

Title II-A, Higher Education Agency Partnerships
Florida's Assistance Systems to Provide All Certified Teachers Knowledge of Sunshine State Standards
"Fast Packs"

Frequently Asked Questions & Answers
There are two new questions with answers at the end of this document)

Q: Will the responses to questions be posted as they are received, or will you wait until after March 17?

A: Questions/Answers will be posted as soon as answers are approved and the webmaster can get them posted, probably weekly if there are new questions.

Q: Are community college Educator Preparation Institute (EPI) programs considered a state institution of higher education that delivers a state-approved teacher preparation program pursuant to FS 1004.04?

A: No, EPIs are authorized by section 1004.85, Florida Statutes. However, some colleges offer both types of programs. A community college may also participate as the arts and sciences partner or as a secondary partner.

Q: If the college resides in an LEA that is not a high need LEA, can the college still become an eligible partnership?

A: Yes, the college is not required to become a partner with the LEA in which it resides so long as the college meets the eligibility criteria (stated in the proposal).

Q: If the college has a teacher preparation program within the college of Arts and Sciences can the college be considered an eligible partner?

A: Yes, provided that (a) professors from both the content area and teacher preparation units within the college have partnership responsibilities and (b) the other criteria for becoming an eligible partner is met.

Q: Please define "high need educational agency." Does that refer to low SES as determined by Free and Reduced lunch eligibility or does it mean low FCAT scores?

A: The term 'high-need local educational agency' means a local educational agency that (a) serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and (b) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Q: May the LEA participate in this grant project if it is not a high need LEA?

A: Yes, provided that (a) a high-need LEA is a primary partner and (b) the services provided in the "non-high need" LEA to schools or students of need (see Project Need Criteria in the RFP).

Q: Since the title itself uses the term "Fast Packs," do you have a more specific description of what these entail? Is the intent to jump start knowledge for proficiency in a content area for additional certification and/or to assist teachers in a thorough understanding of the Sunshine State Standards in an additional content area?

A: The intent is really both. This is another way for teachers and teacher educators to move content area knowledge learning into the new standards. It is also a goal of this project to streamline content course work used in teacher preparation so that teacher candidates (or veteran teachers moving to a new certification area) may take courses that, because of their alignment to the standards, will increase teachers' ability to learn and teach the standards with fewer hours of preparation.

Q: A response to one of the questions on the FDOE web page indicates that a criterion for eligibility is the number of “children from families” in poverty; however, other references indicate the number of “citizens” in poverty. Can you clarify whether it is “children from families” or “citizens”?

A: It is children from families. The following is taken from P.L. 107-110, section 2102 Definitions (3)(A&B); the term ‘high-need local educational agency’ means a local educational agency that (a) serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and (b) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing. The use of the word “citizens” was incorrectly stated on the Attachment A – High Need LEAs 05

Q: When defining high need educational agency within the initial FAQs. The answer indicates “. . . and (b) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.” Is there a definition for “a high percentage of teachers” for the two scenarios?

A: The USDE does not define “high percentage of teachers” for either scenario. Thus, the applicant would need to justify what would be considered reasonable and necessary as a high percentage of teachers. This project is required to submit a needs assessment; therefore, program implementation and activities must be determined based on need.