



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau / Office

Bureau of Family and Community Outreach

Program Name

Florida Learn and Serve Administrative Project

Specific Funding Authority

Federal, CFDA #94.004. Title I, National Community Service Act, 42 U.S.C. 12501, et. seq.

Funding Purpose/Priorities

The purpose of the application is to provide coordination services, including technical assistance and training, as well as evaluation and monitoring for the Florida Learn & Serve statewide grant program.

Target Population(s)

Students, teachers and administrators

Eligible Applicant(s)

The following entities are eligible to apply for this funding:

- Educational Consortia
- Non-profit agencies
- City or county governmental agencies
- Faith-based organizations
- Institutions of higher education

Application Due Date

June 16, 2009

The due date refers to the date of application receipt **in** Grants Management, by close of business on June 16, 2009. Facsimile and email submissions are not acceptable.

Total Funding Amount/Approximate Number of Awards

\$252,800/ one (1) award

Matching Requirement

There is no match requirement for this grant project.

Budget/Program Performance Period

September 1, 2009—August 31, 2010

Federal Programs

The project effective date will be September 1, 2009, or the effective date of the Federal Award Notification, whichever is later.

Contact Persons

Program Office Contact

Kathleen Forsyth 850-245-0695

Kathleen.Forsyth@fldoe.org

Grants Management Contact

Wanda Akisanya 850-245-0496

Wanda.Akisanya@fldoe.org

Assurances

The Florida Department of Education 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 (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- 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 Florida 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://fldoe.org/comptroller/doc/gbsectiond.doc>.

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.

Private Colleges, Community-Based Organizations, and Other Agencies

In order to complete requirements for funding, applicants 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, and if available,
- (3) A copy of the institution or agency's most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state. *[These items must be submitted, with the application, prior to the issuance of a project award.]*
- (4) A copy of the most recent registration with the Florida Department of State, <http://www.sunbiz.org> showing evidence that the applicant is legally qualified to do business in Florida.

Narrative Components and Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are ***Criteria***. *These are the bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.*
- **The standard scoring *Criteria* are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.**

NARRATIVE SECTION

The **Florida Learn and Serve Administrative Project** provides funding to assist with the following, but is not limited to:

- Overseeing the process for reviewing and recommending Florida Learn & Serve sub-grants
- Coordinating the proposal/application development process and review of school district proposals/applications
- Coordinating and/or providing training and resources to districts, sub-grantees and others, to include the annual statewide service-learning conference
- Identifying and disseminating information regarding model efforts and best practices for the purpose of project replication, adoption, and adaptation
- Participating in regional and national service-learning conferences, as needed
- Coordinating the review process for sub-grantees and preparing project award packets
- Monitoring sub-grantee activities through self-assessment, desktop and on-site monitoring visits
- Overseeing the Statewide Youth Service-Learning Advisory Board Training/Planning Meeting and follow-up activities
- Reviewing, analyzing, and synthesizing responses to monitoring and follow-up activities with sub-grantees, as well as recommendations for corrective actions to the Florida Department of Education
- Providing the Department with evaluation information and reports, as needed
- Providing state-level coordination and assistance to the Florida Penny Harvest service-learning program, as needed
- Promoting and providing resources to schools and school districts to recognize service-learning month.

Applicants are encouraged to address collaboration with internal and external partners in the development and implementation of the proposal.

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project including general purpose, specific goals, brief program design, and significance (contribution and rationale).

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities.*

2. Policy, Monitoring and Compliance of Programs and Activities **25 points**

To ensure compliance with applicable Federal CFDA #94.004. Title I, National Community Service Act, 42 U.S.C. 12501 and State requirements, the applicant will be expected to monitor sub-grantee activities. If necessary, the applicant will be expected to prepare policy, monitoring, and compliance documents on behalf of the Department and sub-grantees related to the program.

Instructions

Describe in detail, the plan that will be used to administer policy, monitoring, and compliance services to the Florida Department of Education and the sub-grantees.

Specifically describe plans for the following:

- Development and implementation of an Instrument to conduct program monitoring, including Self-Assessment Monitoring Workpapers.
- Development and distribution of policies for sub-grantees, to include criteria for selecting site visits and purposes for site visits.
- Development of Site Visit Protocols provided to sub-grantees, including additional details about requirements for recordkeeping of sub-grantee match requirements.
- Methods for keeping the FDOE informed regularly of all policy, monitoring, and compliance activities associated with this grant.

Criteria

- *The instruments used to conduct monitoring; including self-assessment have been addressed and are likely to be effective.*
- *The objectives are measurable, qualitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*
- *It is evident that activities/methods are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The methodology reflects up-to-date knowledge from research and best practices.*
- *The timelines are specific, realistic, and consistent with measurable objectives and outcomes.*
- *The applicant describes a plan for keeping the FDOE informed of activities and progress regarding policy, monitoring, and compliance objectives.*

3. Evaluation

25 points

Applicants must provide a description for providing the Department with qualitative and quantitative data, analyses, and information that will be used to evaluate standard objectives of the Florida Learn & Serve program.

Applicants must address specific procedures for qualitatively and quantitatively evaluating programs, as well as discuss how the applicant will evaluate and make suggestions for improvement, determine needs for technical assistance and trainings, make recommendations to the Department for continued funding, and provide evaluation feedback to the Department and sub-grantees.

To assist in the implementation of the aforementioned procedures, applicants must develop a process of formative evaluation to assess the effectiveness of programs and for determining site visit technical assistance needs, as well as the overall needs for group trainings. A high percentage of programs, if not all, in the state of Florida should receive on-site evaluation visits at least once during each program year. The Department reserves the right to request additional evaluation visits as deemed necessary. Applicants must provide the Department with evaluation information and reports upon completion of site visits. A plan for providing the FDOE with a summative evaluation of the entire Florida Learn and Serve program must also be described within the evaluation plan.

Instructions

Describe in detail the plan that will be used to administer evaluation and assessment services, engage in formative evaluation efforts, and provide summative evaluation of the Service Learning program. Methods must be included for keeping the FDOE regularly informed of all evaluation activities associated with this grant.

Criteria

- *The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*
- *The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.*
- *The evaluation instruments are designed to effectively measure program progress and success.*
- *The evaluation plan includes both formative and summative elements.*
- *The applicant describes a plan for keeping the FDOE informed of evaluation efforts associated with this grant.*

4. Technical Assistance and Training

25 points

Applicants **must** address the provision of quality services and support to all of Florida Learn and Serve sub-grantees to ensure that all programs operate effectively and efficiently, thereby improving student performance in academic and enrichment areas. It is expected that technical assistance will be provided to help with statewide professional development trainings, as well as to individual programs as determined and/or approved by the Department to enhance the overall service learning program.

Instructions

- Describe how the applicant will assist the Department in identifying programs that are in critical need of assistance and the steps that will be taken to improve low-performing programs.
- Describe how policy, monitoring, compliance, and evaluation activities will inform decisions about technical assistance and trainings.
- Describe how programs will be identified and how the applicant will work with the Department to showcase model programs and best practices.
- Describe the plan for determining whether technical assistance trainings are positively impacting the service learning programs and assessing the need for individual and overall program changes when necessary.
- Describe methods for keeping the FDOE informed regularly of all technical assistance and training activities associated with this grant.

Criteria

- *The methods described are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *The technical assistance methods provide for identifying model programs and best practices, and are appropriate to the context within which the project operates.*
- *The plan includes the use of appropriate methods for establishing needs of service learning programs in Florida.*
- *The plan includes the integration of evaluation and monitoring information to guide technical assistance and trainings.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The plan includes methods for assessing the positive impact of technical assistance activities.*
- *The technical assistance process is comprehensive, likely to result in a successful project, and includes an effective approach for guiding adjustments to the project.*
- *The applicant describes a plan for keeping the FDOE informed of technical assistance and training efforts associated with this grant.*

5. Support for Strategic Imperatives

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

6. **Organizational Capacity**

15 points

Instructions

Provide a brief history of the organization, including experience, planning, and management capabilities with regards to the administration of multiple and diverse statewide sub-grants that must follow federal, state, and local rules, regulations, and laws. List the key program staff and how they will be involved in the program. Identify and describe any prior experience with the following key elements of this grant:

- Policy development
- Compliance Monitoring and Auditing
- Formative Evaluation
- Summative Evaluation
- Technical Assistance (on-site and off-site)
- Trainings (small-scale and large-scale)
- Working with grassroots or community-based organizations
- Working with individual school and/or school districts.

Criteria

- *The applicant describes an established history and strong experience in planning, management, and providing statewide leadership to diverse sub-grantees.*
- *The applicant describes key staff that will be involved in the project.*
- *The applicant addresses whether key staff possess the necessary expertise to provide the proposed services and meet the proposed project goals and objectives.*
- *The applicant demonstrated strong experience in each of the key elements required by this grant.*

7. **Budget**

10 points

Instructions

Present a budget that reflects objectives and proposed costs of the project. All staff positions and project costs must relate directly to project activities. Any equipment that will be purchased must be listed with an explanation of why the equipment is necessary to the success of the project.

Criteria

- *The budget is thorough, specific, and supports the proposed project.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*

- *The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*

Funding Method(s)

Federal Cash Advance (Public Entities Only) (C)

On-line 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 Electronic Federal Cash Advance Request 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 Electronic Federal Cash Advance Request System.

Reimbursement with Performance (P)

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives. Requests for reimbursement with the appropriate back-up documentation will be submitted in accordance with applicable program requirements and instructions on the Project Award Notification (DOE 200) **and** Evidence of activities – see the **PROJECT DELIVERABLES AND INVOICE FORM** beginning on **page 13** of this Request for Proposal.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Procurement Services:

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

- Applicants must have policies and procedures in place for procuring contractual and vendor services using project funds.
- Applicants must ensure that the vendor (e.g., 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.
- All procurements **must** meet requirements and follow procedures established by the State, District, or Agency Procurement Policies, whichever has the strictest requirements and procedures.
- All contract costs will be reasonable, necessary and allowable in accordance with state and federal laws, rules, and regulations.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

Project recipients do not have the authority to report disbursements before or after these specified dates.

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.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate. No more than 5% of each year's budget may be spent on activities related to the administration of this grant. **For public agencies on Federal Cash Advance with negotiated indirect cost rates with the FDOE (e.g., Local Educational Agencies), the indirect costs are considered said administrative costs.**

Grants Fiscal Management Training Requirement

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. Failure to obtain the training can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

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 16-20.

Reporting Outcomes

The successful applicant will be required to submit performance reports to the Florida Department of Education as listed in the deliverables and program requirements.

Notice of Intent-to-Apply

The due date to notify the Program contact person (Kathleen Forsyth) of Intent-to-Apply is **June 1, 2009**. Kathleen.Forsyth@fldoe.org or fax to 850-245-0849

This notification is sent as an e-mail or fax message and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

Questions concerning the RFP process or the purpose of this proposal **must** be submitted on the Department of Education's website located at: <http://www.fdoe.org/family/opportunityforfunding.asp>. All Frequently Asked Questions will be posted on the Program Office website by **May 22, 2009**.

Method of Review

A peer review process will be used to evaluate the **Florida Learn and Serve Administrative Project** competitive proposals. Reviewers will be selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations. Peer reviewers will receive appropriate training on the program's purpose, the selection criteria, and the scoring rubric.

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance will be reviewed and scored by five qualified reviewers representing experienced afterschool and educational professionals, as well as stakeholders from Florida and around the country.
- The Program Office will drop the highest and lowest scores and average the 3 remaining scores.
- The Program Office will rank the proposals in order from highest to lowest score.
- FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- The Department will allocate funds utilizing a statewide competitive process for awarding the project to the eligible recipient.
- Award will be subject to the availability of funds.
- Proposals with a final score of less than 70 will not be eligible for funding consideration.
- The Program Office will prepare a final award slate that will be submitted to the Commissioner of Education for approval.
- The agency will be notified of approval by the FDOE upon confirmation of Corporation for National and Community Service Award Notification.

Conditions for Acceptance/Substantially Approvable Form

The requirements listed below **must** be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within DOE no later than the close of business on the due date.
 - Application includes required forms:
 - DOE 100A Application Form bearing the original signature of the agency head.
- NOTE:** Applications signed by officials other than the appropriate agency head

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.

- DOE 101- Budget Narrative.
- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs,” (if not already on file in the DOE Comptroller’s Office).
- 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, and if available,
 - (3) A copy of the institution or agency’s most recent annual audit report prepared by an independent Certified Public Accountant licensed in this state. *[These items **must** be submitted, with the application, prior to the issuance of a project award.]*
 - (4) A copy of the most recent registration with the Florida Department of State, <http://www.sunbiz.org> showing evidence that the applicant is legally qualified to do business in Florida.

Other Requirements

For Federal Programs - General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one page summary description of the plan proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Equitable Services for Private School Participation **Not Required for Administration project.**

Deliverables:

The funded agency will submit to the Department of Education, Bureau of Family and Community Outreach the following deliverables:

First quarter: September 1, 2009 – November 30, 2009:

- Sub-grantee site evaluation visit protocols
- Site Visit Protocols created and provided to sub-grantees, to include additional details about requirements on recordkeeping for match
- Modified Monitoring and Self-Assessment Workpapers/Policy statement created and provided to sub-grantees, to include criteria for selecting site visits and purposes for site visits
- Schedule of technical assistance workshops for sub-grant awards (as appropriate)
- Coordinate and/or provide training and resources to districts, sub-grantees and others
- Program planning for Florida Service-Learning Institute, along with Program brochure
-

Second quarter: December 1, 2009 – February 28, 2010:

- Collect sub-grantee forms, mid-term, for reporting sub-grantee reporting match (mid-term)
- Operation manual for Evaluation, Monitoring and Technical Assistance
- Protocol and documents for RFP process and review
- Coordination activities related to Florida Service Learning month 2010
- A report from Florida Service-Learning Institute with numbers of attendees, number of workshops and other appropriate outcomes/statistics by January 31, 2010
- Proposals to the Corporation for National and Community Service for the second year of federal funding for Learn & Serve for formula and competitive grants, by January 15, 2010 (as appropriate)

Third quarter: March 1, 2010 – May 31, 2010:

- Semi-annual reports required by the Corporation for National and Community Service
- Schedule of proposal reviewer trainings (as appropriate)
- Assist the DOE in the RFP and RFA process for developing, reviewing, and recommending sub-grants for 2010-2011 Florida Learn & Serve projects to K-12 schools
- Identify and disseminate information about model efforts for the purpose of project replication, adoption, and adaptation

Fourth quarter: June 1, 2010 – August 31, 2010:

- Collect sub-grantee forms final reports, for reporting sub-grantee reporting match (final)
- Evaluation instruments produced under contract with the Florida Institute of Technology to measure impacts of sub-grantee efforts (**if appropriate**)
- Report on number of regional and national service-learning trainings and conferences and number of participants trained
- Annual reports required by the Corporation for National and Community Service

Additional deliverables as related to Florida Learn & Serve program activities may also be required.

Technical/Formatting and Other Application Submission Requirements

- Submit **one (1) non-bound, non-stapled proposal with original signatures**, and
- **Six (6) stapled copies** of the complete application proposal (including all forms, and narratives, as the original).
- Font Type/Size: Arial/12 pt
- Margin size 1" – both side and top/bottom margins
- Double Spacing
- recommend single-sided pages

Application must be submitted to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 325)
Tallahassee, Florida 32399-0400**

Reimbursement with Performance (P)

PROJECT DELIVERABLES AND INVOICE FORM

Florida Learn and Serve Administrative Project

A. Project Information

Agency:	Telephone:
County:	E-Mail:
Contact Person:	Fax:
Title of Contact Person:	Total Grant Amount: \$

Instruction:

A **SIGNED** Project Deliverables and Invoice Form and **ALL** specified deliverables **MUST** be submitted with each invoice reimbursement requests.

Monthly updated progress report – a report of activities for the indicated month for Evaluation, Monitoring and Technical Assistance.

****Failure to submit the required deliverables may result of reduction and/or return funds to the FDOE**

B. Performance Goals

(1) FY 2009-2010 Invoice Deliverables	(2) Amount Requested		(3) Amount Approved	FDOE Use Only
Required Performance Deliverables	\$	%	\$	
September 1, 2009 – September 30, 2009 <input type="checkbox"/> Monthly updated progress report				
October 1, 2009 – October 31, 2009 <input type="checkbox"/> Monthly updated progress report				
November 1, 2009 – November 31, 2009 <input type="checkbox"/> Monthly updated progress report				
December 1, 2009 – December 31, 2009 <input type="checkbox"/> Monthly updated progress report				

January 1, 2010 – January 31, 2010 <input type="checkbox"/> Monthly updated progress report				
February 1, 2010 – February 28, 2010 <input type="checkbox"/> Monthly updated progress report				
March 1, 2010 – March 31, 2010 <input type="checkbox"/> Monthly updated progress report				
April 1, 2010 – April 30, 2010 <input type="checkbox"/> Monthly updated progress report				
May 1, 2010 – May 31, 2010 <input type="checkbox"/> Monthly updated progress report				
June 1, 2010 – June 30, 2010 <input type="checkbox"/> Monthly updated progress report				
July 1, 2010 - July 31, 2010 <input type="checkbox"/> Monthly updated progress report.				
August 1, 2010 - August 31, 2010 <input type="checkbox"/> Monthly updated progress report				

"I herby confirm that the information reported on this Project Deliverables and Invoice Form and documentation submitted in support of this Form to the Florida Department of Education has been verified and validated as accurately reflecting the operation of this Project".

Print Name: _____ Invoice # _____

Signature of Agency Head or Authorized Agency Representative Date: _____

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability in the use of federal and state funds. Using the following forms and instructions, applicants are to select Project Performance data for each proposed project. If funded, the data is entered into the DOE web-based Grants Management System; data entry continues through the life of the grant. The Department's program managers will track each project's performance based on the information provided.

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.

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.

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

(1) For each deliverable in the proposed project, enter in Column (1), the name of the deliverable and a brief description. Use only the following list to identify each deliverable. Indicate the purpose of the deliverable, the target audience, and the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Include any required reports in this section.

(1) Name of Deliverable and Brief Description		
<ul style="list-style-type: none"> ▪ Announcement ▪ Brochure ▪ CD Rom ▪ Curriculum ▪ Database ▪ Database Analysis ▪ Display ▪ DVD ▪ Evaluation Instrument ▪ Guidelines ▪ Instructional Materials 	<ul style="list-style-type: none"> ▪ Lesson Plans ▪ Manual ▪ Needs Assessment ▪ Newsletter ▪ Policy Paper ▪ Poster ▪ Public Service Announcement ▪ Report ▪ Report Format ▪ Screening Device ▪ Software 	<ul style="list-style-type: none"> ▪ Survey ▪ Teacher’s Guides ▪ Technical Assistance Paper ▪ Training Materials – Handout ▪ Training Materials – Presentation (PowerPoint) ▪ Training Modules - Online ▪ Video ▪ Website ▪ Workbook ▪ Other

(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.

(2) Standard(s) for Acceptance		
<ul style="list-style-type: none"> ▪ ADA Compliant ▪ Appropriate for Duplication ▪ Appropriately Organized ▪ Attractive ▪ Content Accurate ▪ Content Complete ▪ Design and Content Appropriate to Intended Audience 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Review by DOE Staff ▪ Review by Other Entity ▪ Sufficient Copies Provided ▪ Translated into Appropriate Languages ▪ User-Friendly ▪ Other

(3) In the third column, provide the date when the deliverable will be complete. If applicable, include interim dates for drafts, review, etc.

DELIVERABLES FORM *(Examples: 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)

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."

(1) Name of Activity and Brief Description		
<ul style="list-style-type: none"> ▪ Coaching ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination through the Media ▪ Dissemination Through Internet ▪ Distance Learning 	<ul style="list-style-type: none"> ▪ Distribution of Media (Software, Videos, CD ROMs, etc.)Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring 	<ul style="list-style-type: none"> ▪ One-On-One Training ▪ On-Site Technical Assistance ▪ Pre-service Training ▪ Seminars ▪ Telephone Technical Assistance ▪ Workshop(s) ▪ Other

(2) For each activity identified in Column (1), specify all of the proposed standards that will be used to determine whether the activity meets the expectations for the project. Select the standards from the following list and provide any additional detail appropriate to each standard. *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.*

(2) Quantity and Quality Standards for Acceptance		
<ul style="list-style-type: none"> ▪ Appropriately Organized ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience 	<ul style="list-style-type: none"> ▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness ▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications 	<ul style="list-style-type: none"> ▪ Participant Feedback Indicative of Usefulness ▪ Replicable ▪ User-Friendly ▪ Other

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

(3) Method of Documentation		
<ul style="list-style-type: none"> ▪ Agreements 	<ul style="list-style-type: none"> ▪ NRS Report 	<ul style="list-style-type: none"> ▪ Self-Reporting

<ul style="list-style-type: none"> ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants 	<ul style="list-style-type: none"> ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders 	<ul style="list-style-type: none"> ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other
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(4) In the fourth column provide the critical timelines for completion of each activity (*taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.*).

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM (*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