



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau/Office

Division of Community Colleges and Workforce Education

Program Name

SUCCEED Florida - Teacher Certification

Specific Funding Authority(ies)

2005 General Appropriation Line Item #119, non-recurring state funds

Funding Purpose

The purpose of the SUCCEED Florida—Teacher Certification initiative is to increase the capacity of teacher certification/preparation programs at public and private postsecondary educational institutions in order to produce more teachers to enter the workforce in Florida.

Funds must be use to support new students and not to supplant current funding or provide support to existing students. Institutions applying for funds shall not reduce funding, or the current level of enrollment, in its existing program. Any such reduction will result in a pro rata reduction in funding.

Funds awarded under this program may be used for personnel, student services, scholarships and financial assistance to students, materials, supplies, advertising, consultants and contracts, and other expenses (excluding construction) associated with increasing the capacity of teacher preparation programs. These funds are nonrecurring. Thus, applications designed to fund personnel will have to provide a continuation plan for funding those personnel beyond the budget and project periods.

Funding Priorities

- Applicants can apply to increase the capacity of teacher preparation programs in all subject and content areas.
- Priority will be given during the review process (in the form of bonus points) to applications that demonstrate a commitment to recruiting, supporting, producing, and placing highly-qualified, workforce ready, teachers for high-need subject areas and specializations. For 2005-06, the major, high-need subject areas and specializations are:
 - Mathematics (middle and high school)
 - Science (middle and high school)
 - Reading (all levels)
 - Exceptional Student Education Programs (ESE—all levels)
 - English for Speakers of Other Languages (ESOL—all levels)

Total Funding Amount

\$5,000,000 total in non-recurring state funds

Range of Awards

Applicants should apply for funds within this range, \$100,000 to \$300,000, subject to amendment by the Commissioner of Education. The number of awards to be made is estimated to be between 30 and 45.

The review committee and/or the Commissioner may recommend an amount greater or less than the amount requested in the proposal.

Budget Period

July 1, 2005 to June 30, 2006

Program Performance Period

July 1, 2005 to June 30, 2006

Target Population

Postsecondary students interested in teaching and/or non-education baccalaureate degree holders interested in teaching.

Eligible Applicant(s)

All accredited or approved public and private postsecondary educational institutions in Florida (as described in State Board Rule, with approved teacher preparation programs or approved/provisionally-approved educator preparation institutes.

Application Due Date

Proposals must be received in the Department of Education Bureau of Grants Management by the close of business on **July 8, 2005**. Facsimile and email submissions are not acceptable.

Contact Persons

Program Contact: Teresa Bestor, (850) 245-9047, Teresa.Bestor@fldoe.org

Grants Management Contact: Gloria Smith, (850) 245-0718, 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 education 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

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.

Private Colleges and Universities, Community-based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must submit the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based organizations, and other non-public agencies must also submit copies of the organization’s current budget, a list of its board of directors, and a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. *These items must be submitted prior to the issuance of a project award.*

NARRATIVE SECTION

Background

Florida is facing a teacher shortage of unprecedented proportions. According to data collected by the Florida Department of Education, the total number of teachers that are projected will be needed by 2006-07 is 29,604. This number represents vacancies due to enrollment growth, class size requirements, and attrition. Projections also indicate that approximately 20,000 additional teachers will be needed every subsequent year for the next 10 years. The table below shows the ongoing need for teachers, especially in certain, high-need subject areas and specialties.

High Need Subject Areas and Specializations

	2004-05	2005-06	2006-07
ESE	2,265	2,223	2,289
Reading	576	529	936
ESOL	630	601	1,100
Math	1,644	1,289	2,308
Science	1,376	1,070	1,938

In an effort to address this shortage of teachers for Florida’s public schools, applicants under this Request for Proposal are encouraged to think strategically and creatively about the entire process of teacher preparation, including institutional factors such as policies and procedures, incentives, support and retention, career development and job placement, in addition to pedagogical elements such as course content, field experiences and instructional delivery methods.

Priority will be given during the review process (in the form of bonus points) to applications that demonstrate a commitment to recruiting, supporting, producing, and placing highly-qualified, workforce ready, teachers in the high-need subject areas and specializations listed above. Up to 10 bonus points will be awarded to applications that address these high-need subject areas (two points for each high-need subject area).

NARRATIVE SECTION

Narrative Components

Narrative responses must be typed in 12 point and single spaced. Times New Roman font with one inch margins. The Project Abstract and the Budget Narrative will not be counted toward the 20-page limit. Be sure to respond to all information requested and follow the items 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 Maximum Points Possible = 0

Provide a one-page summary of the proposed project with an emphasis on how the proposed program will increase capacity in teacher preparation programs.

2. Student Recruitment Maximum Points Possible = 14 + up to 10 bonus points

Recruitment is a critical step in any effort to expand the capacity of teacher preparation programs. Describe the proposed process for attracting new students into the teacher preparation program. Include the following information:

- A. Brief overview of current recruiting efforts;
- B. Teacher preparation enrollment figures (by subject area) for each semester over the past three years;
- C. Proposed number and percent increase in student enrollment (by subject area) for the teacher preparation program during each semester of the project period. *Note: Up to ten bonus points will be awarded for targeting increases in the high-need subject areas and specializations indicated above (2 points for each high-need subject area);*
- D. Describe the target population(s) for this increase in capacity (demographics and geographic locales);
- E. Describe any new marketing/communication strategies to be implemented;
- F. Describe any new advertising/media campaigns to be implemented;
- G. Describe how any new recruiting efforts will coordinate with, or leverage, other existing student services/campus resources.

3. Student Intake Maximum Points Possible = 8

Recruiting is only the first step in an integrated effort to expand capacity. Many prospective students are lost during the intake procedures for institutions, colleges, departments and programs. Describe current admission requirements and explain how intake policies and procedures will be improved, enhanced, modified or leveraged to increase the enrollment in teacher preparation programs. Be sure to address the following critical processes:

- A. Application/Admissions (e.g. Will fees be waived? Will deadlines be extended?);
- B. Testing (e.g. Will additional dates be offered? Will specialized test prep services be available?);

- C. Registration (e.g. Will teacher preparation students be given early/priority registration status?);
- D. Acceleration mechanisms (e.g. Will advisors and registrar's staff receive additional training on identifying and promoting acceleration options such as credit by examination, credit by experience, course waivers, course substitutions, etc.?).

4. Retention Maximum Points Possible = 8

Once considerable time, energy and money have been invested to recruit and enroll teacher preparation students, thought must be given to protecting that investment through retention strategies and student services. Describe any improvements, enhancements, modifications, or leveraging opportunities that are proposed for the following student support mechanisms:

- A. Advising (e.g. Will additional advising staff be hired for teacher preparation students?);
- B. Tutoring (e.g. Will tutors be available for teacher preparation courses? Will peer tutoring be utilized and coordinated?);
- C. Academic Intervention (e.g. Will faculty, advisors, or others monitor student grades and engage/encourage students who are struggling to create an action plan for improvement?);
- D. Financial Aid (e.g. Can scholarships or other means of financial aid be linked to student performance? Could financial incentives be utilized as a retention tool?).

5. Faculty Maximum Points Possible = 8

Faculty members are the content experts who have the most direct contact with students. Their ability to motivate and influence students on multiple levels is unparalleled. Please explain the proposed faculty utilization and faculty development plans with careful attention to the following aspects:

- A. Current number of faculty delivering teacher preparation curriculum;
- B. Proposed increases in adjunct and/or full time faculty to increase program capacity;
- C. Additional training or faculty/professional development to be offered;
- D. Additional or unique roles planned for any faculty under this proposal (e.g. research, service, project coordination or administration).

6. Content/Curriculum Maximum Points Possible = 20

Content must be relevant and challenging to engage learners and motivate students toward careers as classroom teachers. Please address the following content and curricular criteria.

- A. Explain how the Florida Educator Accomplished Practices will be addressed or embedded in the curriculum.
- B. Describe the amount and type of field experience that students will participate in.
- C. Describe how students will demonstrate mastery of content and teaching competencies.
- D. Describe other methods that will be used to assess student learning.
- E. Explain how students will be instructed in scientifically-based reading methods.
- F. Explain how educational technology will be taught and/or imbedded in the curriculum.
- G. Describe how classroom management principles (including use of the Sunshine State Standards) will be taught and/or imbedded in the curriculum.
- H. Describe how classroom diversity will be addressed and/or imbedded in the curriculum.
- I. Explain the major delivery systems and instructional methods that will be utilized to prepare teachers.

J. Describe any mandatory or optional teacher certification test preparation courses, seminars, or workshops that will be available for students.

7. Career Development Maximum Points Possible = 10

Excellent teacher preparation programs also prepare students for the transition to their careers as professional, employed, classroom teachers. In this section, describe the activities and services that will be available to students in the proposed program that are different than, or in addition to, services available to all students at the applicant's institution. Coordination, partnerships, and leveraged resources are strongly encouraged. Be sure to address the following programmatic components:

- A. Student portfolios;
- B. Placement services;
- C. Partnerships with local school districts;
- D. Mock interviews;
- E. Ombudsman, Success Coach, or other professional staff to assist students with program completion and the teacher certification processes.

8. Program Evaluation and Student Follow-up Maximum Points Possible = 12

Data collection and feedback are recognized practices for continuous improvement. In this section, discuss how data will be collected from students and employers and used to evaluate and improve the teacher preparation program. At a minimum, describe when and how data will be collected about:

- A. Student satisfaction;
- B. Student persistence, retention, and success;
- C. Successful placement and employment as a teacher in Florida;
- D. Employer satisfaction with the preparation of program graduates/completers;
- E. Participant demographics;
- F. Pass rates on all examinations required for teacher certification.

9. Project Implementation Maximum Points Possible = 4

- A. Provide a logic model that illustrates how the teacher preparation program interfaces with other key institutional offices, programs, and student support services.
- B. Provide a timeline that shows significant steps or milestones for each month of the project period.

10. Management Plan Maximum Points Possible = 6

- A. Describe the staffing plan for this project. Include all personnel who will be hired or paid from project funds. Because these funds are nonrecurring, include a continuation plan for funding those personnel beyond the budget and project periods.
- B. Provide a brief description of the qualifications and experience of the proposed project coordinator (the person with day-to-day responsibility for project management and implementation).
- C. Briefly describe the institution's student information system and/or management information system to be used for data collection, program evaluation, and reporting.

11. Support for Strategic Imperatives Maximum Points Possible = 2

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

12. Dissemination/Marketing Maximum Points Possible = 2

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

13. Budget Maximum Points Possible = 6

These forms are located in the **Attachments** section of this document

A. **Projected Performances, Expenditures and Revenues Chart – Credit Hrs**

B. **Projected Performances, Expenditures and Revenues Chart – Clock Hrs**

C. **Complete the DOE 101 Budget Narrative Form.** Be sure that:

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

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 plus 10 bonus points. Bonus points are incentives for applications that demonstrate a commitment to recruiting, supporting, producing, and placing highly-qualified, workforce ready, teachers for high-need subject areas and specializations. Bonus points will be applied only after the 70 percent base score is achieved.

In general, reviewers are looking for two major elements in an applicant's response:

- 1) Did the applicant provide the requested information at the correct point in the Narrative?
- 2) Is the response clear, concise, complete, and likely to contribute to the desired result of increasing the capacity of teacher preparation programs and, ultimately, increasing the supply of highly-qualified teachers?

For this reason, applicants are strongly encouraged to organize the Narrative in exactly the same order, and using exactly the same numbered headings and lettered subheadings, as outlined in this Request for Proposal.

Bonus Points: In addition to the 100 regular points, up to ten bonus points will be awarded to applications that plan to increase the capacity of teacher preparation programs in the high-need subject areas listed at the beginning of the Narrative section. Two bonus points will be awarded for each of the high-need subject areas where capacity increases are planned.

The review will be conducted in accordance with the proviso language associated with specific appropriation #119 that authorizes the State Board of Education to review proposals, determine funding to be provided, and monitor compliance with accountability requirements. The review of proposals will be coordinated with representatives of the Board of Governors and the Independent Colleges and Universities of Florida.

All applications must meet the minimum score of 70 to be considered for funding; however, funding consideration may also be given to any application based on a combination of factors such as rank and score, geographic dispersion, need for the program, and available funds. Final funding decisions are at the discretion of the Commissioner of Education.

Section 1—Project Abstract: Required but not scored. Maximum Points Possible = 0

Provide a concise, one-page summary of the activities proposed under this funding initiative. Be sure to focus on how the proposed program will differ from current institutional practices in teacher preparation. If no current practices exist, indicate why (e.g. new program, limited resources, etc.).

Section 2—Student Recruitment: Maximum Points Possible = 14 + up to 10 bonus points

To achieve maximum points in this category, all criteria must be addressed.

- A. Brief overview of current recruiting efforts
 - Does the applicant provide enough detail to understand the scope of current efforts?
- B. Teacher preparation enrollment figures (by subject area) for each semester over the past three years
 - Does the applicant provide the data in the format requested? Are trends easy to identify?
- C. Proposed number and percent increase in student enrollment (by subject area) for the teacher preparation program during each semester of the project period
 - Is the data provided in the format requested? Are the proposed increases realistic? Up to ten bonus points will be awarded for targeting increases in the high-need subject areas and specializations indicated at the beginning of the Narrative section
 - Does the applicant propose increases in the high-need subject areas? Two bonus points will be awarded for each high-need subject area targeted in the proposal
- D. Describe the target population(s) for this increase in capacity (demographics and geographic locale)
 - Does the applicant provide information on age, race, sex, educational attainment and geographic proximity to the institution of application?
- E. Describe any new marketing/communication strategies to be implemented
 - Does the applicant contrast new marketing/communication strategies with existing practice? Are the proposed strategies likely to reach prospective students?
- F. Describe any new advertising/media campaigns to be implemented
 - Does the applicant contrast new advertising/media campaigns with existing practice? Are the new advertising/media campaigns likely to attract new students?
- G. Describe how any new recruiting efforts will coordinate with, or leverage, other existing student services/campus resources
 - Does the applicant clearly explain how coordination with existing student/campus resources will occur and/or provide details on how institutional or grant assets will be leveraged?

Section 3—Student Intake: Maximum Points Possible = 8

To achieve maximum points in this category, all criteria must be addressed.

- A. Improvements, enhancements, modifications or leveraging opportunities for Application/Admissions
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?
- B. Improvements, enhancements, modifications or leveraging opportunities for Testing
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?
- C. Improvements, enhancements, modifications, or leveraging opportunities for Registration
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?
- D. Improvements, enhancements, modifications, or leveraging opportunities for Acceleration mechanisms
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?

Section 4—Retention: Maximum Points Possible = 8

To achieve maximum points in this category, all criteria must be addressed.

- A. Improvements, enhancements, modifications or leveraging opportunities for Advising
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?
- B. Improvements, enhancements, modifications or leveraging opportunities for Tutoring
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?
- C. Improvements, enhancements, modifications or leveraging opportunities for Academic Intervention
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?
- D. Improvements, enhancements, modifications or leveraging opportunities for Financial Aid
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to increase enrollment in teacher preparation programs?

Section 5—Faculty: Maximum Points Possible = 8

To achieve maximum points in this category, all criteria must be addressed.

- A. Current number of faculty delivering teacher preparation curriculum
 - Does the applicant provide the data requested?
- B. Proposed increases in adjunct and/or full time faculty to increase program capacity
 - Are the proposed faculty increases appropriate for the proposed capacity and enrollment increases?
- C. Additional training or faculty/professional development to be offered

- Are the proposed faculty/professional development activities clearly linked to capacity improvements?
- D. Additional or unique roles planned for any faculty under this proposal (research, service, project coordination or administration)
- Does the applicant propose additional or nontraditional roles or activities for faculty that are likely to increase enrollment in teacher preparation programs?

Section 6—Content/Curriculum: Maximum Points Possible = 20

To achieve maximum points in this category, all criteria must be addressed.

- A. Explain how the Florida Educator Accomplished Practices will be addressed or embedded in the curriculum
- Does the applicant provide sufficient evidence that all of the Accomplished Practices will be taught?
- B. Describe the amount and type of field experience that students will participate in
- Is the proposed field experience sufficient, appropriate, and beneficial for students, given the structure of the teacher preparation program?
- C. Describe how students will demonstrate mastery of content and teaching competencies
- Does the applicant provide enough detail to understand how students will demonstrate competencies and how the institution will assess mastery of content and competencies?
- D. Describe other methods that will be used to assess student learning
- Are multiple methods of student assessment utilized? Are the assessment methodologies relevant and appropriate for the content, behavior, skills and competencies to be measured?
- E. Explain how students will be instructed in scientifically-based reading methods
- Are the methods for teaching scientifically-based reading in alignment with research and best practice as promoted by the Just Read, Florida! Office?
- F. Explain how educational technology will be taught and/or imbedded in the curriculum
- Does the applicant clearly explain how educational technology content is transferred to students? Are there opportunities for students to interface with educational technology and develop proficiencies?
- G. Describe how classroom management principles (including use of the Sunshine State Standards) will be taught and/or imbedded in the curriculum
- Does the applicant clearly explain how classroom management content, including the Sunshine State Standards, is taught? Are there opportunities for students to practice classroom management principles and techniques?
- H. Describe how classroom diversity will be addressed and/or imbedded in the curriculum
- Does the applicant provide sufficient detail regarding the integration of diversity topics in the proposed curriculum? Are there opportunities for students to examine and reflect on their attitudes and behavior?
- I. Explain the major delivery systems and instructional methods that will be utilized
- Are the content delivery systems and instructional methods appropriate and effective given the structure of the proposed teacher preparation program?
- J. Describe any mandatory or optional teacher certification test preparation courses, seminars, or workshops that will be available for students

- Is it clear that the applicant provides teacher certification test preparation opportunities for students? Are these opportunities easily accessible and likely to increase certification exam performance?

Section 7—Career Development: Maximum Points Possible = 10

To achieve maximum points in this category, all criteria must be addressed.

- Different or additional services that feature coordination, partnerships, or leveraged resources for Student Portfolios
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to result in increased employment offers and improved job placement rates?
- Different or additional services that feature coordination, partnerships, or leveraged resources for Placement Services
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to result in increased employment offers and improved job placement rates?
- Different or additional services that feature coordination or leveraged resources related to Partnerships with Local School Districts
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to result in increased employment offers and improved job placement rates or student teaching opportunities?
- Different or additional services that feature coordination, partnerships, or leveraged resources for Mock Interviews
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to result in increased employment offers and improved job placement rates?
- Different or additional services that feature coordination, partnerships, or leveraged resources related to the use of an Ombudsman, Success Coach, or other professional to assist students with program completion and the teacher certification processes
 - Does the applicant contrast proposed changes with existing practice? Are the proposed changes likely to result in increased employment offers, improved job placement rates, and successful certification as a teacher?

Section 8—Program Evaluation and Student Follow-up: Maximum Points Possible = 12

To achieve maximum points in this category, all criteria must be addressed.

- Describe when, how, and for what use data will be collected regarding student satisfaction
 - Are the proposed timing, methods and usage of data appropriate? To what extent is the data useful for program evaluation and program improvement?
- Describe when, how, and for what use data will be collected regarding student persistence, retention, and success
 - Are the proposed timing, methods and usage of data appropriate? To what extent is the data useful for program evaluation and program improvement?
- Describe when, how, and for what use data will be collected regarding successful placement and employment as a teacher in Florida

- Are the proposed timing, methods and usage of data appropriate? To what extent is the data useful for program evaluation and program improvement?
- D. Describe when, how, and for what use data will be collected regarding employer satisfaction with the preparation of program graduates/completers
 - Are the proposed timing, methods and usage of data appropriate? To what extent is the data useful for program evaluation and program improvement?
- E. Describe when, how, and for what use data will be collected regarding participant demographics
 - Are the proposed timing, methods and usage of data appropriate? To what extent is the data useful for program evaluation and program improvement?
- F. Describe when, how, and for what use data will be collected regarding pass rates on all examinations required for teacher certification
 - Are the proposed timing, methods and usage of data appropriate? To what extent is the data useful for program evaluation and program improvement?

Section 9—Project Implementation: Maximum Points Possible = 4

To achieve maximum points in this category, all criteria must be addressed.

- A. Provide a logic model that illustrates how the teacher preparation program interfaces with other key institutional offices, programs, and student support services
 - Does the logic model reveal the connections between the proposed teacher preparation program and key institutional resources that are able to contribute to and support capacity increases for the program?
- B. Provide a timeline that shows significant steps or milestones for each month of the project period
 - Does the implementation timeline include all major activities? Is the timeline realistic and achievable?

Section 10—Management Plan: Maximum Points Possible = 6

To achieve maximum points in this category, all criteria must be addressed.

- A. Describe the staffing plan for this project. Include all personnel who will be hired or paid from project funds. Include a continuation plan for funding those personnel beyond the budget and project periods.
 - Is the proposed staffing sufficient for this project? Is the continuation plan realistic?
- B. Provide a brief description of the qualifications and experience of the proposed project coordinator (the person with day-to-day responsibility for project management and implementation)
 - Are the qualifications and experience appropriate for the proposed project?
- C. Briefly describe the institution's student information system and/or management information system to be used for data collection, program evaluation, and reporting
 - Is there an appropriate project management information system in place that supports the needs of the proposed project?

Section 11--Support for Strategic Imperatives: Maximum Points Possible = 2

To achieve maximum points in this category, all criteria must be addressed.

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

- Are the proposed activities aligned with the FDOE's reading initiative and strategic imperatives?

Section 12--Dissemination/Marketing: Maximum Points Possible = 2

To achieve maximum points in this category, all criteria must be addressed.

Describe the methods and strategies that will be used to disseminate and market information about the project to appropriate populations.

- Does the applicant provide an effective and realistic plan for sharing project strategies, methodologies and outcome information with relevant stakeholders?

Section 13—Budget Narrative: Maximum Points Possible = 6

To achieve maximum points in this category, all criteria must be addressed.

A. Projected Performances, Expenditures and Revenues Chart – Credit Hrs

B. Projected Performances, Expenditures and Revenues Chart – Clock Hrs

C. Complete the DOE 101 Budget Narrative Form. Be sure that:

- The budget sufficiently reflects all proposed expenditures
 - Are all proposed expenditures included in the budget narrative?
- All budget items are accurately justified
 - Are the budget justifications appropriate and necessary?
- The budget is appropriate for achieving the program goals
 - Does the budget clearly support and facilitate the goals and activities of the project?

Note: While some sections do not carry point totals, they are still required to be fully and accurately completed. Failure to adequately address and include these sections will result in technical disqualification of the application which will be returned without being scored.

Reporting Outcomes

- As required by proviso language, programs receiving grants must submit periodic reports to the Department of Education documenting compliance with the performance measures established by the department.
- 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.

Reports

Periodic reports must be submitted by the following dates: September 30, 2005; December 30, 2005; March 30, 2006; and June 30, 2006. These reports will include, but not be limited to:

- An interim financial report (DOE 399)
- An interim Projected Performances, Expenditures and Revenues Chart for:
 - Projected Performances, Expenditures and Revenues Chart – Credit Hrs
 - Projected Performances, Expenditures and Revenues Chart – Clock Hrs
- An evaluation of the project to date
- The final report must also include, but not be limited to, the number of new enrollments, completers, certification examination passage rate, and placement rate.

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.

Advance Payment to Private Entity – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department. No funds may be obligated prior to the approved budget period or after the project period ends.

Fiscal Requirements

Funds awarded under this program may be used for personnel, student services, scholarships and financial assistance to students, materials, supplies, advertising, consultants and contracts, and other expenses (excluding construction) associated with increasing the capacity of teacher preparation programs. Thus, applications designed to fund personnel will have to provide a continuation plan for funding those personnel beyond the budget and project periods.

Funds must be used to support new students and not to supplant current funding or students. Institutions applying for funds shall not reduce funding, or the current level of enrollment, in its existing program. Any such reduction will result in a pro rata reduction in funding.

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.

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 24, 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

To assure fair and equitable treatment of all potential applicants, the last date for accepting questions regarding this Request for Proposal is June 30, 2005. Please direct all questions to: Teresa Bestor at the following email address: Teresa.Bestor@fldoe.org or by fax at: 850-245-9052. All questions must be submitted in writing so that all applicants can see the question and subsequent answer/technical assistance which will be posted on the DOE web site: <http://www.firn.edu/doe/dwdgrants/grants.htm>

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- Applications must be received by 5:00 p.m. on July 8, 2005. This is not a postmark date.
- Applications must include all required forms including the DOE 101-Budget Narrative and DOE 100A.
- All required forms must have original signatures by the authorized entity.
- Applications must be submitted to:
Bureau of Grants Management
Florida Department of Education
325 West Gaines Street, Room 344
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 this letter or documentation to the DOE 100A when the application is submitted.

Other Requirements

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

- Project narratives are limited to 20 pages, single-spaced in 12 point Times New Roman font with 1 inch margins. The Project Abstract and the Budget Narrative will not be counted toward the 20-page limit.
- Written responses to the **Narrative Section**
- Application Checklist
- Projected Performances, Expenditures and Revenues Chart – Credit Hours
- Projected Performances, Expenditures and Revenues Chart – Clock Hours

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 review will be conducted in accordance with the proviso language associated with specific appropriation #119 that authorizes the State Board of Education to review proposals, determine funding to be provided, and monitor compliance with accountability requirements. The review of proposals will be coordinated with representatives of the Board of Governors and the Independent Colleges and Universities of Florida.

ATTACHMENTS

- DOE 100 A, Project Application
- DOE 101, Budget Narrative Form
- Projected Performances, Expenditures and Revenues Chart – Credit Hours
- Projected Performances, Expenditures and Revenues Chart – Clock Hours
- Application Checklist

FLORIDA DEPARTMENT OF EDUCATION

Project Application

TAPS Number 06B033

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	Program Name: SUCCEED Florida Teacher Certification Competitive Fiscal Year 2005-2006	<u>DOE USE ONLY</u> Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="width: 200px; margin-left: 0;"/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> DOE USE ONLY </div> Total Approved Project:	D) Applicant Contact Information	
	Contact Name: _____	Mailing Address: _____
	Telephone Number: _____	SunCom Number: _____
	Fax Number: _____	E-mail Address: _____
<p>CERTIFICATION</p> <p>I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>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.</p> <p>E) _____ Signature of Agency Head</p>		

DOE 100A
Revised 08/04



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

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

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John L. Winn, Commissioner



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

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

- Projected Performances, Expenditures and Revenues Chart – Credit Hours
- Projected Performances, Expenditures and Revenues Chart – Clock Hours

APPLICATION CHECKLIST

Please include this form in the application package.

Competitive SUCCEED Florida - Teacher Certification

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 100A, Project Application – with original signature	
2	Narrative Components 20 page maximum -- this does not include any requested forms or letters of support	
	1. Project Abstract	
	2. Student Recruitment (A.-G.)	
	3. Student Intake (A.-D.)	
	4. Retention (A.-D.)	
	5. Faculty (A.-D.)	
	6. Content/Curriculum (A.-J.)	
	7. Career Development (A.-E.)	
	8. Program Evaluation and Student Follow-up (A.-F.)	
	9. Project Implementation (A.-B.)	
	10. Management Plan (A.-C.)	
	11. Support for Strategic Imperatives	
	12. Dissemination/Marketing	
	13. Budget Narrative (A.-C.)	
	<ul style="list-style-type: none"> • Projected Performances, Expenditures and Revenues Chart – Credit Hours 	
	<ul style="list-style-type: none"> • Projected Performances, Expenditures and Revenues Chart – Clock Hours 	
	<ul style="list-style-type: none"> • Complete the DOE 101 Budget Narrative Form 	
3	Application Checklist	