# CENTERS OF EXCELLENCE FOR ELEMENTARY TEACHER PREPARATION
## FREQUENTLY ASKED QUESTIONS

WEEK OF MAY 27, 2014:

1. Where is a listing of contacts for the colleges and universities of teacher preparation programs?

     The contact information for Deans and Directors of state-approved initial teacher preparation programs can be accessed at http://www.fldoe.org/profdev/pdf/dddlist.pdf . The contact information for the Educator Preparation Institutes can be accessed at

http://www.teachinflorida.com/Preparation/EducatorPreparationInstitutes/tabid/187/Default.aspx.


WEEK OF JUNE 3, 2014:

1. We are currently putting together a new Elementary Education Teacher Preparation program, but are not yet approved.  Are we eligible to apply for this grant?

     No, only state approved Elementary Education Teacher Preparation programs are eligible to apply for this grant.

2. Will there be a similar grant offered for secondary pre-service teachers?

     There is no plan for a similar grant for secondary pre-service teachers at this time.

3. Our individual colleges are not under the umbrella term "College of Arts and Sciences."  However, we have all the colleges that would traditionally be in a College of Arts and Sciences:  Communications, Mathematics, Social and Behavioral Sciences, Natural Science, Humanities and Fine Arts, and Policy, Ethics and Legal Studies.  Each is offering courses that are co-designed by College of Ed. Faculty in each College listed above.  Are we eligible to apply for the grant without partnering with another IHE?

     The intent of this project is for pre-service elementary educators to substantially increase content knowledge in core subjects.  All applications would have to demonstrate the ability to achieve this outcome.

4. Has this project been awarded previously – is there a sample funded project or abstract available for review/reference?

     The Centers of Excellence in Elementary Teacher Preparation is a new project, so there is no past abstract available as an example.

5. Can the scope of the RFP be expanded to include teachers already in service?

     An important aspect of this grant is enhancing the field experience of student teaching, therefore the scope cannot be expanded to include teachers already in service.

6. What is the role of the non-profit in the project?

     The role of the non-profit organization is to provide instructional leadership skill development.  It would be an organization that has a documented and research-based approach to improving the capacity of instructional leaders to improve educator effectiveness.  <span style="color:red">Updated June 10, 2014:  The partner will provide instructional leadership training and support to supervising and cooperating teachers so pre-service educators are prepared and supported in an aligned and focused way.</span>

7.  Is there a specific amount of additional content learning that is required?  Are all four content areas to be represented?  Are in service/pre-service students to receive extra content in all areas, or are they to specialize and get deeper in one or two?

There is no requirement with regard to amount of additional learning or which of the four content areas.  Those projects that contain the most opportunities for overall content enhancement may score the highest in that area.  This project is intended to serve only pre-service teachers.

WEEK OF JUNE 10, 2014

1.  Is an external evaluator required?

An external evaluator will be selected to evaluate awarded projects, but the evaluator will be chosen by the Department and does not have to be supplied by awardees.

2.  Is a grant-funded position as program director (1.0 FTE) allowable for the IHE's budget?

Yes

3.  Is a grant-funded field experience coordinator (1.0 FTE) allowable for the LEA's budget?

This could be part of either the IHE or LEA budget.

4.  Are iPads allowed to be purchased with grant funds for use with the nonprofit partner's iObservation system?

Items such as these must be reasonable (from a cost perspective), necessary (can the program function without them) and allocable (is the cost entirely charged to the grant or is it shared, and if so, what is the percent charged to the grant).  If the item is being shared with another entity, there must be controls in place for the security of the items when not in use.

5.  Does the Special rule apply to each organization? i.e. If two of the partners are from one university, does this 50% special rule apply to the university or does this limitation apply to each group within the university (one college)?

Of the funds allocated to the *partnership*, (comprising of the College of Arts and Sciences, a high need LEA, and a nonprofit educational organization who may become sub-recipients of funds from the awarded recipient) no one partner can use more than 50% of those allocated funds. The applicant (in actuality the COE) is not identified as a partner since it is the direct recipient of funds and is responsible for allocating/expending funds with the partners. So, if for example a total of $100,000 is budgeted for the *partnership* activities/events and the LEA receives funds for grant activities (such as the training component), then the LEA cannot use more than $50,000.

6.  What documents are excluded from the twenty (20) page limit requirement?
*   required forms (DOE 100B, 101S and 600)
*   signed letters of commitment with original signatures from all partners
*   documentation as required for non-public agencies, if applicable, as described under the heading, **Private Colleges, Community-Based Organizations, and Other Agencies**

7.  What is the state looking for regarding the partnerships?

As described in the RFP on page 2, which can be accessed at http://www.fldoe.org/arra/pdf/RFP-ElementaryTeacherPreparation.pdf, eligible applicants must have partnership agreements with the following:
- College of Arts and Sciences (within its institution or with another IHE, if the applicant does not have a College of Arts and Sciences),
- High need LEA (see Attachment A), and
- nonprofit educational organization that has implemented a model with documented impact on educator effectiveness. Potential partners are identified in the RFP.

Additionally, the applicant may partner with:
- an educational consortium, such as PAEC, NEFEC or Heartland
- another LEA

Applicants should carefully consider the partnerships it forms and the activities/events it will implement when designing a project that meets the components of the project (starting on page 4) and for achieving the expected outcomes.  Attachment B is a resource for designing a collaborative initiative with the partners.

8.  Has this competition been awarded previously and are there sample funded projects for review or reference?

This is a new project so there are no samples for review.

9.  We currently partner with an educational organization partner that is for-profit.  We would like to work with them on this project.  Do they qualify?

Updated July 3, 2014. If the organization is for-profit, it would not qualify as your non-profit partner. The RFP lists some suggestions. Please go to the response for question 6 under the heading, WEEK OF JUNE 24, 2014.

10.  Is there more than one grant opportunity labeled Centers of Excellence in Elementary Teacher Preparation?

No.  It may appear in more than one place since funds are being used from both Title II-A Teacher Quality funding and Race to the Top funding.

11.  Are we able to include collaboration with the special education teacher preparation program at our institute specifically focused on the special education students who are working in our elementary partnership schools with us?

Yes.

12.  What is the expectation for programs at the completion of the three-year funding cycle?

The expectation is that an IHE that receives these funds has completely transitioned all of its programs for the preparation of elementary school teachers to the model established in the proposal by the end of the funding cycle and that those changes are self-sustaining. In other words, an IHE would not have met the expectations of the grant if it has two programs in elementary teacher preparation, one that meets the criteria of the grant and another that does not. It is allowable, as an IHE transitions to full implementation of the model outlined in the grant that it has a period within the scope of the grant where two programs may exists so long as the former no longer operates by the end of year three.

1.  What is meant by the language in the RFP, "Project funds may not be used to supplant existing programs and/or funding."?  Does this mean that a funded project must be in addition to an already existing program?

      No, it does not mean that a funded project must be in addition to an already existing program.  It means that the funds may not be used instead of other funds for the exact same program with the exact same priorities.  Funds for this project may be used to transform an existing program or develop a new one.

2.  Are awards for years two and three for additional new centers or for continuation of the centers funded in year one?  If we don't apply this year will we be able to apply in years two or three?

      The awards for years two and three are for the continuation of the centers that were awarded and funded in year one.  Applications will not be accepted for new centers in years two or three.

3.  May we have multiple pathways within the same program that seek these same high standards and outcomes?  For example, we might have one program with 2200 hours of field experience and another with 1200 hours of experience.  Both of these pathways have more field experience than typically found but follow the same program of study.

      Applications must carefully describe how the program, including pathways, meets the intent and expected outcomes of the RFP.  The applicant will describe in the narrative its proposed revised program, including specifics about the project design and implementation as noted in the application.  If multiple pathways are proposed, describe the intent and measureable outcomes for the various pathways.  The priority for this portion of the project is high quality field experiences with embedded coaching and feedback that is consistent between the university-based supervisor and the school-based cooperating teacher, more than the number of hours.

4.  If we want the special education pre-service teachers to co-teach with elementary education pre-service teachers in the elementary partnership schools for one or more semesters, can we include our special education pre-service teachers in the grant?

      Yes.

5.  What is the maximum an applicant may apply for?  Is it up to $2,000,000 in the first year and $1,500,000 for years two and three?  Or a total of $200,000 for the three years?

      Each of the three Center of Excellence will be awarded up to $2,000,000 for year one and up to $1,500,000 for years two and three.

6.  Question 5 from the week of June 10 states that the applicant is not considered "a partner."  Does that mean that the applicant isn't bound to only 50% of the total amount of the request?

      Yes, that is correct.  The applicant (in actuality the COE) is not identified as a partner since it is the direct recipient of funds and is responsible for allocating/expending funds with the partners. So, if for example a total of $100,000 is budgeted for the *partnership* activities/events and the LEA receives funds for grant activities (such as the training component), then the LEA cannot use more than $50,000.

7.  Do the courses, which will be used to fulfill the requirement of "upper level electives," need to be for credit?

      Yes.


8.  Does an institution that offers a Bachelor of Science in Early Childhood Education with Florida Prekindergarten/Primary (PreK-3) teacher certification, a reading endorsement (K-12), and a Pre-K disability endorsement considered a teacher preparation program and qualify to be the lead IHE?

      All state approved Elementary Education Teacher Preparation programs are eligible to apply for this grant.


WEEK OF JUNE 24, 2014

1.  The RFP states that approximately $6 million is expected to be available to support three to five awards ranging from $1 million to $2 million. The program webpage (http://www.fldoe.org/profdev/titleii.asp) for subgrants currently states "Funding for 2014-15 preliminary $2,557,931." I was just confused as to what the $2 million figure on the website is referring to.

      This website has listed "preliminary" figures for the upcoming 2014-15 fiscal year until the FDOE receives the award notification from USED. The RFP that was issued is what should be looked at for funding (www.fldoe.org/bii).  The state is not required to issue all of the allocated competitive eligible partnership funds toward one RFP.


2.  Given that we are limited to 120 credit hours and we are using every credit hour to meet the FEAPS, ESOL, Subject Area standards, and reading competencies required by the state, could the advanced coursework requirement be linked to pre-admissions courses and/or advanced coursework during the induction period?

      One option to fulfill this requirement would be some number of graduate courses taken while the pre-service educator is in the program.  Two other possibilities might be a specific semester requirement for one content area (the National Council on Teacher Quality recommends 18 hours) or a subject area exam at the beginning of a program to demonstrate baseline content knowledge upon admission.

      The graduate level, post-graduation/completion option would not be an appropriate approach.

      In addition, FEAPS and other state requirements change over time.  It is important to ensure that only the current requirements are those that all students must meet.

3.  Do we need an external evaluator or are you asking for the research to be conducted by the grantee and the State will review our evaluation/analysis/findings?

      Research will be conducted by the grantee and the evaluation will be completed by an evaluator chosen by the Department.

4.  Are appendices allowed and, if so, are they included in the page limit?

      Appendices are allowed, but do count toward the 20-page limit.

5.  Because the submission date is the same as the anticipated start date, which is the anticipated length of time for review, or would a January 1 start date be accepted?

      The length of time that the review can take varies on factors such as the number of proposals that are received. Also, once all proposals are reviewed, scored, and the recommendations are made, if there are any proposals that are recommended for award, time is required for leadership to review the selected proposal(s) and to receive the Commissioner's approval.  Applicants generally are notified of awarded or non-awarded status between 4-6 weeks from the submission deadline.

Due to the funding sources, awarded projects will have a start date of August 15, 2014 and the end date for the budget for the first year will be June 30, 2015.  That means that the last date for incurring expenditures and issuing purchase orders for the first year is June 30, 2015.  All projects must submit deliverables with evidence of meeting the goals, tasks, and outcomes of the project as well as the approved budget that was submitted in the proposal.  A proposal with plans to begin January 1 would need to clearly describe how it will accomplish the requirements of the project by the first year budget date of June 30, 2015 as well as demonstrate how it will achieve the project goals and outcomes in years two and three, to be considered for funding in the those subsequent years.


6.  The listed not-for-profits include LSI.  Are they an acceptable partner?  What about the Marzano Center?

   Another question with the same answer:  The RFP requires that applicants collaborate with a nonprofit educational organization; however, the RFP identifies several partners that are actually for-profit such as Research for Better Teaching, Marzano (Learning Sciences International), Danielson, (The Danielson Group), Learning Sciences International.  We need clarification on how we move forward on that.

   The intent of the collaboration is to partner with an educational organization that has research-based evidence of improving the capacity of instructional leaders, through training and other proven methods, leading to educator effectiveness.  Therefore, partnerships with nonprofit or profit educational organizations must be created to reach this goal.  The organizations listed in the RFP have documented evidence of research-based approaches leading to effective instructional leaders.  Other partnerships may be considered during the proposal reviews, if these organizations meet the requirement of the RFP.


WEEK OF JULY 1, 2014


1.  If awarded, when will the grant be received?

   The length of time that the review can take varies on factors such as the number of proposals that are received.  Also, once all proposals are reviewed, scored, and the recommendations are made, if there are any proposals that are recommended for award, time is required for leadership to review the selected proposal(s) and to receive the Commissioner's approval.  Applicants generally are notified of awarded or non-awarded status between 4-6 weeks from the submission deadline.


2.  Attachment B does not meet the stated formatting requirements.  If we use it, must we reformat it?

   Any document, such as Attachment B, that has been provided by the Department is excluded from the formatting requirements.


3.  It is clearly communicated that this project is intended to serve only pre-service teachers, but can year 3 provide mentoring service to graduates of this program during their first year of teaching?

   No, the focus of that portion of the project is on the student teaching experience.


4. We are unclear about the choices offered for non-5 year programs that have much more limited number of credit hours (120).  These programs do not have the necessary credit hours to offer an extra 18 hours of content called by NCTQ. The last option, which is really the only option for undergraduate programs,  that was listed for addressing the content requirement, was having students take a subject area exam at the beginning of a program. First, does this supplant the need to take 18 credit hours (6 courses) in a subject area?  Second, is there a specific subject area exam you are referring to or is this the state subject area exam? If it is the state subject area exam, are you talking about the new elementary subject test or the test for secondary subject certification?

   A proposal should emphasize preparing teachers as content experts within a program that meets the Uniform Core Curricula (UCC) requirements in accordance with section 1004.04, Florida Statutes, and is within the 120-semester hours required by the Board of Governors and the Florida College System. Infusing the UCC throughout the program is

one way to remain within the 120-semester hours requirement AND for providing additional coursework that focuses on building skills as content experts. The program design should consider an innovative approach in meeting the funding purpose/priorities (page one of the RFP) rather than a focus of adding coursework.

The RFP does not require that the proposal implement another type of subject area exam; however, passing all parts of the Florida Teacher Certification Examinations is still required, which includes the Elementary Education subject area exam.  The proposal should clearly describe how the program deepens the pre-service teachers' content knowledge in mathematics, science, social studies and English language arts.


5.  Is the goal of the RFP to prepare elementary teachers for careers in mathematics/science or is the goal of the RFP to create knowledgeable elementary teachers who understand deeply the elementary content and will become leaders in science and mathematics elementary teaching?

　　　　The goal of the RFP is to create knowledgeable elementary teachers who understand deeply content in all the core academic areas – mathematics, science, English/language arts, and/or social studies.


6.  As a partner, not the Principal Investigator, can an LEA partner with more than one Institution of Higher Education (IHE)?

　　　　Nothing in the RFA precludes an LEA from partnering with more than one IHE.


WEEK OF JULY 8, 2014

1. Please explain how to budget for the external evaluator. In reviewing the FAQs, we see that FL DOE will select the evaluator. Will FL DOE pay for the evaluator or should we budget a certain amount for evaluation? Costs seem to vary widely depending upon the evaluator selected.

　　　　The Department will arrange for an external evaluator regarding the effectiveness of all of the awarded projects; however, each applicant must address the evaluation component of the RFP in measuring and documenting growth in pre-service K-5 teachers' content knowledge and instructional practices in the core content areas, as measured by impact on student learning. Applicants should reflect in the budget the costs associated with this evaluation component.

2. Can we use some of the funding to pay stipends to Project Participating administrators to somewhat compensate them for activities outside their regular works?

　　　　Yes.

3. To meet the standard of experimental design, is a control group required?

　　　　Applicants may use a comparison to a control group or comparison to state averages in responding to the standard of experimental design component.

4. On page 11 the RFP states that "Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients or sub-recipients of DOE grants are required to participate, annually, in Grants Fiscal Management Training offered by the DOE." Does this apply to the partnering organizations identified in the RFP (New Teacher Center, Center for Educational Leadership, Research

for Better Teaching, Learning Sciences International, The Danielson Group, The New Teacher Project and MATCH Teacher Residency Program)?

Grants Fiscal Management Training is available online at https://app1.fldoe.org/grants/trainingMaterials/Default.aspx and is recommended for all entities that receive funding.

5. Please define "pre-service" teachers as it relates to the above proposal. My committee has two definitions (it refers to students who have not completed teacher preparation programs; as well as in some cases, "teachers in K-12" grades who are employed with a school district.

A pre-service teacher is a person who is completing an education and training program prior to undertaking a teaching position.

6. Under the priorities, there are three bullet items with explanations. Are we to include/address all three priorities?

Yes.

7. FAMU Developmental Research School is not on the High Need LEAs list. Does it fall under: An eligible partnership?

FAMU Developmental Research School would be considered an eligible partnership that is in addition to the required partnerships.

8. Does "advanced degree" refer to a master's degree?

Advanced degree is defined in this RFP to be a graduate degree.


WEEK OF JULY 15, 2014

1.  A follow up to question 12 from Week of June 10:  Regarding not having more than one elementary teacher preparation program operating by end of three years, how does this apply to having both a graduate and an undergraduate program teacher education program continuing to exist?

An IHE should not have two programs that exist in parallel to each other with different requirements – there should not be two undergraduate programs and/or two graduate programs.  The purpose of the grant is to transform the existing programs.

2.  The Special Rule states that no single participant in an eligible partnership may use more that 50% of the funds made available to the partnership under this section.  Is the partnership referring to the College, LEA, and non-profit?  Does this special rule mean the College cannot budget for expenses over ½ of the total award each year?

The applicant (the COE) is not identified as a partner since it is the direct recipient of funds and is responsible for allocating/expending funds with the partners.  Please refer to the response to question 5 under the heading "Week of June 10, 2014" and the response to question 6 under the heading "Week of June 17, 2014."

3.  The University may be partnering with another institution, but also is interested in submitting its own application.  Would this practice be allowed?

There is nothing in the RFA that precludes this.

4. We would like to partner with the Lastinger Center for Learning ([lastingercenter.com](lastingercenter.com)), which is not on the FL DOE's list of approved partners in the RFP. Please let me know if the Lastinger Center for Learning is an acceptable nonprofit educational organization for a partnership.

          Suggested partners not on this list may be submitted to the DOE for consideration. Suggested partners will be evaluated to determine that their model has had a documented impact on educator effectiveness. Institutions that would like to use a partner not on the list should submit the name and a brief description of research-based evidence of improved educator effectiveness for their proposed partner to [ann.whitney@fldoe.org](ann.whitney@fldoe.org) no later than Tuesday July 22, 2014. The email should contain contact information for both the institution and the proposed partner. A response will be provided by July 29, 2014.

5. We intend to apply for the Centers of Excellence in Elementary Teacher Preparation. While planning, a question arose whether grants funds could be used toward graduate-level scholarships for students enrolled in our coursework used to meet the goals of the grant.

          If the coursework is in the areas of English Language Arts, Mathematics, Science, and/or Social Studies, it would be allowable to pay all or part of a student's tuition and related expenses such as textbooks. If such expenditures are proposed, the description should be specific with respect to what expenses will be paid and not simply described as "scholarships." If tuition is paid, it should not be pre-paid, but reimbursed upon successful completion.

6. Is the Evaluator considered a partner? Should they submit a letter of commitment?

          The Evaluator is not considered a partner. Please see the response to question 1 under the heading "Week of July 8, 2014" for further detail regarding the Evaluator.

7. For the required forms, are these required of the IHE that is serving as the fiscal agent only, or are all partners required to submit the following forms:
        a. A copy of organization's current budget
        b. List of board of directors
        c. Chart of Accounts
        d. Proof of eligibility to operate a business in Florida
        e. A copy of the institution or agency's most recent annual audit report prepared by an independent CPA
          licensed in Florida
        Per the RFP, the <u>applicant</u> is required to submit these forms if it is a private college, community or faith-based organization, or other non-public agency.

WEEK OF JUL 22, 2014

1. Are there any exclusions for the 5% indirect rate or is it charged for all partners across all of the grant expenses?

          Each partner can claim up to 5% IDC on expenses incurred. For example, in a $100,000 project with 4 partners receiving equal amounts, each partner can claim 5% of $25,000 (or $1,191) of indirect cost.

2. Do all the partners need to file or have on file the Certification of Assurances General Terms, Assurances and Conditions for Participation in Federal and State Programs Certification, and all the Assurances, or only the fiscal agent.

          Private Colleges, Community-Based Organizations and Other Agencies must meet the following requirement, as stated in the RFP:

          In order to complete requirements for funding, <mark>applicants</mark> must certify adherence to the General Terms, Assurances, and Conditions by submitting the certification of adherence page, signed by the agency head.
Private colleges, Community and Faith-Based Organizations, and other non-public agencies must also submit:

(1) A copy of the organization's current budget,

(2) A list of the board of directors

(3) Chart of Accounts

(4) Proof of Eligibility to operate a business in Florida, and if available,

(5) A copy of the institution or agency's most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state.

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

3.  With regard to the chart of accounts, what documentation is required?  What level of detail is needed?

The submission of an edited version of the chart of accounts covering the cost items listed in the budget being submitted will be acceptable.

WEEK OF JULY 29, 2014

1.  In the FAQs it states, "Applicants may use a comparison to a control group or comparison to state averages in responding to the standard of experimental design component." However in the criteria section of the grant it states that we must provide a description of "how the project supports the funding purpose and priorities of studying and reporting the impact on student learning in a way that meets a standard of experimental design."  Is an experimental design a requirement for this grant award or will trend data suffice?

The RFP does provide for some flexibility.  An experimental design methodology is best, but a strong quasi-experimental design methodology may be acceptable.  It would be possible for an institution to use state averages with the proper data set as a comparison.  Attention should be paid to the design providing conclusive findings rather than just potential program effects.

2.  Can grant funds be used to fund a graduate degree in Elementary Education if the undergraduate degree is in a content area?

No.  The RFP specifies that the project must assure pre-service K-5 teachers have deeper content knowledge in mathematics, science, social studies and English language arts through advanced coursework that puts them on a path to earn an advanced degree in one or more content areas.

3.  On page 13 of the RFP, the required forms listed do not include the RFP template on pages 17 – 18 (Project Performance and Accountability chart). The instructions for this chart on page 15 state that the applicant must complete this chart. Are we required to submit this form with the application? Does it count toward the 20 pages?

This chart is required to be submitted with the application.  Per the Technical/Formatting and Other Application Submission Requirements, "Any charts and graphs count toward the 20 page limit."

4.  On page 12 of the RFP, Form DOE 600 is listed with the statement "if applicable". Form 600 states that it is to be submitted by all non-governmental entities. If a private IHE is the applicant, is it correct that we need to submit Form 600 with all of the attachments? Are 6 copies of Form 600 required for a private IHE that is the applicant?

It is correct that the Form 600 be submitted with all attachments.  Since it is part of the application, one original and six copies must be submitted as stated in the RFP.

5.  Our University plans to partner with another Institution of Higher Education along with our College of Arts & Sciences, a high need LEA and a nonprofit educational organization. Does the RFP allow one IHE as the applicant with another IHE as a partner?

   Nothing in the RFP prohibits this.

6. In Question #1 of the Week of July 22, the indirect costs are described for all partners. Are the partners considered sub-recipients of the applicant? Is it allowable for the applicant to also claim indirect costs for administering the project and all of the sub-wards?

   Per Federal cost principles, sub-agreements are to be excluded from the indirect cost rate calculation and from eligible program costs on which indirect costs are charged. This is to prevent indirect costs from being charged twice against the same program expenditures, once by the original grant recipient and again by the sub-recipient.

7. The RFP on page 2, defines the applicant as a private or state IHE and the division of the institution that delivers a state-approved teacher preparation program, which in our case would be the Department of Education, which is under the College of Arts & Sciences. As the Fiscal Agent, our IHE would be the applicant along with the Department of Education, correct? And our College of Arts & Sciences would be our partner?

   In this example, the Department of Education and the College of Arts and Sciences are both part of the IHE and therefore are the applicant. The Department of Education has programmatic responsibilities for the project. The College of Arts and Sciences of the IHE is considered a partner, as described on page 2 of the RFP.

8. As a partner on this grant application, are we required to submit the documentation outlined on page 4?

   As addressed in question 7 for the week of July 15, Per the RFP, the applicant is required to submit these forms if it is a private college, community or faith-based organization, or other non-public agency.

9. If a project is awarded, with the culminating field experiences beginning before the start of the school year with the high needs LEA partner, are culminating field experiences also to begin before the start of the school year with non-partnering LEAs?

   An awarded IHE should not have two programs that exist in parallel to each other with different requirements since the purpose of the grant is to transform the existing programs. Therefore the program cannot have two types of culminating field experiences, where the lengthy culminating field experience is only with the partnering LEA and a traditional, semester-long culminating field experience is with non-partnering LEAs.

10. Some of the links in the RFP do not appear to open.

   The updated links are shown below:

Reference to the General Terms, Assurances and Conditions for Participation in Federal and State Programs, page 4 of the RFP: **http://www.fldoe.org/grants/greenbook/2013/SecD.doc**

Reference to the Report of the Blue Ribbon Panel on Clinical Preparation and Partnership to Improve Student Learning, (2010, p. 2), page 6 of the RFP:

**http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715**

Reference to the Green Book, page 10 of the RFP:

**http://www.fldoe.org/grants/greenbook/**

11. Are both the Project Performance and Accountability chart (pages 17-18) and the chart called Attachment B required to be included in our application?

   The Project Performance and Accountability chart is required for your application. Attachment B provides guidance regarding ways a project might be structured to achieve the desired outcomes as described on page 6 of the application under Project Design and Implementation.

12. Does the Project Performance and Accountability chart count against the 20-page limit? Where in our application should it be placed?

Yes, the Project Performance and Accountability chart is part of the 20-page limit. It can be placed at the end of your application.

13. Does Attachment B count against the 20-page limit? Where in our application should Attachment B be placed?

No, Attachment B provides guidance and should not be submitted.

14. Does the Budget count against the 20 page limit?

The budget will be provided via the DOE 101S Budget Narrative Form. This form is not included in the 20-page limit as stated on page 13 of the RFP under Technical/Formatting and Other Application Submission Requirements.

WEEK OF AUGUST 5, 2014

1.  According to the guidelines, the agency has restricted indirect costs at 5%. Is it 5% of total costs or 5% of MTDC (Modified Total Direct Cost)?

This refers to 5% of total costs.

2.  Should the Project Performance and Accountability table include years one through three or only year one? Should a separate table be completed for years two and three or does that information only need to be included in the narrative?

The table may be completed just for Year One, with plans for Years Two and Three detailed in the narrative.

3.  Should the Project Performance and Accountability table be listed by partners or can it be inclusive?

The chart should be inclusive, but list which partner will complete each task.

**THE TIME PERIOD FOR QUESTIONS AND ANSWERS FOR THE CENTERS OF EXCELLENCE GRANT IS NOW CLOSED.  NO FURTHER QUESTIONS WILL BE ANSWERED.  APPLICATIONS ARE DUE AUGUST 15, 2014.**