

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: TAPS NUMBER:	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information	
	Contact Name:	Telephone Numbers:
	Fiscal Contact Name:	
	Mailing Address:	E-mail Addresses:
	Physical/Facility Address:	DUNS number: FEIN number:
CERTIFICATION I, _____, <i>(Please Type Name)</i> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. E) _____ <div>Signature of Agency Head</div>		

Title II, Part A – Teacher and Principal Training and Recruiting Fund 2014-2015 LEA Application

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS) number requirement is explained on page A-2 of the Green Book. The Physical/Facility address and Federal Employer Identification Number (FEIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



Assurances

1. The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
2. The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified and/or infield effective teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
3. The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
4. The LEA, after timely and meaningful consultation, will be provided the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools equitable participation in the activities and services funded by this application and the schools of these children have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].
5. The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].
6. Funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
7. The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].
8. The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.
9. The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging state and local student academic achievement standards. The LEA must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. [Section 2122 (b)(8)].

The reported needs assessment shall include the aggregate assessment of local needs for professional development (teachers and principals); results of annual performance appraisals for teachers and principals; data on the number of teachers who are not highly qualified and/or infield, based on State Board of Education (SBE) Rule 6A-1.0503, FAC and reasons why teachers are not highly qualified and/or infield; an aggregate of reasons why teachers are not effective or highly effective as determined by section 1012.34 F.S. and what may be keeping teachers from being effective or highly effective.

As part of the needs assessment, consider the historical and current value added student growth data attributed to their teachers that is provided to LEAs by the state.

- Briefly summarize the process and provide results for all of the above requests.

Activities to Choose From:

Based on the needs assessment, an LEA that receives a subgrant shall use the funds to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in **effectively recruiting and retaining** highly qualified and **infield effective teachers**, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available may be used for pupil services personnel only—

(A) if the LEA is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified and **infield effective teachers** who are highly effective teachers and principals.

(2) Developing and implementing initiatives to assist in **recruiting** highly qualified and **infield effective teachers** (particularly initiatives that have proven effective in retaining highly qualified and **infield effective teachers**), and hiring highly qualified and **effective teachers**, who will be assigned teaching positions within their fields, including—

(A) providing scholarships, signing bonuses, or other **financial incentives**, such as differential pay, for teachers to teach in academic subjects in which there exists a shortage of highly qualified and effective teachers within a school or within the LEA; and in schools in which there exists a shortage of highly qualified and effective teachers;

(B) recruiting and hiring highly qualified and effective teachers to **reduce class size**, particularly in the early grades; and

(C) **establishing programs that:**

- **train and hire regular and special education teachers** (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
- **train and hire** highly qualified and **effective teachers of special needs children**, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
- **recruit qualified effective professionals** from other fields, including highly qualified and effective paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
- **provide increased opportunities for minorities**, individuals with disabilities, and other individuals underrepresented in the teaching profession.

(3) **Providing professional development activities**

(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—

- one or more of the core academic subjects that the teachers teach; and
- effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

(B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—

- involve collaborative groups of teachers and administrators;
- provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

- provide training in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles learn;
- provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
- provide training on how to understand and use data and assessments to improve classroom practice and student learning.

(4) Developing and implementing initiatives to **promote retention** of highly qualified and **infield effective teachers** and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—

(A) **teacher mentoring** from exemplary teachers, principals, or superintendents;

(B) **induction and support** for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

(C) **incentives**, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or

(D) **incentives**, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—

(A) **innovative professional development programs** (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;

(B) development and use of **proven, cost-effective strategies** for the implementation of professional development activities, such as through the use of technology and distance learning;

(C) **tenure reform**;

(D) **performance compensation** programs; and

(E) **testing** of elementary school and secondary school teachers in the academic subjects that the teachers teach.

(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to **help talented aspiring or current** principals and superintendents become outstanding managers and educational leaders.

(7) **Hiring** highly qualified and **infield effective teachers**, including teachers who become highly qualified and **infield effective teachers** through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

(8) Carrying out **teacher advancement initiatives** that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

(9) Carrying out programs and activities related to **exemplary teachers**.

A response is required to each item regardless if Title II, Part A is used to implement the activity.

Collaboration

1. Describe how the LEA has collaborated with teachers, paraprofessionals, principals, other relevant school personnel, private school officials, and parents in the planning of activities to be carried out and in the preparation of this application [Section 2122 (b)(7)].

Program Plan to Address Strategies and Activities to Achieve 100 Percent Infield Effective Teachers

2. Describe the proposed strategies and activities the LEA intends to implement specifically to assist teachers who are not highly qualified and/or infield according to SBE Rule 6A-1.0503, FAC requirements or are not effective based on the LEA's Performance Evaluation System required under section 1012.34 F.S., teaching a core course(s) for which the teacher is not highly qualified and/or teaching infield, and how the LEA will continue to maintain highly qualified and/or infield teachers. Strategies must be explicitly detailed with clearly written activities. These plans must be scientifically researched-based and be developed through consultation with principals and highly qualified and/or highly effective teachers. Describe how the activities will be coordinated with and support other reform efforts at the school.

Teacher Effectiveness & Equitable Distribution

3. Describe the actions the LEA will take to support the professional learning of educators at high need schools, to address and take action on equitable distribution of teacher and principal effectiveness between particular types of schools. Describe how the LEA will give priority to teachers not meeting highly qualified and/or infield requirements and principals and assistant principals who need training and/or assistance in determining levels of teacher effectiveness/performance [Section 2122(b)(3)(A)].

Activities to Eliminate the Achievement Gap

4. Describe how the above activities in this application will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122 (b)(2)]. Align the proposed activities to assist in meeting the approved ESEA Waiver Annual Measurable Objective #3: *Progress of Students in the Lowest-Performing 25% in Reading and Mathematics*.

Supporting Beginning Teachers

5. Describe the implementation of evidence- and research-based programs that provide targeted, specific support for beginning teachers.

Leadership Training

6. Describe implementation activities that will develop the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action to ensure quality learning for all students as determined by F.S 1012.34. Explain how the LEA will establish effective ways to build and sustain a school-site learning culture that supports collegial learning practices.

Alignment of Activities

7. Describe all other activities to be carried out by the LEA and how these activities will be inclusive of Florida's State Standards, Florida Educator Accomplished Practices (FEAPs) standards of high quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments. Describe how the proposed activities ensure priority will be given to teachers not meeting highly

qualified and/or **infield requirements based on SBE Rule 6A-1.0503, FAC and effective based on section 1012.34 F.S.** [Section 2122 (b)(1)(A)(i)].

Annual Measurable Objectives

8. Provide realistic annual measurable outcome objectives for all activities funded through this application. Include how the activities will increase highly qualified and/or **infield effective teachers** and will have a positive impact on student academic achievement [Section 2122 (b)(2)].

Curricula and Programs

9. Describe how the curricula and programs being implemented, through this application, will be tied to the standards [Section 2122 (b)(1)(A)(ii)].

Activities Based on Scientifically Based Research

10. Describe how the activities to be implemented will be based on a review of scientifically based research and explain why the activities are expected to improve student academic achievement [Section 2122 (b)(1)(B)].

Professional Development Coordinated through Federal, State, and Local Programs

11. Describe how the LEA will coordinate professional development activities with professional development activities provided through other federal, state, and local programs [Section 2122 (b)(4)].

Professional Development in Accordance with Florida's Professional Development System

12. Describe how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals, provided in accordance with Florida's Professional Development System, will be assisted using these funds [Section 2122 (b)(5) and FS 1012.98]. The protocol standards can be found at <http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf>

Technology Purchase Evaluation

13. Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol including evaluation of the implementation of the professional learning, and include measurable objectives and implementation agreements of participants. Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4.

Professional Development to Address the Needs of Students with Different Learning Styles

14. Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2122 (b)(9)(A)].

Professional Development to Improve Student Behavior in the Classroom

15. Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students learn [Section 2122 (b)(9)(B)].

Professional Development to Assist Teachers with Parent Involvement

16. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].

Professional Development to Assist Teachers to Understand and Use Data and Assessments

17. Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning as part of teacher Individual Professional Development Plans [Section 2122 (b)(9)(D)].

Support Reading Initiatives

18. Describe how the activities in this project will support the reading initiative and are consistent with the *Reading Program Specifications* for the Just Read, Florida! Program which can be found at <http://www.justreadflorida.com>

Dissemination and Marketing

19. Describe how information about the programs in this application will be disseminated and marketed to appropriate populations.

A) _____
Name of Eligible Recipient:

TAPS Number
14A052

B) _____
Project Number: **(DOE USE ONLY)**

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
C) TOTAL				\$

Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COLUMN 2

OBJECT: SCHOOL DISTRICTS:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:

Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (5) on the last page. This must be the same amount as requested on the DOE-100A or B.