. Support for Strategic Plan

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/board/meetings/2012_10_09/strategiccv3.pdf

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

Just Read Florida

URL: <http://www.justreadflorida.com>

Math/Science Initiative

URL: <http://www.fldoe.org/bii/curriculum/sss/>

Criteria

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida’s Next Generation PreK-20 Education Strategic Plan.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.*

6. Dissemination Plan**5 points****Instructions**

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

The project must maintain a project webpage in order to effectively reach the appropriate targeted population. A copy of the partnership’s awarded proposal will be included on the page. A section of the webpage must be devoted to reporting ongoing progress in meeting the proposal’s goals. It must include all scheduled services and link to products produced by the project. Aggregated data collected from the evaluation plan must be presented on the webpage. The webpage shall be updated at least once a month during the project period, and the date of the latest update will be displayed on the page. The webpage must be posted within one month of notification of award. Describe the plan to create and maintain this site.

Criteria

- *The applicant’s dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities, if/when indicated.*
- *The methods or strategies used to share services provided by the proposed project are innovative.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

7. Sustainability and Replication**20 points****Instructions**

Describe in detail the methods/strategies that will be used by the project for sustainability and opportunity for replication. At a minimum, this should include:

- A redesign plan for institutional capacity for all partners,
- A redesign of the current funding model to sustain reform efforts, and
- A replication plan and resources for implementation by other IHEs, partnering LEAs and non-profit educational organizations.

Criteria

- *The applicant’s proposed project outlines specific methods by which the project will be sustainable after the funding period concludes.*

- *The applicant's proposed project provides redesign and replication plans with enough specificity that the project would be replicable by another entity.*

8. Budget

10 points

Instructions

Present a budget for each of the three years of the project that specifically details and reflects objectives and deliverables tied to the proposed costs of the project. The purpose for all materials, supplies, travel, equipment, consultants, stipends, tuition and academic credit must be included.

Partnerships **must** collaborate and submit one application.

SPECIAL RULE - No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

Criteria

- *The budget is thorough, specific, and supports the proposed project.*
- *Each cost is tied to a deliverable.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
- *The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*
- *The entire award amount to be given in Year One is shown to be expended in the budget.*

Funding Method(s)

CARDS - Cash Advance and Reporting of Disbursements System (C) for public entities

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the CARDS - Cash Advance and Reporting of Disbursements System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the CARDS System.

Reimbursement with Performance (P) for private entities

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

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. URL: <http://www.fl DOE.org/comptroller/gbook.asp>

Financial Consequences

The program office will approve deliverables as they are submitted and invoiced for reimbursement. In the event that deliverables are not in approvable form or are incomplete, partial or whole payment may be adjusted for failure to deliver in accordance with the deliverable schedule in the approved application.

The project award notification (DOE 200) will indicate:

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

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

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding. Personal digital assistants (PDAs) such as cell phones can no longer be purchased with project funds, including the costs to support such devices.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at five percent (5%) or the applicant's approved negotiated rate, whichever is less.

Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly em-

employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

Grants Fiscal Management Training Requirement

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

Project Performance Accountability and Reporting Requirements

The Department's project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d)&(e), Florida Statutes. For projects funded via reimbursement, the Department's project managers will verify that the project's expenditures are allowable and that performance objectives are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations.

Awarded applicants will be required to submit monthly status reports and a final report for each cycle of the grant period.

Notice of Intent-to-Apply

The due date to notify the program contact person, Ann Whitney, of an applicant's Intent-to-Apply is **August 1, 2014**. This notification is to be sent as an e-mail (Ann.Whitney@fldoe.org) or fax message (Fax: 850-245-0826) and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

Questions should be submitted by email to Ann Whitney at Ann.Whitney@fldoe.org. Answers will be posted in a Frequently Asked Questions format on the program office website at <http://www.fldoe.org/bii/> by the close of business each Tuesday. The last date that questions will be answered is **August 8, 2014**.

Method of Review

A peer review process will be used to evaluate the Centers of Excellence in Elementary Teacher Preparation competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race and ethnicities.

Project proposals are screened by DOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions).

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by three to five qualified reviewers representing experienced educational professionals and stakeholders from Florida and, when applicable, around the country.
- The program office ranks the proposals in order from highest to lowest score.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

The Department reserves the right to negotiate with all responsive applicants, serially or concurrently, to determine the best-suited solution. The ranking of the proposals indicates the perceived overall benefits of the application, but the Department retains the discretion to negotiate with other qualified applicants, as deemed appropriate.

Conditions for Acceptance/Substantially Approvable Form

The requirements listed below **must** be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within DOE no later than the close of business on the due date.
- Application includes required forms:
- DOE 100B Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.

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.

- DOE 101S- Budget Narrative, one for each year of funding.
- DOE 600, if applicable
- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs” (if not already on file in the DOE Comptroller’s Office).

Other Requirements

Partnerships **must** collaborate and submit one application.

SPECIAL RULE - No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

Letters of commitment with original signatures from all partners must be included with the application, but are not counted toward the page limit and do not impact the score.

An Institution of Higher Education (IHE) will be the fiscal agent for each awarded project. The projects will be funded for three consecutive cycles pending additional funding from the Specific Funding Authority and satisfactory performance by the partnerships as evaluated by the Bureau of Standards and Instructional Support and Bureau of Educator Recruitment, Development and Retention in the Florida Department of Education (DOE). Funded projects are required to respond to Requests for Applications (RFAs) at a later date for cycles two and three.

For Federal Programs

General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one page summary description of the plan proposed by the district or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Equitable Services for Private School Participation

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant **must submit** a detailed plan of action for providing consultation for equitable services to private school children and teachers within the Local Education Agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>

Technical/Formatting and Other Application Submission Requirements

- Number of copies plus original: one signed original and six copies
- Font Type/Size: Arial/12 pt. including charts and graphs
- Margin size 1" – right/left and top/bottom margins
- Double Spacing
- Single-sided pages
- No Bound Copies
- Twenty (20) page limit
 - Any charts and graphs count toward the 20 page limit
 - Limit does not include the following:
 - required forms (DOE 100B, 101S and 600)
 - signed letters of commitment with original signatures from all partners

- Documentation as required for non-public agencies, if applicable, as described under the heading, **Private Colleges, Community-Based Organizations, and Other Agencies.**

Application must be submitted to:
Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Project Performance Accountability Information, Instructions, and Forms

NOTE: The following pages are included in the RFP (DOE 905) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements. The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

The Project Narrative/Scope of Work must include the specific tasks that the grantee is required to perform. Deliverables must:

- be directly related to the specific tasks
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable.

Deliverables include, but are not limited to:

- documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- measures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include prekindergarten, K-12, and adult learners, as well as parents.
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.).

The Department of Education’s criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- documents are compliant with the Americans with Disabilities Act (ADA)
- meet technical specifications, as appropriate
- design, organization, format, and readability levels are appropriate for intended use and audience
- content is accurate and grammatically correct
- copyright and funding information is noted on products
- use of consultants
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
- review of state/district/school/student data indicates level of effectiveness of service
- participation rate meets established minimums
- quality of service meets generally accepted guidelines
- quantity of evaluations/assessments meet established minimums
- quantity of service meets established minimums
- referrals are appropriate to identified needs
- specified agencies collaborate
- student evaluations/assessments are administered appropriately
- units of service meet established minimums.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.

Definitions

Tasks	Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.
Deliverables	Products and/or services that directly related to a Task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
Due Date	Date for completion of tasks.

(Use additional pages, as appropriate.)

Project Performance and Accountability			
Scope of Work (see Project Design – Narrative)	Tasks (see Project Design – Narrative)	Deliverables	Due Date

Project Performance and Accountability			
Scope of Work (see Project Design – Narrative)	Tasks (see Project Design – Narrative)	Deliverables	Due Date

Formal Third-Party Evaluation

If a FORMAL THIRD-PARTY EVALUATION is required or proposed for this project the following information must be provided. (Note: 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 DOE).

(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.

(1) Scope of Evaluation and Brief Description		
<ul style="list-style-type: none"> ▪ All Aspects of Project ▪ Compliance Review ▪ Formative Evaluation 	<ul style="list-style-type: none"> ▪ Outcome Assessment ▪ Process Review 	<ul style="list-style-type: none"> ▪ 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.

(2) Type of Entity Conducting Evaluation		
<ul style="list-style-type: none"> ▪ Board/Commission/Task Force ▪ Consultant Firm ▪ DOE Funded Project 	<ul style="list-style-type: none"> ▪ Governmental Agency ▪ Independent Entity Selected by Project ▪ Individual Consultant 	<ul style="list-style-type: none"> ▪ 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.

FORMAL THIRD-PARTY EVALUATION FORM (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 DOE.)

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

ATTACHMENT A

High Need LEAs	Enrollment	Poverty	Percent
Alachua	30,157	7,847	26.02%
Baker	4,967	1,203	24.22%
Bay	25,822	6,326	24.50%
Bradford	3,792	1,198	31.59%
Brevard	76,636	16,380	21.37%
Broward	284,069	56,476	19.88%
Calhoun	2,226	639	28.71%
Charlotte	16,366	3,716	22.71%
Citrus	15,478	4,506	29.11%
Collier	45,380	10,776	23.75%
Columbia	10,513	3,292	31.31%
Dade	385,712	112,616	29.20%
DeSoto	5,250	2,276	43.35%
Dixie	2,189	815	37.23%
Duval	140,768	35,645	25.32%
Escambia	44,319	11,686	26.37%
Flagler	13,898	3,249	23.38%
Franklin	1,356	454	33.48%
Gadsden	7,614	2,902	38.11%
Gilchrist	2,579	711	27.57%
Glades	1,732	539	31.12%
Gulf	1,776	501	28.21%
Hamilton	1,959	717	36.60%
Hardee	5,265	1,973	37.47%
Hendry	7,401	2,908	39.29%
Hernando	24,778	6,591	26.60%
Highlands	12,695	4,563	35.94%

Hillsborough	211,264	52,911	25.04%
Holmes	2,931	983	33.54%
Indian River	18,881	3,979	21.07%
Jackson	6,705	1,768	26.37%
Jefferson	1,841	550	29.88%
Lafayette	1,291	367	28.43%
Lake	44,834	10,297	22.97%
Lee	89,043	22,307	25.05%
Levy	5,925	2,014	33.99%
Liberty	1,230	360	29.27%
Madison	2,666	930	34.88%
Manatee	47,852	10,363	21.66%
Marion	45,418	14,172	31.20%
Martin	19,178	4,080	21.27%
Monroe	7,685	1,562	20.33%
Okeechobee	6,425	2,242	34.89%
Orange	198,968	52,198	26.23%
Osceola	53,780	14,118	26.25%
Palm Beach	199,150	41,374	20.78%
Pinellas	115,036	22,567	19.62%
Polk	101,436	26,816	26.44%
Putnam	11,379	4,658	40.94%
St. Lucie	44,680	11,708	26.20%
Seminole	70,985	11,057	15.58%
Sumter	6,020	1,958	32.52%
Suwannee	6,659	2,603	39.09%
Taylor	2,956	942	31.87%
Union	2,058	500	24.30%
Volusia	65,789	19,435	29.54%

Wakulla	4,931	1,034	20.97%
Walton	8,173	2,181	26.69%
Washington	3,775	1,155	30.60%
Federal regulations define a high-need LEA as having over 20% or 10,000 in poverty status, based on the most recent census data.			

ATTACHMENT B

Goal	Task	Deliverable	Timeline	Budget
Assuring K-5 pre-service teachers have deeper content knowledge in mathematics, science, social studies and English language arts.	Revise curriculum requirements for pre-service to mandate upper division electives in math, English, science and social studies	15-16 catalog reflects changes to course requirements for elementary Ed degree	Aug-Mar	part of program coordinator's salary
	Hire affiliate or adjunct faculty from arts and sciences as education faculty	Faculty for 15-16 content courses are identified and in place	Jan-May	Stipends
	Assure program alignment with UCC	Revised matrix based on UCC (if necessary)	Aug-Jan	
Improving and/or enhancing pre-service teachers culminating field experiences by	Identification of high performing elementary teachers in partner LEA(s) in consultation with district	List provided to DOE of at least 100 cooperating teachers who will be trained in high leverage instructional and coaching practices, including Fast Start or equivalent skills	Aug/Sept	Field experience coordinator salary and stipends for district coordinators and contacts
	Identification of partner non-profit to provide instructional leadership skill development	3-yr contract with partner to provide initial training and ongoing support	Aug/Sept	
	Training cooperating and supervising teachers in instructional leadership skills	All supervising and cooperating teachers are "certified" coaches by partner organization and clinical educator trained by district/state	Nov-Mar	contract amount with approved non-profit partner clinical educator training stipends, materials
	Cooperating and supervising teachers/faculty practice new skills to support field experience teachers during second semester (spring) field experiences	Document the positive impact of supervision and feedback (by both cooperating teacher and supervising faculty) on the instructional practice of the	Jan-May	stipend for cooperating teachers

		field experience student AND Pre-service teachers are proficient in fast start skills		
	Development of a student growth model to measure pre-service educators' impact on student learning	Student growth model	Aug-Oct	
	Use of approved student growth model as "field test" growth for candidates to document impact on student learning	Student growth rating for each pre-service educator	Jan-May	As negotiated
	Adoption of and initial use of state-approved educator evaluation rubric	Report on pre-service educators' ratings on district educator evaluation rubric	Aug-May	Costs associated with training or contracting with entity to evaluate educators based on the district- and state-approved educator evaluation rubric
Strengthening partnerships with cooperating school districts	Convene representative stakeholders (IHE, LEA, partner, etc.) as steering committee to plan, implement, monitor and assess project goals including curricular re-design, student teaching enhancements, etc.	Documentation, including agendas and action steps, of monthly steering committee meeting	Ongoing	
	Partnership with LEA(s) to improve or enhance culminating field experiences	MOU with partner LEA(s) agreeing to start field experiences before start of school year, use district-approved educator evaluation system, train a minimum of 100 cooperating		

		teachers in instructional leadership skills and pay those teachers for their training and their supervision of pre-service educators, etc.		
Studying and reporting the impact of changes in a way that meets a standard of experimental design.		Annual report on lessons learned and best practices; report on how program compares to state averages against six statutory performance metrics		