



FLORIDA DEPARTMENT OF EDUCATION Request for Proposal (RFP Discretionary)

Bureau/Office

Division of Public Schools, Bureau of Exceptional Education and Student Services (BEES)

Program Name (Discretionary Project)

Auditory Oral Education Grant

Specific Funding Authority(ies)

- 2016 General Appropriations Act [GAA] (Line Item 112, Special Categories, Grants and Aids, Exceptional Education, from General Revenue [GR] Fund);
- Catalog of State Financial Assistance (CSFA) #48.065
(<http://www.myfloridacfo.com/aadir/docs/CSFACodesTable12-14-11.pdf>)

Funding Purpose/Priorities

This discretionary project will facilitate the provision of appropriate services for students who meet eligibility for programs for students who are deaf/hard-of-hearing (Rule 6A-6.03013, Florida Administrative Code (F.A.C.) or programs for students who are dual sensory impaired (Rule 6A-6.03022, F.A.C.).

Funds provided in Specific Appropriation 112 for Auditory-Oral Education Grants shall only be awarded to Florida public or private nonprofit school programs serving deaf children in multiple counties, from birth to age seven, including rural and underserved areas. These schools must solely offer auditory-oral education programs, as defined in section 1002.391, Florida Statutes, and have a supervisor and faculty members who are credentialed as Certified Listening and Spoken Language Specialists.

The amount of the grants shall be based on the specific needs of each eligible student. Each eligible school that has insufficient public funds to provide the educational and related services specified in the Individual Educational Plan (IEP) or Individual Family Service Plan (IFSP) of eligible students, aged birth to seven years, may submit grant applications to the Florida Department of Education (FDOE). Applications must include an itemized list of total costs, the amount of public funds available for those students without the grant, and the additional amount needed for the services identified in each student's respective IEP or IFSP. The department shall develop an appropriate application, provide instructions and administer this grant program to ensure minimum delay in providing the IEP or IFSP services for all eligible students. Each school shall be accountable for assuring that the public funds received are expended only for services for the eligible student as described in the application and shall provide a report documenting expenditures for the 2016-2017 fiscal year to the FDOE by September 30, 2017.

Total Funding Amount

GAA/GR - \$750,000

Type of Award

Discretionary Competitive

Budget and Program Performance Period (12 months)

July 1, 2016 – June 30, 2017

Target Population

Exceptional students, age birth to seven years, who meet the eligibility for programs for students who are deaf/hard-of-hearing or programs for students who are dual sensory impaired, and have a current IEP or IFSP.

Eligible Applicant(s)

Florida public or private nonprofit school programs serving deaf children in multiple counties, from birth to age seven, including rural and underserved areas.

- These schools must solely offer auditory-oral education programs, as defined in section 1002.391, Florida Statutes.
- These schools must have a supervisor and faculty members who are credentialed as Certified Listening and Spoken Language Specialists.

Notice of Intent-to-Apply

The due date to notify the contact person FDOE of intent-to-apply is **May 23, 2016**. The application may send the notification by email to annette.oliver@fldoe.org and include the following in the intent-to-apply message:

- Name of Agency
- Contact Person (Name, Email Address, Telephone Number)

Providing the intent-to-apply is not required for an application to be considered. Conversely, eligible organizations which file an intent-to-apply are not required to apply.

Application Due Date

Friday, June 10, 2016

The due date refers to the date of receipt of the application in the Florida Department of Education (FDOE), Office of Grants Management (OGM). Facsimile and email submissions are not acceptable.

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

Matching Requirement

NONE

Contact Persons

BEESS, 850-245-0475

<http://www.fldoe.org/academics/exceptional-student-edu>

- Annette Oliver, Educational Program Director, annette.oliver@fldoe.org
- Cyrilla Hackley, Project Manager, cyrilla.hackley@fldoe.org
- Victoria Gaitanis, Project Liaison, victoria.gaitanis@fldoe.org

OGM, 850-245-0496

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/>

- Sue Wilkinson, Director, sue.wilkinson@fldoe.org

Assurances

FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- Chapter 2, Code of Federal Regulations (CFR) 200, Uniform Grant Guidance requiring agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (ED);
- 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 FDOE, Bureau of the Comptroller (<http://www.fldoe.org/finance/comptroller/>), a signed statement by the agency head certifying the applicant's adherence to these **General Assurances for Participation in State and Federal Programs**. The complete text may be found in Section D of the **FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book)**, at <http://www.fldoe.org/grants/greenbook/>.

- **School Districts, Community (State) Colleges, Universities and State Agencies**
The certification of adherence, currently on file with the FDOE's Bureau of the Comptroller, 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 of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Additional Assurances for All BEESS Discretionary Projects – These assurances will be part of the approved agreement (award). A copy is provided in the Appendix of this RFP.

Risk Analysis

Every fiscal agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required and approval must be obtained from FDOE prior to a project award being issued.

- **School Districts, State Colleges, State Universities and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/dae610.xls>.
- **Governmental and Non-Governmental Entities** must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/dae620.xls>

- The **Grants Fiscal Management Training and Assessment** must be completed annually by the agency head and/or the agency's financial manager/chief financial officer within 60 days of the date of execution (Block 12 on the DOE 200, Project Award Notification). Training and assessment information can be found at: <https://app1.fldoe.org/grants/trainingMaterials/Default.aspx>. Enter your email address and follow the steps. Non-participation in the training program may result in termination of payment(s) until training has been completed.

Funding Method

Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, at least 90% of amount advanced **must** be reported on the DOE 399 and supported by appropriate documents.

Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and local educational agencies (LEAs) made in accordance within the authority of the General Appropriations Act. Disbursements **must** be documented and reported to DOE 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 DOE financial report.

Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to: payroll records; contracts; invoices with check numbers verifying payment and/or bank statements; time and effort logs for staff; and salary/benefits schedules for staff. Upon request by the FDOE, any or all of these items must be available.

Fiscal Requirements

- All accounts, records and other supporting documentation pertaining to costs incurred shall be **maintained for five years**. Supporting documentation for expenditures (see examples above) is required for all funding methods.
- All funded programs and any subsequent amendments are subject to the procedures outlined in the **FDOE Green Book**:
 - Section A – Project Applications
 - Section B – Project Amendments
 - Section C – Fiscal and Program Accountability
 - Section D – General Assurances, Terms and Conditions for Participation in Federal and State Programs
- Discretionary project funds may not be used to supplant existing programs or funding.
- The applicant must complete a Budget Narrative Form, DOE 101S.
 - Budget pages must be completed to provide sufficient information to enable the FDOE reviewers to understand the nature of and the reason for the line item cost.
 - Budgeted line items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.
 - The applicant must provide any instructions regarding the completion of the DOE 101S that might be unique to the program.
- **Deliverables** must be completed and submitted with the discretionary project application and must identify the proposed budget for each product, training, or service delivery; the cost per unit; and the quarters in which the deliverable units will be completed.
- The discretionary project must retain all appropriate time-distribution records that substantiate an equitable distribution of time and effort by fund source. Employees working under multiple grant programs must maintain time and effort reports reflecting after-the-fact distribution of actual activities at least monthly, to coincide with pay periods. Employees working under one grant program must certify semi-annually that they worked solely on the program for the period covered by the certification.

Financial Consequences

At least four weeks prior to the end of any quarter during the award period, the discretionary project must contact the BEESS project liaison in writing to discuss changing or delaying meeting a specific performance target/unit for a deliverable. A justification for this request must be provided to the project liaison.

The BEESS project liaison shall review the progress made on the deliverables approved in the agreement (award). In the event the project liaison determines that changes must be made to one or more deliverables on the Schedule of Deliverables (SOD) document, the discretionary project will be instructed to complete and submit a program amendment request to the FDOE Office of Grants Management.

Changes to deliverables must be requested in writing, via a program amendment request, prior to the end of the quarter in which the deliverable units are to be completed.

Changes to a deliverable could include one or more of these areas on the SOD:

- Type
- Title/Description
- BEESS Strategic Plan
- Indicators
- Source Documentation Maintained by the Project to Support the Deliverable
- Funding Source
- Total Budget for Deliverable
- Performance Requirements: Grant Year Total Deliverable Units
- Cost Per Unit
- Performance Targets/Deliverable Units to be Completed per Quarter

Changes to a deliverable could also result in the need for a budget amendment request.

- Reference: Green Book, Section B – Project Amendments)
- Amendment request forms may be obtained at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.stml>.

In the event that performance targets/deliverable units are not met within the quarter in which they are scheduled, and the discretionary project fails to submit an amendment request, as stated above, the Department may deem it necessary to notify the fiscal agency head, in writing.

Failure to complete or achieve performance targets for a deliverable will result in payment reduction in accordance with the cost per unit of deliverables, as stated in the agreement (award).

Allowable and Unallowable Expenses

- Program funds must be used solely for activities and deliverables that directly support the accomplishment of the program purposes, priorities and expected outcomes during the program award period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.
- Allowable expenditures may include the costs associated with employing appropriate staff for administering the discretionary project, office materials and supplies and all other relevant costs associated with the administration of this project, including travel reimbursement, meeting room rentals, consultant fees, printing, and conference registration and fees, as approved by FDOE.
- Unallowable expenses include the following:
 - Advertisement

- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences and wiring)
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Decorations
- Dues to organizations, federations or societies for personal benefit
- End-of-year celebrations, parties or socials
- Entertainment (A field trip without the approved academic support will be considered entertainment.)
- Game systems and game cartridges (e.g., Wii, Nintendo and PlayStation)
- Gift cards
- Incentives (e.g., plaques, trophies, stickers, t-shirts and give-a-ways)
- Kitchen appliances (e.g., refrigerators, microwaves, stoves and tabletop burners)
- Land acquisition
- Meals, refreshments or snacks
- Overnight field trips (e.g., retreats and lock-ins)
- Pre-award costs
- Purchase of facilities or vehicles (e.g., buildings, buses, vans and cars)
- Tuition
- The above is not an all-inclusive list of unallowable items. Subrecipients should contact their BEESS project liaison with questions regarding allowable costs. Prior written approval must be obtained from BEESS for the purchase of any furniture or equipment using discretionary project funds.
- Promotional or marketing items (e.g., flags, banners, t-shirts and pencils) and materials not directly related to the support of and implementation of this project are **unallowable**.
- **Reference Guide for State Expenditures**, http://www.myfloridacfo.com/aadir/reference_guide/

Equipment Purchases

- Any equipment purchased under this program must follow the **Reference Guide for State Expenditures**, http://www.myfloridacfo.com/aadir/reference_guide/.
- A physical inventory of the property must be taken and the results reconciled with the property records **at least once every fiscal year** in accordance with Rule 69I-72.006, Florida Administrative Code (F.A.C.). [<https://www.flrules.org/gateway/ruleNo.asp?id=69I-72.006>].
- **Upon request, the inventory must be provided to BEESS.**
- The purchase of the following types of devices and services require prior approval from BEESS: tablets and portable media players (e.g., iPads and iPods), air cards, Internet connectivity services, personal digital assistants (e.g., Blackberries) and cell phones. This includes the cost to support such devices. The justification for these kinds of devices and a detailed description must be included in the budget narrative. The justification must also include an explanation of why the device is necessary and the cost efficiency, if applicable (e.g., the reason the iPad is necessary instead of a laptop computer or a cell phone is necessary instead of a landline telephone).

Out-of-State Travel

- Prior approval must be obtained from BEESS for any out-of-state travel conducted by discretionary project staff or district staff who are subcontractors through the project. Proposed travel should be included in the discretionary project's budget identifying the conference or meeting, location of the meeting or conference, date of the meeting or conference, number of travelers and their roles and responsibilities with the discretionary project.
- Each budgeted out-of-state conference or meeting must be on a separate budget line item.
- Approval by BEESS for budgeted travel is contingent upon whether the justification for travel is relevant to the purpose of the project and supports the delivery of professional development or

participation in national meetings sponsored or co-sponsored by the Office of Special Education Programs or its affiliated technical assistance networks.

- For each out-of-state meeting or conference, the discretionary project must provide the approved FDOE, school district or university travel authorization form and approved travel reimbursement form to the BEESS project liaison following the completion of travel, as requested.
- Discretionary project funds cannot be used for any out-of-state travel conducted by school district staff who are not employed by the discretionary project, unless approved by BEESS.
- Out-of-state travel to a specific meeting or conference that is not submitted in the initial project application budget and narrative must be submitted to and approved by BEESS prior to travel. If the approved project application did not include an out-of-state travel line item, a budget amendment will also be required.

Administrative Costs including Indirect Costs

Chapter 1010.06 F.S., **Indirect cost limitation** – State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

State of Florida, Executive Order 11-116

<http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>

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 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.

Scope of Work/Narrative Components

Chapter 215, F.S., Financial Matters: General Provisions

215.971 Agreements funded with federal or state assistance.—

- (1) An agency agreement that provides state financial assistance to a recipient or subrecipient, as those terms are defined in s. [215.97](#), or that provides federal financial assistance to a subrecipient, as defined by applicable United States Office of Management and Budget circulars, must include all of the following:
- (a) A provision specifying a scope of work that clearly establishes the tasks that the recipient or subrecipient is required to perform.
 - (b) A provision dividing the agreement into quantifiable units of deliverables that must be received and accepted in writing by the agency before payment. Each deliverable must be directly related to the scope of work and specify the required minimum level of service to be performed and the criteria for evaluating the successful completion of each deliverable.
 - (c) A provision specifying the financial consequences that apply if the recipient or subrecipient fails to perform the minimum level of service required by the agreement. The provision can be excluded from the agreement only if financial consequences are prohibited by the federal agency awarding the grant. Funds refunded to a state agency from a recipient or subrecipient for failure to perform as required under the agreement may be expended only in direct support of the program from which the agreement originated.

- (d) A provision specifying that a recipient or subrecipient of federal or state financial assistance may expend funds only for allowable costs resulting from obligations incurred during the specified agreement period.
- (e) A provision specifying that any balance of unobligated funds which has been advanced or paid must be refunded to the state agency.
- (f) A provision specifying that any funds paid in excess of the amount to which the recipient or subrecipient is entitled under the terms and conditions of the agreement must be refunded to the state agency.
- (g) Any additional information required pursuant to s. 215.97, F.S.

Deliverables – BEESS defines deliverables to include product, training and service delivery. Deliverables must be directly related or linked to the specific task, activity or service outlined in the Scope of Work; identify the minimum level of service to be performed; and be quantifiable, measurable and verifiable.

- **Product** refers to the tangible resources a discretionary project develops or revises for targeted recipients. It provides analysis, information or instruction to support effective practices, programs and services.

There are three types of products:

- **Analytical** – supports the collection, storage or analysis of information (e.g., needs assessment and evaluation instruments, databases and surveys).
- **Informational** – disseminates material regarding effective practices, programs and services (e.g., announcements, books, brochures, displays, exhibits, flyers, handouts, audio/visual media, newsletters, papers, posters, reports and websites).
- **Instructional** – provides or supports instruction (e.g., curriculum and instructional materials, training materials and training manuals).

- **Training** is an activity that a discretionary project implements to provide awareness, knowledge or skills that meet the needs of recipients, and supports effective practices, programs and services. There are three training categories: presentation at a training event, facilitation of a training event and provision of training. Only one category can be selected for the same training event.
 - **Presentation** – presenting information (such as at a conference) that promotes awareness or provides an overview or detailed information about effective practices, programs and services. Specific audience data is not required.
 - **Facilitation** – planning, organizing, and coordinating the implementation of a formal event (such as a training event or a conference) where individuals and groups gather to share or observe presentations that support effective practices, programs and services. The discretionary project is responsible for collecting registration data and reporting audience data into the PTS.
 - **Provision of a Training** – planning, organizing, coordinating and presenting information or providing in-depth instruction where recipients gain, strengthen or maintain competencies that support effective practices, programs and services. Provision includes both facilitation and presentation at the event, as well as, collecting registration data and entering audience data in the PTS.
- **Service delivery** is specific assistance that addresses the needs of targeted participants or recipients. There are three service delivery reporting categories: direct, indirect and leadership activities.
 - **Direct** – provision of service directly to children, students or adults with disabilities. Examples include developmental screenings, orientation and mobility evaluations or functional behavioral assessments.

- **Indirect** – provision of service to intermediaries (e.g., parents, families, teachers, schools and programs) that currently or will provide service directly to children, students or adults with disabilities. Examples include assistance, coaching and mentoring, consultation or support to parents, families, teachers or school administrators.
- **Leadership Activities** – participation in BEESS on-site monitoring and assistance visits, meetings and conferences with the FDOE, school districts, agencies and other constituents to support the development and implementation of quality instruction, interventions and supports for students with disabilities. Examples may include facilitation of statewide workgroups, participation in monitoring and assistance visits to school districts and participation in the BEESS Strategic Plan meetings.

Method of Answering Frequently Asked Questions or Providing Changes

All Frequently Asked Questions will be posted on the Program Office website at:

Email questions to Annette Oliver at annette.oliver@fldoe.org.

The last date that questions will be accepted for web posting is **June 1, 2016**.

Reporting Outcomes and Requirements

- BEESS and the discretionary project will ensure proper accountability and compliance with applicable state and federal requirements.
- The discretionary project is expected to achieve the performance targets for each category of deliverables with performance based on completion of deliverables as documented in the BEESS Project Tracking System (PTS).
- The discretionary project is required to update their performance in the PTS on or before the 15th day following the end of each project quarterly period, or the next business day, if the 15th day is on the weekend or a state holiday.
- The BEESS project liaison will track the discretionary project's performance, based on the information provided and the stated criteria for successful performance.
- For discretionary projects funded via Cash Advance, the BEESS project liaison and project manager will verify, on a quarterly basis, that the project's activities and deliverables are progressing in a satisfactory manner, consistent with the scope of work, project narrative and performance expectations.
- For discretionary projects funded through reimbursement, the BEESS project liaison and project manager 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 targets.
- Verification of the receipt of required deliverables will be provided by BEESS to FDOE Bureau of the Comptroller, as requested, and prior to payment, as required by:
 - Section 215.971, F.S., Agreements Funded with Federal or State Assistance <http://m.flsenate.gov/laws/statutes/2014/215.971>; and
 - Section 287.057, Procurement of commodities or contractual services <http://m.flsenate.gov/Statutes/287.057>.

Conditions for Acceptance

Application documents not received in the manner outlined below may not be considered for review.

- 1) All required application documents are to be received by hard copy by OGM within the timeframe specified in the **application due date** section of the RFA. Documents will not be accepted by facsimile or email.

- DOE 100, Project Application (with original signature)
 - DOE 101S, Budget Narrative Form(s)
 - Any documents that are unique to the discretionary project
- 2) Include the assigned tracking applications (TAPS) number [17C060] on all required forms.
 - 3) Original signatures by an authorized entity on all required forms.

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100 when the application is submitted.

- 4) Submit all required application documents to:
Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Florida Department of Education
Auditory-Oral Education Grant Application
NARRATIVE COMPONENTS AND SCORING CRITERIA

The applicant must use the Narrative Components and the Schedule of Deliverables pages to submit the required components. Additional instructions for submission of other documents are included in the instructions for each section below.

A Microsoft Word copy of this RFP will be provided to each applicant.

The **Instructions** in each component describe the information that the applicant **must** include in each Program Narrative or Budget Component.

There is an “**Applicant’s Response**” space below the instructions for each component of the application. The applicant must respond in this space, or as instructed for each component.

Scoring Criteria:

- The standard Scoring Criteria for applications are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.
- Fixed Requirement – This is required application information, but no points are allotted.

Name of Applicant (Fiscal Agency):

Address:

Contact Person:

Email Address:

Telephone Number:

Select One:

- Florida Public School Program
- Florida Private Nonprofit School Program

Does this school program solely offer auditory-oral education programs, as defined in section 1002.391, F.S.? Select one:

- Yes
- No

Name and current position of supervisor and faculty members who are currently credentialed as Certified Listening and Spoken Language Specialists at this school program:

- 1.
- 2.

SCOPE OF WORK

1. Project Abstract or Summary

15 Points

Instructions: The applicant must describe the key elements and primary focus of the project.

The following must be included in this description:

- How does this school facilitate the provision of appropriate services for students who meet eligibility for programs for students who are deaf/hard-of-hearing in accordance with Rule 6A-6.03013, F.A.C.?
- How does this school provide services for deaf children in multiple counties, from birth to age seven, including rural and underserved areas?
- The applicant must provide the number of deaf students currently served, the counties in which they reside and their ages.

Response limit: 64,000 characters or about 12,800 words.

Applicant's Response:

2. Established Need

10 points

Instructions: The applicant must identify the state, regional or school district needs based on analysis of the baseline data.

The applicant must show evidence of input from the exceptional student education (ESE) directors to ensure that the needs of students with disabilities in their school districts are addressed. There may be differences based on the regions or areas served.

Response limit: 64,000 characters or about 12,800 words.

Applicant's Response:

3. Description of Alternate Methods for Trainings/Meetings

Fixed Requirement

Instructions: The applicant must consider alternate methods of conducting meetings and training events during the 2016-17 award period, in an effort to reduce the number of these events that require out-of-district travel for school district and project staff members. Multiple types of alternate training and meetings methods should be used.

Response limit: 64,000 characters or about 12,800 words.

Applicant's Response:

4. Support of the BEESS Strategic Plan/State Performance Plan (SPP)

5 Points

Instructions: The applicant must describe how specific project activities address the indicators of Florida’s IDEA, Part B, SPP and the BEESS Strategic Plan. This area should be driven by the baseline data and established need.

For each area of the BEESS Strategic Plan target addressed by the applicant:

- Include reference to the measurable target for each indicator (as stated in the BEESS Strategic Plan);
- Describe proposed collaboration activities with other discretionary projects with regard to the SPP indicators and BEESS Strategic Plan;
- Include monitoring and support to school districts; and
- Include how the proposed project would contribute to student outcomes.

Response limit: 64,000 characters or about 12,800 words.

Applicant’s Response:

5. Evaluation Plan

5 Points

Instructions: The applicant must provide a description of the methods that will be used to qualitatively and quantitatively evaluate the products, training and service delivery provided in the Schedule of Deliverables. This area may include surveys, data and annual reports (summaries). If national conferences are included in the application, the applicant must evaluate the value of the conferences to the students in Florida.

This description must address, if applicable, how the applicant will determine whether:

- The recipients implement or use the products, training or service delivery they receive;
- The products, training and service delivery achieve their intended outcomes; and
- The deliverables affect student outcomes.

Response limit: 64,000 characters or about 12,800 words.

Applicant’s Response:

6. Support for FDOE’s Reading/Strategic Imperatives

5 Points

Instructions:

- The applicant must describe how the proposed project will incorporate one or more of the Areas of Focus included in the Florida’s Next Generation PreK-20 Education Strategic Plan (<http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>).

- The applicant must describe how the proposed project will address the FDOE reading and mathematics/science initiatives.

For further guidance, refer to:

- Just Read, Florida!
<http://www.justreadflorida.com>; and
- Mathematics and Science Initiatives and Science, Technology, Engineering and Mathematics (STEM) Program
<http://www.fldoe.org/academics/standards/subject-areas/math-science/index.stml>.

Response limit: 64,000 characters or about 12,800 words.

Applicant's Response:

7. General Education Provisions Act (GEPA)

Fixed Requirement

Instructions: The applicant must provide a concise description of the process to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. For details, refer to:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

Response limit: 64,000 characters or about 12,800 words.

Applicant's Response:

8. Equitable Services

Fixed Requirement

Instructions: In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEA service area. For details, refer to: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Applicants that are not school districts should identify how they work or plan to work with the school districts to ensure that they are sharing discretionary project information during their annual meeting with private schools

Response limit: 64,000 characters or about 12,800 words.

Applicant's Response:

9. Baseline Data

Fixed Requirement

Instructions: The applicant must identify the starting point from which progress will be measured.

This section should include data from FDOE and the school district(s), if available. There should be evidence in the application of input from the ESE directors in the school districts that are served by the discretionary project. In the absence of existing data, initial data collection plans should be provided.

Types of data that may be used include:

- Quantitative data, such as relevant indicator data as reflected in the SPP and Annual Performance Report (APR) or LEA Profiles, information regarding school districts that are targeted or have been determined to have systemic non-compliance, student performance outcome data, school district graduation rates and formal survey results;
- Quantitative data reflecting recent project performance activities, such as the number of people trained by the discretionary project and school or district impact data collected by the project;
- Qualitative data, such as informal needs assessment results, focus group results or case studies; or
- Data specific to the discretionary project (e.g., quarterly census).

Applicant's Response: The applicant must attach information for this component in a separate document when submitting the application to the FDOE's OGM.

Page Limit for Baseline Date: 5 pages; 8 ½ x 11 document; single or double spaced
Charts or tables may be submitted within the document. The document must have the applicant's name and the pages numbered.

10. Project Performance Accountability/Deliverables

30 Points

Each school shall be accountable for assuring that the public funds received are expended only for services for the eligible student as described in the application and shall provide a report documenting expenditures for the 2016-2017 fiscal year to the FDOE on by September 30, 2017.

Instructions: The Schedule of Deliverable document (pages 19-20) has been populated with the deliverable type, title and description, and funding source for two identified Product deliverables.

The applicant will enter other proposed deliverables and provide the following information for each deliverable added to the Schedule of Deliverable:

- **Type and subtype** (as described above)
- **Title and Description**

The title should be clear and concise and reflect the content of the deliverable. The description should summarize the content and objective(s) of the deliverable and detail the applicant's role, intended audience, critical timelines and performance target (minimum number of units). As applicable, a range for performance targets may be identified.

Response limit for each deliverable description: 700 characters or about 100 words.

- **BEES Strategic Plan Area**
Enter the appropriate area(s) from this list:

- Dispute Resolution and Monitoring
 - K-12 Students – Best Practices for Appropriate Evaluation and Identification of Students with Disabilities
 - K-12 Students – Best Practices for Inclusion
 - K-12 Students – Best Practices for Literacy and STEM
 - K-12 Students – Best Practices for Positive Behavior/Student Engagement
 - Parent Involvement and Engagement
 - Prekindergarten
 - Teachers and Leaders
 - Transition/Postsecondary
- **Indicator(s)**
Enter the appropriate area(s) from this list:
 - SPP 1: Graduation Rate
 - SPP 2: Dropout Rate
 - SPP 3: Participation/Performance on Statewide Assessments
 - SPP 4: Discipline Rates
 - SPP 5: Least Restrictive Environment (LRE), Ages 6-21
 - SPP 6: LRE, Ages 3-5
 - SPP 7: Early Childhood Outcomes
 - SPP 8: Parent Involvement
 - SPP 9: Disproportionate Representation in Special Education
 - SPP 10: Disproportionate Representation in Specific Disability Programs
 - SPP 11: 60-Day Timeline
 - SPP 12: Transition from Part C to Part B
 - SPP 13: Secondary Transition (Individual Educational Plan components)
 - SPP 14: Postschool Outcomes
 - Restraint and Seclusion
- **Source documentation maintained by the proposed project to support the deliverable**
Enter the kind of documentation that the applicant will maintain to support each deliverable. (Documentation is also addressed in the “Funding Methods” and “Fiscal Requirements” sections of this RFA.)
- **Funding Source**
The funding source for each deliverable should be entered as State (GR).
- **Total proposed budget for the deliverable**
The applicant must enter the total proposed amount for each deliverable.
- **Performance requirements: grant year proposed total deliverable units**
The applicant must enter the total number of deliverable units to be completed during the award period (for all quarters).
- **Proposed Cost per unit (total budget for the deliverable divided by the total number of deliverable units)**
The applicant must enter the proposed cost for each unit.

- **Proposed Performance targets/deliverable units to be completed for each quarter**
The applicant must enter the units to be completed for each quarter (I, II, III and IV) of the budget and program performance period. This total must be the same total as identified in the “Performance requirements: grant year proposed total deliverable units” above.
-

11. Budget

30 Points

Each school shall be accountable for assuring that the public funds received are expended only for services for the eligible student as described in the application and shall provide a report documenting expenditures for the 2016-2017 fiscal year to the FDOE on by September 30, 2017.

The amount of the grants shall be based on the specific needs of each eligible student. Each eligible school that has insufficient public funds to provide the educational and related services specified in the Individual Educational Plan (IEP) or Individual Family Service Plan (IFSP) of eligible students, aged birth to seven years, may submit grant applications to the Florida Department of Education (FDOE). Applications must include an itemized list of total costs, the amount of public funds available for those students without the grant, and the additional amount needed for the services identified in each student’s respective IEP or IFSP.

Instructions:

1. The applicant must include in a separate document a listing of students and the amount of requested funds based on the specific needs of each eligible student. Include the students by numbers (no names) and current age. If names are needed for verification of any kind during the application review process, BEESS will request this information.
2. The applicant must complete and submit the DOE 101S, Budget Narrative Form with the application packet. This form and the instructions are included in the Appendix of this RFP. Criteria for scoring the budget will be based on the DOE 101S instructions.

Page Limit for Budget: None

Applicant’s Response: The applicant will submit documents per instructions 1 and 2 above.

Florida Department of Education
Auditory-Oral Education Grant

[Enter Name of Applicant/Fiscal Agency]

Products

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/ Deliverable Units to be Completed per Quarter
1.	Analytical	<p>Quarterly Reports Compile, produce and disseminate quarterly reports that include the following:</p> <ul style="list-style-type: none"> a. Data documenting improved auditory skill development of students with hearing loss; b. Data documenting improved receptive and expressive language development of students with hearing loss; c. Data documenting improved developmental and academic skills of students with hearing loss; d. Data documenting the opportunities to increase the knowledge of the families, caregivers, and professionals regarding hearing loss, hearing technology, and listening and spoken language development. 				State (GR/GAA)				
2.	Analytical	<p>Annual Report Compile, produce and disseminate an annual report documenting expenditures for the 2016-17 fiscal year and ensuring that the public funds received are expended only</p>				State (GR/GAA)				

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/ Deliverable Units to be Completed per Quarter
		for services for the eligible students described in the RFP in addition to data on summary performance and educational impact of project on students served in each program. This report should be submitted to FDOE by September 30, 2017.								

Training

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/ Deliverable Units to be Completed per Quarter
1.						State (GR)				
2.						State (GR)				

Service Delivery

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/ Deliverable Units to be Completed per Quarter
1.						State (GR)				
2.						State (GR)				
TOTAL										

APPENDIX

1. Additional Assurances for All BEESS Discretionary Projects
2. Glossary of Acronyms and Abbreviations
3. Tools and Resources
4. Narrative Components and Scoring Criteria Review Document
5. DOE 100A, Project Application Single (Revised July 2015)
 - Instructions for Completion of DOE 100A
6. DOE 101S, Budget Narrative Form for Discretionary Projects > \$35,000
 - Budget Narrative Form Instructions

ADDITIONAL ASSURANCES – All BEESS Discretionary Projects

Assurance is hereby provided that:

- The fiscal agent for this discretionary project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments. The fiscal agent will ensure that activities essential to project effectiveness, including reimbursement of travel expenses for persons from other school districts or 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.
- The discretionary project agrees to collaborate with other entities (i.e., other BEESS discretionary projects, school districts and other agencies or organizations) during the project year under the direction of BEESS staff.
- When assistance is requested by a school district, the discretionary project will give priority to school districts that have been targeted for improvement related to an SPP Indicator, BEESS Strategic Plan or to those school districts that BEESS determined are “in need of assistance or intervention.”
- Fees will not be charged for any service provided under the auspices of the discretionary project without prior written approval from BEESS.
- Products developed for statewide dissemination must be submitted for content and policy review by BEESS prior to their release for reproduction and distribution. This applies to all products **except** those used for awareness (excluding newsletters designed for dissemination on a statewide basis which must be submitted to the project liaison for review), field test or validation purposes. The fiscal agent will ensure that product developers adhere to policies and procedures set forth in the current **Product Guidelines**, available from the BEESS Resource and Information Center (BRIC), at 850-245-0475, or email at bric@fldoe.org.
- Products produced by or developed in connection with BEESS discretionary 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. Prior approval for such products must be obtained by the designated BEESS project liaison and must contain a funding statement acknowledging the use of state or federal funds for development and dissemination. Questions regarding product development, ownership or funding statements should be directed to the BRIC.
- All reasonable precautions to protect personally identifiable student information are taken. Personally identifiable information stored on a database is protected from access by unauthorized persons. Disclosure of any personally identifiable information to a third party without prior written consent of a student’s parent or guardian or the consent of an adult student, as applicable, is prohibited. The discretionary project may disclose personally identifiable information without such consent **only** if ordered to comply with a law or regulation or in response to a search warrant, subpoena or court order. If the discretionary project is legally compelled to disclose personally identifiable information to a third party, the project will attempt to notify the applicable parents or guardians, or adult student, unless doing so would violate the law or court order.
- Discretionary projects with websites will maintain current and updated information specifically related to the project’s primary focus. In accordance with federal and state requirements, websites must comply with Section 508 to ensure accessibility to the public. When referencing information and products that were developed by another BEESS discretionary project or are the primary responsibility of another BEESS discretionary project, the project will link directly to the other project’s website, rather than summarize or excerpt information.
- Discretionary project staff will participate in status updates via telephone, e-mail or face-to-face meeting, as requested by the project liaison. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BEESS PTS. By entering data into this system, the discretionary project director is acknowledging that this data is true and accurate. Data concerning implementation of activities and deliverables may be entered at any time. **However, discretionary projects must enter data into the PTS at least quarterly, by the 15th day following the end of each project quarter, or the next business day if the 15th day is on the weekend or a state holiday.** Questions regarding the PTS should be directed to the BEESS project liaison at 850-245-0475.
- All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation.

Glossary of Acronyms and Abbreviations

The following is a list of acronyms and abbreviations used within this RFP

APR	Annual Performance Report
BEESS	Bureau of Exceptional Education and Student Services
BRIC	BEESS Resource and Information Center
CFR	Code of Federal Regulations
CSFA	Catalog of State Financial Assistance
DOE 100	Project Application (DOE 100A = Project Application Single; DOE 100B = Project Application Multiple)
DOE 101S	Budget Narrative Form for Discretionary Projects of >\$35,000
DOE 200	Project Award Notification
DOE 399	Project Disbursement Report
DOE 610	Risk Analysis (Federal and State Grant Funding, Florida School Districts, State Colleges, State Universities and State Agencies)
DOE 620	Risk Analysis (Federal and State Grant Funding Governmental and Non-Governmental Agencies)
ED	U.S. Department of Education
EDGAR	ED General Administration Regulations
EFT	Electronic funds transfer
ESE	Exceptional student education
F.A.C.	Florida Administrative Code
F.S.	Florida Statutes
FDOE	Florida Department of Education (also seen as DOE or FLDOE)
FLAGS	Florida Grants System
GAA	General Appropriations Act
GEPA	General Education Provisions Act
GR	General Revenue
Green Book	FDOE Project Application and Amendment Procedures for Federal and State Programs
IDEA	Individuals with Disabilities Education Improvement Act of 2004 (also referred to as Individuals with Disabilities Education Act)
IEP	Individual Educational Plan
IFSP	Individual Family Service Plan (IFSP)
LEA	Local educational agency
LRE	Least restrictive environment
OGM	Office of Grants Management
P.L.	Public Law
PPA	Project Performance Accountability
PTS	Project Tracking System
RFA	Request for Proposal
SAF	Substantially approvable form
SOD	Schedule of Deliverables
SPP	State Performance Plan
SPP 1	Graduation Rate
SPP 2	Dropout Rate
SPP 3	Participation/Performance on Statewide Assessments
SPP 4	Discipline Rates
SPP 5	LRE, Ages 6-21
SPP 6	LRE, Ages 3-5
SPP 7	Early Childhood Outcomes

SPP 8	Parent Involvement
SPP 9	Disproportionate Representation in Special Education
SPP 10	Disproportionate Representation in Specific Disability Programs
SPP 11	60-Day Timeline
SPP 12	Transition from Part C to Part B
SPP 13	Secondary Transition (Individual Educational Plan components)
SPP 14	Postschool Outcomes
STEM	Science, Technology, Engineering and Mathematics
TAPS	Tracking applications number

Tools and Resources

- Bureau of Exceptional Education and Student Services (BEESS):
<http://www.fldoe.org/academics/exceptional-student-edu>
 - BEESS Data and Program Evaluation Webpages
 - Databooks; SPP/APR Calculation Guide; SEA and LEA Profiles (2008 – 2015)
<http://www.fldoe.org/academics/exceptional-student-edu/data>
 - BEESS Discretionary Projects List:
<http://www.fldoe.org/academics/exceptional-student-edu/grants-management.stml>
- Catalog of Federal Domestic Assistance (CFDA) - <https://www.cfda.gov/>
- Chapter 215, F.S., Financial Matters: General Provisions - <http://m.flsenate.gov/Statutes/215.97>
- Department of Financial Services, Reference Guide for State Expenditures:
http://www.myfloridacfo.com/Division/AA/Manuals/Auditing/Reference_Guide_For_State_Expenditures.pdf
- Department of Financial Services (DFS), Florida Accountability Contract Tracking System (FACTS):
<http://www.myfloridacfo.com/Division/AA/FACTSReporting/>
- Equitable Services for Private School Participation -
<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>
- FDOE Bureau of the Comptroller - Forms and Instructions
<http://www.fldoe.org/finance/comptroller/forms.stml>
- FDOE Office of Grants Management (OGM) - Forms and Instructions:
<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.stml>
 - Green Book: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>
- Financial and Program Cost Accounting and Reporting for Florida Schools:
<http://www.fldoe.org/fefp/redtoc.asp>; [Red Book 2014]
- General Education Provisions Act - <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
- Inventory of Property: <https://www.flrules.org/gateway/ruleNo.asp?id=69I-72.006>
- Project Tracking System (PTS) - <http://pts.florida-ese.org/index.aspx> (security access required)
- State of Florida Contract and Grant User Guide:
<http://www.myfloridacfo.com/Division/AA/Manuals/default.htm>
- State of Florida, Executive Order 11-116
<http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>
- Uniform Grant Guidance - <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
 - Chief Financial Officers Council (Related technical assistance documents) - <https://cfo.gov/cofar>

**Florida Department of Education
Auditory-Oral Education Grant Application**

Application Review

Applicant:

Date:

Reviewer:

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
1.	The applicant is a: <input type="checkbox"/> Florida Public School Program <input type="checkbox"/> Florida Private Nonprofit School Program		N/A	N/A
2.	The applicant solely offers auditory-oral education programs, as defined in section 1002.391, F.S. <input type="checkbox"/> Yes <input type="checkbox"/> No		N/A	N/A
3.	The applicant provided the name(s) and current position(s) of the supervisor and faculty members who are currently credentialed as Certified Listening and Spoken Language Specialists at this school program. <input type="checkbox"/> Yes <input type="checkbox"/> No		N/A	N/A
Scope of Work (Program Narrative Components)				
4.	Project Abstract or Summary a. The applicant described the key elements and primary focus of the project. b. The following were included in this description: <ul style="list-style-type: none"> • How does this school facilitate the provision of appropriate services for students who meet eligibility for programs for students who are deaf/hard-of-hearing in accordance with Rule 6A-6.03013, F.A.C.? • How does this school provide services for deaf children in multiple counties, from birth to age seven, including rural and underserved areas? • The applicant provided the number of deaf students currently served, the counties in which they reside and their ages. c. The applicant's response is within the 64,000 characters or about 12,800 word limits.		15	
5.	Established Need a. The applicant identified the state, regional or school district needs based on analysis of the baseline data.		10	

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
	<ul style="list-style-type: none"> b. The applicant showed evidence of input from the exceptional student education (ESE) directors to ensure that the needs of students with disabilities in their school districts are addressed. There may be differences based on the regions or areas served. c. The applicant's response is within the 64,000 characters or about 12,800 word limits. 			
6.	<p>Description of Alternate Methods for Trainings/Meetings</p> <ul style="list-style-type: none"> a. The applicant considered alternate methods of conducting meetings and training events during the 2016-17 award period, in an effort to reduce the number of these events that require out-of-district travel for school district and project staff members. b. Multiple types of alternate training and meetings methods were identified to be used. c. The applicant's response is within the 64,000 characters or about 12,800 word limits. 		<p style="text-align: center;">0</p> <p style="text-align: center;">Fixed Requirement</p>	N/A
7.	<p>Support of the BEESS Strategic Plan/State Performance Plan (SPP)</p> <ul style="list-style-type: none"> a. The applicant described how specific project activities address the indicators of Florida's IDEA, Part B, SPP and the BEESS Strategic Plan. b. There is evidence that this area is driven by the baseline data and established need. c. Each area of the BEESS Strategic Plan target addressed by the applicant: <ul style="list-style-type: none"> o Included reference to the measurable target for each indicator (as stated in the BEESS Strategic Plan); o Described proposed collaboration activities with other discretionary projects with regard to the SPP indicators and BEESS Strategic Plan; o Included monitoring and support to school districts; and o Included how the proposed project would contribute to student outcomes. d. The applicant's response is within the 64,000 characters or about 12,800 word limits. 		<p style="text-align: center;">5</p>	
8.	<p>Evaluation Plan</p> <ul style="list-style-type: none"> a. The applicant provided a description of the methods that will be used to qualitatively and quantitatively evaluate the products, training and service delivery provided in the Schedule of Deliverables. b. This area included surveys, data and annual reports (summaries). If national conferences are included in the application, the applicant provided how the value of the conferences will be evaluated for the students in Florida. c. The description addressed, if applicable, how the applicant will determine whether: 		<p style="text-align: center;">5</p>	

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
	<ul style="list-style-type: none"> • The recipients implement or use the products, training or service delivery they receive; • The products, training and service delivery achieve their intended outcomes; and • The deliverables affect student outcomes. <p>d. The applicant's response is within the 64,000 characters or about 12,800 word limits.</p>			
9.	<p>Support for FDOE's Reading/Strategic Imperatives</p> <p>a. The applicant described how the proposed project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan (http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml).</p> <p>b. The applicant described how the proposed project will address the FDOE reading and mathematics/science initiatives.</p> <p>c. The applicant's response is within the 64,000 characters or about 12,800 word limits.</p>		5	
10.	<p>General Education Provisions Act (GEPA)</p> <p>a. The applicant provided a concise description of the process to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs.</p> <p>b. The applicant's response is within the 64,000 characters or about 12,800 word limits.</p>		0 Fixed Requirement	N/A
11.	<p>Equitable Services</p> <p>a. In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant provided a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEA service area.</p> <p>b. Applicant is not a school district – The applicant identified how they work or plan to work with the school districts to ensure that they are sharing discretionary project information during their annual meeting with private schools.</p> <p>c. The applicant's response is within the 64,000 characters or about 12,800 word limits.</p>		0 Fixed Requirement	N/A
12.	<p>Baseline Data</p> <p>a. The applicant identified the starting point from which progress will be measured.</p> <p>b. This section included data from FDOE and the school district(s), if available.</p> <p>c. There is evidence in the application of input from the ESE directors in the school districts that are served by the discretionary project.</p> <p>d. In the absence of existing data, initial data collection plans were provided.</p>		0 Fixed Requirement	N/A

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
	<p>e. Types of data used included:</p> <ul style="list-style-type: none"> • Quantitative data, such as relevant indicator data as reflected in the SPP and Annual Performance Report (APR) or LEA Profiles, information regarding school districts that are targeted or have been determined to have systemic non-compliance, student performance outcome data, school district graduation rates and formal survey results; • Quantitative data reflecting recent project performance activities, such as the number of people trained by the discretionary project and school or district impact data collected by the project; • Qualitative data, such as informal needs assessment results, focus group results or case studies; or • Data specific to the discretionary project (e.g., quarterly census). <p>f. The applicant attached information for this component in a separate document with the application. The applicant's response is no more than 5 pages of an 8 1/2 x 11 document, and is single or double-spaced. Charts or tables were submitted within the document. The document contained the applicant's name and the pages were numbered.</p>			
13.	<p>Project Performance Accountability/Deliverables</p> <p>a. The following information is included for each deliverable on the applicant's Schedule of Deliverables:</p> <ul style="list-style-type: none"> – Type and subtype – Title and Description The title is clear and concise and reflects the content of the deliverable. The description summarizes the content and objective(s) of the deliverable and detail the applicant's role, intended audience, critical timelines and performance target (minimum number of units). As applicable, a range for performance targets is identified. <p>For each deliverable, the response is a maximum of 700 characters or 100 words.</p> <ul style="list-style-type: none"> – BEES Strategic Plan Area The appropriate area(s) from this list: <ul style="list-style-type: none"> ○ Dispute Resolution and Monitoring ○ K-12 Students – Best Practices for Appropriate Evaluation and Identification of Students with Disabilities ○ K-12 Students – Best Practices for Inclusion 		30	

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
	<ul style="list-style-type: none"> ○ K-12 Students – Best Practices for Literacy and STEM ○ K-12 Students – Best Practices for Positive Behavior/Student Engagement ○ Parent Involvement and Engagement ○ Prekindergarten ○ Teachers and Leaders ○ Transition/Postsecondary <p>– Indicator(s) The appropriate area(s) from this list:</p> <ul style="list-style-type: none"> ○ SPP 1: Graduation Rate ○ SPP 2: Dropout Rate ○ SPP 3: Participation/Performance on Statewide Assessments ○ SPP 4: Discipline Rates ○ SPP 5: Least Restrictive Environment (LRE), Ages 6-21 ○ SPP 6: LRE, Ages 3-5 ○ SPP 7: Early Childhood Outcomes ○ SPP 8: Parent Involvement ○ SPP 9: Disproportionate Representation in Special Education ○ SPP 10: Disproportionate Representation in Specific Disability Programs ○ SPP 11: 60-Day Timeline ○ SPP 12: Transition from Part C to Part B ○ SPP 13: Secondary Transition (Individual Educational Plan components) ○ SPP 14: Postschool Outcomes ○ Restraint and Seclusion <p>– Source documentation maintained by the proposed project to support the deliverable The kind of documentation that the applicant will maintain to support each deliverable. (Documentation is also addressed in the “Funding Methods” and “Fiscal Requirements” sections of this RFA.)</p> <p>– Funding Source The funding source for each deliverable is entered as State (GR).</p> <p>– Total proposed budget for the deliverable The applicant entered the total proposed amount for each deliverable.</p> <p>– Performance requirements: grant year proposed total deliverable units The applicant entered the total number of deliverable units to be completed during the award period (for all quarters).</p> <p>– Proposed Cost per unit (total budget for the deliverable divided by the total number of deliverable units)</p>			

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
	<p>The applicant entered the proposed cost for each unit.</p> <ul style="list-style-type: none"> - Proposed Performance targets/deliverable units to be completed for each quarter <p>The applicant entered the units to be completed for each quarter (I, II, III and IV) of the budget and program performance period. The total is the same total as identified in the "Performance requirements: grant year proposed total deliverable units" above.</p> <p>b. Each deliverable is directly related or linked to the specific task, activity or service outlined in the Scope of Work; identify the minimum level of service to be performed; and are quantifiable, measurable and verifiable.</p>			
14.	<p>Budget</p> <p>a. The applicant included a separate document with a listing of students and the amount of requested funds based on the specific needs of each eligible student.</p> <p>b. The students were included by numbers (no names) and current age.</p> <p>c. The applicant completed and submitted the DOE 101S, Budget Narrative Form. The following information is provided in the budget.</p> <ul style="list-style-type: none"> - Name of Eligible Recipient/Fiscal Agent - TAPS Number <p>d. Function Code – For School Districts Only – The Function Code was entered, as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual, which best classifies the overall purpose or objective of the goods or services budgeted</p> <p>e. Object Code – The Object Code which best classifies the goods or services budgeted, was entered.</p> <p>f. School Districts – The applicant used the three-digit Object Code as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual;</p> <p>g. Colleges and Universities – The applicant used the first three digits of the Object Codes listed in the Florida Accounting Information Resource Manual.</p> <p>h. Non-public entities – The applicant used the Object Codes that are used in the respective entity's/agency's chart of accounts.</p> <p>i. Account Title and Narrative – The applicant provided the Account Title that applies to the Object Code listed and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use.</p> <ul style="list-style-type: none"> - Salaries - The applicant described the type(s) of position(s) requested and the major responsibilities/duties of each position(s). The applicant used a 		30	

#	Standard/Criteria	Reviewer's Comments	Possible Points	Points Awarded
	<p>separate line to describe each type of position.</p> <ul style="list-style-type: none"> - Other Personal Services – The applicant described the type of service(s), its purpose or use, 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 – The applicant described the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge. - Contractual Services and/or Inter-agency agreements – The applicant described the services to be rendered and the type of entity or agency (name, if available). - Travel – The applicant described each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. The applicant did not list individual names, but listed individual position(s) when travel funds are being requested to perform necessary activities. - Materials and Supplies – The applicant described the type of item to be purchased and its purpose or use. - Capital Outlay – The applicant described the type of item/equipment to be purchased and its purpose or use. <p>j. FTE - Only applicable for items classified as Salaries and Other Personal Services (Refer to Object Code.) The applicant entered the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.</p> <p>k. Amount – The applicant entered the total amount budgeted for each line item.</p> <p>l. Percent Allocated – For each line item, the applicant entered the appropriate percentage that is allocated or applicable to this project.</p>			
TOTAL			100	

Summary of Review:

Recommended Allocation for this Applicant:

Signature of Reviewer

Date

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: TAPS NUMBER:	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="width: 25%; margin: 0 auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ _____	D) Applicant Contact & Business Information	
		Contact Name: _____ Telephone Numbers: _____ Fiscal Contact Name: _____
		Mailing Address: _____ E-mail Addresses: _____ Physical/Facility Address: _____ DUNS number: _____ FEIN number: _____
CERTIFICATION		
<p>I, _____, (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. 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>		
E) _____ Signature of Agency Head Title Date		



Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number 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 program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- 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 chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:



Budget Narrative Form Instructions

A) Enter Name of Eligible Recipient/Fiscal Agent

B) Enter DOE Assigned Project Number

C) Enter TAPS Number

D) Enter the Total Amount for (5)

(1) Function Code – *For School Districts Only* – Enter the Function Code, as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*, which best classifies the overall purpose or objective of the goods or services budgeted

(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. *School Districts* - Use the three-digit Object Code as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual* ; *Colleges and Universities* - Use the first three digits of the Object Codes listed in the *Florida Accounting Information Resource Manual* ; *Non-public entities* – Use the Object Codes that are used in the respective entity's/agency's chart of accounts.

(3) Account Title and Narrative - Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:

Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

Other Personal Services – Describe the type of service(s), its purpose or use, 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 the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

Contractual Services and/or *Inter-agency agreements* – Describe the services to be rendered and the type of entity or agency (name, if available).

Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- 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.

Materials and Supplies - Describe the type of item to be purchased and its purpose or use.

Capital Outlay - Describe the type of item/equipment to be purchased and its purpose or use.

Indirect Cost - Refer to the *DOE Project Application and Amendment Procedures for Federal and State Programs (Green Book)* for additional guidance regarding indirect cost.

- *School Districts Only* - Provide the percentage rate from the district's Approved Indirect Cost Plan.

- *Colleges and Universities Only* – Provide the percentage rate (maximum of 5%) approved by the DOE.

(4) FTE - (Only applicable for items classified as *Salaries and Other Personal Services (Refer to (2) Object Code.)*) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

(5) Amount - Enter the total amount budgeted for each line item.

(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).

(7) - (9) Allowable, Reasonable and Necessary - DOE USE ONLY.