



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal
for
Competitive Grants**

Bureau / Office

Division of Community Colleges and Workforce Education

Title

Jobs for Florida's Future - Community Colleges

**Specific Funding
Authority(ies)**

Pending state appropriation from the 2005 Legislature for **Jobs for Florida's Future Grant**

Funding Purpose

The Legislature recognizes the need for community colleges to respond to emerging local or statewide economic development needs is critical to Florida's economy. The **Jobs for Florida's Future Grant Program** is created to provide grants to community colleges to fund some or all of the costs associated with the **creation or the expansion of programs that serve specific employment workforce needs.**

Funds awarded for this grant may be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a program. Expansion of a program may include either the expansion of enrollments in a program or expansion into new areas of specialization within a program.

Both recurring and non-recurring funds for this grant have been requested. However, because this is subject to appropriation by the 2005 Legislature, it is unknown if both recurring and non-recurring funds will be received. Therefore, proposals should clearly delineate recurring and non-recurring costs. If recurring funds are appropriated, it is anticipated that the funds will roll into the operational funds for the Local Educational Agency, and not continue as a specific appropriation in subsequent years. Non-recurring grant funds shall not be used for recurring instructional costs, such as faculty salaries or for institutions' indirect costs.

Applications from community colleges shall contain projected enrollments and projected costs for the new or expanded program.

Projects will focus on one or more of the following:

- Training people to enter high-skill, high-wage or high-demand (high demand as identified by local labor market needs) occupations.
- Programs that train for occupations within Enterprise Florida's key economic development sector initiatives: Life Sciences (including Biotechnology, Medical Device Manufacturing, Pharmaceuticals, Health Care), Information Technology (including IT Products/Services,

Software Development, Modeling/Simulation/Training, Photonics/Lasers/Optics, Microelectronics, Telecommunications), Aviation / Aerospace, Homeland Security / Defense, Financial / Professional Services or Manufacturing

- Programs that train in targeted occupations to improve economic development in Florida's rural communities.
- Programs that train for the workforce adults who are eligible for public assistance, economically disadvantaged, disabled, not proficient in English, or dislocated workers.
- Programs that provide Adult Education instructional services to develop workplace literacy skills.

Target Population

Postsecondary students enrolled in community college

Eligible Applicants

Florida Community Colleges

Application Due Date

Received by close of business **November 19, 2004. Not a postmark date.**

Delivery Address

Florida Department of Education
Bureau of Grants Management
Attention: Sue Wilkinson
325 West Gaines Street, Room 325, Unit B
Tallahassee, FL 32399-0400
Telephone: 850/245-0498 or Suncom 205-0498

Applications will not be accepted electronically.

Contact Person

Sally Kiser, Director, telephone: 850/245-9033, fax: 850/245-9052, e-mail: Sally.Kiser@fldoe.org

Total Funding Amount

Discretion of the 2005 Florida Legislature

Range of Awards

A community college may submit up to three grant proposals, including joint proposals with school district(s), for new or expanded programs. The Florida Department of Education (FDOE) will not review nor consider more than three proposals for funding from any community college. Guidelines for proposal submissions are as follows:

Community Colleges

- Each college may apply for up to \$750,000 total.
- Funding for each college is limited to \$750,000 -- including projects with multiple partners.
- If multiple applications are submitted, priority will be given to the application from each college that is clearly identified as the President's first choice for a new or expanded Career/Adult Education program.

Joint Applications -- consisting of two or more school districts and/or community colleges or any combination thereof

- Joint applicants may apply for up to the maximum allocation for each education agency. Total contribution will not exceed the maximum allocation for each education agency. Applicant is solely responsible for

all fiscal management of the collaborative project.

Additional Information

- Education agencies may submit a combination of individual and/or joint proposals, depending on their needs.
- All proposals will be judged competitively. College proposals will be judged against each other, and joint proposals (college/school district) will be judged against each other.
- All awards will be based on the statewide geographic dispersion of grant funds by ranking the applications and priority shall be given to applications from each education agency that makes maximum use of their funding by offering high-skill, high-wage, high-demand (high demand as identified by local labor market need) training, Enterprise Florida sector initiatives, rural initiative or adult education programs. The review committee will use the judging criteria found in the **Scoring Criteria** section. All applications must meet the minimum score of 70 to be considered for funding. Maximum total points possible per application is 100.
- Multiple applications must be prioritized by the applicant and any applications funded beyond the agency Head's first choice may be funded based on a combination of factors such as: rank and score, demand for a new or expanded program, geographic dispersion and available funds. The final decision will be at the discretion of the Commissioner of Education.
- Both recurring and non-recurring funds for this grant have been requested. However, because this is subject to appropriation by the 2005 Legislature, it is unknown if both recurring and non-recurring funds will be received. Therefore, proposals should clearly delineate recurring and non-recurring costs. If recurring funds are appropriated, it is anticipated that the funds will roll into the operational funds for the local education agency, and not continue as a specific appropriation.
- The FDOE may recommend an award less than the amount requested in the proposal.

Budget Period

July 1, 2005 to May 30, 2006

No extension of funds beyond May 30, 2006, will be allowed.

Additional Years of Funding

Not Applicable

Funding Method

Cash Advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For funded projects, request for cash advance must be made on the Electronic 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 Cash Advance distribution on the Electronic Cash Advance Request System.

No funds may be obligated prior to the approved budget period or after the project period ends

Disbursement of payment to awarded grantees depends on the actual disbursement/release of funds to the Florida Department of Education Comptroller's Office.

Important notice for all funded agencies:

Documentation to support the method of payment may require proof of payment of all expenditures be submitted upon request. If proof is requested, back-up documentation must be complete, and may consist of copies of lease agreements, utilities, contracts, student and teacher records such as valid sign-in sheets and signed time sheets, copies of paid checks and purchase orders, and travel expenses paid according to state guidelines. If conference or workshop travel and expenses are claimed, a copy of the agenda must be included. Additional examples of documentation include but are not limited to bank statements and cell phone bills. Allowable expenses clearly identified as belonging to the project must be indicated. An accurately completed DOE 399 must be included with the request.

Local Match

None required

General Terms, Assurances and Conditions for Participation in Federal and State Programs

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- state regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

Community Colleges

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

Conditions for Acceptance

Applications must include the following:

1. DOE 100A, Project Application – with original signature
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.
 - 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.
2. DOE 101, Budget Narrative Form (*for joint projects include one for each participating educational agency*)
3. Application received by the due date

Other requirements:

4. Projected Performances, Expenditures and Revenues Chart – Credit Hour Programs, Colleges Only (*for joint projects include one for each participating educational agency*)
5. Projected Performances, Expenditures and Revenues Chart – Clock Hour Programs, Colleges and School Districts (*for joint projects include one for each participating educational agency*)
6. Project Data Summary Table (*for joint projects include one for each participating educational agency*)
7. Regional Workforce Board Coordination Assurance Form
8. Written responses to the **Narrative Requirements** section

9. Application Checklist

10. General Terms, Assurances and Conditions for Participation in Federal and State Programs – if not currently on file with the Comptroller’s office

Please see the **Attachments** section for forms. The **Application Checklist** explains the sequence in which the application is to be assembled.

Technical / Format Requirements

Submit one application with original signatures and five copies of the complete application. Narrative responses must be typed in 12-point font with double spacing between lines. There is a 15 page maximum for the narrative response portion of the application package. Narrative pages beyond the maximum will not be reviewed or scored.

For a list of all items to be included in the application package, please see the **Application Checklist** in the **Attachments** section.

Funding Priorities

Not Applicable

Narrative Requirements

Narrative responses must be typed in 12-point font with double spacing between lines. There is a 15 page maximum for the narrative response portion of the application package. Be sure to respond to all information requested and follow the outline below when writing narrative responses.

Abstract or Summary (Not Scored)

In two pages or less, provide a summary of the project.

I. Project Description

(Maximum points possible 10)

- a) Identify whether this is a newly created or expanded program that serves specific local or state workforce needs.
- b) Describe the project’s goals and objectives.
- c) Describe the targeted occupations selected to train for high-skill, high-wage, high-demand, Enterprise Florida’s sectors, or rural initiatives.
- d) Explain how the selected occupations and training are important to the economic future of the county and/or state.
- e) Explain the anticipated completion points and degree/certificate outcomes for the program.
- f) Describe how the program will support student transition from secondary to postsecondary institutions to facilitate workplace literacy options that will maximize earning potential through high-skills/high-wage training.
- g) Describe the articulation agreements.
- h) Describe how training will be provided and what instructional methods will be used – such as traditional class room, distance learning, or other methods.

II. Student Information

(Maximum points possible 5)

- a) Describe the targeted student population.
- b) Identify the number of students to be served.
- c) Describe how students will be recruited for the program.
- d) Describe the methods to be used to assure program completion by students.
- e) Describe how students and the community will benefit from the program – employment, salary benefits, skills attained.
- f) Include details about how the training opportunities are tailored for the workforce adults who are eligible for public assistance, are economically disadvantaged, disabled, not proficient in English, or dislocated workers.

III. Project Management

(Maximum points possible 5)

- a) Describe staffing for the program.
- b) Describe the management information system and processes that will be used to monitor the program and report participant performances/goals attained.

IV. Collaboration

(Maximum points possible 10)

- a) Identify collaborative partnerships for developing and implementing the project.
- b) Identify the specific role, activities and expected contributions of each of the partners.
- c) Include letters of support and commitment, with original signatures, from the chief executive officers of the institution(s), chamber of commerce or economic development councils, and potential employers.
 - Letters should specify the program's potential impact on businesses and economic development and commitment of employers to hire program completers.

Note:

- Please note that **form letters** are usually not given much consideration by proposal review teams.
- The applicant is solely responsible for all fiscal management of the collaborative project.

V. Workforce Development Impact

(Maximum points possible 20)

- a) Describe the program focus regarding training for sustained, long-term economic benefits and opportunities that will result in raising the educational level of adults, increasing the employability of the workforce, and/or producing high-wage, high-skill, local high-demand, Enterprise Florida sector, and rural initiatives jobs.
- b) Address completion points, adult education, job opportunities/demand for program completers, student demand, placement rates (for expanding programs), career ladder opportunities, and anticipated salaries/wages.
- c) Provide evidence of discussions/data from employers, One-Stop Centers, research librarians and/or some internet research, and school/community college admissions staff.
- d) Cite references used for the information provided.

VI. Business and Industry Impact
(Maximum points possible 20)

- a) Describe how the program will assist in attracting, helping, or expanding industry within the community or meeting existing or emerging community or state employment needs.
- b) Describe the economic condition of the community to be served, e.g., population demographics including educational levels, level of unemployment, description of local business and industry, etc.
- c) Describe how the program will assist expansion of those businesses or their relocation, and the number of local jobs that will result from the program.
- d) Provide evidence of discussions/data from economic development specialists (try your local workforce development board), employers, chambers of commerce, and school/community job placement services staff.
- e) Provide specific information about how local businesses that will be affected.

Helpful Web Site Resources

Workforce Florida, Inc. at: <http://www.workforceflorida.com/wages/wfi/index.htm>

This web site includes the following and much more:

- High Skills/High Wages
- Regional Targeted Occupations List

Enterprise Florida at: <http://eflorida.com/keysectors/default.asp?level1=22&tn=&bn=>

This web site includes economic development initiatives and sector strategies.

VII. Sustainability
(Maximum points possible 5)

Describe how the program will be supported after the grant money is expended.

VIII. Implementation Timeline
(Maximum points possible 5)

- a) Develop an implementation timeline for the use of non-recurring grant funds (July 1, 2005 to May 30, 2006) and an anticipated date when students will be enrolled in the program.
- b) Describe in the timeline all major activities for the program.

IX. State Requirement for Reading
(Maximum points possible 2)

Describe how the project will support the Department's reading initiative, "Just Read, Florida!" Information about the initiative is available at the following web site:
www.justreadflorida.org.

X. State Requirement for Dissemination
(Maximum points possible 2)

Describe how information about the methodology and potential replication of Best Practices will be shared with other adult education and family literacy service providers on a statewide basis.

Note: Maximum scoring for the **Narrative Requirements** equals 84 points. The remaining 16 points are for the **Budget Narrative Form; Project Data Summary Table; and Projected**

Performances, Expenditures and Revenues Chart(s). These **forms are not included** in the 15 page maximum **Narrative Requirement**.

Budget/Data Forms

(Maximum points possible 16)

a) DOE 101 Budget Narrative Form

- The budget sufficiently reflects all proposed expenditures.
- All budget items are accurately justified.
- The budget is appropriate for achieving the program goals.

b) Project Data Summary Table

This form is completed according to the proposed narrative descriptions.

c) Projected Performances, Expenditures and Revenues Chart, Credit Hour Programs, Community Colleges Only

This form is completed according to the proposed narrative descriptions and the proposed budget.

d) Projected Performances, Expenditures and Revenues Chart, Clock Hour Programs, Community Colleges and School Districts

This form is completed according to the proposed narrative descriptions and the proposed budget.

Total maximum points possible per project is 100.

All recipients must meet the minimum score of 70 to be considered for funding.

Scoring Criteria

The Review Committee will use the following criteria to score applications:

I. Project Description

(Maximum points possible 10)

- a) Is the project clearly identified as a newly created or expanded program that serves specific employment workforce needs?
- b) Are the project's goals and objectives measurable, achievable and clearly linked to the project focus?
- c) Does the applicant's selection of targeted occupations match criteria for training as identified in high-skill, high-wage, high-demand, Enterprise Florida's sector, or rural initiatives?
- d) Does the applicant clearly explain the importance of the linkages between the selected occupations and training and how they impact the economic future of the county and/or state?
- e) Are the anticipated completion points and degree/certificate outcomes for the program clearly identified, adequate and well-matched to the goals and objectives as stated above?
- f) Does the program support workplace literacy options to assure students will be trained in high-skills/high-wage occupations that will maximize their earning potential?
- g) Are the articulation agreements in place for expanded projects and/or clearly planned for newly created projects?

- h) Do the program's training methodologies, – such as traditional class room, distance learning, or other methods, demonstrate a likelihood of increasing specific skills for the targeted population?

II. Student Information

(Maximum points possible 5)

- a) As defined, does the targeted population clearly match the program participation requirements?
- b) Is the number of students reasonable given the scope of the proposed budget?
- c) Is the recruitment plan sufficiently matched to the targeted population?
- d) Are the recruitment methods feasible, designed to assure program completion and well-suited to the diverse needs of the targeted population?
- e) Are the benefits for students and the community, relative to employment, salary benefits, and skills attainment, reasonable and attainable?
- f) Are there demonstrated training opportunities tailored to the workforce adults who are eligible for public assistance, are economically disadvantaged, disabled, not proficient in English, or dislocated workers?

III. Project Management

(Maximum points possible 5)

- a) Are the proposed staff and their qualifications sufficient for this project?
- b) Is there an appropriate project management information system in place that supports the process for reporting on progress in attaining the goals for the proposed services?

IV. Collaboration

(Maximum points possible 10)

- a) Are appropriate collaborating partners identified for this project?
- b) Are the collaborative roles, activities and expected contributions of each of the partners clearly stated in the letters of agreement?
- c) Are the letters of agreement included with appropriate original signatures?

V. Workforce Development Impact

(Maximum points possible 20)

- a) Does the proposed training methodology have a high likelihood of achieving sustained, long-term economic benefits and opportunities that will result in raising the educational level of adults, increasing the employability of the workforce, and/or producing high-wage, high-skill, high-demand, Enterprise Florida sector, rural initiatives jobs?
- b) Does the methodology include realistic and appropriate detail related to completion points, adult education, job opportunities/demand for program completers, student demand, placement rates (for expanding programs), career ladder opportunities, and anticipated salaries/wages?
- c) Is there sufficient evidence to demonstrate active information and resource gathering, including but not limited to discussions/data from employers, One-Stop Centers, research librarians and/or some internet research, and community college admissions staff?
- d) Are the references cited?

**VI. Business and Industry Impact
(Maximum points possible 20)**

- a) Do the objectives of the plan, related to program implementation or expansion, support success in attracting, helping, or expanding industry within the community or in meeting existing or emerging community employment needs?
- b) Does the applicant establish clear linkages between the program activities and the economic condition of the community to be served, e.g., population demographics including educational levels, level of unemployment, description of local business and industry, etc?
- c) What is the likelihood that program activities will have positive impacts on local businesses by increasing the number of local employment opportunities and assisting existing businesses to expand or relocate?
- d) Is there specific information about how local businesses will be positively affected, how the program will assist expansion of those businesses or their relocation, and the number of local jobs created as a result of the program?
- e) Are references cited relative to discussions/data from economic development specialists, the local workforce development board, employers, chambers of commerce, and school/community job placement services staff?

**VII. Sustainability
(Maximum points possible 5)**

Does the applicant provide a reasonable plan for continued support of the program after the grant money is expended?

**VIII. Implementation Timeline
(Maximum points possible 5)**

- a) Does the Implementation Timeline include all major activities?
- b) Is the Implementation Timeline realistic and achievable?

**IX. State Requirement for Reading
(Maximum points possible 2)**

Does the project describe a feasible plan to support the department's reading initiative?

**X. State Requirement for Dissemination
(Maximum points possible 2)**

- a) Does the applicant describe an effective plan for sharing project methodology and outcome information with other adult education and family service providers statewide?
- b) Does the applicant describe an effective plan for potential replication of Best Practices?

Note: Maximum scoring for the **Narrative Requirements** equals 84 points. The remaining 16 points are for the **Budget Narrative Form; Project Data Summary Table; and Projected Performances, Expenditures and Revenues Chart(s)**. These **forms are not included** in the 15 page maximum **Narrative Requirement**.

Budget/Data Forms
(Maximum points possible 16)

a) **DOE 101 Budget Narrative Form**

- Does the budget sufficiently reflect all proposed expenditures?
- Are all budget items accurately justified?
- Is the budget appropriate for achieving the program goals?

b) **Project Data Summary Table**

Is this form completed according to the proposed narrative descriptions?

c) **Projected Performances, Expenditures and Revenues Chart, Credit Hour Programs, Community Colleges Only**

Is this form completed according to the proposed narrative descriptions and the proposed budget?

d) **Projected Performances, Expenditures and Revenues Chart, Clock Hour Programs, Community Colleges and School Districts**

Is this form completed according to the proposed narrative descriptions and the proposed budget?

Total maximum points possible per project is 100.

All recipients must meet the minimum score of 70 to be considered for funding.

Fiscal Requirements

Funds awarded for this grant may be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a program. Expansion of a program may include either the expansion of enrollments in a program or expansion into new areas of specialization within a program.

Both recurring and non-recurring funds for this grant have been requested. However, because this is subject to appropriation by the 2005 Legislature, it is unknown if both recurring and non-recurring funds will be received. Therefore, proposals should clearly delineate recurring and non-recurring costs. If recurring funds are appropriated, it is anticipated that the funds will roll into the operational funds for the Local Educational Agency, and not continue as a specific appropriation in subsequent years. Non-recurring grant funds shall not be used for recurring instructional costs, such as faculty salaries or for institutions' indirect costs.

Funding shall not supplant other state or local adult education and literacy funding.

The funds made available for this project shall supplement and not supplant other state or local public funds expended for these activities.

Local Administrative Cost

Not applicable these projects.

Method of Answering Frequently Asked Questions or Providing Changes or Addenda

To assure fair and equitable treatment of all potential applicants **the last date for accepting questions** regarding this Request for Proposals is **October 22, 2004**. Please direct all questions to **Sally Kiser** at this e-mail address: Sally.Kiser@fldoe.org or by telephone: 850/245-9033 or SC 205-9033. All questions and answers will be posted on the web site and updated as needed. The web address is: <http://www.firn.edu/doe/dwdgrants/grants.htm>.

Notice of Intent to Apply

Please send an intent-to-apply by **October 15, 2004**, via e-mail to **Sally Kiser** at Sally.Kiser@fldoe.org. This will assist with planning for the appropriate number of persons for the proposal review committee. Responding with an intent-to-apply does not obligate eligible applicants. Conversely, not responding does not eliminate eligible applicants from applying.

Method of Selection

Proposals will be read and scored by a demographically diverse committee of education practitioners and other workforce education and business partners. The FDOE shall consider the statewide geographic dispersion of grant funds in ranking the applications and shall give priority to applications from education agencies that are making maximum use of their funding by offering high-performing, high-demand programs.

The review committee will use the judging criteria found in the **Scoring Criteria** section. All applications must meet the **minimum score of 70** to be considered for funding. **A total maximum point possible is 100.**

FDOE shall review and rank each application for a grant and shall submit to the Legislature a list in priority order of applications recommended for a grant award.

Implementation Requirements

Funded projects must comply with all reporting and invoicing requirements, and amendment procedures (see *Project Application and Amendment Procedures for Federal and State Programs Administered by the Department of Education*, also known as the *DOE Green Book*) <http://www.firn.edu/doe/comptroller/gbook.htm>.

Monitoring provisions are applicable to all projects funded by the Department. The state will evaluate the effectiveness of project activities based on established and approved performance goals and timelines. During the project year, this activity maybe conducted on-site, database review or combination of methods by the designated FDOE staff.

Reporting Outcomes

- Mid-year Status Report and an Interim DOE 399 is due **December 20, 2005**. Send both of these documents to: Division of Community Colleges and Workforce Education, Grants Administration, Suite 730, Tallahassee, FL 32399-0400.

The Mid-year Status Report is to be a maximum of two pages and must include the following:

- Status update relative to the Implementation Timeline provided in the original application.
 - Identify any issues in achieving the established timelines and activities.
- Final Program Evaluation Report is due **May 30, 2006**. Send the Report to: Division of Community Colleges and Workforce Education, Grants Administration, Turlington Building, Suite 730, Tallahassee, FL 32399-0400.

The Final Program Evaluation Report is to be a maximum of 10 pages and must include the following:

- Statement of program goals and objectives.
 - Explanation of the technical training programs provided, and analysis of payroll benefits and other economic and sociological impact measures compared to cost of the program and grant.
 - Feedback from collaborative partners.
 - Explanation for newly created programs: For each degree or certificate programs provide expected enrollments, completions, placements, projected annual salary of placements, and impact on the local community.
 - Explanation for expanded programs: Provide the actual numbers of enrollments, completers, placements and the retention rate of students in program.
- DOE 399, Project Disbursement Report is due by **June 15, 2006**. Send DOE 399 to: Florida Department of Education, Office of the Comptroller, Turlington Building, Suite 944, Tallahassee, Florida 32399-0400.

Attachments to the RFP

- Projected Performances, Expenditures and Revenues Chart – Credit Hours
- Projected Performances, Expenditures and Revenues Chart – Clock Hours
- Project Data Summary Table
- DOE 100A, Project Application
- DOE 101, Budget Narrative Form
- Regional Workforce Board Coordination Assurance Form
- Application Checklist

Please note that the following required forms are available on the web site as Excel documents at: <http://www.firn.edu/doe/dwdgrants/grants.htm>

**Jobs for Florida's Future
Fiscal Years 2005-06 through 2007-08**

- Projected Performances, Expenditures and Revenues Chart – Credit Hrs. – Colleges Only
- Projected Performances, Expenditures and Revenues Chart – Clock Hrs. – Colleges and School Districts

Project Data Summary Table

JOBS FOR FLORIDA'S FUTURE GRANTS 2005-2006

Community College/ School District			
Program Name			
Program CIP or Course Code Directory Number			
Type of Grant (New or Expanded)			
Complete all that apply; use additional space if needed – boxes will expand when text is typed.			
	Occupations	Annual Job Openings	
		Regional	State
Statewide High-Skills, High-Wage, High-Demand List (Workforce Estimating Conference, 2003-04 High-Wage/High-Skill List)			
Regional Targeted Occupations List (2003-04 Regional List)			
State Targeted Occupations List			
High-Demand Job or Critical State Need (such as: Child Development Associate, Nursing, Allied Health, or Teacher Education)			
Enterprise Florida's Key Economic Development Sector Initiatives:			
Florida Rural Initiatives			
	Type of Instruction	Completion Points	
Adult General Education (not community education or lifelong learning)			
Source(s) for the data provided			
Contact information of the person providing the data for this application			
Name			
Address			
Phone			
Fax			
E-mail			

FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number 5B040

Please return to: Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: Jobs for Florida's Future Competitive Fiscal Year 2005-2006 Community College	<u>DOE USE ONLY</u> Date Received
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B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
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C) Total Funds Requested: \$ _____ DOE USE ONLY Total Approved Project:	D) Applicant Contact Information	
	Contact Name:	Mailing Address:
	Telephone Number:	SunCom Number:
	Fax Number:	E-mail Address:

CERTIFICATION

I, _____, (Please Type Name) 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) _____
 Signature of Agency Head



Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name 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 contact person. This is the person responsible for responding to all questions regarding information included in this application.
- 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.



Instructions for Completion of Budget Narrative Form DOE 101

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

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 2 - 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 3 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on a 40 hour workweek) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (40) for the position into the actual work hours to be funded by the project.

COLUMN 4 - AMOUNT

Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

DOE 101

Revised 08/04



**REGIONAL WORKFORCE BOARD
COORDINATION
ASSURANCE FORM**

Complete Section A or B as appropriate and include in application package.

-----Section A

The Superintendent or Agency Head certifies that this application has been submitted to the Regional Workforce Board and that the activities outlined in the application are consistent with current Regional Workforce Board plans.

Signature of Superintendent/Agency Head

Date Submitted to Regional
Workforce Board

Regional Workforce Boards are invited to submit comments regarding the application to the Division of Community Colleges and Workforce Education, Grants Administration office by October 15, 2004.

Note: Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

-----Section B

The Superintendent or Agency Head certifies that this **application covers more than one Workforce Development Region**. The activities outlined in this application are related to Workforce Development and are consistent with the current Regional Workforce Board plans for all regions included in this application. *Application submission to the Regional Workforce Board is not required.*

Signature of Superintendent/Agency Head

Date

Note: Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

APPLICATION CHECKLIST

Include this form in the application package.

Competitive Jobs for Florida's Future -- Community College Fiscal Years 2004-2005

- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).

Place in the following order	Item	Applicant Indicate Page Numbers Below
1.	DOE 100A, Project Application – with original signature	
2.	DOE 101, Budget Narrative Form <i>(for joint projects include one for each participating educational agency)</i>	
3.	Project Data Summary Table <i>(for joint projects include one for each participating educational agency)</i>	
4.	Projected Performances, Expenditures and Revenues Chart – Credit Hrs. – Colleges only <i>(for joint projects include one for each participating educational agency)</i>	
5.	Projected Performances, Expenditures and Revenues Chart – Clock Hrs. – Colleges and School Districts <i>(for joint projects include one for each participating educational agency)</i>	
6.	Regional Workforce Board Coordination Assurance Form	
7.	Narrative Requirements (15 page maximum)	
	Abstract or Summary	
	I. (a-h) Project Description	
	II. (a-f) Student Information	
	III. (a-b) Project Management	
	IV. (a-c) Collaboration	
	V. (a-d) Workforce Development Impact	
	VI. (a-e) Business and Industry Impact	
	VII. Sustainability	
	VIII. (a-b) Implementation Timeline	
	IX. State Requirement for Reading	
	X. State Requirement for Dissemination	
8.	Collaboration Letters – with original signatures from <u>all</u> collaborators	
9.	Application Checklist	
10.	General Terms, Assurances and Conditions for Participation in Federal and State Programs – if not currently on file with the Comptroller's office	