



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office

- Division of Community Colleges and Workforce Education
- Division of Public Schools, Office of Student Achievement and Articulation

Program Name

SUCCEED Florida -- Career Paths Program

Specific Funding Authority

2005 General Appropriations Act:

- Line Item 7A: Aid To Local Governments-Critical Jobs Initiative From Educational Enhancement Trust Fund
- Line Item 114: Aid To Local Governments-Critical Jobs Initiative From General Revenue Fund

Funding Purpose

The SUCCEED Florida -- Career Paths Program was established by the 2005 Florida Legislature to provide startup grants to offset planning and implementation costs of partnerships between a district school board or the Florida Virtual School and one or more businesses, industries, or postsecondary educational institutions to operate a career and professional academy.

Funding Priorities

Funds must be used to meet the rigorous and relevant academic standards of a career and professional academy to do one of the following:

- Implement a career and professional academy for the 2005-06 school year
- Implement a redesign of a career academy during the 2005-06 school year
- Plan and design a career and professional academy for the 2006-07 school year

Schools or career centers must enter into a partnership with one or more businesses, industries, industry economic development agencies, or postsecondary institutions to establish an academy. Academies must correlate directly with career and industry certifications with high-growth, high-demand, high-pay occupations and must provide a rigorous and relevant standards-based academic curriculum through a career-based theme.

These funds may not be used to supplant current funding.

A minimum of 50 percent of the funds must be provided to programs in underserved communities. Underserved communities are those educational regions of the state which have below-average per capita public workforce education funding for the population aged 15 to 49.

Low performing high schools, as identified by a school performance grade of “F”, are encouraged to use these funds to restructure their high school and will be awarded up to ten bonus points during the review process.

Total Funding Amount

Line Item 7A: \$4,706,750

Line Item 114: \$1,293,250

\$6,000,000

Applicants may apply for up to \$200,000 per career academy.

Applicants must submit a separate proposal for each academy.

A maximum of four projects may be awarded per district.

The Commissioner of Education may request a budget amendment to realign funds provided for the SUCCEED Florida programs in Specific Appropriations 7A, 7B, 114, 119, and 144B to reflect the results of the competitive awards authorized under the programs.

Budget Period

July 1, 2005 - June 30, 2006

Program Performance Period

July 1, 2005 - June 30, 2006

Target Population

Secondary students participating in career academies

Eligible Applicants

Secondary and postsecondary career education programs offered by public schools, school district operated career centers, or the Florida Virtual School

Application Due Date

Proposals are due in Grants Management by the close of business on **July 12, 2005**. Facsimile and email submissions are not acceptable.

Contact Persons

Teresa Bestor, Workforce Education, (850) 245-9047, Suncom 20509047, Email

Teresa.Bestor@fldoe.org

Gloria Smith, Office of Grants Management, (850) 245-0718, Suncom 205-0718, Email:

Gloria.Smith@fldoe.org

Assurances

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 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>

School Districts, Community Colleges, Universities and State Agencies (Public Entities)

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.

Background and Program Information

Since 1993, the Florida Department of Education has recognized the career academy model as a comprehensive approach to school restructuring at the secondary level. Career academies are designed to help young people become more engaged in school and prepare them for postsecondary education and/or additional training and employment. The approach is increasingly popular with educators who are searching for successful secondary school organizational structures; curricular innovations; and a defined role for employers to enhance, strengthen, and link the academic and career and technical preparation of students.

For the purposes of this grant program, a career and professional academy is a research-based, rigorous education program that combines relevant academic and technical curricula around a career theme offered by a public school district or the Florida Virtual School for the purpose of providing an instructional delivery system that incorporates relevant and rigorous academic standards with industry and business relevancy.

Each career and professional academy must include the following:

- A rigorous and relevant standards-based academic curriculum through a career-based theme, using instruction relevant to the career. The curriculum must take into consideration multiple styles of student learning; promote learning through application and adaptation; maximize relevance of the subject matter; enhance each student’s capacity to excel; and include an emphasis on work habits and work ethics. Such instruction may be enhanced through internship and apprenticeship experiences.
- One or more partnerships with businesses, employers, industry economic development agencies, or other appropriate sectors of the local community.
- One or more partnerships with a private or public postsecondary educational institution. The education partner must agree to articulate coursework to maximize transferability of credits earned by students.
- Program offerings that correlate directly with industry certifications, with targeted high-priority local business and career opportunities, and with high-growth, high-demand, and high-pay occupations identified on the statewide Workforce Targeted Occupations List. URL: <http://www.workforceflorida.com/wages/wfi/index.htm>
- Strong eligibility criteria for student participation.

There are various models of academies currently in Florida’s high schools. For the SUCCEED Florida – Career Paths program, **career and professional academies must have a delivery system that includes:**

- A multi-year, school-within-a-school structure beginning in the ninth or tenth grade and continuing through graduation, with a student population representative of the whole school population
- The integration of rigorous college preparatory instruction (academic and career and technical) focused on a career theme based on local labor market information, Florida’s Sunshine State Standards, and national or other industry-recognized standards that will equip students to move into a job, further training, and/or into postsecondary education
- The direct correlation of career and industry certifications with high-growth, high-demand and high-pay occupations
- Active partnerships with businesses, industries, industry economic development agencies, and/or postsecondary institutions

Helpful Web Site Resources

Each academy desiring to participate in the SUCCEED Florida – Career Paths program will benefit from reviewing career academy models, standards of practice and research found at the following web sites:

- Career Academy Support Network (CASN) <http://casn.berkeley.edu/>
- National Career Academy Coalition (NCAC) <http://www.ncacinc.org/>
- National Academy Foundation (NAF) <http://naf.org/>
- National High School Alliance (NHSA) <http://hsalliance.org/>
- Career Academy National Standards of Practice http://hsalliance.org/downloads/home/Career_Academy_National_Standards_of_Practice.pdf
- Southern Regional Education Board/High Schools That Work (SREB/HSTW) <http://www.sreb.org/>
- Manpower Demonstration Research Corporation (MDRC) <http://www.mdrc.org/>
- Talent Development High Schools/Center for Research on Education of Students Placed at Risk (CRESPAR) <http://www.csos.jhu.edu/crespar/programs.htm>
- Small Learning Communities <http://www.ed.gov/programs/slcp/index.html>
- Continuous Improvement Model <http://osi.fsu.edu/cim/index.htm>
- Statewide targeted occupations list of the Workforce Estimating Conference <http://www.workforceflorida.com/wages/wfi/index.htm>

NARRATIVE SECTION

Narrative Components

Narrative responses must be typed in 12-point font and double spaced. There is a 15-page maximum for the narrative response portion of the application package. This does not include any requested forms or letters of support. Be sure to respond to all information requested and follow the items in the order listed below when writing narrative responses.

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

1. Project Abstract

Complete the **Abstract Page Format** in the **Attachments** section to describe briefly the major components of the program design. The abstract must not exceed one page.

2. Need Statement

Describe the need for the career and professional academy that addresses the following components:

- a) The overall need for the career and professional academy and provide supporting data
- b) The need relative to state priorities for career and industry certifications with high-growth, high-demand and high-pay occupations
- c) The career pathways that will be used
- d) The projected number of students, demographic composition, grade levels for the entire school and the academy
- e) The career counseling and advisement model for academy participants
- f) Student recruitment into the academy
- g) Parental involvement

3. Management Plan

The management plan must describe the proposed academy's objectives, strategies to meet these objectives, and timelines consistent with the program's mission and goal(s). (See **Management Plan** in the **Attachments** section):

- a) Long-term goals for the academy, including expected opening dates (i.e. five-year goals)
- b) Measurable objectives that address specific student performance (i.e. annual objectives)
- c) Strategies or activities to meet these objectives
- d) Timelines for planning and implementation

4. Organizational and Operational Structure

The academy structure must support the integration of the academic and career educational program, stated objectives, staff positions, and staff qualifications and address the following elements. The application must clearly demonstrate alignment with the School Improvement Plan.

- a) Overview of the administration of the career and professional academy including responsibilities and qualifications of leadership for all administrators such as principal, assistant principal and academy coordinator
- b) Instructional staff and their qualifications including certification areas
- c) Academic and career counseling program and the role that school counselors will play in the academy
- d) Implementation of interdisciplinary teaching and learning
- e) Plan for providing staff development based on student performance data
- f) School career advisory council, including activities/duties of members.
- g) Structure of the academy, including, but not limited to: course schedule, course sequence
- h) Information related to the articulation for students transitioning from middle school to high school and from high school to postsecondary education or workplace
- i) Technology/facilities of the academy, such as: infrastructure, computers, Internet access, technology tools, and website

5. Curriculum, Instruction, Assessment, and Accountability

The application must clearly address a rigorous and relevant program of study for the academic and career/technical program and include the following:

- a) How will the continuous school improvement model components will included for each of the following:

URL: Continuous Improvement Model <http://osi.fsu.edu/cim/index.htm>

- Disaggregated student performance data for analysis and instructional planning
 - Sunshine State Standards instructional calendar and timeline, using disaggregated student performance data to focus instruction on targeted benchmarks, manage instructional time, and allocate resources
 - Instructional focus on research-based effective practices in the classroom
 - Mini-assessments of targeted Sunshine State Standards benchmarks to monitor students' progress and generate data to redesign instruction, if needed
 - Alternative in-school tutorial, remediation, or enrichment strategies for students based on students' individual academic needs
 - Systematic monitoring of students' progress to determine effectiveness of instruction
- b) Alignment of Sunshine State Standards, instructional strategies, assessment, and professional development
- c) Rigorous academic core program of study that includes college preparatory curriculum
- d) Instructional materials and resources
- e) Students' access to accelerated mechanisms such as Tech Prep, Dual Enrollment and Advanced Placement

6. Partnerships

The application must describe the partnership with one or more entities and address the following elements. The education partner must agree to articulate coursework to maximize transferability of credits earned by students.

- a) Include letters of support and commitment, with original signatures, from the chief executive officers of the institution(s) and potential employers.
- b) Identify role(s) of all partnerships and collaborations (developed or expanded) that will support the planning and implementation of the career academy such as school district, community college, the Florida Virtual School, the military, and College Board.
- c) Identify the support provided by each partner such as in-kind services, personnel, fiscal resources, apprenticeships, and internships.
- d) Describe how industry representatives will be involved with the academy faculty in developing career-focused instructional programs.

7. Sustainability

Outline strategies for policy changes, building public support, and/or resource management to sustain the career academy beyond this grant period.

8. Evaluation

The application must clearly outline the plan for evaluating the academy, students, and progress toward meeting the program goal(s), and must include baseline data.

- a) Plan for evaluating the career and professional academy. The evaluation must include, but not be limited to, the following performance measures:
- Student performance on FCAT
 - Graduation rate
 - Dropout rate
 - Excessive absences (% students who are absent 21+ days)
 - Percent of seniors who earn a college assessment test score at or above the minimum level required by the Bright Futures Medallion Scholarship Program
 - Average number of credits earned through acceleration mechanisms

- Percent of students who complete four years of mathematics (one of which must be Algebra I or its equivalent)
 - Percent of students who complete three credits in science
 - Participation rate in PLAN or SPAT
 - Participation and scores on ACT/SAT
 - Number and percent of students earning national employer certification and program area
 - Promotion/retention rates
- b) Management information system and processes that will be used to monitor students' progress and program outcomes, and to provide reports as required by the department

9. Support for Strategic Imperatives

Describe how the proposed project will address reading initiatives and incorporate one or more of the Florida State Board of Education (SBE) strategic imperatives.

URL: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

10. State Requirement for Dissemination

Describe how information about the methodology and potential replication of Best Practices will be shared on a statewide basis.

11. Budget/Data Forms (these forms are located in the **Attachments** section)

a) **DOE 101 Budget Narrative Form**

Present a budget that reflects objectives and proposed costs of the project.

b) ~~Projected Performances, Expenditures and Revenues Chart—Credit Hrs Deleted June 24~~

c) ~~Projected Performances, Expenditures and Revenues Chart—Clock Hrs Deleted June 24~~

12. Bonus for Low-Performing High Schools

This response is included on the Abstract Page Format included in the **Attachment** section.

- There is a 10 point bonus for low-performing high schools. Bonus points will be applied only after the 70 percent base score is achieved.
- Low-performing high schools are identified by a school performance grade of “F” by the Florida Department of Education. These schools are encouraged to use these funds to restructure their school.

Scoring Criteria

The scoring criteria for each section of the project narrative are described below. The reviewers will score each section based on the maximum possible points for the section. The total number of points attainable is 100.

There is a 10 point bonus for low-performing high schools. Bonus points will be applied only after the 70 percent base score is achieved.

Low-performing high schools are identified by a school performance grade of “F” by the Florida Department of Education. These schools are encouraged to use these funds to restructure their school.

1. Project Abstract (Required, Not Scored)

The Abstract Page Format describes the major components of the program design. The abstract does not exceed one page.

2. Need Statement (Maximum points possible 10)

- a) The overall need is clearly stated and supporting data is provided.
- b) The need for the academy is related to state priorities for career and industry certifications with high-growth, high-demand and high-pay occupations.
- c) The description of career pathways is in line with the state priorities identified for the program.
- d) The applicant has clearly described the projected number of students, demographic composition, grade levels for the entire school and the academy.
- e) The career counseling and advisement model for academy participants is adequate.
- f) The student recruitment plan is comprehensive and relevant to program and local needs.
- g) The parent involvement plan is comprehensive and relevant.

3. Management Plan (Maximum points possible 10)

- a) The long-term goals for the academy, including expected opening dates (i.e. five-year goals) are achievable and aligned with local needs and program requirements.
- b) The measurable objectives that address specific student performance (i.e. annual objectives) are likely to assure higher performances.
- c) The strategies or activities to meet these objectives are feasible and are research-based.
- d) The timelines for planning and implementation are achievable based on the proposed project.

4. Organizational and Operational Structure (Maximum points possible 15)

The organization and operation of the academy must clearly demonstrate alignment with the School Improvement Plan for the following:

- a) The overview of the administration of the academy is clear and includes adequate responsibilities and qualifications of leadership for all administrators such as principal, assistant principal and academy coordinator.
- b) The instructional staff and their qualifications including certification areas are likely to assure students achieve the goals and objectives of the program.
- c) The academic and career counseling program and the role that school counselors will play in the academy will assure that student goals are attained.
- d) The implementation of interdisciplinary teaching and learning are clearly described and will assure student achievement.
- e) The plan for providing staff development is based on student performance data to assure student achievement.
- f) The school career advisory council is incorporated into the plan and includes activities/duties of members that are equipped to accomplish project goals.
- g) The structure of the academy is clearly defined and includes, but is not limited to: course schedule and course sequence.
- h) The information related to the articulation for students transitioning from middle school to high school and from high school to postsecondary education or workplace is in place.
- i) The plan for technology/facilities of the academy such as infrastructure, computers, Internet access, technology tools, and website are evident and sufficient for the program goals.

5. Curriculum, Instruction, Assessment, and Accountability (Maximum points possible 15)

- a) How will the continuous school improvement model components be included for each of the following:

- The plan for disaggregated student performance data for analysis and instructional planning is comprehensive.
 - The Sunshine State Standards instructional calendar and timeline, use of disaggregated student performance data to focus instruction on targeted benchmarks, manage instructional time, and allocated resources are clearly outlined.
 - The prioritized instructional focus to facilitate explicit and systematic instruction using research-based effective practices in the classroom is clearly stated.
 - The mini-assessments of targeted Sunshine State Standards benchmarks to monitor students' progress and generate data to redesign instruction, if needed is effective.
 - The alternative in-school tutorial, remediation, or enrichment strategies for students based on students' individual academic needs will successfully serve student achievement in the program.
 - The systematic monitoring of students' progress to determine effectiveness of instruction will provide the information necessary for individualized student improvement.
- b) The alignment of Sunshine State Standards, instructional strategies, assessment, and professional development are appropriately outlined.
 - c) The rigorous academic core program of study that includes college preparatory curriculum is thoroughly identified.
 - d) The instructional materials and resources are likely to achieve the goals and objectives of the program.
 - e) The applicant has clearly outlined how the students' will access accelerated mechanisms such as Tech Prep, Dual Enrollment and Advanced Placement.

6. Partnerships (Maximum points possible 15)

- a) Letters of support and commitment, with original signatures, from the chief executive officers of the institution(s) and potential employers are included and demonstrate a commitment to the program.
- b) The role(s) of all partnerships and collaborations (developed or expanded) are identified and demonstrate evidence that they will support the planning and implementation of the career academy such as school district, community college, the Florida Virtual School, the military, and College Board.
- c) Support provided by each partner is clearly outlined, such as: in-kind services, personnel, fiscal resources, apprenticeships, and internships.
- d) Industry representatives will be sufficiently involved with the academy faculty in developing career-focused instructional programs.

7. Sustainability (Maximum points possible 5)

Sustainability is adequately addressed and likely to facilitate continuation of the program beyond this funding source.

8. Evaluation (Maximum points possible 10)

- a) The plan for evaluating the career and professional academy is comprehensive and likely to be successful and includes, but is not be limited to, the following performance measures:
 - Student performance on FCAT
 - Graduation rate
 - Dropout rate
 - Excessive absences (% students who are absent 21+ days)

- Percent of seniors who earn a college assessment test score at or above the minimum level required by the Bright Futures Medallion Scholarship Program
 - Average number of credits earned through acceleration mechanisms
 - Percent of students who complete four years of mathematics (one of which must be Algebra I or its equivalent)
 - Percent of students who complete three credits in science
 - Participation rate in PLAN or SPAT
 - Participation and scores on ACT/SAT
 - Number and percent of students earning national employer certification and program area
 - Promotion/retention rates
- b) The management information system and processes that will be used to monitor students' progress and program outcomes, and to provide reports as required by the department are clear and effective.

9. Support for Strategic Imperatives (Maximum points possible 5)

The applicant clearly and feasibly addresses the reading initiative and incorporates one or more of the Florida State Board of Education (SBE) strategic imperatives in an effective manner.

10. State Requirement for Dissemination (Maximum points possible 5)

The applicant has described a thorough and effective methodology for distributing and marketing Best Practices statewide about the project.

11. Budget/Data Forms (Maximum points possible 10)

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) ~~Projected Performances, Expenditures and Revenues Chart—Credit Hours~~

~~Applicant has presented projected performances, expenditures and revenues adequate for credit hours.~~ **Deleted June 24**

c) ~~Projected Performances, Expenditures and Revenues Chart—Clock Hours Deleted~~

~~Applicant has presented projected performances, expenditures and revenues adequate for clock hours.~~ **Deleted June 24**

12. Bonus for Low-Performing High Schools (Maximum points possible 10)

This response is included on the Abstract Page Format.

- There is a 10 point bonus for low-performing high schools. Bonus points will be applied only after the 70 percent base score is achieved.
- Low-performing high schools are identified by a school performance grade of “F” by the Florida Department of Education. These schools are encouraged to use these funds to restructure their school.

Reporting Outcomes

Periodic reports must be submitted by the following dates: September 30, 2005; December 30, 2005; March 30, 2006; and June 30, 2006. The reports aligned with timelines in approved application will include, but are not limited to:

- An interim financial report (DOE 399)

- Interim Projected Performances, Expenditures and Revenues Charts – one for clock and one for credit hours
- A reporting form will be provided to awardees that shows the career academy’s progress toward the program goals, planning and implementation activities, and timelines to date.
- Project recipients must agree to provide student identifiers to the department that will enable the school and the department to collect and report performance data for five years.
- All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Submit reports to Program Contact: Teresa Bestor, 850/245-9047, Teresa.Bestor@fldoe.org, Florida Department of Education, Community Colleges and Workforce Education, 325 West Gaines Street, Room 722, Tallahassee, FL 32399-0400.

Funding Method

Quarterly Advance to Public Entity - For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

A minimum of 50 percent of the funds shall be provided to programs in underserved communities, as defined in proviso. Underserved communities are those educational regions of the state which have below-average per capita public workforce education funding for the population aged 15 to 49. (See **Florida’s Underserved Communities** chart in the **Attachments** section.)

The funds for this grant are non-recurring. Funds can be used for recurring costs (such as faculty) only if a plan is in place for other funding sources to continue the program following the grant period.

These funds may not be used to supplant current funding.

Allowable Expenses: Project funds must be used for items that will directly impact a student such as school equipment, instructional materials, professional development, consultants, and other planning and design activities.

Pursuant to Section 216.346, F.S., any contract or grant between state agencies, including any contract involving the State University System or the State Community College, the agency receiving the contract or grant shall charge no more than five percent for overhead or indirect costs or any cost not required for the payment of direct costs. This restriction applies to both state and federally funded contracts.

All funded projects and any subsequent amendments are subject to the procedures outlined in the Department’s *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) and in the *General Assurances for Participation in Federal and State Programs*, located in the Green Book. This document is an overview of grantor and grantee responsibilities and is not inclusive of all requirements. For more information, the Green Book can be accessed at <http://www.firn.edu/doe/comptroller/gbook.htm>.

Notice of Intent-to-Apply

The due date to notify the contact person (Teresa Bestor) of intent-to-apply is **June 28, 2005**. Send the notification by e-mail (Teresa.Bestor@fldoe.org) or fax (850-245-9052) and include an 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 an intent-to-apply are not required to apply.

Method of Answering Frequently Asked Questions or Providing Changes

The last date that questions will be answered is **July 5, 2005**. 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>

Conditions for Acceptance

- 1) Application is received within DOE by the close of business on the due date.
- 2) Application includes required forms: DOE 101-Budget Narrative and DOE 100 B Application.
- 3) All required forms have original signatures by authorized entity
- 4) Application must be submitted to:
Bureau of Grants Management
Florida Department of Education
325 W. Gaines Street
Room 325
Tallahassee, Florida 32399-0400

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 100B when the application is submitted.

Other Requirements

In addition to the DOE 100B- Application and DOE 101-Budget Narrative, also include:

- Written responses to the **Narrative Section**
- Application Checklist
- ~~Projected Performances, Expenditures and Revenues Chart—Credit Hours Deleted June 24~~
- ~~Projected Performances, Expenditures and Revenues Chart—Clock Hours Deleted June 24~~
- Letters of Support

Submit

- One application with original signatures
- Four copies of the application

Electronic and facsimile submissions will not be accepted.

Be sure to review and adhere to the application guidelines to ensure that all sections of the application have been addressed.

Method of Review

The program office will establish a review panel, comprised of professionals in career education programs. Proposals received by the due date will be scored based on the maximum possible points for each section.

ATTACHMENTS

- DOE 100B, Project Application
- DOE 101, Budget Narrative Form
- ~~Projected Performances, Expenditures and Revenues Chart—Credit Hours~~
- ~~Projected Performances, Expenditures and Revenues Chart—Clock Hours~~
- Abstract Page Format
- Sample Management Plan
- Florida's Underserved Communities
- Application Checklist

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Numbers
1. 06B034
2. 06B035
3.

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) SunCom:	A) Name and Address of Eligible Applicant: <div style="text-align: center;">SUCCEED Florida – Career Paths</div>	<u>DOE USE ONLY</u> Date Received
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B) Applicant Contact Information

Contact Name:	Mailing Address:
Telephone Number:	E-mail Address:
Fax Number:	SunCom Number:

C) Program Name (1)	C) Program Name (2)	C) Program Name (3)
Project Number: (DOE Assigned)	Project Number: (DOE Assigned)	Project Number: (DOE Assigned)
D) Total Funds Requested: \$	D) Total Funds Requested: \$	D) Total Funds Requested: \$
Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$

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 100B

- A.** 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.
 - B.** 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.
 - C.** If not pre-printed, enter name of program(s) for which funds are requested in this project.
 - D.** Enter the total amount of funds requested for each program in this project.
 - 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 appropriate 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 100B when the application is submitted



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 (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

DOE 101

Rev. 01/05

Page 2 of 2

John L. Winn, Commissioner



Deleted June 24

Please note that the following required Excel forms for this project are available on the web site at:

<http://www.firn.edu/doc/dwdgrants/grants.htm>

- ~~Projected Performances, Expenditures and Revenues Chart—
Credit Hours~~
- ~~Projected Performances, Expenditures and Revenues Chart—
Clock Hours~~

ABSTRACT PAGE FORMAT

1. School district
2. District is identified as an Underserved Community based on the chart in this RFP Yes No
3. School is identified as a low-performing high school with a grade of "F" Yes No
4. District project contact
5. School name
6. Academy name
7. Designate the type of grant application (check one):
 - Implement a career and professional academy for the 2005-06 school year
 - Implement a redesign of a career academy during the 2005-06 school year
 - Plan and design a career and professional academy for the 2006-07 school year
8. Total funds requested for this grant: \$ _____
9. Objectives -- briefly state the objectives of the project

10. Project Design -- briefly describe the overall design or plan of the project

SAMPLE MANAGEMENT PLAN

Program Goal 1:		
Strategies/Activities	Evidence of Accomplishment	Begin/End Dates

Program Goal 2:		
Strategies/Activities	Evidence of Accomplishment	Begin/End Dates

FLORIDA'S UNDERSERVED COMMUNITIES

2004-2005 Workforce Education

A minimum of 50 percent of the funds shall be provided to programs in underserved communities, as defined in proviso. Underserved communities are those educational regions of the state which have below-average per capita public workforce education funding for the population aged 15 to 49.

Brevard	Monroe
Charlotte	Nassau
Citrus	Okaloosa
Clay	Orange
Collier	Osceola
Duval	Palm Beach
Escambia	Pasco
Gadsden	Polk
Glades	Putnam
Hamilton	Saint Johns
Hendry	Santa Rosa
Hernando	Sarasota
Hillsborough	Seminole
Jefferson	Sumter
Lafayette	Suwannee
Lake	Taylor
Lee	Wakulla
Leon	Walton
Levy	
Madison	
Manatee	
Marion	

APPLICATION CHECKLIST

Please include this form in the application package.

Competitive SUCCEED Florida – Career Paths

FY 2005-2006

- 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 100B, Project Application – with original signature	
2	Narrative Components 15 page maximum -- this does not include any requested forms or letters of support	
	1. Project Abstract	
	2. Need Statement (a-g)	
	3. Management Plan (a-d)	
	4. Organizational and Operational Structure (a-i)	
	5. Curriculum, Instruction, Assessment, and Accountability (a-e)	
	6. Partnerships (a-d)	
	7. Sustainability	
	8. Evaluation (a-b)	
	9. Support for Strategic Imperatives	
	10. State Requirement for Dissemination	
	11. Budget - DOE 101, Budget Narrative Form — Projected Performances, Expenditures and Revenues Chart — Credit Hours	
	— Projected Performances, Expenditures and Revenues Chart — Clock Hours	
	12. Bonus for Low-Performing High Schools (as stated in the Abstract)	
3	Application Checklist	