



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Bureau of Family and Community Outreach

Program Name

Academic Tourney

Specific Funding Authority (ies)

State Specific Appropriation 86 of SB2600

Funding Purpose/Priorities

To improve academic student performance by providing learning opportunities to students and/or teachers.

Type of Award

Discretionary Non-competitive

Total Funding Amount

General Revenue:	\$ 68,510
State Fiscal Stabilization Fund:	\$ 4,282
Total:	\$ 72,792

Budget Period

July 1, 2009 – June 30, 2010

Program Performance Period

July 1, 2009 – June 30, 2010

Target Population

Public elementary, secondary or university laboratory schools

Eligible Applicant(s)

Polk County School District

Application Due Date

As soon as possible

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

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General Assurances

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- 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 Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/doc/gbsectiond.doc>

Program Specific Assurances

In order to receive these funding, applicants must complete to the program specific assurances contained in Attachment I. These assurances must be submitted with the application to receive funding and must bear the original signature of the authorized official (e.g., district superintendent for school districts, agency head for community based organizations).

Private Colleges, Community-based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must submit the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based organizations, and other non-public agencies must also submit copies of the organization's current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. *These items must be submitted prior to the issuance of a project award.*

Funding Method

CARDS - Cash Advance and Reporting of Disbursements System – Web-Based Reporting required monthly to record expenditures.

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.

Fiscal Requirements

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

Please note that applicants must submit a separate DOE 101-R (Budget Narrative Form). Budget proposals must conform to all standard federal and state requirements for expenditure of funds as well as the following guidelines specific to ARRA State Fiscal Stabilization Funds.

Subject to the limited statutory prohibitions described below, section 14003(a) of the ARRA authorizes a Local Education Agency (LEA) to use Education Stabilization funds for any activity that is authorized under the following Federal education acts:

- The Elementary and Secondary Education Act of 1965 (ESEA);
- The Individuals with Disabilities Education Act (IDEA);
- The Adult Education and Family Literacy Act (AEFLA); or
- The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act).

Additional Guidance on the use of these funds and other related matters can be found in the US Department of Education Guidance document at <http://www.ed.gov/programs/statestabilization/applicant.html>.

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.

Examples of Non-allowable Expenditures:

- **Indirect cost**
- **Pre-Award Costs:** *Pre-award costs may not be charged against the project. Funds can be used only for activities conducted and costs incurred after the start date of the project.*
- **Entertainment, Refreshments, Snacks:** *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures.*
- **Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.**
- **Incentives** (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- **Promotional or Marketing Items** (e.g., flags, banners)
- **Decorative Items**
- **Purchase of Facilities or vehicles** (e.g., Buses, Vans, or Cars)
- **Land acquisition**
- **Furniture**
- **Capital Improvements, Permanent Renovations**
- **Supplanting federal, state, or local funds** (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- **Direct charges for items/services that the indirect cost rate covers**

- **Dues to organizations, federations or societies**
- **Cell Phones**

Section 14003 of the ARRA prohibits an LEA from using Education Stabilization funds for –

- Payment of maintenance costs;
- Stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;
- Purchase or upgrade of vehicles;
- Improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities; or
- School modernization, renovation, or repair that is inconsistent with State law.
- Purchase of computer software.

NOTE: This is not an all-inclusive list of allowable and non-allowable expenditures. If you have any questions, please refer to the Department of Financial Services Reference Guide for State Expenditures at <http://www.fldfs.com/aadir/reference%5Fguide/>.

Prior to submission of invoice for payment, private colleges, community-based organizations, and other agencies are required to attend fiscal management training.

Budget (Grant Narrative, DOE 101 and DOE 101-R)

Complete a set of budget pages that provides sufficient information to enable the reviewers to understand the nature of and the reason for the expenditure. Expenditures must correlate with the narrative portion of the project application that describes the specific activities or tasks to be implemented.

Expenditures **not included** on the approved **DOE101 (General Revenue Funds)** or **DOE 101-R (State Fiscal Stabilization Fund)** will not be approved for reimbursement.

Contracted Services: In accordance with Florida statutes and Federal regulations, applicants must comply with the following procurement requirements:

- Applicants will have policies and procedures in place for procuring contractual services using funds.
- Applicants will ensure that the vendor (i.e., contractor, consultant) is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from transactions with a federal department or agency. Verification may be accomplished through the Excluded Parties List System and one, or both, of the following: (1) collect a certification from the vendor or (2) adding a clause or condition to the contract with the vendor.
- **Excluded Parties List System:** URL: www.epls.gov
- All contracts, regardless of contractual amount, will include a written agreement containing clear and specific language regarding services to be rendered, contract period, method of payment, and sanctions for non-performance.
- Contracts that are paid on a reimbursement basis or fixed rate for a specific period of time (i.e., monthly, quarterly) will require written progress reports to be submitted detailing the activities accomplished for the invoice period.

- Contracts with vendors will be procured in a manner that ensures a fair and reasonable price.
- Contracts exceeding \$25,000 will follow applicable procurement procedures and be competitively bid.
- Competitive contracts that result in fewer than two (2) bids will be supported by a detailed price and cost analysis.
- Non-competitive contracts (i.e., sole source) exceeding \$25,000 will be supported by a detailed price and cost analysis.
- All contract costs will be reasonable, necessary and allowable in accordance with state and federal laws, rules, and regulations.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the Performance Expectation section, pages 9-12.

NARRATIVE SECTION

Project Design-Narrative

The Department of Education is seeking new and innovative ways to dramatically improve student performance. The application must document innovative strategies that will impact overall achievement and serve as a model for potential replication. The application should address the following:

- Improve low performing schools with evidence of unmet needs;
- Improve schools and the academic achievement of students;
- Improve other corollary outcomes such as attendance and behavior; however, not as the primary focus of the project;
- Design school-based strategies; and
- Provide meaningful community and external involvement to support the school(s)' commitment to enable the project to become self-sustaining in the future.

This is the key section of the grant application and should include project need, objectives, activities, services to be delivered, baseline data against which performance will be measured, and the performance expectations/deliverables against which the program will be monitored. Use the guideline below to write the narrative section.

1. Need

- Identify the schools to be served by the project and how funds will impact each site.
- Identify the needs of the targeted group of students, particularly learning needs.

2. Project Design

- Provide your focus and strategy for academic improvement, including instructional activities.
- Provide a timeline for completing goals and major activities.

3. Project Management

- Identify who will manage the project, providing qualifications, tasks and amount of time dedicated to the project.

4. Coordination and Collaboration

- Describe your plan for internal and external collaboration and how community involvement will help make your project self-sustaining.

5. Evaluation

- Provide your evaluation plan that uses both qualitative and quantitative data.

Support for Reading/Strategic Imperatives

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/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Dissemination Plan

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate/targeted populations (students, parents, and community members) to inform them of the availability of this project.

State Reporting Outcomes

Applicant is required to submit a summary report within a month following each of the competitions/tournaments. This report is to include successes and best practices resulting from this activity.

Federal (ARRA) Reporting Outcomes

As stated in the guiding principle for transparency, reporting, and accountability, the fiscal reporting requirements for these funds go above and beyond routine fiscal reporting procedures. In addition to the monthly aggregate reporting that is reflected in CARDS and on the final Project Expenditure Report (DOE 399), these funds will require **quarterly reporting** of expenditures tied to the assurances, principles, and strategies associated with the ARRA programs. Please note that a unique final Project Expenditure Report format will also be provided. In order to accomplish this requirement, the Department of Education is creating a system for reporting on expenditures to date for each of the proposed expenditures reflected in the approved project budget. This format is identical to the budget narrative form contained in the project application.

Quarterly reporting is required by the US Department of Education. The Florida Department of Education is required to report by the 10th day of each month following the end of the quarter. Therefore, sub-recipients will be required to report to the Department by the 5th day of each month following the end of the quarter. Reporting dates are as follows:

- **October 5, 2009**
- **January 5, 2010**
- **April 5, 2010**
- **July 5, 2010**

Please note that for each year of the Stabilization program, the State must submit to the US Department of Education a report that describes for K-12 programs:

- The uses of funds within the State;
- How the State distributed the funds it received;
- The number of jobs that the Governor estimates were saved or created with the funds;
- Tax increases that the Governor estimates were averted because of the funds;
- The State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and

- reliable assessments for limited English proficient students and children with disabilities;
- A description of each modernization, renovation, and repair project funded, including the amounts awarded and project costs. (See Section 14008 of the ARRA.)

The US Department of Education will also collect in the annual reports detailed data on (1) a State's compliance with the Maintenance of Effort (MOE) requirements, and (2) any construction activities supported with Stabilization funds.

It is expected that project recipients will cooperate by submitting data necessary to submit all such required reports.

Conditions for Acceptance

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

- 1) **Application is received in DOE within the timeframe specified by the RFA**
- 2) **Application includes required forms:**
 - a. **DOE 100-B Project Application-State Fiscal Stabilization Fund**
 - b. **DOE 101-R Budget Narrative Form-State Fiscal Stabilization Fund**
 - c. **Program Specific Assurance (Attachment I)**
 - d. **DOE 100A Project Application Form**
 - e. **DOE 101 - Budget Narrative Form**
 - f. **General Assurance**
- 3) **All required forms must have the assigned TAPS Number included on the form**
- 4) **All required forms must have original signatures by an authorized entity**
- 5) **Application must be submitted to:**

Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 332)
Tallahassee, Florida 32399-0400
- 6) **Submit one original application and one copy**

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.

Method of Review

Representatives of various programs within the Department of Education will complete the review of the application. The application will be reviewed based on the programmatic criteria outlined below. After all program and fiscal criteria have been satisfied, the applicant will receive an award notification.

Project Performance Accountability Information, Instructions, and Forms

**NOTE: The following pages are included in the RFA (DOE 900 D) template.
The forms are to be completed by the applicant. Instructions follow each form. See additional NOTE at bottom of page.**

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

This information will:

- ✓ Provide a centralized capability for retrieving information about various discretionary projects awarded by the Department.
- ✓ Assist policy-makers and managers in monitoring discretionary funds and the impact they are having.
- ✓ Provide baseline information that can be used in assessing the alignment of funding to goals and strategic imperatives and in allocating available funding to priority needs.
- ✓ Facilitate effective project monitoring.

Types of project performance have been organized into four categories. These are:

- ✓ **Deliverables:** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **Training, Technical Assistance, and Dissemination:** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **Student Performance:** Category Includes: Any measure that is specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include pre-k, K-12, and adult learners as well as parents.
- ✓ **Service Delivery:** Category Includes: Delivery of intended services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

For each type of performance for which a project will be held accountable, the applicant must complete the information specified in the attached forms. Use only those forms and types of performance applicable to the project. Instructions are provided for the completion of each form.

NOTE: Selected projects are required to obtain independent, formal, third-party evaluations. Other projects elect to obtain such evaluations. If the proposal or application includes a required or optional third-party evaluation, a form and instructions for describing the proposal evaluation are provided following the Project Performance Accountability pages.

DELIVERABLES FORM

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

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)

APPLICANT INSTRUCTIONS: DELIVERABLES FORM

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

(1) For each deliverable to be completed by the project, enter in Column (1), the name of the deliverable and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the deliverable, including the target audience and should indicate the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Any required reports should also be included in this section.

Announcement Brochure CD Rom Curriculum Database Database Analysis Display DVD Evaluation Instrument Guidelines Instructional Materials	Lesson Plans Manual Needs Assessment Newsletter Policy Paper Poster Public Service Announcement Report Report Format Screening Device Software	Survey Teacher’s Guides Technical Assistance Paper Training Materials – Handout Training Materials – Presentation PowerPoint) Training Modules - Online Video Website Workbook Other
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(2) For each deliverable identified in Column (1), specify all of the proposed standards that should be used to determine whether the deliverable meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Meets technical specifications,” the descriptions should outline the proposed technical standards.

ADA Compliant Appropriate for Duplication Appropriately Organized Attractive Content Accurate Content Complete Design and Content Appropriate to Intended Audience	Format Consistent with Content and Intended Audience Grammatically Correct Includes Copyright and Funding Information Meets technical specifications Peer Review Readability Level is Appropriate to Audience	Review by DOE Staff Review by Other Entity Sufficient Copies Provided Translated into Appropriate Languages User-Friendly Other
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Provide in Column (3), the date when the deliverable will be complete. Interim dates for drafts, review, etc., should also be provided as applicable.

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

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

APPLICANT INSTRUCTIONS: TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, "Training for third grade teachers of reading in use of multiple instructional strategies."

Coaching Conference Coursework at Institutions of Higher Education Dissemination through the Media Dissemination Through Internet Distance Learning Distribution of Media (Software, Videos, CD ROMs, etc.)	Distribution of Printed Material Exhibits Follow-up to Training Activities In-service Training Mentoring One-On-One Training	On-Site Technical Assistance Preservice Training Seminars Telephone Technical Assistance Workshop(s) Other
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(2) For each activity identified in Column (1), specify all of the proposed standards that should be used to determine whether the activity meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.

Appropriately Organized Content Accurate Content Complete Delivery Appropriate to Content and Audience	Design and Content Appropriate to Intended Audience Use of Consultants Follow-up Data Indicative of Effectiveness Format Consistent with Content and Intended Audience	Grammatically Correct Meets Technical Specifications Participant Feedback Indicative of Usefulness Replicable User-Friendly Other
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(3) Provide in Column (3), the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Analysis of Requests and Responses Anecdotal Data Contracts Evaluation Summaries List of Participants	NRS Report Observation by DOE Staff Participant Competency Evaluations Participant Feedback Summaries Peer Review Purchase Orders	Self-Reporting Sign-in Sheets Travel Itineraries Verification of Dissemination to Target Audiences Other
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(4) Provide in Column (4), the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

STUDENT PERFORMANCE FORM

Student Performance: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

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

APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM

Student Performance: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, “Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT .”

Academic Achievement – Language Arts Academic Achievement – Math Academic Achievement – Reading Academic Achievement – Science Academic Achievement – Social Studies Academic Achievement – Writing Achievement – Arts Achievement – Other Achievement – Vocational Education Attendance Award of Certificate Career Advancement Retention Decrease in Disciplinary Actions Decrease in Drop-out Rate Decrease in Suspensions/Expulsions	Diploma Enrollments GED High School Credential Job Placement Job Retention Improvement in Behavior Increased Self-Sufficiency Through Use of Technology Literacy Completion Points Non-Traditional Enrollments Occupational Completion Points Parental Involvement in Education of Dependent Children Parental Involvement in Literacy Activities of Dependent Children	Participation in Assessment Participation in Least Restrictive Environment (LRE) Placements, Retention, Completions (postsecondary JOBS) Postsecondary Education Placement Postsecondary Education Completion Program Completion Promotion to Next Grade Satisfactory Completion of Coursework Secondary Credential State-Adopted Assessment Workplace Readiness Completion Other
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(2) For each student identified in Column (1), specify all of the proposed standards from the following list that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Graduation Data,” the description should outline how the data will be gathered and what level of graduation rate is expected.

Anecdotal Data AYP Determination Disciplinary Referrals FCAT GED Data	Graduation Data Observation Participation Records Placement Data Portfolios	Progress Monitoring Promotion Data School Grades Standardized Tests Suspension/Expulsion Data Other
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APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM

Student Performance (continued)

(3) Provide in Column 3, the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Analysis of Requests and Responses Anecdotal Data Contracts Evaluation Summaries List of Participants	NRS Report Observation by DOE Staff Participant Competency Evaluations Participant Feedback Summaries Peer Review Purchase Orders	Self-Reporting Sign-in Sheets Travel Itineraries Verification of Dissemination to Target Audiences Other
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(4) Provide in Column (4), the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

SERVICE DELIVERY FORM

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

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

APPLICANT INSTRUCTIONS: SERVICE DELIVERY FORM

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

(1) For each type of service to be delivered by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the service and provide detailed information about the nature of the service to be delivered. For example, "Mentoring—The project will provide trained adult mentors to work at least once per week with elementary students who have scored Level I or II on the FCAT in reading or math."

Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School)	Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring	Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School) Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Other
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(2) For each service identified in Column (1), specify from the following list all of the proposed standards that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Mentoring is appropriate to identified needs," the description should specify of the identified needs and indicate of how the project will determine that mentoring is appropriate."

Mentoring Is Appropriate to Identified Needs Participation Rate Meets Established Minimums Quality of Service Meets Generally Accepted Guidelines	Quantity of Evaluations/Assessments Meet Established Minimums Quantity of Mentoring Meets Established Minimums Quantity of Service Meets Established Minimums Referrals Are Appropriate to Identified Needs	Specified Agencies Collaborate Students Evaluations/Assessments Are Administered Appropriately Units of Service Meet Established Minimums Other
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(3) Provide in Column (3), the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Anecdotal Data Attendance Records Case Records Contracts List of Participants	Meeting Agendas Meeting Minutes NRS Observation by DOE Staff Participant Feedback Summaries	Purchase Orders Sign-in Sheets State-Approved Assessments Travel Itineraries Other
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(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

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

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

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

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

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

All Aspects of Project Compliance Review Formative Evaluation	Outcome Assessment Process Review	Selected Elements of Project Summative Evaluation
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(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

Board/Commission/Task Force Consultant Firm DOE Funded Project	Governmental Agency Independent Entity Selected by Project Individual Consultant	Institution of Higher Education Selected Peer Reviewers Other
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(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

Attachments:

- DOE 100A – Project Application
- DOE 101 – Budget Narrative Form (General Revenue)
- DOE 101R – Budget Narrative Form (State Fiscal Stabilization Fund)
- American Recovery and Reinvestment Act of 2009 (ARRA) Program Specific Assurances Form
- State Project Deliverables and Invoice Form