



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA Discretionary)

Bureau / Office

Bureau of Family and Community Outreach

Program Name

Learning for Life Program

Specific Funding Authority

State, Specific Appropriation 95 of SB 2600

Funding Purpose/Priorities

The purpose of the application is to enhance instruction or provide mentoring activities to improve student performance through providing teaching and learning opportunities to students and/or teachers.

Type of Award

Discretionary Non-competitive

Total Funding Amount

State Fiscal Stabilization Funds: \$1,294,364.00

Total: \$1,294,364.00

Budget Period

July 1, 2009 – June 30, 2010

Program Performance Period

July 1, 2009 – June 30, 2010

Target Population

At-risk elementary, middle, and high school students

Eligible Applicant

See Allocation Chart

Application Due Date

As soon as possible

Contact Persons

Tiffany Herrin

Bureau of Family & Community Outreach

Phone: 850.245.0839

Tiffany.Herrin@fldoe.org

Marinda Liggans

Office of Grants Management

Phone: 850.245.0754

Marinda.Liggans@fldoe.org

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 this funding, applicants must agree 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).

School Districts, Community Colleges, Universities and State Agencies

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

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 American Recovery and Reinvestment Act (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/>.

Provide agency's allocation formula for selecting eligible schools and participating students.

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

Complete a set of budget pages that provide 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.

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

1. Project Abstract or Summary

Instructions

- A) Provide a brief summary of the proposed project, including (1) general purpose, (2) brief program design, and (3) target population.
- B) Provide a brief summary of (1) the projected measurable outcomes and (2) the larger, longer-term project goals.
- C) Provide (1) a timeline for services to be delivered and (2) the goals and major activities to be conducted.
- D) Provide a list of schools served.
- E) Describe in detail how parent feedback will be collected and analyzed.

2. Project Implementation

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.

- A) Describe in detail the process that will ensure gains in students academic achievement.
- B) Describe how outcomes such as attendance and improved behavior will be addressed.
- C) Describe in detail the mentoring and/or instructional activities to be implemented.
- D) Describe the professional development activities that will be provided to program staff.
- E) Describe the support strategies and trainings for new and existing volunteer mentors.
- F) Provide a plan for reporting student mentor data to the School District Volunteer Coordinator.
- G) Describe how the mentoring program will provide children with a variety of experiences and support including (1) emotional support, (2) academic assistance and (3) exposure to experiences that the child might not otherwise encounter on their own.

3. Evaluation

A strong evaluation plan will help shape the long-term development of the program and program participants. This plan should include well-developed program objectives, carefully-selected performance indicators/outcomes measures to monitor progress, and a focus on maximizing the impact on student learning growth.

- A) Describe how the project outcomes will be evaluated qualitatively and quantitatively.
- B) Provide the baseline data (statistics) that will be used to measure student performance.
- C) Identify the evaluation instrument(s) to be used to evaluate the project. (*Note, the instrument should be appropriate to the program in order to effectively measure program success.*).

4. 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.fl DOE.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

5. 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.

Other Requirement:

State Reporting Outcomes

Applicants will be required to submit the State Project Deliverables and Invoice Form (attachment II) along with your DOE 399 and required deliverables by the 5th day of each month following the end of the quarter. **Failure to submit the required reports/data may result in restoration of funds.**

Bi-annual Online Reporting:

Applicants will also be required to submit bi-annual accountability reports to the Department of Education through the online reporting system. **Mid-year Report** is due **December 15, 2009** and the **Final Report** is due by **July 31, 2010**. The link to the report is <https://app1.fldoe.org/family/bfcogrants/>

In addition to the **Mid-year report** the following items are to be mailed to the address below.

- Evidence of Professional Development Sessions. (Sign-in sheets, agendas, feedback from staff, etc.)
- **Monthly Attendance Report** for each site.
(<http://www.fldoe.org/Family/mentor.asp>)

In addition to the **Final report** the following items are required to be mail to the address below.

- Evidence of Professional Development Sessions. (Sign-in sheets, agendas, feedback from staff, etc.)
- **Monthly Attendance Report** for each site.
(<http://www.fldoe.org/Family/mentor.asp>)
- **2010-2011 Early Preparation Plan**-Provide a two-page detail plan of activities and initiatives that will be implemented to prepare for the 2010-2011 programs year.

Florida Department of Education

Attn: Tiffany Herrin

325 West Gaines Street, Suite 544

Tallahassee, Florida 32399-0400

Summative Evaluation Reporting:

Agency must submit a summative evaluation report by **August 13, 2010.**

The summative report should provide a detailed summary of the program and progress towards meeting the academic achievement of students as outlined in the application. The summative report should include data collected during the 2009-2010 academic year.

Mentor Contact Data:

In addition, the recipients will provide a list of mentored students and mentor contact data (including the number of days a student receives services) to the School District Volunteer Coordinator or other identified district contact by **December 15, 2009** and **July 31, 2010.**

Federal American Recovery and Reinvestment Act (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
- January 5
- April 5
- July 5

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 100A Project Application**
- b. DOE 101-R Budget Narrative Form- State Fiscal Stabilization Fund**
- c. DOE 101A Budget Narrative Form**
- d. Programmatic Assurance**
- e. 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 application and one copy
- 7) The narrative section should not exceed seven pages
- 8) Application should consist of single-sided pages, using a 12 point font
- 9) The DOE 101 (Budget Narrative Form) should be placed behind the DOE 100A

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 100B when the application is submitted.

Method of Review

Project applications will be reviewed by FDOE program staff members to ensure that programs are making adequate progress toward program objectives and to ensure that programs are upholding state and Federal requirements.

FDOE staff members will evaluate each sub-grantee's yearly progress which will include but not limited to the monthly reports, and evaluation data. The FDOE reserves the right to negotiate grant award amounts and funding purpose/priorities with all sub-grantees and retains the right to refrain from making awards to agencies for funding based on past performance and non-compliance.

To prevent fraud and abuse, support the most effective uses of *ARRA* funds, and accurately measure and track results, recipients must publicly report on how funds are used. Due to the unprecedented scope and importance of this investment, *ARRA* funds are subject to additional and more rigorous reporting requirements than normally apply to grant recipients.

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.

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

STUDENT PERFORMANCE FORM

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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.